2009 Annual School Report
Berrigan Public School

NSW Public Schools – Leading the way
Messages

Principal's message
Berrigan Public School services a small rural community of 1500 people. The school is well resourced and provides quality teaching and learning programs. There is strong support from the local community, whose members generously share their various skills, knowledge and talents with both staff and students.

My first year as Principal of Berrigan Public School has been very positive and rewarding. It is great to work with such wonderful students, an extremely committed and dedicated staff and a very supportive school community.

It is with much pleasure I share the achievements of 2009 and the future direction of our school in the 2009 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 P&C of Berrigan Public School contributes to raising valuable funds in tough economic and drought conditions, to complement the school in things we may have to do without.

In 2009 we welcomed a new principal and farewelled our valued past Principal John Francis.

2009 saw the School Council go into recess due to the doubling up of valuable time between parents and staff. It was decided more appropriate to continue with a school P&C.

The school is undergoing a major development due to the government stimulus package, and next year we welcome a new multipurpose hall as well as ongoing upgrades and refurbishments of classrooms.

The P&C canteen continues to raise funds and I thank Simone Fox and Kim Arnold for their efforts.

Thank you to Anthony Holmes for the co-ordination of school uniforms. The P&C continue to hold raffles, street stalls, a trivia night, show catering and various barbeques, these together with P&C contributions collectively raise crucial funds. I thank all helpers who work tirelessly each year to make all these events a success.

This year funds have been put to good use buying a shelter shade for carnivals, new readers and thesaurus for classrooms, funding of technology, assistance with kinder orientation, a new worm farm project as well as awards at presentation night.

The overwhelming generosity of the broader Berrigan community in supporting the P&C is amazing and to look around the school and see what the P&C has achieved over many years is testament to the hard work by the committee.

I would like to thank Carolyn Alexander as Secretary, Tania Coldwell as Treasurer, Keith Phillips as Vice President and all other members of the P&C for their commitment and hard work in making Berrigan Public School a better place.

Garry Seamer, P&C President

Student representative's message
This year Bailey and I have had an excellent year being leaders of Berrigan Public School. Personally, I’ve enjoyed my time at Berrigan Public School and being the 2009 girl school captain has been fantastic.

Throughout the year I have developed into a responsible leader and learnt how to communicate with both staff and parents.

At the start of the year I was nervous about public speaking but with the experiences that I have had throughout the year I am now more confident.
Coming to Berrigan Public School in 2004 was nerve racking and I didn’t know if I would fit in but through the years I have learnt that Berrigan Public School has an excellent reputation for friendliness and inclusiveness.

During the year we have been involved in many different things including; the Deniliquin Leadership Day, which was very helpful, it built our confidence and knowledge about being a leader; also running school assemblies was another good learning activity; being involved in Buddy support programs and running tabloid sport programs.

Throughout my years at Berrigan Public School I, Bailey, have got to know the staff and students very well. This year we have a new principal, Mrs Andriske and both her and the staff have been fantastic.

When I received the boy’s school captain badge I was automatically on the Student Representative Council (SRC). The SRC organise lots of things including many fundraisers. This year we participated in the Good Samaritan’s Purse. We filled shoe boxes with things you could wear, cuddle and keep you clean. The boxes went to Cambodia for children between the ages of 2 and 14. We have a vegie patch from which we sell the vegies when they are ripe. We would like to thank Mrs Stevenson for her leadership.

As student leaders we would like to thank the teachers, staff and students for their help, support, guidance and friendship during 2009. We have enjoyed our time here and will look back in years to come with fond memories.

Kristen Holmes and Bailey Thompson
Student Representative

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

Enrolment numbers have shown a slight increase in 2009. It is anticipated that numbers in 2010 will be retained around the same. The impact of the ongoing drought over many years has seen the movement of some families in search of employment.

Student attendance profile

In three of the past four years Berrigan Public School attendance rates have been below the state rate. This is not a reflection of the attendance of the majority of the students.

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 2009 class size audit conducted on Wednesday, 18 March 2009.

<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>K</td>
<td>K</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>YEAR 1/2</td>
<td>1</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>3</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>4</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>5</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>6</td>
<td>15</td>
<td>26</td>
</tr>
</tbody>
</table>

Structure of classes
The classes are organised into 3 composite groups based on stages. Classes join for special activities including some sport activities, fitness, school production and special 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>3.336</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 (SASS)</td>
<td>1.206</td>
</tr>
<tr>
<td>Total</td>
<td>6.147</td>
</tr>
</tbody>
</table>

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

Teacher qualifications
All teaching staff meet 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>
</tr>
<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>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>57,823.29</td>
</tr>
<tr>
<td>Global funds</td>
<td>73,839.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57,864.29</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>39,082.72</td>
</tr>
<tr>
<td>Interest</td>
<td>2,341.77</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6,984.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>237,935.88</strong></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>17,925.83</td>
</tr>
<tr>
<td>Excursions</td>
<td>10,840.40</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4,337.38</td>
</tr>
<tr>
<td>Library</td>
<td>2,031.42</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,932.35</td>
</tr>
<tr>
<td>Tied funds</td>
<td>60,347.13</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>7,600.27</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>37,925.26</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>14,870.52</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2,550.14</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7,123.25</td>
</tr>
<tr>
<td>Capital programs</td>
<td>13,186.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>181,669.95</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>56,265.93</strong></td>
</tr>
</tbody>
</table>

Date of financial summary: 30/11/2009

A full copy of the school's 2009 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 2009

Achievements

Arts

At Berrigan Public School we continue to place an emphasis on the arts. Through participation in creative arts areas, children have opportunities for creative expression, enjoyment, imagination and emotional response.

Some of the highlights in 2009 included:

- Participating in the Lions Public Speaking competition with Phoebe Phillips and Annabel Arnold being selected to represent at district level. Phoebe was successful in winning a place in the regional finals.

- Emma Alexander being runner up in the Premiers Spelling Bee regional final.

- Years 5 and 6 students in partnership with Berrigan St Columba's school created a series of mosaic murals for the local library.
Outstanding performances by students in the school production of *Let Your Hair Down Rapunzel*.

Performance of a dance concert for parents and community members at the culmination of the CAP funded Hip Hop dance program.

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**Sport**

There is a strong commitment for students to participate in a wide range of sporting activities at Berrigan Public School. The following outlines the major activities in the sports program for 2009.

- Students from the school represented strongly at district and regional levels in swimming, netball, AFL and athletics including state carnival representatives:
  - Swimming: Tom Arnold and Georgia Seamer
  - Netball: Annabel Arnold
  - AFL: Levi Middleton

- Levi Middleton being selected in the NSW AFL team who competed at the Australian carnival in Queensland.

- Combining with Jerilderie Public School to form the JeriBerries to compete in a number of PSSA knockout competitions including cricket, netball, softball and AFL.

- Participation in the local gala days, round robins and AFL days.

- Sporting programs are carried out on a weekly basis with an emphasis on participation, skill development and enjoyment.

- Hosting the district Cross Country carnival.

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**Other**

- In the 2009 ICAS (International Competitions and Assessments for School), we had 10 students sit English, 16 Mathematics and 11 Science. This resulted in 3 distinctions, 7 credits and 27 achievement certificates being awarded.

- Social responsibility has increased in our senior students, as evidenced by their involvement in various school activities, their leadership roles in tabloid afternoons, as well as buddy reading with infant students.

- Students participated in a range of visiting performances as well as a day studying the endangered Corroboree Frog.

- All students at Berrigan Public School are involved in at least one major excursion per year. This year the excursions offered to students were:
  - Kinder, Years 1/2 - a day trip to Albury Flying Fruit Fly circus
  - Years 3/4 Borambola - a three day sport and recreation based camp
Years 5/6 - a five day trip to Sydney looking at all the major attractions and the city’s history

**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 for Year 3)

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

In 2009, six Year 3 students and eleven Year 5 students sat the NAPLAN (National Assessment Program in Language and Numeracy). Some specific data cannot be discussed as it may identify individual students.

The ‘Percentage in Band’ and ‘School Average’ columns are not shown if results are available for less than 10 students.
Progress in literacy

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>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83</td>
</tr>
<tr>
<td>Numeracy</td>
<td>83</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>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91</td>
</tr>
<tr>
<td>Writing</td>
<td>91</td>
</tr>
<tr>
<td>Spelling</td>
<td>82</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are taught through all key learning areas throughout the year.

One of the most successful Aboriginal activities was a visit by an Aboriginal music performer, Sean Dewar, who shared many different aspects of his culture including traditional dance, the didgeridoo, bush foods and their medicinal properties and Aboriginal art.

Participation by the students continues to develop their understanding of the importance of Aboriginal traditions and culture.

Multicultural education

Multicultural issues and perspectives are taught in all curriculum areas. The emphasis is on developing an understanding of culture and the appreciation of difference, leading to a racism-free learning environment.

Our focus country this year was Egypt. Students completed an in-depth study including looking at the culture, studying significant events and icons, history of the country and examining the differences to us. Students presented their studies to the local Country Women’s Association group.

Respect and responsibility

Much of our children’s social development will occur with the refinement and enrichment of the present learning and welfare programs. Central to this development will be a school focus on the core values of school as they impact on the school culture.

We encourage our students to take part in community service activities and charity fundraising as an established part of our school culture. This is promoted through our student leadership programs. Our task is to develop this spirit of community service and provide a variety of opportunities where students can demonstrate a responsible and ‘other-centred’ focus within the junior school and further develop this throughout the senior school. The school ANZAC service and representations at Remembrance Day services, singing at the Aged Care Facilities and Clean Up Schools Day are examples of this involvement.

Students from Berrigan Public School joined other students from across our school education group for a leadership day conducted by Rising Generations in Deniliquin. This Country Areas Program funded event allowed students to develop their leadership skills and to look at ways they could work in their schools.

A new initiative this year included Year 5 students hosting a farewell breakfast for the Year 6 students.

Our school had a Christmas boxes project as a whole school project for helping others less fortunate. The student council has raised considerable funds for other causes such as Jeans for Genes Day and cancer research this year.

Other programs

Country Areas Program (CAP)

Our school CAP programs helped support the improved use of technology in classroom programs, supported visiting performances at our school, funded aspects of the school production and allowed a range of additional activities such as dance programs and gymnastics. A number of school excursions were also subsidised with this funding and drought funding.

Berrigan Public School staff participated in a district initiative aimed at developing technology skills and looking at ways to expand the use of technology in the classroom.

Staff joined other local schools in a development day conducted by John Joseph, The Brain Man. The students also participated in workshops looking at the brain and how it can help them at school.
Building Education Revolution

Berrigan Public School was successful in gaining a hall in the round three of the Building Education Revolution P21 program. Work is to commence on this in the near future.

With the National School Pride program funding the money was expended on:

- external painting of classrooms and internal painting of the Years 3-4 classroom.
- installation of a door into the library from the work room.
- installation of wet areas in two classrooms.
- rekeying of the school.

Progress on 2009 targets

Target 1

*Average growth of children from Year 3 to 5 literacy is above the state average in NAPLAN with 0% of students in the lowest 2 bands of achievement.*

Our achievements include:

- no students in lowest 2 bands in Year 3 Writing.
- consistent programming and collaboration between all staff, including our learning support officer to ensure students’ needs are met.
- improved quality of writing from students as measured by school based assessment.

Target 2

*Average growth of children from Year 3 to 5 in numeracy is above the state average in NAPLAN with 0% of students in the lowest 2 bands of achievement.*

Our achievements include:

- individual learning programs being developed to support the skill development of students.
- employment of a school Learning Support Officer to work with small groups of students during numeracy lessons.
- improved monitoring of student’s progress through use of clearly defined diagnostic tests.

Target 3

*All classes have an interactive whiteboard (IWB) and all teaching staff trained in its use.*

Our achievements include:

- all staff attending training in the use of the IWB.
- staff participated in a number of CAP network initiatives looking at ways to extend their use of the IWB in the classroom.
- the majority of the rooms have an IWB. This will be further extended in 2010 with the installation of the Connected Classroom.

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 Culture and Mathematics.

Educational and management practice

Background

The use of the term ‘culture’ in the school context refers to the basic assumptions, beliefs and practices that are shared by the school community. These assumptions, beliefs and practices mould how a school views itself and its environment. They shape its operations and how it functions. School culture affects the way people in a school think, perform and learn. Simply put, someone might describe a school’s culture as ‘the way we do things here’.

As part of the evaluation cycle the school has nominated this as its area for 2009.

Findings and conclusions

The following were identified:

- Berrigan Public School is an inclusive school welcoming and supporting all students.
- It has a culture of providing a wide range of sporting opportunities for students. The small numbers in the school mean that team activities are limited but the joining with Jerilderie Public School as the JeriBerries is a plus.
• It is very social with other schools through its sporting, CAP initiatives and excursion programs.
• There is strong support from the P&C and local community. The school is very supportive at local community events.
• It is a friendly happy school where the staff are helpful and flexible.
• It is well resourced with lots of technology and fun safe playing areas.
• The school has a supportive welfare structure to ensure all students have the opportunity to maximise their potential.
• Maintaining the current culture with diminishing numbers, impact of the drought and reduced educational funding are all concerns expressed by parents.

Future directions
The primary focus of the school will be to:
• continue to work with the parents/carers and community for the support of the current students.
• publicise the excellent achievements of the students and programs and promote the school at every opportunity; and
• continue to foster an open door policy encouraging all parents, community, staff and students to share concerns, celebrate successes and ideas to move forward.

Curriculum
Background
The school has a strong focus on ensuring all implemented programs are meeting the needs of the current students and are effective in the classroom.

The evaluation of mathematics was undertaken as it has been a focus this year. Student data, anecdotal records, staff and students' comments were used.

Findings and conclusions
• Most students found mathematics enjoyable especially the hands on practical lessons. One sited example was the Years 5/6 class auction. However, not all students completed their homework on a regular basis.
• Students are taught using a variety of relevant strategies including the use of the IWB. There is a good range of mathematical equipment and resources available to students.

• The current scope and sequence for mathematics and organisation needs to be revised in light of the current changes in education.
• School assessment and NAPLAN data over time indicated an area for development was students thinking skills in the areas of analysis and synthesis.

Future directions
Areas that have been identified for future development are:
• a review and update of the scope and sequence ensuring the inclusion of activities to develop students ability to work mathematically.
• the adoption of an uninterrupted daily numeracy block for all classes.
• further training and development activities for staff around the use of data and ways to incorporate technology into mathematics sessions; and
• investigating ways to encourage students to see the importance of homework.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
• Positives: lots of useful technology, well maintained gardens and grounds, very sporty school, friendly students, great teachers, strong community support, active P&C; students enjoy coming to school.
• Areas to Consider: being able to play team sport, getting off satellite onto Broadband, losing numbers, surviving in a drought economy; continued professional development of all staff.

Professional learning
Priorities for professional learning have been in line with the Riverina Regional Priorities. Staff have been provided with opportunities to attend literacy activities, interactive white board training, Reading Recovery training, Kindergarten literacy and numeracy workshops and network groups. Best Start training, moving quality teaching forward in the classroom, first aid and mandatory training for new principals.

All professional learning programs are used to build the capacity of teachers to provide quality teaching and learning programs for students.
Staff visited a number of schools to look at best practice and have used the knowledge gained from looking at innovative practices to further enhance expectations and learning at Berrigan Public School.

All of these training and development programs have increased and broaden the knowledge and understandings of teaching staff and have had a positive impact on teaching programs.

School development 2009–2011

The Berrigan Public School 2009-2011 plan has identified the following priority areas: Literacy, Numeracy, School Community Partnerships, Teacher Quality and Connected Learning/Technology.

Targets for 2010

Target 1

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

Strategies to achieve this target include:
- Train staff in the analysis of NAPLAN to identify student’s needs in numeracy supported by School Development Officer.
- Implementation of Numeracy Block K-6 each day.
- Team teaching in Stage 3 to implement a variety of strategies especially in the area of working mathematically.
- Revise and implement the schools Mathematics Scope and Sequence.

Our success will be measured by:
- Each individual student will show a growth rate in maths equivalent to regional levels or better than the average of school records for the past three years.
- Students assessment 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 reflect aspects identified as part of the data analysis process.

Target 2

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

Strategies to achieve this target include:
- Introduction of daily 2 hour Literacy block uninterrupted teaching time.
- Employment of a Learning Support Office (LSO) to assist in small group work during literacy sessions with an emphasis on ICT use.
- Train staff in the analysis of NAPLAN to identify student’s needs in literacy/numeracy.
- Implement the Accelerated Literacy program for students in Stage 1, 2 & 3.

Our success will be measured by:
- School based data will show each student achieving individual learning goals in relation to stage outcomes for Literacy.
- Each Years 3 and 5 student will display a growth rate in reading and writing in NAPLAN that is equivalent to regional levels or better than student’s past records.
- All students will display a growth rate in writing and reading better than their pre-tests indicate.

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*

Strategies to achieve this target include:
- Staff training in Accelerated Literacy.
- Staff Development Days used to visit schools to observe and share best practice.
- Staff utilise networks beyond their own school and beyond their own learning community to support teacher professional learning.
- Participation in Teaching and Learning Forums and other regional professional development activities.
- School support staff provided with opportunities to participate in professional learning.

Our success will be measured by:
- School learning community partnership meetings occurring on a regular basis.
- Accelerated literacy implemented across Stages 1 to 3.
- Evidence of professional learning incorporated into class programs.
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.

Gayle Andriske  Principal
Barbara Fox  SAM
Allison Yelland  SAO
Robyne Sneddon  Teacher

School contact information

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School Code: 1207

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: