Messages

Principal’s message

As a school we have had many challenges and achievements in 2010. These have been recognized in our weekly newsletters. Major highlights were:

Our excellent results in the NAPLAN testing this year, in both Year 3 and Year 5, with all areas above the state mean.

Implementation in Stage 1 and 2 of the Accelerated Literacy program which has been very successful.

Establishment of Year 6 Leadership Group who have shown huge growth as leaders, beginning their journey at Oakland’s ‘Rising Stars’ Leadership day and following up with activities such as organising daily fitness, coordinating a literacy activity day and involvement in numerous peer support programs.

Our SRC, Student Representative Council, which has students from Kindergarten to Year 6 on it, have held numerous fun fundraising days, including Crazy Hair Day and Footy Colours Day, with all money raised going to worthwhile charities. They also continue to run a very productive worm farm, selling the juice, enabling them to buy things for our school.

We had 2 very successful major excursions this year, Years 3/4 to Ballarat and Years 5/6 to Canberra. Though costly, these excursions are a great supplement to the classroom teaching and learning experiences.

Once again we had an extremely successful School Drama Production, which this year was generously subsidised by the P&C. Mrs Helen Dickie did a magical job as director and our students gained much from her tutoring in drama and performance skills.

This year we finally have been able to take advantage of video conferencing through the installation of the connected classroom, moving onto broadband and off satellite. Students have been able to interact with other schools via VC and staff have been trained to use the VC.

Our National Pride money was used in a range of small building projects including a new wall between Kinder and Years 1/2, wet areas in Kinder and Years 1/2, a doorway from library office to admin, shelving in the workroom and the painting of Years 3/4 room.

Finally, our BER building, a wonderful new hall with its own sound system. It is wonderful to have an area for assemblies, performances, hands-on class lessons and dance, and the list grows.

It is with much pleasure I share the achievements of 2010 in the 2010 Annual School Report.

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.

Gayle Andriske

P & C message

The Berrigan P&C has once again had a very successful year. Fundraising continues to be a challenge with the ongoing drought, but hopefully now with an improvement in the season, fundraising will become a little easier. This year’s fundraising activities included the Berrigan Show catering, school canteen, school uniform shop, various BBQs at school sports carnival and Safeway, as well as numerous raffles and street stalls.

This year’s funding has been used to buy blinds for the classrooms; funding the school production; buying library books and readers for Literacy groups; as well as funding IT assistance at school.

I congratulate the hardworking committee, especially Keith Phillips (Vice President), Carolyn Alexander (Secretary), Simone Fox (Treasurer) as well as Korina Barry (Canteen Coordinator) and Anthony Holmes (Uniform Shop Coordinator). I would also like to thank the fundraising committee for all their hard work as well as other members of the P&C.

Next year we will be asking the school to submit a budget for the requirements from the P&C to better facilitate our fundraising year. In closing I welcome the new President and wish the committee and school all the best in the future to improve on the facilities offered to the community.

Gary Seamer
**Student representative’s message**

2010 has been a fabulous year for us, Tamara Podesta and Xander Cottam.

When we were elected to the position of School Captains and given the chance to be leaders of our excellent school, it was one of the best things that happened to us. We felt very privileged.

I have really enjoyed being girl School Captain; it has been a fantastic experience. I have learnt that being School Captain isn’t just about wearing a badge. I have had to learn many things.

It was very nerve racking at the start of the year but the Oakland’s Leadership Day was very helpful, it built up my confidence and showed me what leaders can do. I have learnt to be more comfortable with public speaking, learnt how to communicate with my peers and all staff, I’ve learnt how to be more responsible and organised.

As boy School Captain I became more responsible and more organised and also gained a lot of confidence. We’ve learnt lots about being leaders and sometimes it is hard because you get criticized and you have to be resilient and just get on with the job. We love leading the school in events such as Anzac Day, Remembrance Day, School Assemblies, Presentation Night and speaking to special visitors on behalf of the school.

