Our school at a glance

Students
The total enrolment in term 4, 2010 was 187 comprising 97 girls and 91 boys. The students were grouped into seven classes with an average class size of 26. Attendance rates at Barham Public School are above the state average.

Staff
The school had a staffing allocation of 11.801 consisting of a principal, two assistant principals and a range of classroom and specialist teachers (with 9.809 DET allocation), and administrative and support staff (with 1.992 DET allocation).

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

Significant programs and initiatives
The school provides an extensive range of programs and experiences to enhance student learning and opportunities, encouraging all students to achieve their full potential. These include choir, dance, debating, public speaking, sustainable organic gardening, sports, leadership, Student Representative Council, Creative Catchment Kids, computing, library, spelling bees, reading challenges, Partners in Print, Australian Schools Competitions, Year 6 fete, intensive fitness and skills programs, combined school production, Active After School Communities, accessing visiting performances and workshops and healthy eating initiatives.

Student achievement in 2010

Literacy – NAPLAN Year 3
In Year 3, the average reading mark for the school was 417 compared with 414.3 for the State and 411.1 for like school groups.

Numeracy – NAPLAN Year 3
In Year 3, the average numeracy mark for the school was 418.2 compared with 396.1 for the State and 388.9 for like school groups.

Literacy – NAPLAN Year 5
In Year 5, the average reading mark for the school was 470.9 compared with 489 for the State and 482.7 for like school groups.

Numeracy – NAPLAN Year 5
In Year 5, the average numeracy mark for the school was 473.2 compared with 494.1 for the State and 485.1 for like school groups.

Messages

Principal’s message
Throughout 2010 I have been amazed at the quality of education our students receive, the breadth of experiences they have at their disposal and the opportunities available to them. This school has a strong culture of learning, where students are aware that they are the beneficiaries. Student achievement is further testimony to the dedicated teachers and specialist staff who work tirelessly to ensure that maximum student potentials are realized. Throughout the year, our new classrooms have been gradually taking form and we welcome these new learning environments. The refurbishment of our older classrooms allows for better utilization of learning areas and these changes have been very positively received by staff and students. The huge world map is also a significant addition to our school. I must acknowledge the significant number of parents, grandparents and community members who contribute to the successful operation of the 2010 Dance Troupe
The invaluable assistance offered in the classrooms, at sporting events, attending assemblies and in supporting what we do here, sends a very positive message to students on the value placed on education and in Barham Primary School in particular. I very much look forward to the coming academic year and the great things that we will continue to achieve.

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.

Judy McGuiness

P & C

When I stop to think of the year, I feel that 2010 has flown past without us being able to think twice. With the exception of the monthly Field and Game catering and the usual sporting functions at the school, the hard work of the P&C has been a low-key affair. Although, there are a number of ventures in the pipeline in the coming year. There are always P&C members who are constantly doing fantastic behind the scenes work and this is very much appreciated. The World Map that has been put up on the brickwork will be envied for years to come. It has already proven to be a valuable learning tool for the students. In 2010 the P&C has contributed to the Year 6 Canberra excursion, purchased a portable PA system and, very importantly, purchased insurance, which provides ambulance cover for students travelling interstate on excursions. This gives all parents and staff peace of mind should an emergency arise. However, for the P&C to continue this type of support for the school, we need parents to support the P&C. Support by donating time to the Field and Game catering would be a great way for parents to contribute, as the money raised through this endeavour is significant. I urge all families to be involved in 2011.

Scott Murphy, P&C President

Student representative’s message

2010 was a wonderful and productive year.

This year there were many great carnivals, including swimming, cross country, athletics and also the PSSA football and netball trials. The number of students who participated was amazing and congratulations to all students who made it away to the further stages of their sport.

The 2010 dance group was a huge success. Once again getting accepted and going to Griffith to perform at the Riverina Dance Festival was a highlight. Congratulations to all the students who participated and many thanks to Alicia Marshall for choreographing our dance and Mrs Laughlin for organizing it all.

Our school also participated in the Kerang Eisteddfod and the choir did really well and managed to get 2nd place. They did an excellent job and once again, thank you to Mrs Laughlin for organising and running the choir.

Year 5/6 debated, and the A team went through to the second level. Congratulations to the A and B teams on your efforts debating against other teams and to Mrs Radywonik for organizing it all. Our school also participated in public speaking and congratulations to Sybila Keogh for winning and Erin McCon for being runner-up. Congratulations to Emily Jones for winning the 5/6 section and Abbey Hird as runner-up. Congratulations, once again, to Sybila for going on to further rounds.

The Culmination Day in 2010 was amazing. The theme was ‘We Are One’ and thanks to Ratu Nautu for saying the Welcome to Country. The performance was great, having each class perform an item from a different country and all the countries being connected by our traveller, Yvonne.

We, the school leaders, were lucky enough to represent BPS at the Anzac March and other ceremonies and to run the 2010 Presentation Day.

2010 was a great year and we hope BPS stays the great school it is for a long time. Thanks to all the staff and especially Ms McGuiness for all the things they have done throughout the year. We hope everyone had a GREAT year!

Emily Jones and Mitchell O’Neill

School Captains 2010
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 for Term 1, 2010 was 178. However, as the year progressed, enrolments increased to 187 in term 4.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>85</td>
<td>84</td>
<td>72</td>
<td>79</td>
<td>85</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>106</td>
<td>99</td>
<td>90</td>
<td>93</td>
</tr>
</tbody>
</table>

Management of non-attendance

Attendance is monitored regularly by class teachers, school executive and the Home School Liaison officer. Where there are frequent absences, ongoing partial absences or unexplained absences, the school works with parents to manage the situation. If the non-attendance and unexplained absences continue or escalate after this intervention, the school contacts the HSLO, who will work with the family 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 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4R</td>
<td>3</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>3/4R</td>
<td>4</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>KINDER</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2 B</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5/6F</td>
<td>5</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>5/6F</td>
<td>6</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>5/6M</td>
<td>6</td>
<td>12</td>
<td>25</td>
</tr>
</tbody>
</table>

Structure of classes

In 2010, all primary classes (Years 3 to 6) were multi-age classes. These students were further placed in graded ability classes for reading and mathematics, each day, to cater for individual needs. Students in Kindergarten, Year 1 and Year 2 were in straight grade classes.

Kindergarten students at the Pioneer Settlement in Swan Hill
**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 an exceptionally dedicated and hard working staff. They willingly give of their time to provide opportunities for students to undertake a wide range of extra-curricula activities. Some aide time and additional teacher time from CAP funds and school sources are not included in the table below.

**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>5.594</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</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>School Administrative &amp; Support Staff</td>
<td>1.992</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11.801</strong></td>
</tr>
</tbody>
</table>

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

Barham Public School has an indigenous staff of 8%.

**Staff retention**

73% of staff were retained by the school for the 2010 school year. Those teachers who were replaced were as a result of teachers selecting transfer, promotion and leave.

**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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$97007</td>
</tr>
<tr>
<td>Global funds</td>
<td>$114665</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$84539</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$38311</td>
</tr>
<tr>
<td>Interest</td>
<td>$5762</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$12815</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$353099</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>$30247</td>
</tr>
<tr>
<td>Excursions</td>
<td>$16315</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$7877</td>
</tr>
<tr>
<td>Library</td>
<td>$4540</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$6680</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$75274</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$13541</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$20972</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0</td>
</tr>
<tr>
<td>Utilities</td>
<td>$26205</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$11607</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$13811</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>$227069</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$126030</td>
</tr>
</tbody>
</table>

Of the $126 000 carried over, $26 600 is tied and trust funds. $21 000 is for unpaid orders, invoices and casual salaries. The school, as part of its financial management, allocates funds for asset purchases and replacement. We have set aside $35000 to cover this, leaving a carry-over operational budget of approx $43 300.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

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 school choir, comprising 40 senior students competed in the Kerang Eisteddfod, placing very well.

A dance workshop was conducted in March by Aleeta Blackburn, Principal of the Sydney Dance School. Our school dance troupe was once again selected, and performed at the Riverina Dance Festival in Griffith, under the guidance of choreographer, Ms Alicia Hodgekiss, receiving high accolades from State Dance representatives.

A mural of the iconic Barham Bridge was painted on the wall by a select group of students under the guidance of Mr Justin Marsh.

All classes perform items at assemblies throughout the year. Culmination Day sees all students perform to a large audience of parents and friends. This year’s theme of ‘We Are One’ exposed students to the customs and cultures of selected countries throughout the world and was enthusiastically participated in by all. Our classrooms were amazing, as they showcased what students had learnt through various mediums and art. The Barham Agricultural Show was also supported by all students, with every class having work exhibited.

Our school once again participated in the Premier’s Debating Challenge and the Premier’s Reading Challenge, with junior primary students participating in the Premier’s Spelling Bee for the first time.

Public speaking features in the school’s performing arts program. Students from Kindergarten to Year 6 are encouraged to speak publicly at assemblies. In 2010, our primary students participated in the Lions Club Public Speaking Competition. Our school was represented by Emily Jones, Abbey Hird and Alexandra Tapaganao from Years 5/6, speaking on a specific aid organization and Sybila Keogh and Erin McConnell in the Years 3/4 section, speaking on an Australian animal. Sybila went on to represent our Lion’s region with her entertaining speech about copperhead snakes.

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 2010.

At the Moulamein District swimming carnival, Jacob Barrington and Macey Bott were awarded age championships and 16 students went on to represent our district at the Riverina carnival.

Matt Hird and George Anthony were awarded age championships at the Moulamein District Cross Country Carnival and 10 students qualified to represent our district at the Riverina Carnival.

In athletics, a large contingent travelled to Tooleybuc to compete in the District Athletics carnival. All students participated with pride and gusto, achieving excellent results. We were successful in winning the overall aggregate trophy and in being awarded 3 age champions;
Matt Hird, Ellen Gibson, Mitchell O’Neill, with 4 runner-up age champions; George Anthony, Elle Petracicu, Jacob Barrington and Alexandra Tapaganao.

Our school sent representatives to district football, netball and tennis. We conducted coaching clinics in football, golf and gymnastics. An extremely successful tabloid sports day was held in April with all students K-6 participating.

Active After School Communities provided students with further opportunities to develop sporting skills. Thanks to Mrs Lacey for her work and commitment to this program.

Other

This school has enjoyed excellent results in all areas of school Life.

- **Australian Schools Competition.** We have had continued success with students participating in the mathematics, computer education, science, writing, spelling and English papers, receiving many credit, distinction and high distinction results.

- **Student Representative Council.** The SRC has had an active and successful year under the guidance of Miss Boyd. Fun days and fund raising for a variety of worthy charities, including our child sponsorship through World Vision, allowed for full participation by the student body.

- **Creative Catchment Kids** with the Murray CMA. Four senior students were nominated to participate in this inaugural project. Emily Jones, Abbey Hird, Max Barr and Christopher Phelan chose to monitor water quality from the Murray River and compare it to the water in the Eagle Creek. They presented a power point with their data and findings to a combined meeting of CMA, participating schools and special guests.

- **Scientwists.** Once again visited our school and exposed the students to the wonders of science.

- **Visiting Authors and Illustrators.** We were extremely fortunate to secure the skills and talents of Mark Wilson and Sue de Gennaro to work with students, be motivated in their writing and enthused in their illustrating. An extremely successful program with far reaching benefits for all participants.

- **Partners in Print.** Once again, this program stands out as an invaluable learning experience for parents. Implemented by our Kindergarten teachers, who train parent instructors, PIP gives parents an insight into how literacy is taught in schools and how they can help at home.

- **Literacy and Technology Project**. *Horton Hears A Who* was the focus of interactive study between four of our year 4 students and students from Berrigan and Albury public schools. Interactive whiteboards and conference facilities allowed the students to communicate and participate simultaneously, showing the potential of technology in the classroom.
• **Sustainable organic vegetable garden.** This continues to be a great asset to our school. Every class spends at least one session in the garden each week. A wide variety of vegetables and fruits are grown. Our hens received a new house and yard this year thanks to the Barham Men's Shed and Trevor Gibson, our GA. We were successful in receiving grants to develop composting systems and additional raised garden beds and 2B won a competition for which we won a worm farm and composting kit. Many students devote their lunch time to garden work and produce, including fresh eggs, is often sold to staff and community members. Funds raised go to the purchasing of new seeds and plants.

• **Excursions.** A feature of our year has been our excursion program. All students participated in trips that supported the COGS units being studied in class and destinations included Canberra, Ballarat, Swan Hill and Bendigo.

• **YCC Video Project.** Supported by Your Community Cares, this project provided the opportunity for 12 students to make a documentary. *A day in the Life of an Orange* was filmed locally using community members and local industry. The showcase evening held at Tullakool Hall brought all local schools together to share their work.

• **Victorian Men’s Bowls Championships – Opening Ceremony.** Our school was asked to provide flag bearers for this special community event with teams visiting Barham from across Victoria and southern NSW. Alexandra Tapaganao was asked to perform the National Anthem and our school leaders were exemplary.
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.

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

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

Literacy – NAPLAN Year 3
Numeracy – NAPLAN Year 5

Progress in literacy

Average progress in reading between Year 3 and Year 5

Percentage of students in bands:
Year 5 spelling

Percentage of students in bands:
Year 5 numeracy

Percentage of students in bands:
Year 5 grammar and punctuation
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 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

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

All students K-6 participated in activities related to aboriginal culture during Naidoc Week. Our Year 2 students participated in a variety of aboriginal activities with Elders from the Deniliquin Indigenous community during their visit to Four Posts Camp in September.

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, our Culmination Day celebrations and on Harmony Day, with special activities being organized and run by our SRC.

Respect and responsibility

We encourage all 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 SRC programs. Our task is to develop the spirit of community service and provide a variety of opportunities where students can demonstrate a responsibility and awareness of others. The school ANZAC service, representation at Remembrance Day ceremonies, participation in the Victorian Bowls Championships Ceremony and the Clean-up Australia campaign are examples of this involvement.

Our SRC organized support for CanTeen through selling bandanas and raising funds, sponsored a child through World Vision and forwarded funds raised to the Heart Foundation, Stewart House and the Jeans for Genes Foundation.

Country Areas Program

Our school CAP program facilitated the implementation of gifted and talented and support programs in literacy and numeracy, the expansion of technology into classrooms and across KLA’s, the exposure of students to visiting authors and illustrators to enhance writing and provided access to live performances and educational experiences.

Mark Wilson, author and illustrator, engaged all students with his ideas and stimulus material for writing. He shared his books and life experiences with the students and conducted writing workshops which motivated even the most reluctant writers. Sue deGennaro worked with the infant students, sharing her work and passion for books and providing motivation and guidance for the students to produce their own illustrations.

All students travelled to Echuca to view a stage performance of the musical ‘Mulan’. Exposure to live performance left many students in awe of what can be produced.

The high school transition program was once again enhanced by the attendance of the 2011 year 7 coordinator on the Canberra excursion. This excursion brings together students from Barham High school partner schools for interaction prior to entry to high school.

CAP funds were also used to support student’s travel to Ballarat, Bendigo, Swan Hill and Echuca, as well as Canberra, in support of the learning programs being implemented in the classrooms. This support, in alleviating the effects of geographical isolation by providing exposure to experiences and attractions not available locally, does much to enhance learning and experiential awareness.

Year 5 at Sovereign Hill
Progress on 2010 targets

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.

Our achievements include:
- Teachers becoming increasingly confident in teaching narrative writing with explicit teaching, modeling and joint constructions being evidenced in programs.
- The continuation of the Reading Recovery program for Year 1 students with five students discontinuing and one referral.
- NAPLAN results for Year 3 writing indicated a school average of 421.5, which was above the regional score of 414.1.

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.

Our achievements include:
- The explicit teaching of space, geometry and data in all classes, evidenced in programs and work samples collected.
- The continuation of the numeracy block with no RFF allocated and students supported with a lower student-teacher ratio.
- NAPLAN results for Year 3 data, measurement, space and geometry were better than state and regional results.

Target 3
To improve student achievement and engagement by establishing links with technology in all curriculum areas.

Our achievements include:
- Teachers becoming increasingly confident in embedding computers and smartboard technology in a range of KLA’s.
- Increased usage rates of computers and laptops in classrooms and in the computer lab.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations 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, students and parents were surveyed on teaching in the school.

Findings and conclusions
- Overwhelmingly, students and parents believe that school reports and interviews provide useful and relevant information about student learning.
- Overwhelmingly, students and parents believe that teachers are aware of what their students can do and what they need to learn.
- Overwhelmingly, students and parents value the student learning portfolios and school reports that are compiled by the school, believing they offer a valid reflection of student performance.

