Messages

Principal’s Message

As I stated at our 2011 Presentation Night, as a school we have had a great year meeting and overcoming many challenges and recording lots of wonderful achievements across all areas of the school. Our students are very positive and engaged in their learning, and they are supported by a dedicated, cohesive team of teaching and SASS staff. We are extremely lucky as a school community, to have staff so committed to their profession and their students.

The other body that needs our thanks and recognition is our very supportive P&C. Led in 2011 by president Mr Keith Phillips, this committee works hard to fundraise and support our school, providing extra resources and opportunities for our students.

We have many parents and individuals who help our school, whether it be helping with daily reading, craft, excursions, scripture - the list is endless, we sincerely thank you because without your help it is very difficult to provide all the opportunities we want for our students and your children - not enough hands!

As a school we have had many challenges and achievements in 2011, these have been recognised in our weekly newsletters.

Our continual growth and development in the NAPLAN results is very evident and we were above the state mean in the area of growth, especially in Maths. Our Literacy and Numeracy programs continue to thrive with all students showing positive progress. The integration of technology into learning programs continues to be a school focus and we understand the need to develop these skills that are so essential in our modern digital world.

The school had a major push on Cyber safety with professional training being undertaken by the staff, parent information sessions and lessons for our students on the importance of staying safe on-line.

The school has been able to buy a set of iPods to be integrated into our teaching/learning programs. These were purchased from a very generous donation of $2,000 from Essential Energy which we were extremely grateful for.

Another generous donation of $1,000 was received from the Berrigan Lion’s Club to support our JeriBerri football team travelling to Sydney for the Paul Kelly Cup football finals. We also received a donation of $300 from the Commonwealth Bank celebrating 80 years of the Student School Banking Program.

To our Year 6 students ‘Good Luck’. You take with you many wonderful memories of your time at Berrigan Public School, but you are also about to build some new memories. Look forward to the challenges of building new ones, life is a journey, enjoy and engage in it and remember the Berrigan Public School motto ‘Play your Part’, do that and make the most of every day.

In closing I’d like to thank our extraordinary young people for allowing us, the staff, to have the best job in the world, teaching and learning with them. I’d like to thank the parents for entrusting us with their child’s learning and I’d like to thank my staff for taking up the challenge and doing a marvellous job.

It is with much pleasure I share the achievements of 2011 in the 2011 Annual 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

Firstly, I want to start off by thanking the P&C Committee, including the Fundraising Committee, for a very successful year in my first year as president.

We have had a very busy year on the fundraising front with some fabulous support from the school families. Thank you all so much. The pub raffle on each Friday fortnight during the football season has been a great new activity and contributed $2500 extra to our accounts. We look forward to continuing on with it next year. We also held a Bunnings BBQ in Shepparton which was a good way to raise money from out of town.

Other successful activities included the show catering, bike-a-thon, our fabulous raffles but my personal highlight has to be our first ever Fathers’ Day breakfast. It was great to see so many of our school families there. I really hope we can make it an annual event for our school and everyone puts it in their diary for next year.

It has been a great pleasure to assist the school with a variety of new equipment, indoors and out. This includes our new mower and a very flash oven for the canteen, books, flip cameras, a new TV and of course supporting the wonderful drama program culminating in the play ‘Twinderella’.

I am happy to report that our fundraising this year has basically covered our spending - always a good sign of a job well done.

I also wanted to take this opportunity to thank a few families who are moving on this year and who have been constantly involved in the school P&C. The Withers family, have just clocked up their 13th year of P&C involvement, the Seamers their 9th and Nellie Loats finishing her 7th year. The current committee would like to thank you all so much for all that you have done in the past.

Good luck to those students moving on to secondary education. They have been a great group that has stayed pretty much together since Kindergarten; which seems like just the other day.

Thank you to Gayle and all the staff for another successful year and the way my wife is going it looks like I’ve still got a few more to go - feel free to help keep our numbers up!

Keith Phillips P&C President

Student Representative’s Message

Being the 2011 Girl School Captain I have learnt so much. Since being elected as one of the main leaders of our school I have loved every moment of it. I felt very privileged to play the role as a captain in our great school.