We wouldn’t have been able to achieve these things without the help and guidance from our Principal, Mrs Andriske, the staff and of the course the help from the vice captains. Thank you to our peers for giving us such a wonderful opportunity. We loved it and we have learnt lots from it.

We would like to wish the new Captains for 2011 all the best and we know they will continue building the wonderful reputation of Berrigan Public School.

**Tamara Podesta and Xander Cottam**

**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.

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**Student enrolment profile**

The impact of the prolonged drought has seen a number of families leave the district in search of employment.

![Student enrolment profile graph]

**Student attendance profile**

Students are requested to attend school on a regular basis.

![Student attendance profile graph]

**Management of non-attendance**

The school encourages all students to attend school on a regular basis. If any issues arise these are discussed with parents in the first instance then followed up formally through letters and where required through the support of Home School Liaison intervention.
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, 17th March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDERGARTEN</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>YEAR 1/2</td>
<td>1</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>YEAR 1/2</td>
<td>2</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>3</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>4</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>5</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>6</td>
<td>13</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes

The classes are organised into one straight Kindergarten class and three composite classes based on stages. Classes join for Literacy groups and other special activities including some sport activities, fitness, school production and special extracurricular days.

Staff information

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

The school is supported by the staff listed below as well as a number of temporary and casual teachers. Learning support officers work with students in classrooms, the general assistant and school cleaner maintain the high standard of the school facilities.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.536</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.105</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.471</td>
</tr>
<tr>
<td>Total</td>
<td>6.612</td>
</tr>
</tbody>
</table>

Currently there are no Indigenous employees working at Berrigan Public School.

Staff retention

Existing teaching and office staff retention for 2010 was 100%.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td></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>$</th>
</tr>
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<tbody>
<tr>
<td>30/11/2010</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>56265.93</td>
</tr>
<tr>
<td>Global funds</td>
<td>80623.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>71078.84</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>51673.55</td>
</tr>
<tr>
<td>Interest</td>
<td>3357.79</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3603.70</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>266603.37</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>21200.53</td>
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<tr>
<td>Excursions</td>
<td>18565.07</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3515.51</td>
</tr>
<tr>
<td>Library</td>
<td>1577.08</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2154.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>73918.03</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>10660.99</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>34613.06</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>13753.83</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3283.50</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4510.19</td>
</tr>
<tr>
<td>Capital programs</td>
<td>3979.55</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>191731.57</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>74871.80</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the Annual General Meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
School Performance 2010

Achievements

Arts

The arts were again a high priority for the students at Berrigan Public School with the highlights being:

- Mrs Helen Dickie's drama lessons with all the students from K-6. These lessons led up to our school production of 'Abracadabra, Aladdin!'

- The School Production of 'Abracadabra, Aladdin!' was a magical performance. Helen Dickie once again showed her brilliance as a director, her ability to type cast students, to lift students’ self belief and confidence, to enable them to perform at a level they would not have contemplated. Our school and students are so lucky to be able to access Helen’s expertise and as Xander Cottam says “It was a life changing experience” and he thinks one day that he would like to do it again in an adult world.

- Three students Georgia Seamer, Mia Withers and Kiera Fennell being selected to be part of the Riverina South West ‘Aspire Me to Colour My World’ Trip to Sydney. This culminated in the viewing of the Schools Spectacular featuring 3000 of the state’s public schools most talented singers, dancers and musicians.

- The Musica Viva performance entertained all our students. It included the playing of bagpipes, guitars, flutes and a variety of recorders. Some selected students had the opportunity to play some of the instruments, while other children enthusiastically joined in the singing of harmonies and choruses.

- The students saw a number of shows throughout the year including ‘Journey to the Centre of the Earth’ and a popular performance group called ‘The Leaping Loonies’.

- The students perform and sing at a number of community events, including the School Presentation night, Amaroo Fete, Amaroo Hostel, CWA and ANZAC Day.

