Our school at a glance

Students

School enrolments in 2012 were 165. Students were divided into seven classes. Attendance rates at Barham Primary School are consistently above state average.

Significant programs and initiatives

We are fortunate at Barham Primary to be able to offer a wide variety of programs and experiences as we endeavour to educate the ‘whole child’.

Much of this can be attributed to the commitment and devotion of teachers who frequently volunteer their own time in support of what we offer our students. Our programs and initiatives include dance, choir, debating, public speaking, leadership, student representative council, environmental committees, sport, Active After School Sport, Partners in Print, CMA Creative Catchment Kids, computing, library, spelling bees, Year 5/6 fete, intensive fitness program, visiting performances, writing and illustrating workshops, Crunch ‘n Sip, K/2 guided reading programs, L3, Reading Recovery and major excursions.

The introduction of the Stephanie Alexander Kitchen Garden program has seen the continued development and further evolution of our sustainable organic vegetable garden which has grown to include fruits, herbs, more laying hens, composting systems and an outdoor learning area. The addition of the kitchen component of this program has allowed for the produce from the garden to be harvested, prepared and consumed. The development of culinary skills, including knife skills and cooking methods, has seen engaging and explicit learning take place, combined with the all-important ‘sharing’ and enjoyment of a variety of textured and tasty foods.

The Country Areas Program (CAP) is a significant program running in our school. It enables us to access district initiatives, consultancy support, provides additional funding in support of school-based projects and facilitates the unification of schools in our learning community.

Student achievement in 2012

Literacy – NAPLAN Year 3

In Year 3, the average reading result for our school was 447.6 compared with 419.6 for the State and 422.3 for like-school groups.

Numeracy – NAPLAN Year 3

In this cohort, the average numeracy score for our school was 409.0 compared with 400.2 for the State and 399.4 for like-school groups.

Literacy – NAPLAN Year 5

In Year 5, the average reading result for our school was 499.0, compared with 492.4 for the State and 486.7 for like-school groups.

Numeracy – NAPLAN Year 5

In this cohort, the average numeracy score for our school was 492.4, compared with 493.6 for the State and 481.2 for like-school groups.

Messages

Principal’s message

Our school achievements in 2012 have been significant. There are 8 different aspects in the education of the whole child. These include cognitive, creative, physical, emotional, health, social, support and safety. Throughout 2012, we have had specific programs in place, dedicated and committed staff, supportive parents and students who want to learn! These facts have contributed to our achievements and we do an excellent job in educating the whole child!

Our academic achievements have been very pleasing. We have no year 3 students who, after sitting the NAPLAN tests, were considered below national minimum standards in any of the areas tested. Our data from kindergarten literacy assessment is significantly higher than district, state or national benchmarks. Our year 5 boys were 17 scale scores above state average growth in all aspects of reading and the statistics go on! Why? High quality teachers who offer explicit instruction, parents who support what we do and students who want to learn in an environment fostering a positive school culture.

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The continued implementation of our excursion policy has provided all students with the opportunity of experiencing new environments during the year. Our kindergarten students
experienced the Pioneer Settlement in Swan Hill and the Year 1/2 students travelled to Healesville to explore the fauna park there. For Year 3/4 students, 2012 offered a 3 day outdoor education program at Borambola Sport and Recreation Camp.

For Year 5/6 students, it was a 6 day program at the Sydney Academy of Sport, combined with a city experience. For all groups, but especially for our primary years, students successfully stepped outside their comfort zones, faced and conquered challenges and fears, developed independence and appreciated environments different from their own. These experiences tick so many boxes when it comes to educating the whole child. Memories of a lifetime were created for these students as a result of their planned excursions.

Our inaugural year as a member of the National Stephanie Alexander Kitchen Garden Program has seen many challenges and ‘teething problems’. Despite these, and work still to be done, the benefits of this program in educating the ‘whole child’ are significant and life affecting. The capacity of this program to entice a broader band of community members into our school is positive. The feedback from parents on the changes this program has made to their children’s behaviour and knowledge is significant.

My Place ~ Barham was yet another highlight of the year! The teamwork, the planning, the staging, the acting, the singing and the dancing and the overall experience provided for the students was amazing. The response from the broader community has also been extremely positive. Once again, in educating the whole child, we were able to address so many components through the efforts afforded our whole school production.

We can only look toward 2013 with optimism, knowing that our future achievements will continue to be significant.

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 message

When I stop to think of the year, I feel that this year has flown past without us being able to think twice. I would like to express my sincere apology for the lack of monthly meetings that I have been able to attend, but this is the nature of the work that I do.

I was asking myself what projects or activities have the P&C done this year. The main goal and partially accomplished project is the spending of the Cookbook money that has been sitting in our account for several years. I hope that in the near future, there will be a plethora of chairs to replace the current garden benches under the COLA, as well as extending the BBQ area and paving.

With the Field and Game meetings and the increase in the volunteers to assist with this strong fundraising for the P&C, I would like to thank the hard work behind the scenes of both Tracey Davis and Angie Jones.

Whilst I know that we have been doing lunches and morning teas throughout the years, the P&C has ventured into catering for birthday events and monthly Lions Club dinners, which has increased the respect of the Primary School P&C in the community. To those parents and teachers that have assisted in these events, may I tip my hat in thanks?

The P&C has continued to support the students with the 5/6 excursion as well as those talented...
ones who have advanced to a state level in their academic or sporting field.

The annual Athletics Carnival, District Carnival and Cross Country Carnival have continued to benefit from P&C involvement. Whilst plenty of the mothers and fathers have helped, it would be remiss of me not to acknowledge the work of Michelle Robinson in organising and operating the canteen for these days.

The new school entry arbours and bell tower look great and with a little bit of sunshine and rain they will be covered in greenery for many years to come.

I would like there to be a consideration, for the future, for each of these projects to be dedicated to some long standing, hard-working members of the Barham Primary School or P&C.

I have been a member of the Barham Primary School P&C for the past 8 years and the President for 6 years, believing I was not necessarily the best person for the job but the one to raise my hand at the time.

As I reflect back on my time in the Barham Primary School P&C, I recall the phrase, “behind every good man, there is a woman”. However, in my case, I have had many women. I would like to thank the following executive members for their great efforts and unrelenting passion for the P&C: Michelle Robinson, Julie Frankling and Linda van Rensburg. I also thank Judy McGuiness and Sandra Armstrong for their leadership and love of their career at Barham Primary School. I will also recognise each and every person that has attended a meeting, assisted with the various projects driven by the P&C and/or volunteered an hour of their time to build up the best and highly envied P&C in the area. Don’t let the passion die!

With a heavy heart my time at Barham Primary P&C will end and I progress to other endeavours in the community or another school. I reflect back on the achievements that have been completed and we all can hold our heads up high and be proud.

Thank you for the year and all the best for the future of Barham Primary School and our Barham Primary P&C committee.

Scott Murphy, P&C President

Student representative’s message

2012! What an amazing year to be school captains of this great school! We are greatly priviledged!

We have experienced certain things that wouldn’t happen any other specific year, such as our 5/6 excursion to Sydney. It was an absolute thrill to discover Sydney the way we did. We experienced different ways to travel around it – ferry, light rail, train, plane and bus. Also, getting to scatter around Luna Park with our friends was something that we will never forget!

Before we went to Sydney, we had to fund-raise for it. The most interesting and fun activity would have to be the fete. We got a dunking machine, just for year 6 to be dunked in, a jumping castle and a variety of stalls that all helped to raise a significant amount of money. The ‘wheels’ raffle helped greatly too.

Another great experience was Culmination Day’s My Place-Barham. Everyone was included in this very satisfying event and the time put into it was extensive, especially for the school leaders, as we had to introduce all the performances by video. We did two performances; a matinee and an evening. It was nerve-racking and we were very relieved when it was successfully done.

We also participated in the dance group and choir earlier in the year. We had to learn new things and practice – often during our lunch times. Thank you to Alicia for her help with learning new dance moves.

This year was amazing and it wouldn’t have been the same without being able to share it with everyone. We also want to thank everyone who helped us learn to be school captains and helping us along the way. We are both very sad that this is our last year and we hope that we have taught this school something through our journey as well.

THANK YOU!

Emma Carter & Garry Lolicato, School 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 for 2012 was 165 students.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>84</td>
<td>72</td>
<td>79</td>
<td>85</td>
<td>86</td>
<td>87</td>
</tr>
<tr>
<td>Female</td>
<td>106</td>
<td>99</td>
<td>90</td>
<td>93</td>
<td>90</td>
<td>78</td>
</tr>
</tbody>
</table>

Student attendance profile

School attendance rates are consistently above state and regional averages.

<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>94.4</td>
<td>92.3</td>
<td>94.9</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.6</td>
<td>93.8</td>
<td>93.8</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.7</td>
<td>93.7</td>
<td>95.5</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.3</td>
<td>92.5</td>
<td>95.4</td>
<td>93.6</td>
<td></td>
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<tr>
<td>4</td>
<td>94.8</td>
<td>94.9</td>
<td>92.5</td>
<td>96.9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.2</td>
<td>93.1</td>
<td>94.8</td>
<td>93.5</td>
<td></td>
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<tr>
<td>6</td>
<td>93.6</td>
<td>94.2</td>
<td>94.0</td>
<td>96.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.6</td>
<td>93.9</td>
<td>93.5</td>
<td>94.3</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Management of non-attendance

Attendance is monitored regularly by class teachers, school executive and the Home School Liaison Officer (HSLO). Where there are frequent absences, ongoing partial absences or unexplained absence, the school works with parents to manage the situation. If the non-attendance or unexplained absence continue or escalate following intervention, the HSLO is contacted to work with the family concerned.

Staff information

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

Barham PS has an exceptionally dedicated and experienced staff. They willingly give of their time to provide opportunities for students to undertake a wide variety of extra-curricula activities. Some learning support officer and additional teacher time financed through CAP funding is 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>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Part-time Teacher and RFF</td>
<td>0.594</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>Total</td>
<td>12.086</td>
</tr>
</tbody>
</table>

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

Barham PS has an indigenous staff of 8%.

Staff retention

Additional staff were employed during 2012 to temporarily fill maternity leave positions and to fill unfilled teacher vacancies.

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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
<td>228452.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>118709.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>115083.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>96367.00</td>
</tr>
<tr>
<td>Interest</td>
<td>10260.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>30659.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>599530.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>15672.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>44422.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>17227.00</td>
</tr>
<tr>
<td>Library</td>
<td>2047.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7923.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>170103.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>18119.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>28975.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>22976.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>26972.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>31756.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>386192.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>213338.00</td>
</tr>
</tbody>
</table>

Of the $213338 carried forward, $51000 relates to Tied Funds and $5600 is money being held in trust. An additional $80000 is allocated towards unpaid salaries, unpaid invoices, asset replacement and additional assets as part of the Stephanie Alexander project. Approximately $76000 is carried forward for General Purposes.

A full copy of the school’s 2012 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 2012

Barham Primary School has enjoyed excellent results in all areas of education throughout 2012 and school achievements have been significant. A focus of the school throughout 2012 has been our endeavours to ‘educate the whole child’.

Achievements

Arts

The school regards the ‘Arts’ as an important component in education. The integration of visual and performing Arts is supported through the expertise of staff, parents and community members.

A significant component of ‘even years’ is the presentation to parents and the community of a whole school production. In 2012, ‘My Place - Barham’ was successfully staged at the School of Arts Hall, where matinee and evening performances were sold out. The production was the culmination of work being undertaken throughout the year, in all classes, in COGS and literacy, as well as creative and performing arts.

All students appeared on stage demonstrating their acting, singing and dancing skills. The performance opened with a welcome by our indigenous students and those with language backgrounds other than English being welcomed to our country. Travelling through time, the history of our town was explored, including item introductions by our school captains, which had been pre-filmed in and around the town and displayed on large screens at the front of the hall, thus incorporating technology into the staging. Professional sound and lighting added to the overall effect. The finale was the whole school on stage singing and signing the song, ‘We Are One’. 
In 2012, our **dance troupe** was once again selected to perform at the Riverina Dance Festival. Guided by the expertise and skill of Alicia Marshall and Anne Laughlin all 35 students performed their “Tribal Nations” routines to perfection, earning accolades from all who witnessed. Adopting an indigenous theme that tied in with our literacy and COGS focus for 2013, the choreography showed three tribes coming together around a camp fire.

Our school **choir**, comprising a large number of students from Years 3 to 6, competed enthusiastically in the Kerang Eisteddfod, receiving extremely positive comments from the judges. They also performed during Senior Citizen’s Week, at our Annual Presentation Assembly and our senior ensemble sang the National Anthem for the opening of the Victorian Country Bowls Championships.

Once again, our student achievements and activities were presented to the broader community through a photographic display at the **Barham and District Agricultural Show**. We featured the Stephanie Alexander Kitchen Garden Project, as this has been a school focus in its inaugural year. Photographs of students cooking, eating, turning compost, digging, chopping, examining and devouring tasty foods all featured in this wonderful display.

Our success in the **public speaking** competitions in 2013 was significant. Sybila Keogh went all the way through to the final level of the Lions Club Competition, winning each section and demonstrating skill in prepared and impromptu speaking.

The level of competition at the school level was strong and Mrs Radywonik was once again instrumental in making this area a prominent one within this school. All students experience public speaking from kindergarten, being given the confidence to use a microphone and to deliver a prepared speech. Congratulations to Elle Disher and Laura Smit, who represented us in the Lions Club competition at the junior levels and to Sybila and Nicola Jones who represented at the senior level.

**Debating** was an area of competition in 2012. Forming 2 teams, under the guidance of Mrs Radywonik, our students competed against other schools in the area in the Premier’s Debating Challenge. Mrs Radywonik was given the honour of being asked to prepare the Riverina Team for the State competition and appreciated the professional learning opportunity this afforded.
‘Illuminate’ was the name of the project undertaken by the Outback Theatre for Kids with the support of DEC Arts Unit and Wakool Shire Council. Our year 6 students participated in this program, with sessions being held at Barham high School, as part of their transition to high school program. The students presented their interpretation of living in Barham to an enthusiastic audience of teachers, parents and community members.

Aspire Me Arts Camp was held at Moulamein Primary School. This year’s camp saw 4 students, Jackson Holley, Hannah Membrey, Jake Dick-O’Flaherty and Erin McConnell, participate in workshops with professional artists in silk printing, pottery, dry-point etching and glass jewellery making. All pieces were displayed for the public in Deniliquin as part of a feature show, before being returned to the students. The quality of the items produce was outstanding.

The Aspire Me Drama Camp was a new initiative under the Aspire Me program in 2012. Based at Oaklands Central School, we had 4 students, Sam McGowan, Tammika Thompson, James Lang and Sophie Disher, participate in this 2 day event with workshops in voice projection, improvisation and acting.

For the third year, Ms Vicki Kempton (SED) was instrumental in ensuring the Aspire Me Schools Spectacular trip to Sydney took place. Brodie Carter and Rebecca Sampey represented our school, taking in the sights of Sydney, participating in drama workshops, an Opera House tour and museum visits.

The Country Areas Program, Regional Initiative, GeoQUEST, took place early in 2012 and gave the opportunity for Harry Lodge and Kyle Sampson to travel to Sydney. The boys explored Geoquests and learnt how to put them together, at the same time as experiencing Sydney, the harbour, Taronga Park Zoo, Macquarie University, Darling Harbour and the Imax Theatre.