I have learnt that being the school captain isn’t just about wearing the badge. You have to be a leader and you learn many things about leadership; working with people, being organised and responsibility. I have also become so confident in everything I do, especially public speaking. I was nervous about talking in front of people at first but now I am fine. It has been such a fantastic experience and I have learnt and enjoyed everything about being school captain.

I have loved being a captain at this school and have learnt heaps. I will really miss being a leader of Berrigan Public School.

Being Boy School Captain has been an honour and a privilege, I would first like to thank everyone who voted for me. As the school captain I had to take on a big responsibility. Being a good role model and representative for the school was a major responsibility which I tried to do a good job of. Conducting and setting up for school assembly was our weekly job, which we soon got the hang of.

As school captain, I have definitely become more confident and have learnt leadership skills.

Thank you to the teachers for their guidance as school captain. Finally, a big thank you to the students and teachers for making Berrigan Public School the AWESOME school it is.

Ally Barry & Zeke Carruthers.
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

Student enrolment has remained relatively constant over the past three years. National water issues could have an impact on future enrolments.

Class Sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday, 21st March 2011.

<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>KINDER/YEAR</td>
<td>Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>K</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>KINDER/YEAR</td>
<td>1</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>YEAR 1/2</td>
<td>1</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 1/2</td>
<td>2</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>3</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>4</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>5</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>6</td>
<td>17</td>
<td>27</td>
</tr>
</tbody>
</table>

Structure of Classes

In 2011 there were 4 classes, organised as four composite classes based on stages. During the literacy session an additional class was formed in Stage 3.

Classes join together for special activities and whole school programs including special extracurricular days, sport activities, fitness and our annual school production

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. School Learning Support Officers work with students in classrooms and on individual programs. The general assistant and school cleaner maintain the high standard of the school facilities.

Management of Non-Attendance

The school encourages all students to attend school on a regular basis. The classroom teachers, administration staff and principal, monitor student attendance regularly. Parents or guardians are contacted if there are concerns or unexplained absences. The Home School Liaison Officer visits the school on a regular basis and assists with the monitoring of attendance and if required will follow up.
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2011 there are no Indigenous employees working at Berrigan Public School.

**Staff Retention**

All of the 2010 teaching staff and office staff continued to work at the school in 2011.

**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>
</tbody>
</table>

**Financial Summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>74871.80</td>
</tr>
<tr>
<td>Global funds</td>
<td>76631.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57289.26</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>63934.06</td>
</tr>
<tr>
<td>Interest</td>
<td>3878.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3169.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>279774.93</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>21763.94</td>
</tr>
<tr>
<td>Excursions</td>
<td>38975.15</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5610.94</td>
</tr>
<tr>
<td>Library</td>
<td>1717.99</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2129.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57011.90</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>9264.59</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>44840.68</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>51291.19</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4246.57</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3439.77</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6548.31</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>246840.34</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>32934.59</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011**

**Arts**

The arts were once again a priority at Berrigan Public School with a balance of visiting performances and school–based activities. Highlights being:
Visiting Performances

- ‘It’s a Mad World’ - The performer showed clever juggling skills and balancing skills, especially spinning china plates on sticks which made the whole audience ‘gasp’ with excitement.
- ‘Gindaja’ - Aboriginal Performer, Sean Deware, took the children into the world of Aboriginal artifacts and stories.
- ‘Deadly Australians’ - ‘A man came and talked to us about deadly animals. He showed us deadly snakes, spiders and other creatures it was very interesting we even got to pat the animals. It was so cool!’ By Zeke Carruthers.

‘Musica Viva 1’ - the performance ‘The World according to James’ which takes us step by step into the beautiful world of music composition using the cool sounds of jazz.

‘Musica Viva 2’ - the performance ‘Jacana’ captivated the imagination of students using a diverse repertoire from Australian music including contemporary, jazz and classical.