- Mrs Arnold and Years 5/6 displayed their completed art works for the year in an art show on Presentation Night.

- Mrs Stevenson and Years 3/4 also displayed their digital advertisement, created, written, produced and filmed by the students, on Presentation night.

Sport

In sport this year Berrigan Public School and students have had a very productive year, highlights being:

- 3 well run school sports carnivals

Berrigan School under the direction of Mrs Stevenson, ran a very successful Twilight Swimming Carnival with Momalong house winning the carnival and 7 swimming records broken - Tom Arnold with 4 and Georgia Seamer 3. Individual age Champions were Senior Boy- Tyson Peters, Senior Girl- Tamara Podesta, 11 Years Boy- Tom Arnold, 11 Years Girl- Georgia Seamer, Junior Boy- Mason Peters, Junior Girl- Kate Arnold. At the Finley PSSA Swimming
Carnival our school was very successful in winning the handicap shield and the overall championship shield. Georgia Seamer was announced Finley District 11 year girl’s champion and Tom Arnold was the 11 year boy’s champion.

The school Athletics Carnival coordinated very successfully by Mrs Tait saw Momalong once again the champion sports house. We had records broken by Stacey Gardiner and her brother Allan. Individual champions were: Junior Boy – Riley Nolen, Junior Girl – Emma Alexander, 11 Years Boy - Lachie Pyle, 11 Years Girl – Leah Dalgliesh, Senior Boy – Kyle McQualter and Senior Girl – Stacey Gardiner. At the Finley District Carnival Stacey Gardiner was named the 2010 Senior Girls Finley District Athletics champion.

Mrs Arnold organized and ran 2 very successful Cross Country Carnivals, our Berrigan Public School carnival and the Finley District carnival at the Berrigan Race Course. Lachlan Pyle and Kyle McQualter were our most successful competitors, gaining selection to represent Finley District at the regional carnival.

- District & Regional Sport representatives
  In 2010 we had 2 Riverina representatives, both in swimming. Georgia Seamer and Tom Arnold represented Riverina at the state carnival in Sydney.

  At district level we had a number of students represent the Finley District at the regional carnivals. In swimming Mia Withers, Phoebe Phillips, Georgia Seamer, Tamara Podesta, Kate Arnold and Tom Arnold; in Athletics Stacey Gardiner, Leah Dalgliesh and Kyle McQualter; in cross country Josh McQualter, Jade Wark, Emma Alexander, Mia Withers, Zeke Carruthers Lachlan Pyle and Kyle McQualter; in cricket Kyle McQualter; in AFL Kyle McQualter, and in netball Tamara Podesta and Kayleigh Nolen.

- JeriBerries

  Once again we combined with Jerilderie Public School as the JeriBerries, to compete in the State Knockout competition. We participated in softball, cricket, AFL and netball. In all sports we didn’t move past round 1 but it is a great opportunity to be able to compete.

- 2 AFL fun days

  These days, known as the Shane Crawford Day for Years 5/6 and Tom Hawkins for Years 3/4, are a wonderful opportunity for both girls and boys to participate in the game of Aussie Rules. The students compete against the schools in our region in 3 or 4 games playing under modified rules.
• 2 Round Robin days
These days are conducted once every semester and provide students with an opportunity to play sport against other schools of Finley, Barooga, Jerilderie and Tocumwal. Sports include netball, matball, soccer, football, 4 wicket cricket, tennis, lawn bowls and T-ball. Mrs Sneddon co-ordinates this activity for Berrigan and the venue is rotated between the participating schools.

• A Gymnastic program
Through the use of CAP (Country Areas Program) money, the students had access to a very successful Gymnastics program where students participated in floor exercises as well as using a variety of gymnastic apparatus. At the conclusion of the program the parents were entertained by a performance from the student displaying their skills.

• Clinics
We had 3 very successful clinics for our students to participate in.

The first clinic was cricket, delivered by Dave Nichols, where all students, K to 6 were involved. Children participated in catching and batting drills and then practiced their newly honed skills in a modified game of cricket.

Our second clinic was through ‘Little Athletics’ where our instructors were able to demonstrate a variety of athletic skills. We are extremely lucky to have the services of Rick Gardiner to follow up on these instructions with lunch time training.

Our third clinic was developing football skills. This was delivered by Andrew Richardson the AFL development officer.

• Daily Fitness
All students K-6, participated in fitness at 10.30am each day. This program was also part of a Student Leadership program where the Year 6 students coordinate and conducted the activities. Activities included endurance running, relays, skill development and minor games.

Awards
During Education Week celebrations, Education Week awards were presented to Barbara Fox, our School Administration Officer, and Garry Seamer, P&C president, for outstanding service to the school. Mrs Fox also, along with Mrs Stevenson, received their 20 years service certificate on Presentation night.

The school received some great results in the ICAS (International Competitions and Assessments for Schools) tests this year:

• Science: a distinction Sarah Cameron and a credit Kiera Fennell
• Computer skills: a credit Kiera Fennell
• Mathematics: a distinction Emma Alexander and a credit Georgia Seamer
• English: credits to Sarah Cameron, Georgia Seamer and Kiera Fennell

Two of our students, Ally Barry and Sarah Cameron were successful at the local Lions Public Speaking competition going on to compete at the regional finals.

Two students Georgia Seamer and Tyson Peters represented Years 5/6 in the Premiers Spelling competition regional final.
Our two Years 3/4 students Brad Loats and Sarah Cameron were unable to participate in the competition due to being on a major excursion so a competition was conducted via video conference between local schools with Sarah Cameron being named the overall winner.

Students were invited to participate in the 2010 Premiers Reading Challenge with 40 students receiving awards.

**Excursions**

The school was able to provide a wide range of activities to extend students learning outside the classroom. Many of these activities were subsidized using funding received due to the ongoing drought and CAP (Country Areas Program). The main excursions for 2010 were:

Years 3/4 students with Jerilderie PS participated in a four day excursion to Ballarat where the students had a wonderful time. Quote: ‘The weather a bit chilly but not too bad’. The students spent a day in Bendigo touring a gold mine, then went to Ballarat for the night show, ‘Blood on the Southern Cross’ and spent a day at Sovereign Hill.

Years 5/6 also travelled to Canberra with Jerilderie Public School for their major excursion. Special highlights according to the students were the War Memorial, Government House, Questacon and Parliament House. Students also had a rare opportunity to see the High Court in session.

K/1/2 students travelled to Albury to Wonga Wetlands and the Civic Centre to see a show ‘Special Delivery’. K/1/2 also had a number of community excursions to places like a dairy farm and the Berrigan Museum.

All the school travelled by bus to North Tuppal Station for the Historical 72 Stand Shearing Shed re-enactment. This event celebrated the history of shearing and 125 years of competition shearing in Australia. There were demonstrations, hands on displays and a tour of the shed.

Years 3/4/5/6 travelled to see the Archibald Exhibition at the Griffith Regional Art Gallery. The students had a magic time and were extremely impressed with the art work.
Year 6 participated in several transition activities to Finley High School, including exploring the exciting world of Forensic Science & CSI. They got to be a Forensic Scientist and solve a murder on the day.

Years 5/6 students participated in a Leadership Day at Oaklands Central School, supported through a district CAP initiative and facilitated by Rising Generations.

The school has a strong link to the local community and as such, where possible, participates in community events. Some of the most notable in 2010 were:

ANZAC: Years 5/6 students visited the Berrigan Cemetery to lay poppies on the graves of returned soldiers followed by a school service. On ANZAC Day the students marched and sang at the Berrigan town service.

CWA: Years 5/6 researched and learnt about Scotland in preparation for a presentation to the CWA members. The students designed activities that combined their acquired knowledge on Scotland and showcased their skills using technology and the interactive whiteboards. An extra bonus for the students was the way they were 'piped in' from the car park by Mr Roger Buck.