Sport
There is a strong commitment to provide a wide range of sporting activities, opportunities and competition for students at BPS, despite the considerable travel that is frequently required.

In swimming, Waikerie was the winning school house and 26 students travelled to Swan Hill for the district carnival, where age championships went to Maddy McGowan, Sam McGowan and Macey Bott. BPS was the winning school. Eighteen students competed very well in the Riverina carnival in Albury, despite the inclement weather on the day.

The Cross Country carnival was held at the Barham Lakes complex once again, with Avoca being the winning house. A large group of runners went to the district carnival, where Jarvis Keogh, George Anthony, Matt Hird and Dempsey Coote were age champions. Many students represented BPS at the Regional carnival in Deniliquin, where Jarvis Keogh qualified to compete at the State Carnival, putting in an extremely commendable performance.

Athletics was a major sport in Barham in 2012 as we hosted not only our own carnival but the District carnival as well. Waikerie was the winning house and Avoca won the marching. Records were broken by Will Lake, Matt Mason, Tatum Boyd and Matt Hird. Age Champions were
awarded to Amy Black, Dempsey Coote, Elle Petrescu, Matt Hird, Emily Fasham and George Anthony.

A large number went on to represent at the district carnival where BPS were overall winners as well as the handicap winners and 5 students were age champions. At the regional carnival, 19 students from BPS participated with Tatum Boyd (discus) and Matt Hird (high jump and 800m) qualifying to attend the State athletics carnival in Sydney.

Golf proved to be a very popular sport for some of our Stage 3 students as the expertise of community members and teachers was used to provide instruction. Students also travelled to the golf course to play a few rounds in small groups. It was a highly valued and appreciated experience.

Our Outdoor Education Program, utilizing the facilities of NSW Sport and Recreation Camps at Borambola (Wagga Wagga) and Narrabeen (Sydney), has been highly successful for stage 2 and 3 students. Forming a significant component of major excursions, the challenges faced and skills learnt have seen students successfully stepping out of their comfort zone and overcome fears.

Year 6 utilised their developing leadership skills to plan and implement a tabloid sports afternoon combined with a 'footy colours' fundraising day for the SRC. Students dressed up and competed in a spirit of camaraderie and skill development.

A major charity fundraiser for 2012, which combined aerobic exercise and skill development, was our jump rope for heart day. Students raised money, had fun and enjoyed the challenges presented through participating in this program.

BPS has been an Active After School Communities school for a number of years now. This great program encourages students to be active and to try new sports. This year, students undertook 4 different sports and one of them was archery – a sport not otherwise offered at school. It was wholeheartedly embraced and thoroughly enjoyed by participating students.

We were fortunate to have 4 students participate at a State level in sports in 2012. Matt Hird and Tatum Boyd for athletics, Jarvis Keogh for cross country and Garry Lolicato in cricket. Garry also had the honour of being the captain of the Riverina cricket team.
Other

All classes participated in sessions from the visiting Scientwists team, conducting experiments, acquiring new knowledge and having fun.

Our year 6 students, as part of the high school transition program, were invited to participate in a Questacon science visit at Barham High School. It was an enlightening session where our senior students enjoyed their interaction with older students.

The Murray CMA (Catchment Management Authority) ‘Creative Catchment Kids’ program operated once again in 2012, with 4 students representing our school. With a focus on Biodiversity of the Murray Catchment and given the task of creating an ‘Enviro-Story’, Sybila Keogh, Emma Carter, Ellen Gibson and Nicola Jones wrote and illustrated a book called ‘River Rush’. This has been published and distributed to all schools throughout the Murray Catchment area. The students also participated in workshops conducted each term which provided exposure to, and information on, the importance of biodiversity and sustainability in the environment.