Creative Art Excursions

Art Camp at Moulamein - This program was a follow up to The Schools Spectacular trip last year and was called ‘Aspire Me To Colour My World’. Mia Withers, Phoebe Phillips and Kiera Fennell participated with students from 15 other schools and were able to access the expertise of experienced art teachers. They were engaged in workshops learning about sculpture, lino printing and film. The camping aspect of the event meant that our girls had the opportunity to mix and make new friends.
School Spectacular - Brad Loats and Caitlin Spunner travelled to Sydney to the Schools Spectacular performance. It was an excellent opportunity to see how students can develop their talents and achieve anything if they want to. They watched over 3,000 talented Public School students perform in the areas of dance, singing and playing musical instruments. They gained an understanding of why it is called ‘School Spectacular’, because spectacular it was!

School Production - ’Twinderella’
Berrigan Public School had an extremely successful School Production, ‘Twinderella.’ The production this year was generously subsidised by the P&C. Mrs Helen Dickie did another magical job as director and our students gained so much from her tutoring in drama and overall performance skills. Thank you to all the parents and grandparents who have helped with the staging of this production. A special thank you to Jill Petzke and Kelli Litchfield who have done a marvellous job with costumes and to Gillian Arnold, who with a great band of helpers have created brilliant backdrops and sets.

Great Schools ‘Show-Off’ Competition
Supported by Mrs Alli Yelland, 5 of our Year 6 students, Emma Alexander, Jye Adamson, Mia Withers, Georgia Seamer and Tom Arnold put together a promotional video about our school. The students produced a movie to show what a great school we have and how lucky they are, to be a part of it. The theme was ‘Berrigan Public School is a great place to L-L-L-Learn.’ The students used flip cameras and technology to create their movie.

Year 5/6 Artworks and Auction
What creative artists our Year 5/6 students are and how lucky they have been to receive their tuition from our resident art teacher Mrs Gillian Arnold. With the help of the Men’s Shed these students created some fantastic artwork. They then had a showing of their artwork, followed by an art auction which was very successful and raised money for their Year 6 gift to the school.

MasterChef - Berrigan Public School Style
Under the guidance of Mrs Cameron the Year 5/6 had a ‘Master Chef’ cooking challenge. The students were divided into six teams and had to work together to present a 2 course meal over two sessions. The students prepared and cooked their dishes then presented them to the judges. The range and expertise of cooking and presentation was truly amazing.

Community Service
Ecumenical Services - At the end of each term all the students K-6 participate in the Ecumenical Service at the Catholic Church. Community members are invited to join and the service is followed with a morning tea and some combined playground play time for the students from both schools.

CWA International Day - The Year 6 students once again made our school very proud of them with their presentations on Iceland at the C.W.A. International Day. The country of study this year was ‘Iceland’ and their presentations included questions and answers on Iceland’s flag; a true/false trivia quiz where they actually videoed their questions; land and population facts about countries around Iceland, and the audience had to locate the country and place a star on the map; they baked and handed out some very
yummy cookies for the audience to try (they must have been very yummy as some of the ladies even asked for seconds); facts about Turf Houses where they presented an actual turf house which they made, they then checked to see if the audience was listening by holding an interactive quiz, which was a lot of fun! The students also enjoyed a feast on lamb hamburgers and pancakes with jam and cream and a yummy drink provided by the CWA ladies.

**Anzac Day** - Our students participate in the Anzac march and service on Anzac Day. It was very exciting for our younger students to ride in the jeeps and it is great to see our school march with the community. Congratulations to Mia Withers who did an outstanding job with her rendition of ‘Simpson and his Donkey’ and also a special mention to the students for their singing item.

**Carols by Candlelight** - Our students K-6, participate in the Berrigan Shire community’s Carols by Candlelight, performing as a school choir singing a medley of songs and then joining the community as part of the audience.

**Remembrance Day Service** - Our school captains and vice captains demonstrate their leadership skills by coordinating and delivering our School Remembrance Day Service. The captains explained the reasons for Remembrance Day and the significance of the poppies and the minute silence. After completing our school service the captains joined Mrs Andriske to participate in the town service, culminating in the laying of the floral arrangements made from the flowers the students brought to school to commemorate Remembrance Day.

**Amaroo Visits and Performances** - Our students, Kinder to Year 6, performed at the Amaroo Fete. The students also visited the hostel to perform for the occupants during the year and also spent time reading to them and doing craft activities.

**Transition Activities**

Our school has two very good transition programs, one for our Year 6 students heading into high school and the other, our program for the new 2012 Kindergarten students.

**Kinder Transition** - Mrs Arnold, our Kindergarten teacher, begins this process by visiting the Children’s Centre taking our current Kindergarten class to perform various activities. Mrs Arnold then visits the Children’s Centre and works with all the prospective Kindergarten children for the following year. She enjoys meeting the children and their parents and informs them about our transition program which is open to all.

The program funded by the P&C continues over an 8 week period, where the prospective Kinders come to school for 2 hours every Friday morning. Mentors from Year 5 help with the program, this
is in preparation for them becoming Peer Support buddies when the children start school. Mrs Arnold with her Year 5 mentors, have a lovely time introducing our prospective 2012 Kindergarten students to the school environment. The children loved all the fun activities they do such as dressing up, cooking, painting, craft activities, singing and games.

**Year 6 Transition to High School** - As well as the mandated day when our students visit Finley High School with all the other feeder schools we have several other transition activities.

*Science Transition Activity* - The Year 6 students were very lucky to have some special ‘scientific’ visitors (ex-students) to our school. The group introduced our students to the intricacies of Science, demonstrating some Science principles by showing our Year 6 students a variety of experiments. It was a great learning experience for our students and gave them another great reason to look forward to high school.

**Teaching Award**

This year Mrs Sneddon received her 30 Year Service Award, a wonderful achievement and commitment to the students of the NSW Public School Education system. Mrs Sneddon received her award at our official hall opening ceremony.

*Environmental Programs*

**Creative Catchment** - Our Environmental Group, co-ordinated by Mrs Sneddon and working with the Creative Catchment program, did a magic job pulling down the old aviary and replacing it with a native garden; a big job but an excellent outcome.

**Forensic Day** - Year 6 had a very informative and engaging visit to Finley High School. They participated in a Forensic Day which was very hands on and the student engagement was fantastic.

**Worm Farm** - Year 3/4 worm farm continues to provide the school with worm juice to sell at the local IGA store and to the school community. It is a great way for our students to recycle.
**Student Leadership**

Our Year 6 Leadership Group have shown huge growth as leaders this year. They began their journey at Oaklands ‘Rising Stars’ Leadership day and following up with organising many school activities during the year. They culminated their Leadership program with a great presentation to all the Primary Schools involved in the program. Their presentation was titled ‘The Road to Leadership’. They explained the different leadership activities that the students participated in during the year and then they also gave details as to how the students evaluated the success of the activities. The feedback was very positive and very rewarding for the wonderful effort made by our Year 6 students.

**SRC/Charities**

Our SRC, coordinated by Mrs Stevenson, have students from K-6 organising numerous fund raising days including; ‘Bad Hair Day’, ‘Give Me Five For Kids’, ‘Footy Colours Day’, ‘Genes for Jeans’ and ‘Meal Deal’ days. These days have been fun days as well as helping charities by raising money.

**Excursions**

Our school had numerous minor excursions during the year generating from teaching/learning programs. The major excursions, though costly, even when subsided by the school, are a great supplement to the classroom teaching and learning experiences. Highlights were:

- K/1/2’s very exciting excursion to Darlington Point to visit the ‘Altina Wildlife Park’. They had a wonderful time learning about all the animals and it was fantastic to be able to see them up close.

- Year 3/4 had a great time at Phillip Island. A big thank you to Mrs Stevenson who organised the excursion for both, our school and Jerilderie. A special thank you also to Doug Cameron who accompanied the students.
Our Year 5/6 students travelled to Sydney with Jerilderie Public School. Their behaviour was immaculate and they were great ambassadors for Berrigan Public School. They had a very busy schedule and saw and did a lot of things. They were very tired by Friday but had a wonderful week. Thank you to Mr Keith Phillips and Mrs Simone Fox who travelled with them and were wonderful support people.

**Sport**

In sport this year Berrigan students have had a very productive year with many highlights, on both individual and school levels.

Highlights include:
- 3 well run school sports carnivals, coordinated by: swimming, Mrs Stevenson, cross country, Mrs Arnold and athletics, Mrs Tait.
- a 2 week intensive K-6 swimming program was held prior to the annual swimming carnival.
- 2 AFL fun days - these days known as the ‘Shane Crawford Day’ for Year 5/6 and the ‘Tom Hawkins Day’ for Year 3/4, are a great opportunity for both girls and boys to participate in the game of Australian Rules football, playing under modified rules.
- 2 Round Robin days for Years 3-6 - the Spring Round Robin was in Tocumwal and the sports were T-Ball, 4 wicket cricket or tennis. The Autumn Round Robin was held in Jerilderie and the sports the children could choose to compete in were soccer, football, matball and netball.
- Tabloid Sports Day - all our students joined together with Jerilderie Public School students in a great day of fun sports. The students were unanimous in their praise of the Tabloid Sports day.
- Daily Fitness happens across the school K-6 and involves a variety of skill development programs.
- A balanced Friday Sports Program occurs often using the expertise of community members.
- 4 teams participated in the State Knockout competition. The sports were softball, cricket, netball and AFL. We continue to combine with Jerilderie to become the awesome JeriBerries. We were successful in cricket and AFL this year, progressing through the first 4 rounds.
- Champion Sports House for 2011 was Momalong.

**Sport Champions for 2011 were:**

Swimming - Mia Withers, Tom Arnold, Emma Alexander, Caitlin Spunner, Riley Nolen, Kate Arnold, Mason Peters.

Algudgerie was the champion swimming house.
Athletics - Imogen Cameron, Sam Morrow, Emma Alexander, Riley Nolen, Mia Withers, Jye Adamson.

Momalong was the champion athletics house.

Cross Country - Nicholas Arnold; Lucy Phillips; Josh McQualter; Amelia Alexander; Sam Morrow; Annabelle Phillips; Riley Nolen; Emma Alexander; Zeke Carruthers; Mia Withers; James Morrow. Momalong was the champion cross country house.

At Representative Level we had many students participating in District Carnivals and trialling for representative sports teams including swimming, athletics, cross country, netball, cricket, AFL, basketball and tennis.

Mrs Stevenson ran a very successful District Swimming Carnival and our school was the Finley District School champions. Georgia Seamer and Tom Arnold who were Finley District Senior Girl and Boy Champions respectively.

We had 3 students representing Riverina at the state carnivals; Tom Arnold and Georgia Seamer in swimming and Connor Thornton in AFL and cricket.

Our AFL JeriBerries team deserve special recognition and congratulations as they were extremely successful this year and made it to the State Finals of the Paul Kelly Cup held in Sydney; a fantastic effort. The Berrigan team members were Ben Fox, James Morrow, Tom Arnold, Zeke Carruthers, Jye Adamson, Brad Loats, Connor Thornton, Lachlan Pyle, and Bailey Holmes.

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 these assessments.

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

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

Specific data for 2011 is not displayed as the number of students in Years 3 and 5 is too small.

Literacy – NAPLAN Year 3
Numeracy – NAPLAN Year 5

percentage of Year 3 students achieving at or above minimum standard (exempt students included)

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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
<tr>
<td>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Significant Programs and Initiatives**

**Aboriginal Education**

Our school provides integrated studies in all Key Learning Areas that are designed to educate all students about Aboriginal perspectives and culture.

Both Reconciliation Week and NAIDOC Week were recognised during the year with classes participating in activities relating to the Indigenous culture.

Local Aboriginal performers, Narjiic Day-Burns and Sissy Cooper, visited the school. Narjiic spoke of his heritage as well as showing Aboriginal musical instruments and implements.

Years 3-6 students participated in an excursion to the Wamba Wamba Perrepa Perrepa cultural activities held in Deniliquin. The day included a bush walk, storytelling and basket making.

Senior students, whilst in Sydney, saw and visited to an Aboriginal display featuring artifacts and lifestyles.

**Multicultural Education**

Berrigan Public School actively encourages a multicultural outlook that supports and recognises differences in cultures in all teaching / learning programs.

In Stage 2 for HSIE the students studied religions and food from around the world.

Years 5/6 were very lucky to have a visit from Miss Connie Tonkin, a trainee teacher, who spoke to the students about a visit of hers to an orphanage in Kenya. Connie spent 2 months living and working at the orphanage. She told the class how she cooked, looked after and taught the children of the orphanage.

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 religion, age, race, sex or gender.
National Partnership Programs

Next year our school becomes part of the Low SES School Communities National Partnership program. This means the school will receive funding for the next 4 years to implement programs to continue to improve our student’s growth in literacy and numeracy.

We have been given money based on our school numbers and receive approximately $1,000 per student. Even though this program is very structured and accountable, it will provide a financial boost to our school and the ability to implement strategies to support our student’s learning.

Country Areas Program (CAP)

Berrigan Public School received $19,419.50 in Country Area Program (CAP) funding. 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 peer 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.

2011 CAP school programs included:

Technology in the Classroom – Employment of support staff to assist in small group work during literacy sessions with an emphasis on ICT use. Programs were set up to implement ICT, including Interactive whiteboards, into teaching and learning practices for staff and students. The use of expert personnel to work with small groups of students, 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.

Staff continued professional development in ICT and IWBs, resulting in increased knowledge and confidence, enabling staff to further imbed ICT into their teaching and learning cycles.

Literacy & Numeracy in the classroom - Employment of an LSO to assist in Literacy & Numeracy sessions with an emphasis on supporting both staff and students. Programs included both small group work and ILPs with an emphasis on student engagement and quality teaching.

Darlington Point, Phillip Island and Sydney - All students K-6 were given an opportunity to participate in grade appropriate excursions. Students in K/1/2 travelled to Darlington Point, Years 3/4 travelled to Phillip Island and students in Years 5/6 travelled to Sydney. These excursions enabled the students to experience activities not usually available to them and reinforce aspects of the curriculum studied in the classroom.
Progress on 2010 Targets

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.*

Our achievements include:

- School growth rate exceeded the state growth rate in spelling and grammar and punctuation. (No growth data is available for writing).
- 100 percent of students who undertook the NAPLAN Literacy tests achieved at or above minimum standard.

Target 2

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

Our achievements include:

- School growth rate exceeded the state growth rate in numeracy.
- 100 percent of students who undertook the NAPLAN Numeracy tests achieved at or above minimum standard.

Target 3

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

Our achievements include:

- Increased evidence of the use of technology in teaching programs.
- Demonstrated evidence of strong development of students ICT skills.
- All stages receiving the support of a SLSO technology as part of the teaching programs.
- Staff attended regional training activities including the Riverina ICT Conference.

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 2011 our school carried out evaluations of learning and literacy.

Educational and Management Practice – Learning in Numeracy

Background

As part of the Low SES planning the area of learning in numeracy was analysed.

A range of data was examined in evaluating this area including surveying staff and students.

Findings and Conclusions

School NAPLAN data shows numeracy as a strength of the school.

The student surveys showed over 85% agreement in all areas except the statement of “I believe I have good space and measurement skills” which was 80%.

In the staff survey there was 100% agreement with the majority of statements. The areas identified that could be further improved included:

- sharing the explicit quality criteria developed for assessment tasks with students.
- giving explicit feedback to students about what they are doing well and how to improve their numeracy skills.

Future Directions

The school will maintain its focus on numeracy. In 2012 it will also:

- Using the team teaching model in all stages to share expertise in the areas of assessment.
- Use of Learning Support Officers to help with small groups and individual learning programs to develop space and measurement confidence.
- Update and buy resources that will further engage students including iDevices.
Curriculum
As part of the National Partnership Low SES program the school was required to evaluate the curriculum area ‘Literacy’.

Background
A range of data was examined in evaluating this area including:

- analyses of NAPLAN results
- staff surveys
- student surveys
- participation in professional learning activities

Findings and Conclusions
- The surveys indicate the staff are confident in all areas surveyed for Literacy including:
  - understanding the syllabus
  - using data
  - planning and programming
  - pedagogy and teaching
  - resourcing
  - having opportunities to undertake professional learning to support them
- The areas that could be further developed were:
  - assessment especially in the area of sharing the explicit quality criteria developed for assessment tasks with students
  - providing specific expectations on assessment tasks
  - providing explicit feedback to students about what they are doing well and how to improve their skills.
- Students believe that Literacy and Numeracy were important subjects to learn. They strived to do their best and took pride in their learning in both Literacy and Numeracy. Most students believed that they have good numeracy, talking and listening, writing and reading skills. Students felt that the activities they were doing in the classroom were assisting their learning in Literacy and Numeracy, and that the work was challenging them.
- Student Literacy surveys showed that students were satisfied with the teaching. They believed their parents expected them to do well and the students were positive in all areas.
- The students liked the positive feedback they received from teachers.
- Whilst still having strong percentages the following areas showed lower results than other areas:
  - confidence and belief in their own skills
  - teachers explaining what skills I am learning and why
  - teacher’s explaining what and how I will be assessed.

Future Directions
- Continue to develop programs of peer support, buddy reading and writing
- Continue to be involved in regional CAP student leadership program
- Increase visits to other schools and learning opportunities outside the school where students are working together, sharing skills and developing knowledge
- Increased professional learning for staff in the areas of assessment and ways to increase student feedback.

Parent, Student and Teacher Satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below:
- 19 parent surveys were returned to the school, this is 40% of the families in the school.
- The majority of parents surveyed were positive with regards to general school operation.
To have 100% of parents strongly agree or agree with a number of the statements, shows that there is a strong connection between the school and community. (The statements related to communication and to the partnership between home and school).

Responses showed a need to increase parent awareness of the curriculum and how they can help their children at home.

The areas with the highest levels of disagreeing and not being aware, related to parent input to major decisions at the leadership level. This reflects the need to strengthen the P&C, with greater parent attendance to help parents be more involved in the information and consultation process.

Because we have such a small population of Aboriginal families in the school and the community there is no local consultative group available to the school. Parents of our Aboriginal students are very involved and supportive.

Professional Learning

Priorities for professional learning have been in line with the school and Riverina Region priorities. Staff have been provided with opportunities to attend training in literacy, numeracy, technology and network events as well as the Riverina Teaching and Learning forums. Where appropriate teaching staff have attended activities linked to their personal professional development plan.

All professional learning programs are used to build the capacity of teachers to provide quality teaching and learning programs for students.

<table>
<thead>
<tr>
<th>Percentage of Funding Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher              0</td>
</tr>
<tr>
<td>Literacy and Numeracy           20</td>
</tr>
<tr>
<td>Quality Teaching                30</td>
</tr>
<tr>
<td>Syllabus Implementation         15</td>
</tr>
<tr>
<td>Career Development              15</td>
</tr>
<tr>
<td>Welfare and Equity              20</td>
</tr>
</tbody>
</table>

The school focused on the development of teaching skills for Literacy through Accelerated Literacy, Reading Recovery, Best Start training and integrating the Interactive Whiteboard into their lessons.

With the support of the regional Mathematics consultant staff have undertaken a range of activities as they continue to develop the School’s Scope and Sequence for Mathematics.

A whole school community focus on Cyber Bullying with meetings, lessons and videos provided for all staff, students and parents.

Staff development on strategies to manage challenging behaviours. Sessions conducted by Regional Behaviour Consultant.

3 staff members participated in the ‘InTENsive’ Maths program during the year and will have follow up in 2012.

All staff, teaching and SASS, attended 2 speech pathologist training sessions in Deniliquin.

The Principal of the school has attended a range of regional events including Essential Training, Regional and State Principal’s Conference and Teaching and Learning Forums.

If new teachers joined the school to undertake casual work, additional funds will be provided to upskill and allow them the opportunity to complete their accreditation.

The School Support Staff have participated in a range of professional learning activities specifically to develop skills in their respective roles. These included all staff attending the Regional SASS conference, job shadowing, visiting other schools, technology training and finance training.

School Planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School Priority 1 - Literacy
Outcome for 2012–2014
NAPLAN data will indicate greater student achievement in literacy in line with Regional targets.

2012 Targets to achieve this outcome include:

- Increase by 10% (2012), 12% (2013), 15% (2014) the number of students achieving the top bands in reading and writing.
- Growth in spelling results for all students K-6 as measured by school assessment data.
- Increase proportion of K-2 students at a proficient standard of reading comparable to Reading Recovery levels: Year 2 - 75% at RR level 26 plus: Year 1 - 75% to achieve RR level 18 plus: Kindergarten -80% to achieve RR level 9.

Strategies to achieve these targets include:

- School continues to have a 2 hour daily uninterrupted literacy block, ensuring all areas of Literacy are a daily focus.
- Improve comprehension and inferred reading skills by working in small groups using explicit teaching programs.
- Train the staff to use the 4 strategies of spelling: visual, phonological, morphemic and etymological.

School Priority 2 - Numeracy
Outcome for 2012–2014
NAPLAN data will indicate greater student achievement in numeracy in line with Regional targets.

2012 Targets to achieve this outcome include:

- Student outcomes in numeracy to continue to reflect growth rates that equate to (2012) Riverina Region levels, (2013) State level and (2014) maintained at state level.

Strategies to achieve these targets include:

- Use team teaching model in all stages.
- Employ a SLSO to help small groups and individual learning programs.
- Use and develop IT resources especially the IWB, iPods and flip cameras.

School Priority 3 - Leadership and Management
Outcome for 2012–2014
Continue to strengthen teacher capacity to improve student learning outcomes through access to quality professional learning opportunities.

2012 Targets to achieve this outcome include:

- To continue to develop teacher quality through planned professional learning, networking, sharing of resources and best practice.

Strategies to achieve these targets include:

- Develop staff professional learning plans that are productive and supportive to their professional needs and the school plan.
- Combined Staff Development Days to share best practice teaching & learning strategies and build networks.
- Share resources, planning and consistency of teacher judgment processes.

School Priority 4 - Engagement
Outcome for 2012–2014
Improved overall student engagement through quality transition programs.

2012 Targets to achieve this outcome include:

- School attendance to be equal to the region in 2012.
- Strengthen School Community partnerships, particularly with parents and assist them to support the education of their children at school and at home.

Strategies to achieve these targets include:

- School maintain and strengthen transition programs.
- Promote Information evening for parents and generate invitations to come to school.
- Involve parents in ‘Focus Days’ eg: K-6 Math’s Day.
• Continue to provide a wide range of experiences to motivate and stimulate student’s school experience ie: emerging technology and IWB for Stage 3.

School Priority 5 - Curriculum

Outcome for 2012–2014

Differentiated assessment practices and quality feedback are implemented to improve learning outcomes for all students.

Teaching programs are developed that reflect the new NSW syllabuses.

Teaching practices and class programs reflect the diversity of student learners.

2012 Targets to achieve this outcome include:

• Continue to develop teacher quality through planned professional learning, networking, sharing of resources and best practice.

Strategies to achieve these targets include:

• Develop consistency of teacher judgement through sharing and planning together.

• Target Professional learning in assessment practices and quality feedback.

• Visit other schools to look at and share best practice teaching / learning and assessment practices.

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 School Administrative Manager

Meredith Stevenson Teacher

Allison Yelland School Administrative Officer

School Contact Information

Berrigan Public School

25-29 Momalong Street Berrigan NSW 2712

Ph: 03 5885 2209

Fax: 03 5885 2661

Email: berrigan-p.school@det.nsw.edu.au

Web: www.berrigan-p.schools.nsw.edu.au

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: http://www.schools.nsw.edu.au/asr