Our school at a glance

Students

Brunswick Heads has a population of around 190 students. These students come from all walks of life. The gelling of these widely varying backgrounds into a cohesive unit is one of our great strengths. As a result the student body is characterised by a general air of tolerance and respect.

Staff

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

Significant programs and initiatives

Our Tooty Fruiti Vegie program saw all students involved in the Munch and Crunch healthy eating program encouraging students to make healthier food choices and a cooking program that gave them all the opportunity to prepare and eat healthy snacks. We combined our Ride Safely to School days with a healthy breakfast to further stress our healthy lifestyle message.

The Tournament of the Minds team competed in the national competition making the state finals where they gave a very creditable performance placing second.

Many students receive tutoring in a variety of musical instruments.

Our Garden Club continues to improve the look of the school creating a prize-winning vegie garden (which supplies produce to the canteen and to many members of the local community). All children in grades 3 – 6 have the opportunity to work in the garden on a weekly basis.

Student achievement in 2010

Reading is one of the school’s more successful areas. Through a combination of dedicated teachers and a committed Learning Support Team we keep providing pertinent instruction designed to benefit every individual student.

The graph below shows a comparison between the school’s percentage of students in each Band (green) compared with the Region (black) and the State (sky blue) according to NAPLAN results for year 5 over the last 3 years. It demonstrates how we keep moving our students into higher bands by the end of their time at our school.

Principal’s message

Brunswick Heads Public School is committed to providing a dynamic and relevant education based on the elements of the Quality Teaching model. The school aims to empower students to take responsibility for their learning. We focus on academic development whilst providing for the students’ social, cultural and emotional development as well.

This report reflects our school’s strong emphasis on literacy and numeracy and the student-centred learning and welfare programs and practices which set our school apart.
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.

Mick Channells

P&C and/or School Council message

The P&C have a large role in assisting the school raising much needed funds. To achieve this we run the canteen and hold other fund raising events. These much needed funds are responsible for our school building a covered outdoor learning area and purchasing such items as computers, books, sporting equipment, etc.

We also participate in the decision making process for school policies and procedures and are a valued part of the school.

As President of the P&C and a parent at the school, I feel very proud my child is a part of a fantastic school community.

Fiona Andrewartha
President

Student representative's message

From the School Captains

Our school is a great school because everyone is happy and looks out for each other in all different ways.

The staff are friendly in every way and help us learn. All the students and staff are academic and sporty. That’s why it’s great.

Renee-Gollan Essex and Riz Mahoney
School Captains

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>111</td>
<td>107</td>
<td>99</td>
<td>90</td>
<td>97</td>
</tr>
<tr>
<td>Female</td>
<td>87</td>
<td>94</td>
<td>73</td>
<td>75</td>
<td>82</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

Management of non-attendance

Student attendance is monitored and any developing trends of non-attendance is investigated and if necessary referred to our District Home School Liaison Officer. All such cases have been resolved to the satisfaction of all parties and for the ultimate benefit of the student.

Class sizes

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

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.
Structure of classes
At Brunswick Heads Public School we choose to run with classes set up as stage groups rather than year groups. This serves a double purpose of giving us more flexibility when placing students and the likelihood students will be taught by the same teacher for two years running.

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Total

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools. They are highly trained and very experienced professionals. We have a support structure of ongoing professional development to ensure staff stay at the cutting edge of teaching/learning practices.

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

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>48 814.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>135 030.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>85 533.56</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>85 085.40</td>
</tr>
<tr>
<td>Interest</td>
<td>2 399.50</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6 186.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>363 049.90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>16 464.66</td>
</tr>
<tr>
<td>Excursions</td>
<td>31 486.09</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>46 360.45</td>
</tr>
<tr>
<td>Library</td>
<td>3 842.30</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>8 842.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>115 956.02</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>40 166.53</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>27 346.88</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>27 536.12</td>
</tr>
<tr>
<td>Maintenance</td>
<td>16 181.57</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6 186.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5 414.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>345 783.35</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>17 266.55</td>
</tr>
</tbody>
</table>

As well as our annual grant from the Department we receive additional funding to support students with special needs.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

BHPS Community works together to provide a rich learning environment that creates opportunities for student achievement in all areas of personal growth.

Parents report a school strength as being a strong sense of community where staff, students and families join together to provide an engaging school environment.

Students are encouraged to be active participants in every aspect of school life and take on roles of responsibility in the daily running of the school as well as within the classroom learning environment.

Achievements

Arts

Students at our school have many opportunities to develop their skills in the creative and performing arts. We have a choir that performs regularly for organisations in the local community and at school and departmental functions.