Remembrance Day: The school held a special assembly to commemorate this solemn occasion inviting parents and community members to join the students and staff.

Amaroo: Students performed at the Amaroo Fete singing for those in attendance. They also visited the residences of Amaroo on a number of occasions to share stories and perform items.

Environmental

Students at Berrigan Public School are strong ambassadors for environmental education with all students actively taking great pride in their school and through their active participation in activities such as Clean Up Australia Day.

Other activities specific groups of students have been involved in include:

- The Years 5/6 children were involved in a School Tree Planting Day and Nature Walk in the Government Tank Paddock with the assistance and guidance of Mrs Maree Ryan.
• The Years 5/6 class participated in the Weed Warriors Program again this year. They had great success in producing moths and larvae, which they relocated into the natural area at the Tank Paddock.

• The Years 3/4 children continue to maintain a school worm farm selling the juice to members of the local community.

• The SRC successfully planted, tendered a vegetable garden and sold their vegetables from their produce to parents and staff.

• Seven students participated in the Creative Catchment Students program. This year long program encouraged students to get involved with improving the environment across the Murray Catchment of NSW. Berrigan student’s project involved assessing the impact of ‘rain’ after years of drought on the Berrigan community and the environment.

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**Academic**

In the National Assessment Program, the results across the Years 3/5/7/9 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.

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

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

**Literacy – NAPLAN Year 3**

![Graph showing percentage of students in bands for Year 3 reading](chart.png)
Numeracy – NAPLAN Year 3

Percentage of students in bands:
Year 3 writing

Percentage of students in bands:
Year 3 grammar and punctuation

Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 numeracy
Literacy – NAPLAN Year 5

Percentage of students in bands:
Year 5 reading

Percentage of students in bands:
Year 5 spelling

Percentage of students in bands:
Year 5 writing

Percentage of students in bands:
Year 5 grammar and punctuation
Numeracy – NAPLAN Year 5

Percentage of students in bands:
Year 5 numeracy

Progress in literacy

Average progress in reading between Year 3 and Year 5

Average progress in spelling between Year 3 and Year 5

Average progress in grammar & punctuation between Year 3 and Year 5

School
State DET
Minimum standards

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

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

**Aboriginal education**

In 2010, students learnt about various aspects of Aboriginal history and culture through integrated studies in all Key Learning Areas from Kindergarten to Year 6. A small number of Indigenous students attended the school for part of 2010.

All school assemblies commence with the ‘Acknowledgement of Country’, delivered by the school captains, respecting and acknowledging the traditional custodians of the land.

During NAIDOC week the school also celebrated traditional Aboriginal experiences through class based activities.

**Multicultural education**

A member of staff has been trained as the Anti-Racism Officer. All school programs are based on an inclusive school community and a racism-free learning and working environment.

Students are specifically taught that no form of discrimination is acceptable, such as discrimination based on religious, racial, sexual or gender grounds. Topics addressing these issues are included in the HSIE, PDHPE, and English programs.

**Respect and responsibility**

All programs run at Berrigan Public School include an emphasis on respect and responsibility. Some of these programs include ‘You Can Do It’; Life Education Van; Scripture for Years K-6; the Student Representative Council (SRC) for Years K-6; Year 6 Leadership program; School Environmental programs eg tree planting, worm
farm etc; Remembrance Day; ANZAC day; Crazy Hair Day and other charity fundraising activities.

The school also regularly reminds students of the school welfare policy’s emphasis on respecting one another. A special emphasis was on anti bullying with the school policy being audited by the regional Student Welfare Consultant and parents having an opportunity to hear renowned authority Dr Michael Carr Gregg speak via video conference.

Years 5/6 participated in a Civics Day. This was culmination to their unit on Democracy. Also during this time elections were staged for a new Berrigan Public School Government. Congratulations went to the ‘Maltese’ Party who were able to gain power after an interesting campaign. They defeated parties Kit Kat, M&M’s and Red Mars Bars who went back to their respective campaign quarters and reassessed their policies.

**Connected learning**

This year was a wonderful time for Berrigan Public School in the technology area as it finally stopped being a satellite school and received a broadband upgrade. This allowed the school to come on to the Connected Classroom program where the school received an interactive whiteboard (IWB) and video conferencing facilities. It is an exciting experience for the students, opening the door to accessing other schools, participating in professional learning activities and specialised programs and experts through video conferencing.

Four of our Stage 2 students were involved in a pilot program using our connected classroom and their technology skills. They worked with a teacher from Albury Public School and 5 of her Stage 2 students, plus 5 Barham Public School students. The students worked using the internet and blogED on the department’s blog program. They chatted with the other students in their ‘class’ using the connected classroom. It was an exciting experience for the students and is one of the benefits of having the connected classroom.

Parents, staff and students had the opportunity to join in a number of video conferences throughout the year. These included:

Parents: Dr Michael Carr- Gregg a very reputable speaker with his discussion issue being ‘Bullying & Cyber Bullying’. It was an interactive video conference enabling participants to ask questions and pursue discussion points.

Students: Water safety. It was a good way to start the swimming season with a few basic rules. There were about 15 schools from all over NSW who were involved and the children enjoyed seeing themselves on TV and seeing children from other schools, as far away as Brewarrina.

Staff: Breckie with a Teckie: a series of videos on the ways Web 2.0 tools can be integrated into the classroom.

All staff received extensive training in the use of the facilities and how to maximise their use for teaching and learning.
Country Areas Program (CAP)

CAP programs address geographic, cultural and intellectual isolation for both students and teachers. This money was used for initiatives in Curriculum Enhancement, Professional Development, Student engagement and interaction and Creative & Performing Arts.

All students and staff were able to access all initiatives and benefit through engagement in practices of quality teaching and learning. CAP projects were embedded in class learning, and teacher professional learning directly addressed elements of the school’s plan for improvement.

2010 CAP school programs included:

Technology in the Classroom: Employment of a learning support officer to assist in small group work during literacy sessions with an emphasis on IT use. Programs were set up to implement IT; including Interactive Whiteboards for the teaching and learning practices of staff and students. This included small groups, using expert personnel to work with and develop the skills of students. This is on a daily basis, K to 6, using technology in the classroom. Students explored technology, increasing their knowledge and resulting engagement increasing their learning outcomes.

Numeracy in the classroom: Employment of a learning support officer to assist in small group work during numeracy sessions with an emphasis on IT and quality teaching. This enabled students to increase their knowledge and resulting engagement improved their learning outcomes.

Accelerated Literacy: two staff members were trained in Accelerated Literacy (AL). Accelerated Literacy was implemented in Stage 1, 2 and 3. Accelerated Literacy strategies were embedded in teaching and learning in all three stages, and purchase of resources as well as training, ensured that the program has been successfully implemented into the school.

Ballarat and Canberra: Students in Years 3/4 travelled to Ballarat and students in Years 5/6 travelled to Canberra. These excursions enabled the students to experience activities not usually available to them and reinforce aspects of the curriculum studied in the classroom.

Student Leadership: Student were involved in specified leadership training days, for example Rising Generations, engaging with other leaders; this enabled the development of explicit student leadership skills and strategies to foster independent and responsible leaders.

Performing Arts: Implemented community expertise to come into the school to work with staff and students to support learning programs in drama, dance and gymnastics.

Progress on 2010 targets

Target 1

*Improve student outcomes in numeracy to reflect growth rates that equate to Regional levels or better than past school levels*

Our achievements include:

- Growth rates in Year 5 as measured by NAPLAN exceeded both the region and the state growth rates.
- School results in NAPLAN were above state average in both Years 3 and 5 numeracy.
- School based assessments showed growth for more than 98% of students.
- Staff have implemented the new mathematics scope and sequence in classrooms.
• Best Start follow-up data indicates progress for all students in Kindergarten in numeracy.

