2009 Annual School Report
Barham Public School

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

Students
The total school enrolment in Term 4, 2009 was 169 students. This consisted of 90 girls and 79 boys. The students were grouped into eight classes with an average class size of 21.

Attendance at Barham Public School is above the state average.

Staff
The school had a staffing allocation of 9.904 consisting of a principal, two assistant principals and a range of classroom and specialist teachers.

We were fortunate this year to have an additional teacher above the allocation above. This allowed the establishment of small classes in stage 1.

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

Significant programs and initiatives
The school conducted a number of programs to provide students with extra opportunities and support to achieve their potential. These included:

- Participation in Australian Schools Competitions
- Public Speaking and Debating
- Leadership development programs, Peer Support program and Student Representative Council
- Accessing visiting performances and workshops.
- School native garden and vegetable garden
- Eco Cubby
- Weed Warriors
- Healthy eating initiative
- Intensive fitness and skills program
- Year 6 fete
- Combined School concert
- Active after school communities
- Craft club

Student achievement in 2009

Literacy – NAPLAN Year 3
In Year 3, the average literacy mark for the school was 452 compared with 424.5 for the state and 425 for like school groups.

Numeracy – NAPLAN Year 3
The average numeracy mark for year 3 was 452.1 compared with 405.8 for the state and 406.3 for like school groups.

Literacy – NAPLAN Year 5
In year 5, the average literacy mark for the school was 476.7 compared with 501.45 for the state and 504.2 for like school groups.

Numeracy – NAPLAN Year 5
The average numeracy mark for our year 5 students was 466.4, compared with 502.9 for the state and 504.2 for like school groups.

P&C message
Another year has come to a close and a time that we can reflect on the dedicated work of the members of the P & C and the continued support of those parents that have donated a few hours of their time during the year to help benefit the educational opportunities offered to each and every child at Barham Primary School.

The Barham Primary School P & C committee consists of a variety of parents and teachers. Through the year the attendance at the monthly meetings has dwindled to a concerning number. Some long standing members of the committee have departed for various reasons. Therefore some new “blood” is needed to enable the P & C to continue with its high productivity contribution to your child’s education.

The P & C has had a fantastic working relationship with Mrs Armstrong over the past eight years. The support that Sandra has given to the P & C and the dedication I, as the current President have seen with the interaction of Sandra with parents, teachers, children and our community is something to be cherished. On behalf of the P & C and in support of the school community I offer a warm hearted “Thank you” to Mrs Armstrong for her time at Barham Primary School. You may depart the school but you will never be forgotten.

Thank you for the year we have had and I look forward to the future of Barham Primary School and our Barham Primary School P & C.

Scott Murphy P&C President
Principal's message
Another year has passed and it is with great pride, and some sadness, that I write this message for 2009.
Great pride, because as I reflect on the past eight years as leader of this wonderful school, I have seen amazing achievements for students in all areas of school life – our annual report every year tells about achievements in arts, sport and literacy and numeracy skills.
I have been fortunate to work with a dedicated and talented group of teachers and support staff. I would also like to take this opportunity to acknowledge the fantastic support we have from our parents and the community in general.
There have been several changes to the school environment, including an extension to our library, the erection of a COLA over the playground equipment and the development of the gardens, particularly the vegetable garden.
We look forward to the establishment of two new classrooms and the refurbishment of the some of the older buildings into more usable spaces in the next year.
The sadness comes from the knowledge that this is my last principal's message to the Barham community. I have grown to love this school and its community and will miss it greatly. As I look to the future at a new school, I will always remember my time at Barham as some of the best years in my teaching career. I look forward to continuing to hear great things about this wonderful school and its community. My best wishes to you all.
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.
Sandra Armstrong

Student representative's message
2009 has been a year full of fun and exciting things at Barham Primary School.
This year students took part in many carnivals including swimming, cross country, athletics, football and netball. Many were chosen to represent us at district, region and state. Jacob Barrington represented our school at state level for 50m freestyle. Brad Heffer and Matt Filo represented Riverina at state trials in AFL and Brad Heffer and Patrick Goble represented our school in the state cross country.
The school dance group were chosen to perform on two days at the Riverina dance festival in Albury and did an excellent job representing our school.
Our school won the Kerang Eisteddfod for the 5th time in a row! They did an amazing job singing.

The school debating teams achieved high levels with the A team making the region semi finals and the B team being beaten by our A team in the district competition. Zara Adlington was selected in the Riverina debating team and made state semi finals in Sydney. Our students also achieved high levels in the public speaking finals with Jacob Membrey making the regional finals.