Future directions
In 2011, greater focus will be given on identifying how students will be assessed and what assessment criteria will be used.
Curriculum

MATHEMATICS

Background

In surveying the students and parents, our aim was to review attitudes in relation to mathematics and how it is taught in the school.

Findings and conclusions

- Overwhelmingly, students believe mathematics is an important subject to learn, that they like to work with other students in group situations and that computers and interactive whiteboard make mathematics more interesting and enjoyable.
- The majority of students believe they are improving in all aspects of mathematics with the number strand being first, followed by measurement, then space and geometry.
- 91% of students they believe they receive extra help from teachers when they encountering difficulties.
- 27% of parents surveyed felt they were unfamiliar with how mathematics was taught in school and felt that they were ill-equipped to assist their children at home.

Future directions

The school will provide opportunities for parents to become familiar with what we do in mathematics and how we teach it.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The overwhelming majority of parents are extremely happy with the wide range of programs offered at Barham Public School and the educational opportunities being offered to their children.

Parents of infant’s children share a greater feeling of connectivity to the school, feeling more encouraged to be involved and welcome in the classrooms than their primary counterparts.

Professional learning

Professional learning is essential to keep staff current in their knowledge of syllabus requirements and in continuously developing their teaching skills.

In 2010, staff have undertaken professional learning in literacy, numeracy, technology, welfare, equity and special needs, quality teaching, leadership and career development.

Opportunities were provided for professional dialogue with staff from a variety of schools, as well as attendance at courses and workshops offered through DET and private organizations. These have included:

- Reading Recovery training
- Best Start training
- Mathletics induction
- Grammar in the Primary Classroom
- Primary Principals Conference
- Principal Induction Courses – Regional and State
- NAPLAN analysis and SMART package
- First Aid and CPR
- Live Life Well
- Sport Coaching Accreditation
- Interactive Whiteboards

School development 2009 – 2011

Targets for 2011

Target 1

All students will show an improvement in stage based outcomes in spelling, grammar and punctuation that will reflect growth rates equal to or better than regional levels.

Strategies to achieve this target include:

- Explicit teaching of spelling, grammar and punctuation which is regularly programmed in all stages.
- Developing and implementing a scope and sequence for grammar and punctuation that covers all classes K-6 with a structure that focuses on deep understanding.
- Providing ongoing professional learning for teachers in literacy, particularly spelling, grammar and punctuation, including the professional development from the
accelerated literacy training being undertaken in 2011.

- All teachers being aware of strengths and weaknesses identified through analysis of NAPLAN results and explicitly teaching follow-up material.

Our success will be measured by:

- Each individual showing performance growth and increased confidence in using and applying spelling, grammar and punctuation.
- 50% of students in Year 3 achieving Bands 5 and 6 (currently 44.8%) in NAPLAN grammar and punctuation.
- 40% of students in Year 5 achieving Bands 7 and 8 (currently 34.5%) in NAPLAN grammar and punctuation.
- A smaller percentage of students in Years 3 and 5 achieving the lowest two bands in NAPLAN spelling and NAPLAN grammar and punctuation than reflected in 2010 school results.

**Target 2**

*All students will show a measured improvement in numeration that will be equal to or better than regional growth rates.*

Strategies to achieve this target include:

- Explicit teaching of all aspects of numeration which is regularly programmed in all stages.
- Internal and external professional development of teachers which includes NAPLAN follow-up material in years 2-6 and reflects quality teaching practices.

Our success will be measured by:

- 90% of all students achieving stage based outcomes in numeration.
- A smaller percentage of students in Years 3 and 5 achieving the lowest two bands in NAPLAN number, patterns and algebra than reflected in 2010 school results.

**Target 3**

*To improve student engagement and achievements through reviewing COGS units being studied in each stage.*

Strategies to achieve this target include:

- Reviewing COGS units to ensure topics in the scope and sequence continue to hold relevance for the students and the community.
- Ensuring that there are adequate resources, including those that are technology based, to support the units being implemented.
- Reviewing the K-6 excursion scope to ensure support of COGS units is genuine and effective.

Our success will be measured by:

- Full utilization of all resources, including computers, laptops and interactive whiteboards.
- Constructive and reflective professional dialogue between teachers which encompasses sharing of knowledge and best practice strategies.
- Greater student enthusiasm for units of work being undertaken as observed and assessed by teachers.

**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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