**Target 2**

*Improve student outcomes in literacy to reflect growth rates that equate to Regional levels or better than past school levels*

Our achievements include:

• Growth rates in Year 5 as measured by NAPLAN exceeded the state and region in reading and writing.

• School results in NAPLAN were above state average in both Years 3 and 5 reading, writing, spelling, grammar and punctuation.

• School based assessments showed growth for more than 98% of students.

• Best Start follow-up data indicates progress for all students in Kindergarten in the literacy area.

**Target 3**

*Continue to develop teacher quality through planned professional learning, networking and sharing of resources and best practice that leads to improved literacy and numeracy outcomes for all students*

Our achievements include:

• Additional two staff members trained in Accelerated Literacy program.

• Participation of all staff in the Regional Teaching and Learning Forums held in Terms 2 and 3.

• Involvement in building network activities through visiting other schools; Best start; Accelerated Literacy; Reading Recovery.

**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 2010 our school carried out evaluations on:

**Educational and management practice**

**Leadership - Student Leadership**

**Background**

All students need to develop skills of leadership, both in the classroom and within the whole school community. These are life-long skills. They allow students to believe in themselves, promote high values and build confidence and self-esteem. They also promote respect for others and cooperation across the school. They allow student ownership of programs to foster these skills.

School leaders are chosen each year by student vote. These students make up the leadership group with the other Year 6 students.

The school leaders run our weekly school assemblies and other formal assemblies eg Anzac Day. Peer Support is conducted in different areas eg buddy reading and daily fitness. Students form strong bonds between each other. Buddies are used in a variety of situations, especially in our Kinder transition program. Students are also used as leaders in co-operative learning activities. Students enjoy roles of leadership.

**Findings and conclusions**

The following were identified as strengths:

• An open process for the election of the school leaders where each Year 5 student is given an opportunity to address the school.

• All Year 6 students participate in the District CAP Leadership Day and then undertake a school based leadership project.

• Opportunities for all students to present in front of the school assembly.

• Transition Buddy program with Kindergarten students assisted in developing the leadership skills of Year 5 but also provided support for Kindergarten as they settled into school.

• The school leaders conduct the annual formal school Presentation Night.

• Students organize, structure and present a daily fitness program K-6.
Future directions
Areas for future development:

- School to continue to look for other opportunities for students to take on leadership roles in school activities.
- Encourage students to provide a range of ideas on ways the leaders can operate in the school.

Curriculum
Creative and Performing Arts (CAPA)

Background
The syllabus is integrated into our whole school scope and sequence framework for all Key Learning Areas, with a two year cycle for each stage.

In each area of the arts, students will develop knowledge and understanding, skills, values and attitudes. Students will be exposed to a wide variety of experiences and contexts in:

- Visual Arts – making and appreciating
- Music – performing, organising, sound, listening
- Drama – making, performing, appreciating
- Dance – performing, composing, appreciating.

The syllabus provides guidance about what to teach in each stage of each CAPA area, from Early Stage 1 to Stage 3.

Findings and conclusions
An analysis of CAPA indicated mixed results, with students more positive about certain aspects of creative arts than others.

- Staff and students cited the variety of visual arts and drama activities as major strengths of the program.
- Students enjoyed the visiting performers and excursions such as the Griffith Art Gallery and wanted more opportunities to do this.
- Parents were appreciative of the opportunities children were given to perform with the drama production and with the many places they sang.
- Staff felt the school had adequate resources in this KLA but ongoing funding for the support of an outside drama teacher was a consideration.
- Staff indicated that most students were developing skills in the various areas especially drama, public speaking and visual arts.
- Rotating over a two year period allows all areas of the syllabus to be covered.