This year's culmination day theme was 'Book Safari' and the whole school did great performances. The school assemblies were well done and the excursions were fantastic.
2009 was an amazing year and is the last year Mrs Armstrong, our principal, will be at our school. We wish her all the best and thank her for being a fantastic principal. We hope everyone had a great year!

Jacob Membrey & Sammy Knight
(Captains)

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

Student enrolment profile
The total school enrolment in Term 4, 2009 was 169 students. This consisted of 90 girls and 79 boys.

![Enrolments Chart]

- Male
- Female

![Image of students]
Student attendance profile

The school’s attendance rate for 2009 is currently 93.9%, compared with 92.1% for the state. The following graph shows the school’s attendance rates, compared with region and state rates, for the past four years. Attendance rates were slightly lower this year due to a severe conjunctivitis virus during the year.

Management of non-attendance

Attendance is monitored regularly. Where there are unexplained absences the school works with the parents to manage the situation. If the non attendance and unexplained absences continue or escalate after this intervention, the school contacts the home school liaison officer, who will work with the families concerned.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2 B</td>
<td>1</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>1/2 B</td>
<td>2</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>1/2 C</td>
<td>1</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>1/2 C</td>
<td>2</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>3/4F</td>
<td>3</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>3/4F</td>
<td>4</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>3/4R</td>
<td>3</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>3/4R</td>
<td>4</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>5/6L</td>
<td>5</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>5/6L</td>
<td>6</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>5/6N</td>
<td>5</td>
<td>12</td>
<td>21</td>
</tr>
</tbody>
</table>

Structure of classes

All classes except Kindergarten were multi-age classes. Students were placed in graded ability reading and maths groups each day to cater for individual needs.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. Barham Public School has a dedicated and hard working staff. They willingly give of their time to provide opportunities for students to undertake a wide range of additional activities.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Primary RFF</td>
<td>0.294</td>
</tr>
<tr>
<td>Primary Part time teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>Primary Drought supplementation</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.14</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1.992</td>
</tr>
<tr>
<td>Total</td>
<td>12.036</td>
</tr>
</tbody>
</table>

Our school funds some aid time and teacher time from CAP funds and school sources not included in the table above. 8% of our staff is indigenous.

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>92%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8%</td>
</tr>
</tbody>
</table>
Financial summary

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

Date of financial summary: 30/11/2009

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>109,062.67</td>
</tr>
<tr>
<td>Global funds</td>
<td>121,584.61</td>
</tr>
<tr>
<td>Tied funds</td>
<td>78,253.76</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>42,950.94</td>
</tr>
<tr>
<td>Interest</td>
<td>4,411.11</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15,647.71</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>371,910.80</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning

- Key learning areas                   | 38,721.92 |
- Excursions                           | 17,627.80  |
- Extracurricular dissections          | 10,733.83  |

Library                                  | 4,994.99  |

Training & development                   | 2,250.59  |

Tied funds                               | 89,917.76  |

Casual relief teachers                   | 15,662.24  |

Administration & office                 | 29,185.98  |

School-operated canteen                 | 0.00      |

Utilities                                | 27,901.97  |

Maintenance                             | 12,942.82  |

Trust accounts                          | 15,872.78  |

Capital programs                        | 9,090.91   |

**Total expenditure**                   | 274,903.59 |

**Balance carried forward**             | 97,007.21  |

Of the $970000 carried forward, $8000 is accounted for in unpaid invoices and casual salaries. The school, as part of its financial management plan, allocates funds for asset replacement and the purchase of additional assets. We have set aside $35000 to cover this, leaving a carry-over operational budget of $35000.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

**Achievements**

**Arts**

The school regards the arts as an important part of the curriculum. The programs are supported through staff, parent and community expertise.

Our senior school choir of over forty students from Years 4 to 6 was placed first at the Kerang Eisteddfod.

The school dance group was once again selected for the Riverina Dance Festival.

All classes perform items at assemblies throughout the year, including Culmination Day activities, which this year focussed on A Book Safari. Students performed items related to the jungle environment and our natural resources. Students from every class have had work exhibited at the Barham Show.

Public speaking features in the school's performing arts program. Children from Kindergarten are encouraged to speak publicly at assemblies. This year our students participated in the local competition run by the Lions Club. Jacob Membrey and Jessica Whelan represented years 5/6 and Jacob Barrington and Abbey Hird represented years 3/4. Jacob Membrey won the zone competition for our area and went on to represent our school at the regional final of the Lion’s Public Speaking Competition.

Our school once again participated in the Premier’s Debating Challenge in 2009. A number of students attended a debating workshop in Deniliquin. We entered A and B teams in the competition.

Our A team Jessica Whelan, Zara Adlington, Mathew Wescombe and Bradley Heffer won their debate against Griffith North in a very close regional quarter final. This dedicated band of debaters left their Canberra excursion early (4am) in the morning to return to Wagga to compete in
the regional semi finals, but narrowly lost their debate.

Jessica Whelan and Zara Adlington attended trials for the Riverina debating team with Zara being selected. Zara competed in State competition in term 4, reaching the state semi final.

Sport
There is a strong commitment to provide a wide range of sporting activities at Barham Public School. The school is very proud of its achievements in sport in 2009.

At the Moulamein District swimming carnival the school gained joint first place with Moulamein Public School. Mathew Wescombe and Brad Heffer were senior boys runner up. Jorja McGowan was junior girl champion and Jacob Barrington was junior boy runner up. Twelve students went on to represent the district at the Riverina Carnival held in Albury. Jacob Barrington reached state in the 50m freestyle.

Two records were broken in our school cross country. Thirty one students competed in the Moulamein district cross-country at Moulamein, with Barham being the overall winner on the day. Brad Heffer and Jessica Whelan were age champions. Eleven of these students progressed to the Riverina Carnival held at Griffith. Bradley Heffer and Patrick Goble were selected to represent the school and region at state level.

The Moulamein District athletics carnival was held at Tooleybuc. Our school won the overall aggregate trophy at the carnival. Brad Heffer and Sammy Knight were senior boy and girl champions. Twenty six students from our school competed in this carnival and twelve students went on to compete at the Riverina Carnival at Albury.

Five students are district age champions in swimming, cross-country and athletics and four other students were runner-up age champions. The school sent representatives to district football, netball, cricket and tennis trials. Four girls represented Moulamein District in netball and nine boys represented in AFL. Bradley Heffer, Patrick Goble and Matt Filo reached regional level and Brad and Matt went to Broken Hill to try out for our state team.

The school conducted coaching clinics in football, golf and gymnastics and ran a successful tabloid sports day. Active After School Communities provided students with other opportunities to develop sporting skills in term 1, followed by golf, soccer and volleyball in the ensuing terms. Thanks to Mr Naylor for his work with this program.
Other
The school has enjoyed excellent results in all areas of school life. Our students have had continued success in the Australian Schools Competitions for mathematics, science, computer education, writing and English with two high distinctions, sixteen distinctions and thirty five credits being awarded. The table which follows provides details of competition results, including state and school averages.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Students</th>
<th>Distinction</th>
<th>Credit</th>
<th>Merit</th>
<th>Partic</th>
<th>State average</th>
<th>School average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>20</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>22.0</td>
<td>21.8</td>
</tr>
<tr>
<td>Writing</td>
<td>14</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>8</td>
<td>15.9</td>
<td>19.1</td>
</tr>
<tr>
<td>Science</td>
<td>16</td>
<td>6</td>
<td>2</td>
<td>7</td>
<td>9</td>
<td>20.5</td>
<td>22.5</td>
</tr>
<tr>
<td>Computer</td>
<td>21</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>22.8</td>
<td>28.1</td>
</tr>
<tr>
<td>English</td>
<td>16</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>26.5</td>
<td>28.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>23</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>13</td>
<td>23.8</td>
<td>24.4</td>
</tr>
</tbody>
</table>

The strong leadership component of the Peer Support program and Student Representative Council (SRC) enabled students to establish strong peer relationships and have a say in the school’s involvement with the community. This year our SRC has sponsored a child through World Vision. Our students also raised money for cancer research through the biggest morning tea.

All students were offered the opportunity to access visiting performances and workshops. This year students have participated in the Murray Catchment Authority program on river health, focussing on frogs and a science program called Scientwists, where students became apprentice scientists for the day.

Students worked with local cartoonist Peter Herbert, making their own cartoon strips. Students in years K-2 had times with Lee Fox who spoke to them about her books and some students from years 3 to 6 were given the opportunity of a writing workshop with her. Students from years 3 to 6 had the opportunity to work with an illustrator Craig Smith.

Environmental education was enhanced through the Eco cubby project in stage 2 which has involved students in developing environmentally preferred ways of building, providing power and using water. Our school vegetable garden continues to be a great asset and funds raised from produce make the project sustainable.

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
Literacy – NAPLAN Year 3

Percentage of students in bands:
Year 3 reading

- Percentage in band
- School average 2007 - 2009
- LSG average 2008
- State average 2008

Percentage of students in bands:
Year 3 spelling

- Percentage in band
- LSG average 2009
- State average 2009

Percentage of students in bands:
Year 3 writing

- Percentage in band
- School average 2007 - 2009
- LSG average 2009
- State average 2008

Percentage of students in bands:
Year 3 grammar and punctuation

- Percentage in band
- LSG average 2009
- State average 2009
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5
Minimum standards

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 3 students achieving at and above minimum standard</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>96</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 5 students achieving at and above minimum standard</td>
<td>87</td>
<td>91</td>
<td>96</td>
<td>78</td>
<td>91</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
Aboriginal perspectives are taught across curriculum areas. This develops positive attitudes and understandings about Aboriginal history, culture and contemporary Aboriginal Australia.

A mural was painted by our indigenous students under the guidance of Mrs Lacey. This was unveiled in Naidoc week. Our students from years 3 to 6 also contributed to a tile mural situated in the breezeway. All students K-6 participated in activities related to aboriginal culture in Naidoc week.

Multicultural education
Multicultural issues and perspectives are taught in all curriculum areas.

We celebrated our cultural diversity and promoted an understanding of different cultures through COGs units.

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

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

Our student council raised money this year for cancer research through the biggest morning tea. Our students are sponsoring a child through World Vision. The students have pledged $43 a month to provide healthcare education and clean drinking water for a child in Ethiopia.

Other programs
Our school CAP programs helped support the purchase of non fiction reading resources, improved the use of technology in classroom programs, provided teacher support in writing, supported visiting authors to enhance our writing programs and provided access for our students to visiting performances.

Craig Smith, an illustrator, provided the children with many ideas and helpful hints on where to start when drawing illustrations and then how to add the finer details to bring a character to life. The children were fascinated with his life sketches and thoroughly enjoyed the opportunity to produce some of their own art work.

Lee Fox spoke to K-2 about her books and some students from years 3 to 6 were given the opportunity of a writing workshop with her.

High school transition programs were enhanced by the attendance of the 2010 year 7 coordinator on the Canberra excursion. This excursion brings students from all Barham High partner schools together for some social interaction before entering high school.
Progress on 2009 targets

Target 1
92% of all students achieving stage based outcomes in Reading and Writing

Our achievements include:

- 91.5% of Kindergarten students are reading and writing at or above their stage level.
- 84% of stage 1 students are reading at or above their stage level. 82% are writing at or above their stage level.
- 71% of stage 2 students are reading at or above their stage level. 76% are writing at or above their stage level.
- 83% of stage 3 students are reading at or above their stage level. 85% are writing at or above their stage level.
- 100% of our students in year 3 are achieving minimum standards in reading, writing and spelling.
- 87% of students in year 5 achieved minimum standards in reading, 91% in writing and 96% in spelling.

Target 2
92% of all students achieving stage based outcomes in Numeracy

Our achievements include:

- 95.8% of kindergarten students are working at or above their stage level in numeracy.
- 89.1% of stage 1 students are working at or above their stage level in numeracy.
- 87% of stage 2 students are working at or above their stage level in numeracy.
- 76% of stage 3 students are working at or above their stage level in numeracy.

Target 3
Increase student engagement through quality teaching strategies and the implementation of technology in curriculum delivery.

Our achievements include:

All teachers are using smart board technology in classroom practice.
Higher levels of student engagement in classroom sessions with increased use of technology.
Significantly less problems in the playground with the introduction of the school garden and eco cubby project.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of teaching and mathematics.

Educational and management practice

TEACHING

Background
In order to improve the effectiveness of the school it is important to continually evaluate management processes within the school. This year staff, students and parents were surveyed on teaching in the school.

We surveyed all staff, half the students from years 3 to 6 and a random sample of parents covering over one half of the families in the school. We had a 92% return rate for surveys.

Findings and conclusions
Curriculum
The curriculum area to be evaluated in the planning cycle is Mathematics.

Background
Our aim was to review the attitudes to mathematics and how much the community felt they knew about how mathematics is taught in our school.

Findings and conclusions
100% of teachers either strongly agreed or agreed that they:

- are enthusiastic towards the teaching of mathematics,
- they have high expectations and cater for a variety of learning styles,
- communicate to students what they are learning and why, and use a variety of assessment strategies, and
- regularly adjust their program to accommodate the changing learning needs of students.

Over 95% of parents responded that they:

- have a positive attitude to maths with their child and that it is an important subject,
- have high expectations of their children in mathematics, and
- are confident to assist their children at home and that their children have developed their ability to work mathematically.

Over 95% of students responded that:

- they expected to do well in maths and liked the activities we do in maths,
- their teachers always let them know what they are learning and why, providing extra help when it is needed,
- they prefer hands on maths to bookwork and like to work with other students.

Approximately 30% of parents indicated that they are not sure of how maths is taught at school and 50% of teachers do not believe that parents have an understanding of how we teach maths.

Future directions
The school will provide information sessions for parents to keep them up to date on the teaching of mathematics. The issue is more prevalent in the primary as there is high parent involvement in stage 1 classes due to the count me in program.

Staff will relate their programs more closely to the school’s mathematics scope and sequence.
**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree</th>
<th>Disagree</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel welcome in the school</td>
<td>125</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2. School events and activities are well planned and appropriate</td>
<td>125</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3. I am encouraged to be involved in the school</td>
<td>123</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>4. Support is available for students in the school</td>
<td>125</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>5. Ideas and suggestions are encouraged</td>
<td>119</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>6. I am happy with the programs at Barham Primary School</td>
<td>125</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**Professional learning**

Professional learning is essential to keep staff current in their knowledge of syllabus requirements and develop their teaching skills. Staff undertook professional learning predominately in the areas of:

- literacy
- numeracy
- technology
- welfare and equity
- quality teaching; and
- career development.

Opportunities were provided for professional dialogue with other members of staff as well as attendance at professional learning opportunities offered through DET and other sources.

Courses attended by staff were:

- Computer and interactive whiteboard workshops;
- Reading Recovery training;
- Kindergarten literacy and numeracy workshops and network groups;
- Best Start training
- Assistant principals’ conference;
- Curriculum planning and assessment frameworks;
- Jolly phonics workshop;
- First Aid;
- Primary Principals’ national conference;
- Naplan writing marking;
- Austswim
- Oasis Library and scisweb;

An average of $700 was spent on each member of staff for professional learning.

**School development 2009 – 2011**

Our school planning processes are based on analyses of student performance data and evaluations in the annual school report. The school plan reflects these processes and is developed in consultation with the staff and P&C.

Our school strategic directions for the next three years are:

- Continue to improve outcomes for all students K-6, building upon our successes;
- Higher quality teaching and professional standards through the implementation of Quality Teaching dimensions K-6;
- Improve the use of technology in the delivery of educational programs.

Parents and community members are welcome to request a copy of the school plan from the office.
Targets for 2010
The following targets will be the major focus in the 2010 School Plan.

Target 1
All students will show an improvement in stage based outcomes in writing that will reflect growth rates equal to or better than regional levels

Strategies to achieve this target include:
- Explicit teaching of narrative writing regularly programmed in all stages, including modelling and joint construction
- Developing and implementing a consistent K-6 structure regarding expectations in the writing process focusing upon deep understanding.
- Explicit teaching of grammar and spelling in the context of student writing
- Implementing each week a drill strategy where teachers provide explicit skills and strategies for children to review, e.g. chunking, punctuation
- Providing professional learning for teachers in literacy, particularly in writing.
- Continuation of the Reading Recovery program for Year 1 children which includes a structured writing component
- Teachers in years 2-6 explicitly teaching follow up materials from NAPLAN

Our success will be measured by:
- Each individual student showing performance growth in Writing;
- 60% of students in Year 3 achieving Bands 5 & 6 (currently 55.5%) in NAPLAN Writing;
- 8% of students in Year 5 achieving Bands 3 & 4 (currently 13.1%) in NAPLAN Writing;
- 35% of students in Year 5 achieving Bands 7 & 8 (currently 21.8%) in NAPLAN Writing

Target 2
All students will show a measured improvement in the Space and Geometry and Data strands of Mathematics that will be equal to or better than regional growth rates

Strategies to achieve this target include:
- Explicit teaching of space, geometry and data in all classes

Our success will be measured by:
- continuation of the numeracy block with no RFF allocated and students supported with a lower student teacher ratio
- professional learning provided for teachers in quality teaching practices in mathematics and regular teacher reflection of best practice
- Individual students’ performance showing growth in all components of space and geometry and data reflected in school assessment and Naplan results
- Sharing of knowledge and best practise strategies between all staff and the regular evaluation of current teaching methods

Target 3
To improve student achievement and engagement by linking technology in all curriculum areas

Strategies to achieve this target include:
- All staff having access to and training in the use of available technologies
- All students having adequate and regular access to computers
- Teachers embedding smartboard technology into lesson planning
- Shared knowledge and best practice between school staff and the Moulamein Community Learning Group
- Regular staff awareness of programs and resources available for classroom use.
Our success will be measured by:

- Students demonstrating stage appropriate ICT and greater lesson engagement as observed and assessed by teachers
- Regular sharing of knowledge and best practise strategies between all staff and the regular evaluation of current teaching methods
- Use of school computers and mobile laptops

**About this report**

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

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School Code: 1135  

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](http://www.schools.nsw.edu)