A smaller number of students than previously involved participated in some or all of the Australian Schools Competitions conducted by University of NSW. Some credits and distinctions were received in all subject areas.

The Student Representative Council (SRC) continues to be an important component of our school. Under the guidance of Mrs Lacey, the SRC has coordinated social and fund-raising activities throughout the year. The Easter Hat Parade, Football Colours Day, Mother’s Day stalls, icy pole sales and talent quests have been held to support identified charities and our World Vision child sponsorship commitments.

The Partners in Print program has been operating for a number of years and continues to be very well supported by the parents of kindergarten students, eager to learn how they can assist their children with reading and writing at home. Utilising the skills of trained parent instructors and teachers, parents rotate through a variety of workshops, gaining an appreciation of how children learn and what activities can be effective in facilitating this learning.

The Reading Recovery program has been implemented by Mrs Natalie Lake in 2012, as she has been training in this very specialized area, travelling to Albury once per fortnight to undertake instruction. Open only to students in Year 1, reading recovery is an intensive literacy program designed to accelerate progress in reading and writing. Eight students took part in 2012.

We were exceptionally fortunate in 2012 to be included in the Country Areas Program, district initiative, My World. An integral component of this program was the ability to obtain exceptional authors and illustrators to visit our schools. In 2012, we had David Miller (paper cuts), John Danalis (possum skin coat) and Amanda Cooper work with every class, inspiring students’ writing and artwork.
The **excursions** policy implemented in 2011 continued in 2012 with the second year of the 2-year cycle being implemented. For students in kindergarten, a day trip to the Pioneer Settlement in Swan Hill included a paddle-steamer trip, workshops and a party. Dressed in mop hats (girls) and vests (boys), it was a fabulous experience for all.

Students in Year 1 and 2 travelled to the fauna park in Healesville, where they were introduced to the native animals of Australia.

For the first time, students in years 3 and 4 travelled to Borambola Sport and Recreation Centre (Wagga Wagga) for a 2-night outdoor education experience. Rock walls, low ropes, fencing, kayaking, archery, woodwork, fishing and so much more, managed to keep students engaged during the day and sleeping well at night.

Another first for many was the stage 3 excursion to Sydney. Combined with other local schools, for 5 days and 6 nights, students experienced the challenges of the Sports Academy at Narrabeen and the sights of the NSW capital city. Activities included high ropes, rock walls, flying foxes, abseiling, kayaking, sailing, archery and scullery duty.

Highlights included a trip across the harbour from Manly, Opera House tour, alarm bells at the museum, a Chinese banquet, *Legally Blonde–the Musical*, Palm Beach, TV stars, whales, flying to Sydney and back, and everybody’s favourite – Luna Park. An action packed week of teamwork, cooperation, challenges, independence and firsts!

Assemblies continue to be an important part of our school’s program. It is where special events and student achievements are acknowledged to the school population as well as the broader community. In 2012, assemblies were held weekly for colour awards to be presented and big assemblies were held on 10 occasions during the year to celebrate Easter, Anzac Day, Leaders’ Inductions, class items, leaders’ speeches, class awards and student work. Attendance was very pleasing at all assemblies.

**Bookfairs** were held twice during the year; with the Mother’s Day and the November assemblies. These were once again well supported with the school library benefitting.

Our school leaders were invited to participate in the opening ceremonies of the **Victorian Country Bowls Championships** held in Barham in 2012. As flag-bearer, leading teams onto the greens, and as choir members singing the National Anthem, our leaders were exemplary ambassadors for our school.
The Premiers Reading Challenge was exceptionally well supported, with over 60 students completing the challenge in 2012. Many were awarded gold certificates for completing their 4th Premier’s Challenge.

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)

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

Click on the link http://www.myschool.edu.au and enter ‘Barham Primary School’ in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are addressed in all curriculum areas, as we promote student’s understanding and appreciation of the culture and history that relates to indigenous Australia.