Music lessons were run for individuals/small groups in a range of musical instruments culminating in regular performances at school assemblies. A school band is in the beginning stages of being formed.

Sport

Brunswick Heads Public School offers a wide variety of sporting experiences for students of all grades. At a school level both junior and senior programs run weekly. At the junior level skills and attitudes are taught and developed to allow the students to participate at more organised games as they grow.

In the older years students have the opportunity to work with skilled trainers and school staff in a variety of more organised team sports. Involvement in local and state-wide competitions provides a chance for students to display and further develop these skills.

Access through the Primary Schools Sports Assoc. to a variety of interschool sports is available to all our students. As well as athletics and swimming this includes many of the team sports practice through our school program. This involvement begins at a local level and can lead on to regional, state and even Australia-wide participation.

Yoga has been added to our sporting curriculum to meet a need directly requested and supported by our community. It is available K – 6 for most of the year.

Other

Our latest community project has seen the development of a Community Garden. Staff, students and members of the local community have worked together under the guidance of Andrew Carter to create a fantastic garden which supplies the canteen and many families with food. Students are learning the importance of bio-diversity and sustainable living as they prepare the beds, grow and harvest the produce, and collect enough seeds to generate the next crop.

Our next step will be to introduce food preparation into their tasks.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest)
Yr 5: from Band 3 (lowest) to Band 8 (highest)
Literacy – NAPLAN Year 3

Percentage of students in bands:
Year 3 reading

Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 writing

Percentage of students in bands:
Year 3 grammar and punctuation
Numeracy – NAPLAN Year 3

Percentage of students in bands: Year 3 numeracy

- Band 1
- Band 2
- Band 3
- Band 4
- Band 5
- Band 6

Percentage in band
School average 2008 - 2010
SSG average 2010
State DET average 2010

Literacy – NAPLAN Year 5

Percentage of students in bands: Year 5 reading

- Band 3
- Band 4
- Band 5
- Band 6
- Band 7
- Band 8

- Band 3
- Band 4
- Band 5
- Band 6
- Band 7
- Band 8

Percentage in band
School average 2008 - 2010
SSG average 2010
State DET average 2010

Percentage of students in bands: Year 5 writing

- Band 3
- Band 4
- Band 5
- Band 6
- Band 7
- Band 8

Percentage in band
School average 2008 - 2010
SSG average 2010
State DET average 2010

Percentage of students in bands: Year 5 spelling

- Band 3
- Band 4
- Band 5
- Band 6
- Band 7
- Band 8

Percentage in band
School average 2008 - 2010
SSG average 2010
State DET average 2010
Numeracy – NAPLAN Year 5

Progress in literacy

Average progress in reading between Year 3 and Year 5

Average progress in writing between Year 3 and Year 5

Progress in numeracy

Average progress in numeracy between Year 3 and Year 5
Minimum standards

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

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

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

The establishment of our Targetted Learning Class (TLC) was continued with considerable effect on the students involved. Across the group the average improvement in reading was 6 Reading Recovery levels with a range from 2 levels to 13.

We also continued the Positive Behaviour for Learning (PB4L) program as a means of rewarding the great percentage of students who regularly do the right thing. This saw the incidence of reported misdemeanours drop from 175 in term 1 to just under 100 by the end of year. This reflects an overall improvement of 12.5% when compared to last year’s data.

The Tournament of the Minds team competed in the national competition scoring a Highly Commended.

Yoga was introduce as an alternative activity during sport time. It has become so popular we are able to offer it to two groups a week for three terms a year.

A Learn Surf Awareness program was run in term 4 to give the students the opportunity to develop their skills in the surf. Being as we are a beachside village this was seen as extremely important by our school community.

Aboriginal education

The Deadly Dancers that not only taught a group of students Aboriginal dance techniques but engaged them in many other cultural experiences along the way was extended to include other schools in our learning community. The group performed regularly at school and were sought after during NAIDOC week. They also performed at the Brunswick Valley performing arts event - ValleyFest.

We were also able to employ an Aboriginal School Support Officer to work with our younger Aboriginal students. This not only contributed to improved student outcomes but provided a very successful role model to our Aboriginal students across the school.

Several teachers were again trained through the TAFE Aboriginal Cultural Education Program (ACEP). This program has now been experienced.
by the entire staff over the last two years giving us all a clearer understanding of Aboriginal history and culture.

As a result of these programs the profile of Aboriginal students in our school was raised, the involvement of the Aboriginal community in the school has increased and the learning outcomes of our students have improved. Our Aboriginal enrolment has increased by 50% as the community becomes more comfortable with us as their local school.

**Multicultural education**

The teaching of Indonesian language continued in the younger years.

Students in years 3 to 6 participated in the multicultural public speaking activities with four students going on to represent our school in district finals.

Multicultural perspectives are integrated across all key learning areas. Units of work are linked to the achievement of outcomes through the study of countries, cultures and world events.

**Respect and responsibility**

Students are taught respect and responsibility through specific programs such as our student welfare and PB4L lessons and through the care, respect, dedication and behaviour of our staff. Some of the features of these programs are:

- Reports of classroom disturbance have drastically reduced.
- The introduction of Days of Celebration of Positive Behaviour for students displaying respectful behaviour in all settings. Our first such day at the end of term 1 saw 87% of students invited to attend and our last one at the end of the year saw this number grow to just under 95%.

- The Student Representative Council (SRC) met regularly. These students represented their classmates and worked for the improvement of the school. This year their role increased with several issues raised at staff meetings referred back to the students to solve. They also ran whole-school assemblies throughout the year.

- All students participated in our PB4L lessons focusing on respectful, safe behaviour in all areas of the school. The inclusion of “Participation” as the third arm of our PB4L was a natural progression.

- Students led many events at school such as the weekly whole school assembly, ANZAC Day and Remembrance Day ceremonies.

**Progress on 20010 targets**

**Target 1**

**Target 1 - Numeracy**

For Year 3:

- To decrease the % of students in bands 1 & 2 from 31% to 26%.
- To increase the % of students in bands 5 & 6 from 21% to 26%

For Year 5:

- To decrease the % of students in bands 3 & 4 from 29% to 25%.
- To increase the % of students in bands 7 & 8 from 18% to 22%.

Strategies to achieve this target include:

- Maintain momentum of whole school implementation of maths scope & continuum;
K-6 implementation of structured numeracy sessions including:

1. Previous NAPLAN questions daily; &
2. Modelled, guided and independent approaches encouraging lesson differentiation.

K-2 tracking of students using Best Start and SENA 1.

3-6 tracking of students using SENA 2 and NAPLAN plus school-devised evaluation.

Regular, daily use of technology.

Analysis of SMART/Best Start data to establish and evaluate targets using Target Setting Tool.

Our achievements include:

For year 3:-

- The number of students in bands 1 & 2 fell to 18% with no students placed in band 1 (exceeded target).
- The number of students placed in bands 5 & 6 reached 26% (equalled target).

For year 5:-

- The number of students placed in band 3 or 4 dropped to an all time low of 10% (exceeded target)

As a school:-

- 100% of teachers engaged in K-6 scope and continuum.
- K-2 teachers indicate improved knowledge and use of Best Start/SENA 1.
- 3-6 teachers indicated improved knowledge and use of SENA 2/NAPLAN data.
- All teachers utilise technology weekly in a differentiated numeracy session.
- School-based assessment strategies from the North Coast K-6 continuum were adhered to across class and stage groups.

**Target 2 – Reading**

For Year 3:

- To decrease the average % of students in bands 1 & 2 from 11% to 5%.

For Year 5:

- To increase the % of students in bands 5 & 6 from 32% to 42%

Strategies to achieve this target include:

- Purchase resources to support direct teaching of comprehension skills
- K-2 tracking of students using Best Start.
- 3-6 tracking of students using ORF & TORCH.
- Regular, daily use of technology.
- Analysis of SMART/Best Start data to establish and evaluate targets using Target Setting Tool.

Our achievements include:

For yr 3:-

- The number of students in bands 1 & 2 grew to 37% (an increase on last year but a bit below our target)

For yr 5:-

- The number of students in bands 7 & 8 grew to 38% (exceeding our target)

As a school:-

- K-2 teachers indicate improved knowledge and use of Best Start.
- 3-6 teachers indicate improved knowledge and use of ORF/TORCH/NAPLAN data.
- All teachers utilise technology daily in a differentiated literacy session.
- Assessment strategies adhered to across class and stage groups.
- Participating in a community of schools self-nominated program which will see our teachers work with teachers from Mullumbimby High School and Mullumbimby and Ocean Shoes primary schools to develop student skills across our Community of Schools.
- Working with the District Maths consultant to devise rich learning tasks in the Working Mathematically section of the curriculum.
• Adopting the district maths scope and continuum which has links to all DET documents.
• Resources purchased to support the ‘hands-on’ activities for teaching of the curriculum.
• Use of work samples to inform teachers or student performance.
• Increased use of technology to achieve learning outcomes.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Welfare and Mathematics.

Educational and management practice

Reporting to Parents

Background

Since 2008 Brunswick Heads Public School had used the same Reporting to Parents format. The staff was not convinced the report aligned with what we were doing in the classrooms.

We looked at the reports of several other schools and investigated the use of the SBSR supported by the DET.

We came up with a style that we thought suited our needs.

In Term 2 we used a simple two-page format that looked at literacy, numeracy and COGs. Staff reported on areas the student was having success in and areas they would need to work on in the second semester.

These reports were given out at Parent/Teacher interview nights where a more detailed verbal report was given, backed by student work samples.

For the end-of-year report we used a format similar to the SBSR format.

Parents, staff and students were surveyed to gauge the effectiveness of the new system.

Findings and conclusions Staff, students and carers developed a set of core values that underpin and inform all of our school practices.

• 92% of parents were happy with the new report format for the end-of-year.
• 78% liked the mid-year combination of verbal report and shorter written version backed by student work samples.
• Of the 22% of respondents who were unhappy with the mid-year format 90% failed to attend the Parent/Teacher interviews and so received only the written report.

Suggestions to improve the report:-

• The inclusion of graphs (83%)
• A class ranking (27%)
• More feedback on social/emotional development (65%)

Future directions

As a school we will stick with the process for another year and re-survey the parents after the final report. We will also survey students about what the report means to them and staff re the links between what they teach and how they report.

Curriculum

Information Communication Technology

Background

All teaching staff members were surveyed in respect of the use of technology and the levels of support in hardware, software and professional learning.

Findings and conclusions

• Strong support of the improved hardware via the Connected Classroom, including extension of lap top availability and the supply of the interactive eBeams for all classrooms.
• Strong support for more expert access to the available technology for all students.
• Strong support for the provision of professional learning in use of technology as a learning tool and in new student report software.
• Increasing support for the use of email as an in-school communication tool.
**Future directions**

1. Maintain ongoing development of teacher expertise in the use of technology as a tool for learning so as to ensure all students benefit.
2. Communication/Information Technology to be part of the RFF program.
3. Staff skills audit at beginning and end of year.

**Professional learning**

Professional learning the staff have been involved in over the last 12 months includes:

- Aspects of the Mathematics curriculum;
- ACEP (Aboriginal cultural training);
- PB4L;
- Use of the ebeam.

**Targets for 2010**

**Target 1 – Literacy**

- To decrease the % of students in bands 1 & 2 from 31% to 26%.
- To increase the % of students in bands 5 & 6 from 21% to 26%

For Year 5:

- To decrease the % of students in bands 3 & 4 from 29% to 25%.
- To increase the % of students in bands 7 & 8 from 18% to 22%.

Strategies to achieve this target include:

- Implement L3 Program into Kindergarten;
- Extend implementation of Best Start through years 1 & 2 by identifying ‘cluster’ of all students for all aspects of literacy
- Track individual progress through these clusters
- Implement Reading 3-6 Comprehension program through all classes.
- Train staff in either L3 or Reading 3-6
- Explore ways to differentiate the curriculum and its implementation.
- Regular, daily use of technology.
- Analysis of SMART/Best Start data to establish and evaluate targets using Target Setting Tool.

Our success will be measured by:

- 100% of students K – 3 tracked via the Best Start/Literacy Continuum ‘clusters’
- 100% of teachers engaged in either L3 or reading 3-6
- Student performance on NAPLAN, in ORF and on the TORCH assessment tasks.
- All teachers utilise technology daily in a differentiated literacy session.

**Target 2 – Technology**

- All students will have an electronic portfolio.
- Information Communication Technology (ICT) infrastructure, pedagogical use and communication use will be improved across the school.
- The use of Information Communication Technology (ICT) to communicate with the school community will be improved.
- Class teacher use of and expertise with technology is increased.

Strategies to achieve this target include:

- Establish a Communication, Learning Information Technology Environment in the library using existing mac computers, with network printer, and Connected Classroom resources
- Provide mentoring support for all class teachers in the use of multi-media and technology equipment
- Provide appropriate technology professional learning for class tchs with ebeams
- Raise awareness and use of school intranet
- Teaching programs reflect the changing nature of the technology in the school
- Establish an effective web site that is updated regularly.
- Implement e-learning across the school
- Opportunities made available for teachers to model an increasing variety of uses of technology eg movie, animation, data projectors, internet, digital photography etc
- Re-allocate resources to ensure equitable access to technology for staff and students.
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.

Wil Constable  Staff representative,
Jennifer Clowes  Staff representative,
Mel Currie  Parent representative,
Gayle Moore  District Support Officer;
Sue O’Regan  District Support Officer
Robyn Venn  Parent representative,
and
Mick Channells  Principal

School contact information

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Brunswick Heads
Ph: 02 6685 1204
Fax: 02 6685 1312
Email: Brunswickh-p.school@det.nsw.edu.au
School Code: 1389

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