

Barmedman Public School

Annual Report



2016



1137

Introduction

The Annual Report for **2016** is provided to the community of **Barmedman Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kim Solley

Principal

School contact details

Barmedman Public School

Robertson St

Barmedman, 2668

www.barmedman-p.schools.nsw.edu.au

barmedman-p.school@det.nsw.edu.au

6976 2128

Message from the Principal

2016 was a delightful year for the students, staff and parents of Barmedman Public School. Our school is proud of the variety of the various programs offered to cater the individual needs of our students as well as providing engaging learning opportunities.

Our dedicated staff has, again, worked persistently to ensure the very best for our students. I would like to thank them for all their support and dedication during 2016.

To our wonderful students – thank you for continuing to make Barmedman Public School a great place to learn and to work.

I would like to acknowledge and commend the work of the new P&C association. Thank you all for your hard work you have contributed to the School this year and I look forward to working together to provide the best opportunities for all students.

This year has been a substantial year full of many exciting and wonderful learning opportunities that we have been able to embed across the curriculum. The School continued to see a change in the physical structures with the new enrollment we have had to modify all building and adapt them to be wheelchair friendly. All buildings have ramps and modifications created to cater to the disability standards.

I would like to thank our school community for their continued support and cooperation ensuring that great things continue to evolve at Barmedman Public School each year.

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.

Kim Solley – Principal

School background

School vision statement

At Barmedman Public School we inspire every student to be driven to excel and achieve beyond their potential, providing a supportive holistic environment which promotes lifelong learning.

School context

Barmedman Public School is situated in the north of the Riverina Region and is part of the Riverina North West School Education Group. Most students that attend the school are from the country village of Barmedman, which has begun to have a more stable number of families with school age children, after having reduced numbers due to the continuous and devastating drought conditions over the past 8 years. We have 8 families with a total of 14 students enrolled for 2016 and 16 students anticipated for 2017.

The school has large historic open buildings comprising of two large spacious classrooms, art room, library, sports shed, large shaded COLA, separate shaded equipment and a refurbished well equipped kitchen all located on well-maintained 5 acre grounds.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Throughout 2016, staff at Barmedman Public School has embraced the School Excellence framework as a tool to guide, enhance and evaluate teaching practices. During the year staff consulted with parents and reviewed the Schools areas of strengths and areas to work on.

LEARNING

In the domain of learning, our School focused on providing all students with an opportunity to extend upon their own personal experiences, knowledge and skills within a safe and nurturing environment. Particular staff meetings were dedicated to assess and review the school plan in relation to our desire to display excellence in every domain and ensuring the successful implementation of the school plan was utilised effectively.

Staff at Barmedman Public School provided learning opportunities based on prior individual experience and knowledge and used this to extend each students growth to achieve their needs and goals for their future learning. In addition to this teaching staff were dedicated to reaching out and changing the learning culture and importance of a positive and respectful learning culture in our community.

TEACHING

In the domain of teaching, our focus has been gathering data and its use as well as quality teaching through embedding the Quality teaching framework into everyday teaching practices.

Staff have created an assessment data timeline using a combination of both internal and external assessment tools including standardized testing including NAPLAN, helping students to establish their own personal achievement goals as well as developing consistent teacher judgment expectations.

The quality teaching framework has been embraced by teachers at Barmedman Public School. Staff have been exposed to internal and external professional development and throughout the year, as a whole staff, implemented the Quality teaching framework into their classrooms. Staff are continuing to undertake professional development and align their teaching and learning practices with the new NSW syllabus for the Australian Curriculum as they're implemented.

LEADING

In this domain, staff of Barmedman Public School have focused on creating positive relationships with parent and

community members. This year, staff has worked hard to establish a new P&C committee. Throughout the 2nd half of the year regular meetings were held to gather ideas for fundraising to support the School to establish learning opportunities.

The School is also in the beginning stages of establishing parent workshops and training and information sessions to aid our School community to link with valuable information and resources available to them.

This new method of evaluating our achievements will further assist the School to identify priorities in our School Plan, leading to future developments of quality education for our students. Details of our achievements in 2016 and our next steps in 2017 for our school plan 2015–17 goals are outlined in the following pages.

Strategic Direction 1

Student Learning and Engagement

Purpose

High quality learning for every child, everyday, in every situation. Students will engage and participate in challenging learning experiences and be inspired to excel to their full potential.

Overall summary of progress

Student learning and engagement has been a focal point of our school community and planned learning sequences. Teachers assessed students through a variety of testing methods including standardised testing and used this information to plot students on the learning continuums as well as planning to target individual learning needs of the students.

In review of student data, student learning support officer (SLSO) timetables were redesigned to specifically cater to the learning needs and goals of students. In addition to one to one teaching time, student learning opportunities were also enhanced through online computer learning programs, reading eggs and Mathletics, which specifically target the individual level of each student.

A school wide focus was also implemented to create nurturing, stimulating and engaging environments for students to learn. Classrooms and learning activities utilised interactive whiteboards and video conferencing to provide engaging learning opportunities.

2016 also seen the inclusion of valuable learning opportunities through virtual excursions, school excursions, Healthy Harold visit and school swimming program, providing students with first hand experiences and knowledge which can be drawn upon in the classroom setting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students will have growth in Literacy and Numeracy.	<ul style="list-style-type: none">• Reading eggs /Mathletics online program used• Plan and Best start programs used• Professional learning / targeted staff meetings• Literacy and Numeracy continuum plotting• SLSO	\$2485
Utilise a variety of multi modal mediums in everyday learning experiences to contribute to high quality learning and engagement.	<ul style="list-style-type: none">• Reading eggs /Mathletics online programs used• Learning experiences including Healthy Harold, School Swimming program, Zoo Mobile , Annual school excursion, school excursions• Use of technology in classrooms through use of video conferencing, Interactive whiteboard, Go Noodle Jolly Phonics program used• Peer Support Program	\$3845

Next Steps

- Implement a more systematic approach to student learning goals
- Continue to plot student on Literacy and Numeracy continuums
- Work with professional teaching standards to align learning goals
- Continue to utilise a range of learning modes for students
- Seek new experiences (i.e. excursions, visitors to the school)
- To seek and encourage the learning styles fostering the ALARM learning module.
- Trial implementing I can statements for Literacy and Numeracy Continuums.

Strategic Direction 2

Excellence in Staff Teaching and Learning

Purpose

We aim to deliver quality teaching in every classroom, every day, to ensure educational delivery is consistent, of a high standard, sharing professional practices inspiring life-long learners.

Overall summary of progress

This year, staff embraced the opportunities to engage in a variety of professional learning sessions through both in-school and external mediums. A strong focus was based on the new NSW Australian Curriculum documents with the revision and implementation of the English and Mathematics curriculum documents into the classrooms. Through the revision and evaluation of the implementation of these documents, staff were able to share ideas as well as resources to assist in successfully implementing these into the classroom.

This year, 100% of staff completed professional learning plans (PDP's), creating their own learning goals for 2016. These goals guided teachers to enhance their skills in areas they personally recognised. The PDP's also allowed for a whole School focus in which all staff could help work towards embedding aspects of the Quality Teaching Framework into planned lessons to target student needs. In addition to this our staff identified creating a positive culture in the school through staff attending the Bridges of Poverty to develop and understanding to create positive relationships with parents as our focal point and they have worked hard to engage with parents and community members to achieve this.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved learning outcomes across the Curriculum through both internal and external assessments.	<ul style="list-style-type: none">• Multi Lit• Collection and Analysis of learning Data• Developing targeted IEP's for students• Implementing SLSO timetables for targeted learning• Bridges of Poverty	\$2445
100% teachers embedding the Quality Teaching Framework into their everyday learning environment.	<ul style="list-style-type: none">• Interschool conversations (Networking) and visits.• Online Training• 100% of staff completed Professional Learning Plan in 2016• BOSTES Accreditation (maintaining requirements)• Identifying and Tracking Professional learning through the Teaching Standards.• Peer Training and lesson observations.	\$1350

Next Steps

- Review implementation of the NSW Australian Curriculum History and Science and technology documents
- Building staff confidence and sharing ideas and resources for programming
- Planning for the implementation of the Geography syllabus – staff to attend available professional development days and present to staff at staff meetings.
- Review the Quality teachers framework and ensure staff continue to familiarise themselves with the text
- Create classroom with print rich material connected to the quality teacher's framework.
- Outside schools walk throughs.
- Implementation of TEN and working as a team to master this throughout the whole school.
- Development of assessment tools for use with PLAN Numeracy
- Increase regular consultation with parent body within the School regarding curriculum increasing student outcomes.
- Meeting the EaFS requirements and developing the strategies taught throughout the school.

Strategic Direction 3

Community Engagement and Partnerships

Purpose

Building Positive Community Engagement and Well Being for all. Developing a whole school community that is collaborative and informed; which inspires student learning.

Overall summary of progress

This year staff have worked hard to establish a new P&C committee through the election of new executive members and the welcoming of new financial members. Regular meetings were held to gather ideas and begin the process of a collegial relationship to produce and assist the school in providing the students with learning experiences and opportunities.

Staff attended an engaging with your community course, which was a valuable and knowledgeable experience. Staff were able to bring back and successfully implement new ideas and methods of communication into the school environment.

Barmedman Public School continued its transition to school program as well as partnering with the local high school in a transition to high program for the year 6 students. These programs proved valuable in creating positive relationships with new school community members and provided positive links with other schools.

Students were provided with opportunities with local community groups and members which targeted the learning opportunities beyond the classroom. Some of these stimulating experiences included National Tree planting day, visiting authors, activities with the Bland Shire Council, Hot Shot Tennis clinics and Jump Rope for Heart.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase % of parent participation and support creating positive partnerships within the learning community.	<ul style="list-style-type: none">Establishment of P&C committeeSpecial event participation including Mother's day, Father's day, ANZAC dayParent and community participation in school activities including reading program, cooking program, Tennis, Jump Rope for Heart	\$1068
Develop and establish cohesive methods of communication.	<ul style="list-style-type: none">School newsletterSchool website – redesign and update	\$490

Next Steps

- Continue to access local community initiatives (Bland Shire Council)
- Access local community organizations and groups for School activities including sporting organizations and community groups – community health nurse, Police visit, Live Life Well, bowls, tennis, beading.
- Continue to assist the P&C
- Provide support for community projects
- Develop our relationships with high schools to create a smooth transition in particular with learning needs and requirements

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students word recognition and reading levels improved. Students are working towards showing adequate growth in change of mindset to Numeracy.	\$4742.00
English language proficiency	Funding was allocated for the purchase of reading eggs and Mathletics for students to target individual needs and enhance progression.	\$923.84
Low level adjustment for disability	All students requiring adjustments and learning support are catered for within split class programs with extra teacher. Students have increased their engagement and participate in making learning goals and personal learning plans. The schools learning and support team processes have been enhanced with a focus on supporting teachers in personalised learning and support.	\$2298.00
Socio-economic background	Growth was evident through engaging the learning opportunities.	\$34386.00
Community Consultation Funding	Funding was used to make a meeting place for families in the community at the School. This meeting place created was a garden space in which harnessed the common interest between parents in community to provide them with facilities and enabled them to work with their children to share a common interest and work with each other. Student feedback indicates the enjoyment of the project and to future programs of a similar nature.	\$2448.18 • (\$200.00)

Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	7	6	9	10
Girls	17	15	12	5

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The indigenous composition of the school workforce is nil.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.4	99.1	94.5	91.4
1	98.3	96.9	97.8	95.7
2	94.2	94.6	97.1	92.5
3	96.6	96.2	100	100
4	94.7	93.2	95.9	95.3
5	97.2	87.3	95.9	95.7
6	92.4	100	92.8	92.5
All Years	94.3	94.4	96.1	94.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

The teaching staff at Barmedman Public School participated in a number of Professional development opportunities. These have enabled teachers to gain additional knowledge and build confidence in areas highlighted in their Professional Learning Plan's (PDP's) and the School Plan 2015–17.

Barmedman Public School has one (1) new scheme teacher working towards Board of studies teaching and education standards (BOSTES) while the other teachers are maintaining their accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.89
Other Positions	0.1

Income	\$
Balance brought forward	95 320.14
Global funds	53 811.60
Tied funds	50 591.38
School & community sources	6 734.00
Interest	1 796.83
Trust receipts	321.00
Canteen	0.00
Total income	208 574.95
Expenditure	
Teaching & learning	
Key learning areas	6 229.79
Excursions	364.23
Extracurricular dissections	6 789.16
Library	823.80
Training & development	3 836.83
Tied funds	52 178.78
Short term relief	345.71
Administration & office	29 541.18
School-operated canteen	0.00
Utilities	9 305.22
Maintenance	6 432.58
Trust accounts	252.00
Capital programs	0.00
Total expenditure	116 099.28
Balance carried forward	92 475.67

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

School performance

NAPLAN

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.

Literacy

Statistical data cannot be shown in graphical form due

to the number of students participating.

Numeracy

Statistical data cannot be shown in graphical form due to the number of students participating.

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Students indicated that they enjoy their Rewards Excursions and named it as a highlight for the year. Students in Year 5/6 had many positive comments about the Leadership Camp they attended.
- Parents surveyed mentioned that the Mother's Day and Father's Day Luncheon was lovely and children mentioned to them Tree planting was a lot of fun, as well as Video Conferences and Excursions and the interactions between Parents and Teachers.
-

Policy requirements

Aboriginal education

Barnedman Public School strives to improve the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students to achieve and excel in their learning

Our School strives to include awareness raising activities to educate all students about Aboriginal

history, culture and contemporary Aboriginal Australia.

Barmedman Public School promotes an inclusive environment of Aboriginal and Torres Strait Islander culture through the inclusion of:

- Acknowledgement of Wiradjuri country and people
- NAIDOC Week celebrations
- Aboriginal perspectives taught throughout the year throughout key learning areas.

Multicultural and anti-racism education

Our School endeavors to promote understanding and tolerance in our society across all Key Learning Areas. Teachers program lessons that teach cultures and customs of a variety of countries across the world.

Above all, students are encouraged to develop an appreciation and understanding of the many and diverse customs and beliefs of people from other cultures.

Barmedman Public School celebrates Harmony day as an opportunity to participate in a variety of activities which outline and reflect on many cultures within Australia.

The learning area of HSIE provides the vehicle to study other cultures and encourages student attitudes of tolerance and respect for those different to themselves.

The students at Barmedman Public School work under the motto "Desire to do Well" which embraces the differences in others and allows the students avenues for celebrating uniqueness.

Other school programs

Academic Programs

Reading Eggs and Mathletics

Reading Eggs and Mathletics are online Literacy and Numeracy programs, which are individualised to student's levels and targeted needs. In addition to this, Reading eggs and Mathletics provides students with a fun and engaging learning experience through the use of computers and their own XO's.

Through the inclusion of these programs into our teaching and learning sequences, we have seen a growth in student literacy and Numeracy levels and ensuring their identified areas of need are fully catered for.

Transition to School Program

Barmedman Public School has a successful transition to school program which allows new students to become familiar with the school environment and

routines as well as establish new friendships for the following year.

This year Barmedman Public School had two transition to school students participate in the program and are ready to begin their learning journey in 2016.

Sport Programs

Hot Shot Tennis

Students participated in Tennis clinics provided to the School, which was fully funded via the Sporting Schools funding grant and provided the school with brand new tennis equipment.

The students embraced the opportunity to learn and develop their skills in tennis as well as strengthening their sportsman skills.

Jump Rope for Heart

2016 again saw Kane from Jump Rope for Heart visit the school to teach the students some new skipping tricks and inform the students of the importance of keeping active and eating healthy for a healthy heart.

Rugby League Clinic

Students participated in Rugby League Clinics at the School. The clinics taught students the basic skills of Rugby League including passing, catching, stepping and running as well as the importance of sportsmanship and working with others to form a team.

After targeted lessons in the skills, students were able to participate in fun games putting their skills into practice.

Student leadership

Grip Leadership

Our 2, year 6 students travelled to Wagga Wagga to attend the GRIP leadership conference. This taught our school leaders the importance of being a positive role model in the school environment (and extended into the community) and the qualities of a great leader which all students should strive to become.

The students came back to the school inspired to become great role models for Barmedman Public School and set a high standard for all students to follow within the school community and beyond.

Environmental Education and Sustainability

National Tree Planting – Bland Shire Council

Barmedman Public School together with the Bland Shire Council celebrated National tree planting day by

planting a variety of trees at the entrance of the town then finished the day of with a BBQ lunch.

Students loved this opportunity to get their hands dirty!

Family and community programs

Education Week Celebrations

Barmedman Public School showcased the outstanding opportunities available at the school and achievements of students during our education week celebrations.

Author Visit

The Bland Shire Council initiative provided students with the opportunity to meet author Oliver Phommavanh and listen to him share his creative process in developing his stories.

Students were captivated by this experience and has inspired some budding young authors of our own!