Year 5/6 students undertook an in depth study of the civil rights of indigenous Australians which culminated in their visit to the Australian museum in Sydney and their Indigenous display.

Visiting author and illustrator, John Danalis, introduced all students to his inspirational stories and to his possum skin coat, presented to him as a gift from the Aboriginal people of Murray Downs.

Students in K/1 received a visit from the team working in the Perricoota forest looking for aboriginal artifacts and ensuring the indigenous heritage found in the forest during the work being undertaken is preserved.

Multicultural education

Multicultural issues and perspectives are incorporated in all curriculum areas. In 2012, we celebrated Australia’s cultural diversity through study in COGS units and by exposing students to capital cities.

In our school production, My Place-Barham, we featured all our multi-cultural and bi-lingual students in a flag-bearing ceremony symbolizing the ‘welcome’ of these nationalities and cultures to Australian society.

Other programs

Stephanie Alexander Kitchen Garden Project

In its first year in operation, this program has become a significant feature of our school. Through generous donations from the community and many volunteer hours, we have been able to give each student explicit teaching in the school garden and temporary kitchen once per fortnight.
The students have made delicious dishes in the kitchen from food picked directly from the school garden.

The most notable achievement has been a very positive shift in eating behavior and willingness to try new foods – and to actually like them! The menu will continue to develop as the produce flows in and the student’s taste buds change and evolve.

The future of the program is going to be simply amazing with the building of the kitchen in 2013 and the garden changing every day. This is a truly magical program that has changed many attitudes and brought a new buzz to our school!

Progress on 2012 targets

Target 1

Improved student achievement in all aspects of literacy and numeracy through quality teaching, consistent quality pedagogical practice, teacher collaboration and enhanced content knowledge, high levels of student engagement, differentiated assessment practice and quality feedback.

Our achievements include:

- the average reading result for Year 3 students in Naplan was 447.6, compared with 419.6 for the State and 422.3 for like-school groups;
- 87.1% of kindergarten students benchmarking at reading levels of 6 or above by the end of 2012; and,
- the average progress in year 3 Naplan numeracy lifting from 56.3% (2011) to 68.7%

Target 2

To establish the kitchen-garden program in the school, providing for the development of the required infrastructure, establishing strong connections with the community and ensuring the program is embedded in all KLA’s, with emphasis on literacy and numeracy.

Our achievements include:

- the introduction of this program to all students, K-6, meeting the required teaching times identified by the SAKGP, with up-skilled kitchen and garden specialists;
- a notable positive shift in student eating behavior and willingness to try new foods; and,
- high student engagement and explicit teaching in the school garden and kitchen.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of school leadership and the key learning area of science.

Leadership

Background

In order to improve the effectiveness of the school, it is important to continually evaluate the leadership processes within the school.

Findings and conclusions

- Overwhelmingly, students, parents and teachers agree that the school leaders work to improve the school through an understanding of its strengths and weaknesses.
- The majority of parents believe that school leaders accept responsibility for the quality of students’ learning outcomes and that they discuss ways to improve student learning.
- Overwhelmingly, all stakeholders believe that school leaders are always looking for ways to improve what the school does.

Future directions

In 2013, the school’s leaders will work towards encouraging staff, parents and students to take on leadership roles and responsibilities within the school and to remain open to new ideas.

Science

Background

In surveying students, parents and teachers, our objective was to review attitudes and opinions in relation to Science, what is offered, how this has improved following recent initiatives and how it is taught in this school.

Findings and conclusions

- Overwhelmingly, students like to conduct experiments and they believe their school to be interesting places to learn.
- Overwhelmingly, students believe that the school expects them to do their best; they try to improve in their learning, are proud of their achievements and that their teachers help them.
- The majority of students enjoy science being taught as a separate subject and most parents believe that they have a better understanding of what and how science is being taught.

Future directions

For teachers to continue to identify for students science lessons when they teach them and to continue to provide a separate section to report on science outcomes on Student Progress Reports each semester.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Previously called ‘Culmination Day’, it has been two years since the school presented a whole school production which involved 100% of students.

