2009 Annual School Report
Brunswick Heads Public School

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

Students
Brunswick Heads has a population of around 170 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
The school is staffed by a group of very experienced, highly professional people. They are dedicated to the improvement of outcomes for all students in all areas of development. They are a caring group who constantly put in that little bit extra in the pursuit

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.

We began working on the formation of a school band with many students being tutored in individual instruments.

Our Garden Club continues to improve the look of the school creating a prize-winning vegie garden (which supplies some produce to the canteen). We utilised the expertise of some talented locals to hold a field day on organic gardening that was attended by around 100 members of the public.

Student achievement in 2009

Messages
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

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.

Jake Stenner & Rochelle Arthur

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
The following graph shows that there has been a gradual decline in student numbers over the last 3 years. Towards the end of 2009 this trend seemed to reverse with 2010 predicted enrolments being over 180.
The following graph shows that as a school our attendance rates are above that of the North Coast region and about the same as the state average. This has been an area of gradual improvement since 2006.

Student attendance profile

The following graph shows that as a school our attendance rates are above that of the North Coast region and about the same as the state average. This has been an area of gradual improvement since 2006.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1-CP</td>
<td>1</td>
<td>11</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>K/1-CP</td>
<td>K</td>
<td>10</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>K-W</td>
<td>K</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>YR 1/2H</td>
<td>1</td>
<td>12</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>YR 1/2H</td>
<td>2</td>
<td>8</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>YR</td>
<td>2/3CK</td>
<td>2</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>YR</td>
<td>2/3CK</td>
<td>3</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>YR</td>
<td>3/4P</td>
<td>3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>YR</td>
<td>3/4P</td>
<td>4</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>YR</td>
<td>5/6M</td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>YR</td>
<td>5/6M</td>
<td>6</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>YR</td>
<td>5/6S</td>
<td>5</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>YR</td>
<td>5/6S</td>
<td>6</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

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 (SASS)</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Total

We have one teacher with Aboriginal heritage.

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.

Date of financial Summary: 30/11/2009

**Income**
- Balance brought forward: $48,064.07
- Global funds: $143,803.63
- Tied funds: $223,808.52
- School & Community sources: $74,322.61
- Interest: $4,035.36
- Trust Receipts: $8,591.75
- Canteen: $0
- **Total Income**: $502,625.94

**Expenditure**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; Learning</td>
<td></td>
</tr>
<tr>
<td>Key Learning Areas</td>
<td>$26,157.29</td>
</tr>
<tr>
<td>Excursion</td>
<td>$20,674.96</td>
</tr>
<tr>
<td>Extra curricular dissections</td>
<td>$30,768.70</td>
</tr>
<tr>
<td>Library</td>
<td>$4,886.81</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$9,858.51</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>$210,721.13</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$42,033.11</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$48,207.08</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0</td>
</tr>
<tr>
<td>Utilities</td>
<td>$26,180.24</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$9,157.99</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$8,591.75</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$16,573.50</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>$453,811.07</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$48,814.87</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 2009 financial statement is tabled at the annual general meetings of the the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

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 Support Teacher Learning continued our school-wide reading fluency program (ORF). Supported from a small group of parent helpers enabled us to continue to improve this area of student performance by reducing the number of students performing below their chronological level to less than 25% by the end of the year.

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

[Graphs showing percentage of students in bands for Year 3 reading, writing, and spelling]
Progress in numeracy

Minimum standards

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

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

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>89</td>
</tr>
<tr>
<td>Spelling</td>
<td>83</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>89</td>
</tr>
<tr>
<td>Spelling</td>
<td>89</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</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 introduced 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 200 in term 1 to just over 100 by the end of year.

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.

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

Our Garden Club continues to improve the look of the school creating a prize-winning vegie garden (which supplies some produce to the canteen) and a butterfly friendly garden at the entrance to the school. We have begun planning an extension of this activity through the Growing Healthy Schools program with a view to developing a Community Garden in 2009.
Aboriginal education
A cultural program saw the continued development of a school dance group (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. The group performed regularly at school and at the opening of a local park. Some members performed at the “Splendour in the Grass” festival. It will continue in the years ahead.

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 trained through the TAFE Aboriginal Cultural Education Program (ACEP) which greatly increased our understandings 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 has improved.

Multicultural education
The teaching of Indonesian language continued.

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 81% of students invited to attend and our last one at the end of the year saw this number grow to just over 90%.
- The Student Representative Council (SRC) met regularly. These students represented their classmates and worked for the improvement of the school.
- All students participated in our PB4L lessons focussing on respectful, safe behaviour in all areas of the school.
- Students led many events at school such as the weekly whole school assembly, ANZAC Day and Remembrance Day ceremonies.

Progress on 2009 targets

Target 1

Over the next three years our school community will adopt and implement the “Positive Behaviour for Learning” (PB4L) program to revise our Student Welfare approaches and policy.

Strategies to achieve this target include:

- Train a staff team in the principles of PB4L. The team will include members from all types of staff and some community representatives. There will also be a district ‘coach’ who will guide the team.
- The PB4L team will meet regularly to plan and oversee the implementation of the system.
- The tracking of students will be revised to ensure the PB4L program is meeting our student’s needs.
- Whilst the program is being developed we will introduce a twice-terminy Day of Celebration for all students who demonstrate acceptable behaviours.

Our achievements include:

- Three more staff members have attended the PB4L course.
- The team continues to meet every fortnight to design new lessons and deal with ongoing issues.
• Student referrals to the office have dropped from just under 200 in term 1 to just over 100 in term 4.
• Participation at the Days of Celebration of Positive Behaviour increased from 81% in term 1 to 90% in term 4.

**Target 2**
*Over the next three years students in yrs 3 & 5 will move up one skill band in the Basic Skills Mathematics.*

Strategies to achieve this target include:
• 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.

Our achievements include:
• For year 5 students the percentage in the lower bands of NAPLAN was 4% lower than it had been over the last three years whilst the percentage in the higher bands rose by over 7%.
• The average growth from 2007 to 2009 for each student measured in both years 3 and 5 at our school was above the 60% mark. The highest improvement we’ve recorded since such testing began.
• All teachers have adopted the district maths scope and continuum for teaching maths and have increased their use of technology and other hands-on equipment.
• The school has invested extra money to support the introduction of technology by installing white boards and ebeams in every room.

**Target 3**

Thanks to the Federal Governments BER program, over the next two years our school will undergo the most comprehensive building/refurbishing program it has ever seen. We will involve all aspects of our school community have a say in this process to ensure we meet community/school needs well into the future.

Progress:
• All classrooms have been refurbished with walls being lined with pinboard material which has decreased classroom noise and increased classroom display areas.
• All classrooms had a whiteboard installed and ebeam supplied.
• Four classrooms were re-carpeted.
• External aspects of the school were repainted so that all surfaces now are uniform in their colouring.
• Walkways were extended.
• Our new hall was begun.

**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**

**Welfare**

**Background**
Since 2004 Brunswick Heads Public School had used a Responsible Behaviour Classroom to assist students improve their behaviours. A series of values lessons had been added and some changes were made to the school organisation to support the program. The staff felt it was time to revisit this program and we elected to look at the Positive Behaviour for Learning Program.

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

**Findings and conclusions**
• Staff, students and carers developed a set of core values that underpin and inform all of our school practices.
• A peer learning program has been developed and implemented that explicitly teaches behaviours that exemplify these core values.
• There has been a 65% reduction in classroom disruptions.
• Students feel more empowered to make responsible choices and all staff acknowledge the success of the program and want it to continue.
• Our rules were re-written. They are now:
  1. I will be respectful.
  2. I will be safe.
  3. I will participate.

Future directions
The PB4L and Responsible Behaviour Programs can both continue working together – at least for the time being – and we will work on balancing the two.

A bank of lessons around the positive behaviour expected at different times in different settings will be established to support our rules.

Remaining staff will be attend courses on the principles of PB4L.

Curriculum
Mathematics – Space and Measurement.

Background
This was an area of evaluation last year as well. It was felt that we needed to re-evaluate this area again as BST results indicated we had made only a small change to student achievement. We wanted to see if the strategies employed last year had made a substantial difference. We were also targeted for extra district support as a Focus School in this area.

Staff was inserviced in new DET resources and given the newly developed maths scope and continuum to follow. Individual student text books were replaced by this scope and continuum.

Findings and conclusion
Data and anecdotal analysis revealed that:
• 100% of parents felt that measurement and space were taught well at our school.
• All teachers preferred the system of no text books. They were happy with the new scope and continuum – although there were (and continue to be) troubles with some of the technology involved.
• 95% of student respondents said they enjoyed hands-on activities more than text book work sheets.

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: and
• Use of the ebeam.

School development 2009 – 2011
Targets for 2010 (determined using the target setting tool)

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 success will be measured by:

- 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 indicate improved knowledge and use of SENA 2/NAPLAN data.
- All teachers utilise technology daily in a differentiated numeracy session.
- Assessment strategies adhered to across class and stage groups.

**Target 2 - Comprehension**

For Year 3:

- To decrease the average % of students in bands 1 & 2 from 11% to 5%.
- To increase the % of students in bands 5 & 6 from 32% to 42%

For Year 5:

- To decrease the % of students in bands 3 & 4 from 21% to 15%.
- To increase the % of students in bands 7 & 8 from 21% to 30%.

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 success will be measured by:

- 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.

**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,
Kaye Cooper 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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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: