Principal’s Message

It is a time to celebrate the achievements of our students across all the areas of their schooling in 2012.

Not every student received an award on presentation night but there was not one student at Berrigan Public School who isn’t entitled to feel proud of what he or she has achieved this year. Our students have been very engaged in their learning and their positive attitude towards their learning can be attributed to many factors but the main reason is the fantastic staff we have at Berrigan Public School.

I would publicly like to thank Gillie Arnold, Meredith Stevenson, Kathryn Tait, Robyne Sneddon, Jo Cameron and Gemma Brockie. These ladies have done a wonderful job this year teaching your children and supporting each other, working together to overcome the many challenges teaching gives us.

Semester 1 saw a major challenge with our numbers dropping, causing us to lose a teacher, well on paper anyway. Term 2 saw the staff being very creative (Barb Fox especially, wonder woman with finances) and supportive, enabling us to maintain our Kinder class for 4 days. The staff should be congratulated for their effort in this term because their willingness to think and work outside the box kept our school functioning as a four class school. Semester 2 saw our numbers return to the number to retain our fourth teacher.

I mentioned Barb Fox earlier, she leads our SASS team. This group of people do a wonderful job, supporting both our teachers and your children. With more administrative work load being moved to schools these people are worth their weight in gold, ask any teacher! Thank you Simone Fox, Jenny Fruend, Alli Yelland, Kristy Pyle and Bec Ware for the magnificent job you do and the wonderful support you give. Steve Dalgiesh and Nellie Loats are also two very valued staff members and the reason why our school looks so fantastic.

The other body that needs our thanks and recognition is our very supportive P&C. Led by President Keith Phillips; this very proactive group of people have been a huge asset to our school. They have provided us with additional resources and programs - examples are: our Kindergarten Transition Program which exists because of their financial support, as does part of our IT Program and the Extension Writing Program that happened in Term 4. Another very useful resource is the 'Bug Reading Program', an Interactive Computer Reading Program that both staff and students love. The P&C bought our new projector for the hall, which is something the staff had on their wish list since the hall was built. So you see they are a very proactive group, with whom the school enjoys a very solid, productive partnership.

I cannot emphasise how lucky we are as a school community. To have staff, parents and students that work so co-operatively together, providing a positive learning environment and as Tom Archer, ex-principal, and a valued casual teacher says – “Gayle, you have a little bit of paradise here” and he is so right – “great students, dedicated staff and supportive parents.”

We have had many highlights this year; these have been reported in our newsletters and on our website. A most important major highlight for this year was the acquisition of the National Partnership money. These funds enabled us to achieve many things that would not have been possible. We were able to fund some of Gillie Arnold’s workload in Term 2; we were able to put a School Learning Support Officer in K/1/2 rooms 4 half days a week, and it was so successful that it would take a braver person than me to remove her off class. We purchased an interactive whiteboard for Year 5/6 room - the best there is according to 5/6 students. We were able to increase our IT support both in and out of the classroom and with our ever increasing and changing digital world this is a very important asset. The funds enabled us to implement a very successful 1-on-1 Program to help target students in Numeracy and Literacy. We employed a speech pathologist to assess and set up programs for targeted students, engaging parental support as a major contributing factor to the success of this program. We were able to provide financial support for our major excursions and also for the Drama Program in our school which includes the School Production. These are some of the ways we have used the money and will continue to use over the next 3 years.
I would once again like to thank the parents for entrusting their children into our care, enabling us to have the best job in the world, teaching and learning with their children.

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 would like to start off by thanking the P&C Committee for another really successful year, what a great group of people you are to work with!

We have had a busy year on the fundraising front with some fabulous support from the school families, AGAIN, thank you all so much!

The pub raffle, on each Friday fortnight, during the football season has continued to be a wonderful fundraising activity and we are immensely grateful to the Federal Hotel for giving us this opportunity. From all reports it sounds as though the parents doing the fundraising at the pub managed to enjoy themselves too! We are really hopeful to continue on with it next year.

We again held a Bunning’s BBQ in Shepparton, raising some money from out of town – our sausage sizzlers did a great job - but I don’t think they would have had sausages for dinner afterwards!!

Other successful activities included the show catering, Berrigan Bakery Pie Drive, our fabulous raffles, but my personal highlight again this year was our second Father’s Day Breakfast. It was great to see so many of our school families with their special guests there, some who don’t get to the school that often and I hope everyone puts it in their diary again for next year.

It has been a great pleasure to assist the school with a variety of new equipment: Books, IT Assistance, the Friday Literacy Program, Kinder Orientation and our beautiful new and very flash Projector set up in the hall. Also the P&C purchased some comfy supportive new desk chairs for all the teachers....you know what they say “comfy chair = happy teachers = happy students”.

I am happy to report that again our fundraising has basically covered our spending. If we can keep that up, then we are going well!

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 Dean Loats family has always been happy to help and Cara successfully ran the canteen for many years. The Steven Fox Family has been super reliable; Simone was the P&C Treasurer and both have always been happy to pitch in and do a job.

The current committee would like to say a big thank you for all that you have done in the past and we will see you when your grandchildren start at Berrigan Public!!

Some of you may not be aware but due to Mrs Andriske’s superannuation she took retirement earlier in the year. She was however, able to re-apply for the position which the school was required to re-advertise. After the selection process I was happy to advise that Mrs Andriske was re-appointed and is back at the helm of Berrigan Public!

Good luck to those students moving on to secondary education, all the best and there’s no doubt the school will miss your cheery faces.

Thank you to Gayle and all the staff for another successful school year; let’s hope 2013 brings more educational excitement!!

Keith Phillips

Student Representative’s Message

For those of you who don’t know me, I am Tahlia Thomson or Tot, as everyone knows me. I’m school captain for this year and wow, it’s been a great honour.
The responsibilities; the public speaking; the leadership roles; looking after my peers and helping the teachers - it has been an unforgettable experience.

Being school captain has given me a lot of confidence and it has made me realise how much of a great school community we have.

I would like to thank the teachers and SASS staff for making the school a beautiful and safe environment.

To all the students; you are all well behaved, amazing and you have made my job as school captain fun and easy. We have all worked together like one big happy family.

Thank you to Mrs Tait for taking the captains to all the Leadership Days, we have learnt so much along the way. You are a wonderful teacher and a great friend; who knows where we would be without large extra hot skinny cappuccinos.

Thanks everyone for a great year and remember to treat others how you want to be treated and work hard because the sky is the limit.

Good luck to next year’s captains, we hope you have as much fun as we have had this year.

Good evening, my name is Ben Fox, Berrigan Public School captain for 2012.

I have been at Berrigan all my life and spent all my school years here, at Berrigan Public School, and I am so happy that’s how it happened.

When I was growing up I thought nothing of leadership but now I’m older I understand the meaning. It means: making new friends – even if you don’t agree with them; stepping up and doing things for the school, even if you are nervous and not sure; it also means teamwork - working together with all sorts of people that we may not get along with; responsibility - having younger students looking up to you so you need to act responsibly; respect - treating other people like you would expect to be treated; and confidence - getting up in front of people when you really don’t want to, but know that others expect you to.

This year I learnt all about leadership and participated in activities such as Peer Support - where a group of students and leaders participated in activities; Leadership Excursions and Sporting Events.

Everyone thinks that school captains are the only ones that care about students and help around the school. Year 5/6 are also helpful around the school and I thank them for their help.

Mrs Tait has been very helpful teaching us leadership and responsibility. She is a great teacher and I am very grateful to have had her as my teacher this year.

I would like to thank Mrs Andriske for her encouragement and support through the year.

I am so very grateful that I was school captain for 2012 and being part of Berrigan Public School, after all, ‘It’s Better in Berrigan’.

Tahlia Thomson and Ben Fox

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 constant over the past four years. Local environmental matters, employment opportunities and the availability of rental accommodation issues could have an impact on future enrolments.
### Student Attendance Profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>98.1</td>
<td>90.9</td>
<td>93.6</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.5</td>
<td>93.8</td>
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<td>97.2</td>
<td></td>
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<tr>
<td>3</td>
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<td>96.1</td>
<td>92.9</td>
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</tr>
<tr>
<td>4</td>
<td>95.0</td>
<td>91.6</td>
<td>94.8</td>
<td>93.6</td>
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</tr>
<tr>
<td>5</td>
<td>92.8</td>
<td>96.0</td>
<td>94.0</td>
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<tr>
<td>6</td>
<td>93.6</td>
<td>90.1</td>
<td>95.8</td>
<td>91.8</td>
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<tr>
<td>Total</td>
<td>93.6</td>
<td>94.6</td>
<td>92.8</td>
<td>94.2</td>
<td>95.4</td>
</tr>
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</table>

### Management of Non-attendance

The school encourages all students to attend school on a regular basis. During this year a series of tips for parents on ways to support regular attendance was placed in the school newsletter during Term 4.

The classroom teachers, administration staff and principal, monitor student attendance regularly. Parents and carers are contacted if there are patterns of lateness, partial attendance 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.

### Staff Information

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

### Staff Establishment

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.

<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>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.481</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6.322</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012 there are no Indigenous employees working at Berrigan Public School.

### Staff Retention

All of the 2011 teaching staff and office staff continued to work at the school in 2012.

### 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>
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<tr>
<td>Postgraduate</td>
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</tr>
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### 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>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>62934.59</td>
</tr>
<tr>
<td>Global funds</td>
<td>82929.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>117718.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>60966.95</td>
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<tr>
<td>Interest</td>
<td>3260.60</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3171.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>330981.44</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 20201.79   |
| Excursions                 | 34007.25   |
| Extracurricular dissections| 5707.18    |
| Library                    | 1816.98    |
| Training & development     | 1376.50    |
| Tied funds                 | 84693.38   |
| Casual relief teachers     | 10995.57   |
| Administration & office    | 53442.25   |
| School-operated canteen    | 0.00       |
| **Utilities**              | 22714.89   |
| **Total expenditure**      | 241803.11  |
| **Balance carried forward**| 89178.33   |
A full copy of the school’s 2012 financial statement is tabled at the Annual General Meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School Performance 2012

Achievements

Arts

Our school endeavours to provide all students with a variety of art experiences as part of the school’s Creative and Performing Arts program.

Highlights of this program included:

Whole School Production

What a way to finish Term 3 with the terrific performance of our school production ‘Doo-Wop Wed Widing Hood’. Mrs Helen Dickie is an amazing teacher and director. She once again showed how she can not only teach our students the skills of drama, but also empower them with the self-confidence and self-belief to perform at a level that we saw demonstrated. Thank you Helen, and thank you to Jill Petzke, Kellie Litchfield and Gillie Arnold for organising the costumes and set, Malcolm Dickie - ‘the sound man’, the school staff and all the other people who helped to enable our students to have such a wonderful, magic learning experience.

Aspire Me Programs

This year we were involved in the three major activities associated with the South West Riverina region’s ‘Aspire Me’ Programs:

‘Aspire Me’ Art Camp at Moulamein - two students participated in this camp, culminating in our student’s work being showcased at the ‘Aspire Me’ Art Exhibition in Deniliquin.

‘Aspire Me’ Drama Camp at Oaklands - eight of our students participated in drama skills workshops ending with a short production. It was a great experience and over 40 parents were in the audience to see our students showcase what they had learnt and the confidence they had gained in just 36 hours of working with true professionals.

‘Aspire Me School Spectacular’ Excursion - 4 students travelled to Sydney and spent 2 days exploring art galleries, participating in drama workshops, and for some, visiting their capital city, Sydney, for the first time. This excursion culminated with watching the School Spectacular with over 3000 Public School students performing.
Mini Monologue Program

All students in Years 5 and 6 were involved in a drama extension program to further develop their skills. They worked closely with Helen Dickie on learning monologue. What is a monologue – it is an extended dramatic speech performed by one person. The students practised facial expressions, use of emotion and effective hand movements in the delivery of their monologues – some humorous, some dramatic. Parents and friends attended a Mini Monologue morning to watch the performance.

Wii Challenge

Part of our celebrations for Education Week was participating in the South West Regional Wii Challenge. This activity was linked to the Olympics and students from Years 3, 4, 5 and 6 competed against other schools across our area via video conferencing. Our two super coaches, Mrs Fruend and Ms Pyle, were impressed and delighted with the performance of our students, not just the final team members but all the students who trialed. They reported that the positive interaction and support of the students had been fantastic. The students competed during lunch time and had a great time.

Technology

Linking technology to education has become a very important focus in school teaching and learning programs. The theme for 2012 Education Week was ‘Creating the Future’ and part of this is done by understanding the world our students now live in. Their world is a digital world and this means, we, as educators and parents, have to prepare our students for the future by giving them the skills not only in Literacy and Numeracy but skills to exist and survive in this digital world.

New Experiences with New Equipment

Our Year 3/4 students were very excited to be the first students in our school to use the new iPods. They were thoroughly engaged in a word attack application which was developing their word recognition and spelling skills.
Our eT4L computer roll over was completed during term 4 - what an amazing sight, over 80 computers being rebuilt, all at once. The staff and students quickly became competent and comfortable with the new system. Alli Yelland once again proved how valuable an asset she is. Mrs Jenny Good and her Regional IT team were very supportive implementing the roll-over.

19 Netbooks

As part of our department computer roll out the school received 19 netbooks. The students are finding these a great tool to use; they are light to carry, compact, quick and very easy to access.

Lunch Time Computer Club

The school has a lunch time computer club which allows the students to develop their technology skills in a more ‘free choice environment’. The students also have access to the use of a Wii in the ‘fun time’ lunchtime program co-ordinated by Mrs Fruend.

20 Years Teaching Certificate

Mrs Kathryn Tait received her 20 Year Service Award for services and commitment to the students of the NSW Public School Education system. Mrs Tait received her award on Presentation Night from a very excited young man, Sam Morrow, whom she taught in Year 1 & 2. Sam has always stated that Mrs Tait needed a medal because she taught him to read.

Sport

Our students continue to be enthusiastic participants in the large variety of sporting opportunities offered.

In 2012 the highlights included:

- The conducting of four successful carnivals by staff: Mrs Stevenson - the Twilight Swimming Carnival and the Zone Swimming Carnival; Mrs Arnold the Cross Country and Mrs Tait the Athletics.
- Champion sporting house for 2012 was Algudgerie with wins in the swimming and athletics carnivals.
• In the State Knockout competition the 'JeriBerries' competed in softball, tennis, cricket, AFL and netball. Our most successful team was the cricket team which were beaten in round 4 - a great effort.

• We had 3 Riverina representatives:

  • Lucy Phillips in swimming
  • Imogen Cameron in tennis
  • Allan Gardiner in athletics

• The whole school was involved in an 8 week Gymnastic Program, culminating in a performance for the parents.

• The school were involved in the 'Jump Rope for Heart' Program and spent 8 weeks developing their skipping skills before participating in a 'Jump off'. From Kindergarten to Year 6 we witnessed some clever stunts and some very creative routines, with the Year 5/6 enhancing their routines with colourful costumes.

• The Primary students participated in the Autumn and Spring Round Robins, held at Jerilderie and Tocumwal. Sports included Soccer, Matball, Netball, AFL, 10/50/100, 4 Wicket Cricket, T-Ball and Tennis.

• BPS 2012 Sports Champions: 

  Swimming

Swimming
• Junior Girl  Amelia Alexander
• Junior Boy  Nicholas Arnold & Max Cameron
• 11 Years Girl  Kate Arnold
• 11 Years Boy  Mason Peters
• Senior Girl  Caitlin Spunner
• Senior Boy  Riley Nolen

**Athletics**

• Junior Girl  Amelia Alexander
• Junior Boy  Allan Gardiner
• 11 Years Girl  Annabelle Phillips
• 11 Years Boy  Mason Peters
• Senior Girl  Tahlia Thomson
• Senior boy  Damon Bainbridge

**Cross Country**

• 8/9 Years Girl  Lucy Phillips
• 8/9 Years Boy  Nicholas Arnold
• 10 Years Girl  Amelia Alexander
• 10 Years Boy  Josh McQualter
• 11 Years Girl  Imogen Cameron
• 11 Years Boy  Sam Morrow
• 12 Years Girl  Courtney Foster
• 12 Years Boy  Damon Bainbridge

**Other Programs**

The school has provided a range of opportunities for all students in all areas of school life. These include:

**Transition Programs**

Our school has two very good programs, one for our Year 6 students heading to high school and the other program for our prospective 2013 Kindergarten students.

*The Kinder Transition Program* is funded by the P&C and continues over an 8 week period. The children come to school for 2 hours every Friday morning. Mentors from Year 5 help with the program which introduces the children to the school environment.

*The Year 6 transition to high school* - as well as the mandated day when our students visit Finley High School with all the other feeder primary schools, we have other activities with the feeder schools including sports & activity days and joint excursions.

**Active After School Care (AASC)**

AASC continued this year with Rebecca Ware joining Jo Peters as a second co-ordinator. Year 5/6 students helped with the AASC program this year as part of their leadership program. They were trained in Term 1 and then were rostered on to help each week. This program continues to be very popular, providing the students with another opportunity to improve their sporting skills and develop an interest in a variety of sports.

**Peer Support**

Year 5 and 6 students were trained in the Peer Support Program, ‘Keeping Friends’. Our leaders worked with students from Kindergarten to Year 4. They worked in small groups to conduct a program which provided activities to help students foster positive relationships; provide opportunities to co-operate and collaborate with fellow students; and help to build students confidence to actively participate in group activities. It proved to be a very positive, productive program.

**Personal Development Day**

This year all the senior students joined in a day of personal development lessons and activities presented by Mrs Vicki Hutton, the District Student Welfare Officer. It proved to be a very informative day and the school was very grateful for Mrs Hutton’s time.
Creative Catchment Kids

This year the focus of the Creative Catchment Kids program was on using Literacy to develop creative solutions for land and water issues in the student’s communities. Five of our Year 5 students, Imogen Cameron, Sarah Cameron, Amelia Alexander, Kate Arnold and Annabelle Phillip, working under the guidance of Mrs Simone Fox, were involved the program. The students wrote, illustrated and had printed a class reader for our school titled 'Chloe the Joey and Helen'.

Premier Spelling Bee

Four of our students travelled to Thurgoona Public School in Albury to compete in the Premier’s Spelling Bee. It was a big learning curve, having to stand and orally spell to a panel of judges. Annabel Middleton, Cassandra Renneberg, Sarah Cameron and Hamish Congdon are to be commended for their effort.

Leadership Day

Year 6 travelled to Finley to participate in a Leadership Day. They participated in a program run by ‘Rising Generations’. The program involves discussing skills and attributes required to be a leader and the importance of teamwork. The students were impressed with the variety of activities and the messages they got out of it. For example a leader always needs to ‘bounce back’.

Premiers Debating Challenge Training Days

Year 5/6 were invited to attend a debating, training and development day held at Deniliquin South Public School. The day consisted of a number of workshops run by senior adjudicators and coaches and covered all aspects of debating. The students found it a very informative day.

Visiting Performances and Special Days

Utter Nonsense - The show ‘Utter Nonsense’ presented by Mark Penzak was a really entertaining way of thinking about personal relationships and what is important in life. The presenter had a great range of lighting effects and spectacular props. The children had a great time encouraging the performer to do the right thing.

Musica Viva Performances - Musica Viva are professional musicians blending traditional vocal and instrumental repertoire from many countries with modern jazz improvisation. The children really enjoyed their performances; the musicians were wonderful and very interactive.

Life Education Van - A very important program and part of the Schools PE Health & PD Program. The students enjoy their visit from Healthy Harold and the program provides great stimulus material for staff.

Police Visit - Senior Constable Bradford visited the school to discuss types of bullying and solutions that students can implement. Senior Constable Bradford stressed the importance of reporting both verbal and physical abuse at the time it happens to teachers, parents, police or someone that they trust.

Walking directly to and from school by the quickest, safest route was another strategy that Senior Constable Bradford encouraged children to exercise.
When students made references to being bullied on Facebook Senior Constable Bradford made it clear that cyber bullying should not be an issue at Berrigan Public School as it is illegal to have a Facebook account until you are over 13 years of age.

**Linking Together - ‘The Community and Us’**

How excited were our students by the generosity of two of our local businessmen and their wives, Mr and Mrs Joe Cottam and Mr and Mrs John Lane. Free entry into the Berrigan Pool all summer - what an amazing gift to our town! Our vice captains, Caitlin Spunner and Brad Loats, presented both couples with a certificate of appreciation, designed by Caitlin and Brad, on behalf of the students of Berrigan Public School. Students from the school have also written letters and made posters that were delivered to these two wonderful couples, showing our appreciation of their wonderful display of generosity - as a Year 3 student said 'We are so lucky you live in our town'.

**Footy Colours Day:** What a great day with so many of our students braving the cold and deck out in ‘real’ footy gear (that is football jumper and shorts ONLY) and the temperature was not hot! The students had a wonderful day and the school raised $150 for the ‘Fight Cancer Foundation’. In the afternoon the primary school students participated in a footy tabloids session run by our Year 5/6 students.

**Remembrance Day:** Berrigan Public School conducted a Remembrance Day service at school. The captains and vice captains explained the meaning of Remembrance Day to the students. All of our students K-6 wore a red poppy, a symbol recognising the first flower to grow on the battlefields.

**Fathers’ Day Breakfast:** We had a wonderful turn out for our Fathers’ Day Breakfast and what a fantastic showcase of the children and staffs’ talents. It was wonderful to see so many of the male members from our school community at our Fathers’ Day Breakfast.
Clean Up Australia: Our students were involved in Clean Up Australia Day and spent time cleaning our school grounds and the area surrounding our school.

Crazy Hair Day: On this day our students change from neat & tidy to CRAZY! Crazy Hair Day is a fundraising activity supporting the Leukaemia Foundation. Children were asked to bring along a gold coin donation with $65.00 being raised.

Amaroo Fete: The students were once again invited to perform at the fete and they learnt two songs to sing there as a school choir.

Ecumenical Service: Students participate in the Ecumenical Service at the Catholic School. The students walk to the Catholic School with staff, participate in a combined church service and enjoy a combined recess before returning to school.

Anzac Day Services: The school captains conducted a school Anzac service. An invitation was extended to parents and the community to participate in the service and join the students for a cup of tea and Anzac biscuits cooked by the students. On Anzac Day our students marched in the town march and then participated in the service by singing 2 songs in a combined school choir with St Columba’s School.

Grandparents Morning Tea: Our students invited all their grandparents to a special morning tea. This special event began with a visit to the students’ classrooms, followed by a mini concert in the hall and finished with the traditional cup of tea and morning tea cooked by students and staff.

Men’s Shed Visit: Berrigan students were extremely lucky when they received an invitation from the Berrigan Men’s Shed to come and see the steam engine that they had restored. It was a fantastic sight to see the engine in its full glory producing steam and working. The school continues to be involved with this very supportive group of men.

Tree Planting: Year 5/6 walked to the Amaroo Hostel to assist Mrs Ryan in the planting of trees. The students worked co-operatively in groups to de-pot, plant, guard, straw and water the trees. Eventually the trees will provide a lovely bush area for the residents of Amaroo.

Children’s Week Celebrations: The school joined with the Berrigan Shire Council to conduct a ‘Fun Activity Afternoon’. Staff helped to co-ordinate activities and many of Berrigan Public School students participated in the activities.

Tell Me A Story: Many of our students participated in the SRN ‘Tell Me A Story’ promotion. This project encourages young people to write and be given a unique opportunity to have their work published in a professionally designed book.
Excursions

**Young Leaders Day:** Our school captains and vice captains joined Year 6 leaders from Oaklands and Urana Central Schools to attend the National Young Leaders Day in Melbourne. They listened to some exceptional leaders and were able to participate in some activities that identify and develop the skills they need to become leaders.

**Wind Surfing:** Year 5/6 students went windsurfing at Yarrawonga. The goals for the day were to develop the skills that good leaders need; co-operation, self-confidence, perseverance, team work and self-belief. Mrs Tait said that the students learnt a lot from their experience and had a great time.

**Stewart House:** Once again we have been extremely lucky to have two students given the opportunity to travel to Stewart House. Stewart House is situated on the beach at Curl Curl and has been providing holiday opportunities for students in public schools since 1931. Stewart House provides dormitory style accommodation for students across a 12-day stay and gives children opportunities for a healthy lifestyle, for building self-esteem, coping skills and a sense of wellbeing.

**Movie Trip:** The whole school travelled to Albury by bus for a private viewing of the movie ‘The Lorax’ as part of ‘Climate Clever Energy Savers’ Program. ‘The Lorax’ is an animated movie which explores the concept of environmental sustainability and choices that students can make to promote sustainability.

**Ballarat Excursion:** Year 3/4 travelled to Ballarat with Jerilderie Public School for their excursion this year. The excursion was integrated with their HSIE theme Gold and Life in early Australia. The students had a fantastic time and found it a great opportunity to learn.

**Canberra Excursion:** Year 5/6 had a wonderful time in Canberra; they had great guides who made it extremely interesting for the students, whilst they were discovering many important facts about our National Capital. Mrs Tait received very positive comments from the tour guides saying that the students had fantastic input, asked and answered questions, displaying genuine interest and lots of knowledge.
**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).

The My School website provides detailed information and data for national Literacy and Numeracy testing (NAPLAN).

**My School**

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name (Berrigan Public School) in the Find a school and select GO.

**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>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant Programs and Initiatives**

**Aboriginal Education**

Aboriginal perspectives are integrated across all curriculum areas through the units studied from K-6.

These programs and initiatives develop positive attitudes and understandings about Aboriginal history, cultures and contemporary Aboriginal Australia.

**Multicultural Education**

To ensure that the school promotes a culturally inclusive learning environment and works at developing an understanding of cultural, linguistic and religious difference the school provided:

- Integrated programs of work to give each class the opportunity to focus on multicultural perspectives.
- Students in Years 3-6 the opportunity to deliver speeches as part of the Lions Public Speaking Competition on another country with students focusing on overseas nations.
- Involvement in a CWA program which focused on learning about the people and culture of Timor Leste.

**National Partnership Programs**

The school entered into the Low SES School Communities National Partnership in 2012. A requirement of the partnership was to redevelopment the school plan to include mandatory reform elements and to allocate additional financial resources from the program. Also required was additional professional learning on leading change.
These strategies included:

- Accelerated Literacy implemented into the classrooms including the training of staff.
- Employing of School Learning Support Officers (SLSO) to provide additional support with Literacy and Numeracy.
- Enhanced learning opportunities for all students through additional programs and subsidising excursion costs.
- Purchase of technology equipment including an IWB for Stage 3.
- Employment of a Speech Pathologist.

Other Programs

Country Areas Program (CAP)

Once again we were able to provide innovative and educational programs with the help of the Country Areas Program funding. This year our school was involved in both district and school initiatives.

As part of the initiatives the school joined with other local schools, to provide an opportunity for 6 senior boys to attend the Friday session of the Melbourne Formula 1 Grand Prix.

Our Year 6 students enjoyed an intensive Rising Generations Student Leadership Day as part of a wider CAP initiative. The students participated in the dynamic and interactive activities aimed at empowering and equipping them with the ability to realise their own potential and use their skills and energies to serve others and make a difference in their school, families and community.

CAP initiatives assisted with excursions, provided small group learning opportunities, provided opportunities to attend cultural and sporting activities and enabled the purchase of resources to support student learning.

CAP funding helps our school address the effects of geographic isolation and improves student outcomes in Literacy and Numeracy through curriculum access and enhancement, student engagement and peer interactions across networks, connected learning through the use of technology, and parent and school community participation.

Progress on 2012 Targets

Target 1

Increase by 10% the number of students achieving the top bands in reading and writing.

Our achievements include:

- SMART data school analysis. Years 3 and 5 school results were above targets. Top band.
  - Year 3 Read 18.2% from 0%
  - Year 5 Read 14.3% from 11.6%
  - Year 3 Write 18.2% from 0%
  - Year 5 Write 0 from 0 but Band 7 42.9% from 0%
- No student was below the National Benchmark.
- Increase in reading skills and general comprehension as measured by school assessment.

Target 2

Growth in spelling results for all students K-6 as measured by school assessment data.

Our achievements include:

- NAPLAN data showing positive trends with:
  - Year 5 school 523 state 507.6
  - Year 3 school 456.6 state 428.1
- Weekly spelling tests and tracking sheet data assessments will show improved progress of individual students.
- 100% of students in the school with NAPLAN (Reading) results in at two year levels as reported on My School.

Target 3

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.

Our achievements include:

- Data currently shows
  - Kindergarten 75%, Year 1 67% and Year 2 73%
• Increased number of students receiving awards as part of the home reading program.

**Target 4**

**Student outcomes in numeracy to continue to reflect growth rates that equate to Riverina Region levels.**

Our achievements include:

• NAPLAN results show positive aspects with school trend data
  - Year 5 school 496.5 region 493.6 (state 498.8)
  - Year 3 school 411.2 region 400.1 (state 405.7)
• Growth data positive for some individual students.

**Target 5**

**School attendance to be equal to the region in 2012.**

Our achievements include:

• Increased understanding by parents about importance of attending every day and on time
  - Reduced partial absences
  - Reduced late arrivals
  - Less requests to take out of school for minor appointments
  - Students returning to school after appointments

**School Evaluation**

NSW Public Schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of student engagement in school life.

**Student Engagement in School Life**

**Background**

National Partnership Low SES and school funds are fostering the effective use of student assessment and other data to identify individual, class and school needs which has in turn directed planning and programming to best address identified needs. Teachers have devised innovative and tailored learning programs to effectively cater for the school’s students aimed at improved engagement. An evaluation was undertaken to gauge the effectiveness of the programs using teacher observation, student surveys and participation data.

**Findings and Conclusions**

The findings from the evaluation were:

• Identified students at risk were supported by a SLSO - providing a contact that the student felt comfortable with and allowing an alternative lunchtime program to operate.
• The allocating of physical and financial resources to effectively implement focussed intervention that assisted with small group activities, especially aimed at ICT skill development and provided all classes to have the support of an SLSO.
• Use of interactive technologies where teacher observation indicated that there was an increased involvement from students who traditionally did not become involved in activities and there was a strong development of team work. There was an increase in the self-esteem of the students involved.
• Up-skilling teachers to better cater for supporting student leaders in the school with training in the Peer Support Program.
• The providing of student leadership training and initiatives, that fostered increased involvement and leadership of students within their school and community had assisted in building confidence to transition into high school.
• The devising of leadership opportunities within the school allowed students the opportunity to enhance and practice their skills.
• Working with educationalists and experts in field, in-school and off site via connected classroom facilities, enhanced and broadened the learning programs.
• All Years 5 and 6 students’ evaluations of the leadership program indicated it was a positive experience and they have learnt things including team work and the importance of working together.
• There was increased student participation in school excursions due to reduced costing because of school subsidies.

Future Directions
The school will maintain the strategies implemented in 2011 and in addition will:
• Purchase additional mobile devices allowing students to practice concepts learnt individually and in small groups.
• Maintain and increase the additional support program thorough the employment of Learning Support Officers.
• Increase the use of Parahealth Professionals in the school.
• Continue to access teacher professional learning for both teaching and support staff.

Parent, Student and Teacher Satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school in the area of excursions.

Their responses are presented below.
Parents:
The majority of the surveys returned indicated:
• They were in favour of maintaining the current excursion program, which includes annual major excursion in Years 3-6.
• Strong support for the value of the excursion program in providing tailored learning experiences.
A small number of responses provided suggestions including: P&C support in reducing costs, school consider the notion of one major excursion per stage and the option of paying off excursions be continued.

Staff:
Staff responses:
• Expressed concern over the increasing costs of excursions and the ability of the school to maintain the current level of subsidising.
• Indicated the need to review the number of minor excursions and performances.

Students:
Students provided the following feedback:
• They enjoy the opportunity to visit other places and to stay overnight.
• An awareness of the increasing cost of being able to participate in all excursions and performances.

Professional Learning
Priorities for professional learning have been in line with the school and Riverina Region priorities.
• The school focused on the development of teaching skills for Literacy through Accelerated Literacy, Reading Recovery, and Best Start training.
• All staff attended an in-service on using the tools of the interactive whiteboard.
• As part of the Asthma Friendly School program all staff were updated in asthma training.
• The Principal of the school has attended a range of regional events including Essential Training, Low SES Training, Regional Principal’s Conference and Teaching and Learning Forums.
• The School Support Staff have participated in a range of professional learning activities specifically to develop skills in their respective roles. These included staff attending the Regional Teaching and Learning Forums, job shadowing, visiting other schools and technology training.
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

#### Outcome for 2012–2014

NAPLAN data will indicate greater student achievement in Literacy and Numeracy in line with state targets.

#### 2013 Targets to achieve this outcome include:

- Increase by 12% 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.
- School attendances improve from 2012 by 1%.
- 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.
- Student outcomes in Numeracy to continue to reflect growth rates that equate to schools with similar students as reported by ACARA.

#### Strategies to achieve these targets include:

- Employment of 2 Learning Support Officers (LSO) to work within the whole school during Literacy and Numeracy to support the teaching/learning programs with emphasis on smaller groups and individual programs.
- Continue to access, train and update staff on Accelerated Literacy, L3 training, Best Start, Reading Recovery and Numeracy Sessions at Regional Teaching & Learning forums.
- Employment of a speech pathologist.
- Introduce Bugs Reading Scheme in collaboration with the P&C to increase the options available to students providing an online reading environment accessible at school and at home.
- Update numeracy resources to support current programs in the school and to increase the relevance for students.

### School Priority 2

#### Outcome for 2012–2014

Continue to strengthen teacher capacity to improve student learning outcomes through access to quality professional learning opportunities.

#### 2013 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:

- Continue to build networks with other schools including Jerilderie Public School and visit other schools to look at and share best practice in teaching and learning.
- Continue to attend local teaching and learning forums in Terms 2 & 3.
• Employ additional School Administration Officer 0.2 to support principal (teaching principal) in management of administrative and financial aspects of Low SES NP implementation and to undertake any training as required.

• Targeted Literacy training for staff including L3, Reading Recovery and Best Start.

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
Kathryn Tait   Teacher
Allison Yelland   School Administrative Officer
Simone Fox   School Learning Support Officer
Keith Phillips   P&C President

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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

Thank You