Future directions
The school identified:

- The need to seek funding to support the employment of a specialised drama teacher to assist with the annual school production. Involvement of the parents and community will be very important in addressing this area.
- That it will continue to look for ways to support talented students through involvement in activities such as the ‘Aspire Me to Colour My World’ excursion to School Spectacular.

Parent, student and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- positive acknowledgment on the appearance of the school
- satisfaction that the school had moved to broad band off satellite and now had access to video conferencing
- commendation on the involvement of the school leaders in conducting the annual presentation night
- the showing of students digital and visual arts work on presentation night was highly valued by the community
- the dedication of the staff at the school and the willingness to support so many activities
- questions around the operation of the literacy groups and the impact on students with so much movement
• clarification of the organisation of the school fitness program
• concern around funding and supporting the successful drama program in the school
• concern and many questions over the construction of the P21 Building Education Revolution building a 7 Core Hall
• impact of the drought on school enrolment numbers and the possible loss of a teacher

The school staff, parents and students will continue to work together to ensure the best outcomes for all students.

Professional learning

Teaching staff participated in a wide range of professional learning experiences such as:

• program specific courses including Best Start, Autism, Country Areas Program Days and Accelerated Literacy training
• leadership and essential training for principals
• updated Occupational Health and Safety qualifications
• integrating technology into learning, while keeping focused on Quality Teaching including a two day Connected Classroom training, inter school visits to observe technology in the classroom.

Support staff also participated in a range of professional learning experiences such as:

• IWB and VC in-service for school learning support officers and school administrative managers
• job shadowing
• online autism course

School development 2009 – 2011

Targets for 2011

Target 1

Maintain student outcomes in Literacy, with a particular emphasis on spelling and writing, to reflect growth rates that equate to Regional levels and then past school levels.

Strategies to achieve this target include:

• Extend staff knowledge of teaching and learning strategies in spelling/writing K-6 and class programs will reflect emphasis on spelling and writing.
• Further develop student’s skills in the use of self-correction and self-editing.
• Implement as part of school tracking sheet spelling test as a standardized monitoring tool.

Our success will be measured by:

• Years 3 and 5 students will display a growth rate in spelling and writing in NAPLAN results.
• Individual students school based data will show a growth in spelling stronger than previous years.
• Student’s writing will show evidence of using self-editing and self-correction skills.

Target 2

Maintain student outcomes in Numeracy to reflect growth rates that equate to Regional levels and past school levels.

Strategies to achieve this target include:

• Use of STLA in Stage 1 to support Year 1 numeracy.
• Employment of Learning Support Officer (LSO) to assist in small group work during numeracy sessions.
• Continue to monitor and evaluate the schools Math’s scope and sequence with an emphasis on assessment.

Our success will be measured by:

• Individual Years 3 and 5 students will continue to maintain growth in numeracy in NAPLAN results that is equivalent to regional levels and students past records.
• Students assessments indicate a range of strategies in solving mathematical algorithms, space and measurement problems and demonstrating an ability to transfer the knowledge learnt when working mathematically.
• Class programs reflecting the school’s Math’s Scope and Sequence including assessment tasks.

**Target 3**

*Improve staff and student skills and outcomes in the use of technology*

Strategies to achieve this target include:

• Staff to attend ‘IT’ conferences and professional training forums.
• School using ‘IT’ trained LSO to further develop student’s skills in the classroom.
• Developing, building and using an ‘IT’ network from other schools, consultants, district & regional office.

Our success will be measured by:

• Staff and students will show continual development in skills and knowledge using technology.
• Staff and students will continue to display increasing confidence to use and explore new programs and technology tools.
• Students will have access to and use more class based computer programs e.g. Microsoft Office, Kid-Pix, 2Publish Plus, Type-Faster, Grammar Blast, Movie Maker, Kahootz, Photo Story & Comic Life.

**About this report**

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

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: [http://www.schools.nsw.edu.au/asr](http://www.schools.nsw.edu.au/asr)