Based on the survey conducted, the following responses were obtained:

- 100% parents believe that the School of Arts Hall is a better venue than the school COLA and that the introduction of matinee and evening performances provided the opportunity for all families to attend.
- Overwhelmingly, parents felt that pre-purchased tickets were ideal and that the price for tickets was appropriate.
- The majority of parents appreciate that the whole school production related directly to work being undertaken in the classrooms and felt that they are worthwhile activity for students to engage in.
Professional learning

During 2012, a total of $18,417 was spent on teacher professional learning with additional professional learning opportunities being provided through the CAP district initiative, *My World*.

This is an average of $1,083 per teacher.

Professional learning in 2012 has included:
- Language, Learning and Literacy (L3) - 2 teachers
- Best Start - 2 teachers
- Debating workshops
- Dyslexia Training
- Every Student Every School Training
- Aspire Art & Drama Camps
- Mathletics - all staff
- Reading Recovery - 1 teacher
- Technology Conference – 2 teachers
- Web2Tools Training – all staff
- Regional Technology Update Meetings – 2 teachers
- Workshops with professional authors & illustrators – all staff
- Stephanie Alexander Kitchen Garden Program - 2 specialist teachers
- Primary Principal’s Conference: Riverina & State
- Principal’s Essential training
- First aid, anaphylaxis and CPR certification - all staff
- Sport coaching accreditation - 1 teacher
- Student Learning Support Officer training – 3 SLO’s

School staff development days were attended by all teaching staff and were devoted to the code of conduct, child protection, *Web2Tools* technology, CPR, anaphylaxis and first aid.

We have one new scheme teacher who is working towards accreditation with the NSW Institute of Teachers.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2013

Improved student achievement in all aspects of literacy and numeracy through quality teaching, consistent quality pedagogical practice, teacher collaboration and enhanced content knowledge, high levels of student engagement, differentiated assessment practice and quality feedback.

2013 Targets to achieve this outcome include:
- 50% of all year 5 students to be in the top 2 bands for reading
- 70% kindergarten students to be benchmarked at reading level 8 or better
- Better results in Naplan spelling than previously received, including better growth figures between years 3 and 5.

Strategies to achieve these targets include:
- Benchmarking of reading levels for all K-2 students to be completed and documented each term, as well as those 3-6 students yet to reach level 30.
- Explicit teaching in all aspects of Language Conventions, especially in relation to spelling and close monitoring of results of regular assessments throughout the year.
- Greater use of analysis of assessment strategies, particularly in conjunction with the learning support teacher, to improve results for ‘+1 students’, extension of gifted and talented students, and support for those yet to reach stage expectations.

School priority 2

Outcome for 2013

To establish the kitchen-garden program in the school, providing for the development of the required infrastructure, establishing strong connections with the community and ensuring the program is embedded in all KLA’s, with emphasis on literacy and numeracy.

2013 Targets to achieve this outcome include:
- Installation of operational kitchen facilities and expansion of the garden area to accommodate the needs of the kitchen.
• Continuation of this program to all students, K-6, meeting the required teaching times identified by the SAKGP, with up-skilled kitchen and garden specialists.

• Actively engage and be inclusive of the broader community in this program.

• All teachers being cognitive of the integration and making direct and relevant connections to the aspects of literacy and numeracy, and other curriculum areas, evidenced in the SAKGP.

Strategies to achieve these targets include:

• Continuing fund-raising efforts and raising awareness in the local community through the newsletter, local media, community health and word-of-mouth.

• Providing strategic management of the allocated budget to ensure funds are available according to plans and that timelines are adhered to.

• Teaching programs of garden and kitchen specialists identify and focus on the literacy and numeracy outcomes being addressed and are shared with class teachers.

• Establishing timetables that allow for all classes to be involved in both kitchen and garden components of the program.

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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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: