

Barmedman Public School

Annual Report



2017



1137

Introduction

The Annual Report for **2017** 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 Rogan

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

2017 was a wonderful year for the students, staff and parents of Barmedman Public School. Our school is proud of the continuous development and variety of the educational programs offered to cater the individual needs of our students. Teachers have continued to develop engaging learning opportunities for the students.

Our dedicated staff has, worked persistently to ensure the very best for our students. I would like to thank them for all their dedication to the School community and their continuous support throughout 2017.

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. You have enabled the School to provide learning opportunities through the purchase of new equipment and support. I look forward to working together to provide the best opportunities for all students.

This year has been 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 installation of the new roof on the School.

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.

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 amore 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, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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 2017, 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 continued work in the area of new curriculum development, including History and Geography and English through Concepts, ensuring that staff are continuing to align teaching and learning with the New South Wales Syllabus for the Australian Curriculum. The process of differentiating instructions continues to be a focus area to help meet student specific needs and goals through programs including L3.

TEACHING

In the domain of Teaching, our focus has been Data Skills and Use and Collaborative Practice. As teachers, we continue to use selected internal and external data collection tools such as standardised assessments including PLAN and NAPLAN to determine goals for achievement and to develop a consistent teacher judgment of expectations. Staff have worked collaboratively to track student progress across English outcomes and the Literacy Continuum.

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 and resources. We understand the importance of a supportive and proactive parent body and staff have continued to develop a supportive network in the community. We also understand that creative and innovative ways of using school resources can help maximise student learning. We have investigated using our teaching and learning spaces in a flexible and fluid way to maximise learning opportunities. As a school we are committed to ensuring that the school is well resourced to support newly created units of work to support new Syllabus documents and that current technologies are accessible to staff and students.

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 2017 and our next steps in 2018 for our school plan 2018–2020 goals are outlined in the following pages.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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, teacher professional development in L3 training was identified and scheduled for the year, allowing for specific targeted reading and writing to align with our EaFS outcomes. In addition to this, student learning opportunities were also enhanced through online computer learning programs, Reading Eggs and Mathletics, which specifically target the individual level of each student.

The school environment was adapted to ensure there are nurturing, stimulating and engaging environments for students to learn. Classrooms and learning activities utilised interactive whiteboards, adobe connect and video conferencing to provide engaging learning opportunities.

2017 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)	Funds Expended (Resources)	Progress achieved this year
100% of students will have growth in Literacy and Numeracy.	\$3685	<ul style="list-style-type: none">• Reading eggs /Mathletics online program used• Plan and Best start programs used• Professional learning/ targeted staff meetings• Purchase of resources for L3• Literacy and Numeracy continuum plotting EaFS school commitments and programs
Utilise a variety of multi modal mediums in everyday learning experiences to contribute to high quality learning and engagement.	\$3600	<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

Next Steps

- Implement a more systematic approach to student learning goals
- Continue to plot student on Literacy and Numeracy continuums/learning progressions
- Embed the method of Inquiry Based Learning framework within History, Geography and Science units, based on the new History and Geography syllabuses
- Continue professional learning in support of tracking students
- 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)

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 literacy with professional development scheduled for staff to attend L3 training, as a part of the EaFS Strategy.

We continued to develop our skills and knowledge in the 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 and a high standard of teaching was achieved.

This year, 100% of staff completed professional learning plans (PDP's), creating their own learning goals for 2017. These goals guided teachers to enhance their skills in areas they personally identified. A supportive atmosphere was developed amongst the staff, ensuring each staff member had the resources and support to achieve their personal goals. 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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved learning outcomes across the Curriculum through both internal and external assessments.	\$3400	Multi Lit Collection and Analysis of learning Data Developing targeted IEP's for students L3 training and data submission Literacy and Numeracy continuum tracking
100% teachers embedding the Quality Teaching Framework into their everyday learning environment.	\$1200	Instructional leader Interschool conversations (Networking) and visits. Online Training 100% of staff completed Professional Learning Plan in 2017 NESA Accreditation (maintaining requirements) Identifying and Tracking Professional learning through the Teaching Standards.

Next Steps

- 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.

- Visits to other schools and building positive networking relationships.
- Utilise Instructional Leader in the school – including knowledge, resources and networks
- Implementation of TEN and working as a team to master this throughout the whole school.
- Development of assessment tools for use with PLAN Numeracy/Literacy Progressions
- 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. Through the temporary relocation of the president in the second half of the year, our P&C community slowed but have shown positive signs for 2018.

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 keyboard lessons via adobe connect from Western Australia, 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)	Funds Expended (Resources)	Progress achieved this year
Increase % of parent participation and support creating positive partnerships within the learning community.	\$2500	Establishment of P&C committee Special event participation including Mother's day, Father's day, ANZAC day Parent and community participation in school activities including reading program, cooking program, Tennis, Jump Rope for Heart and Music lessons
Develop and establish cohesive methods of communication.	\$480	School newsletter School website – redesign and update

Next Steps

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

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4504	Students word recognition and reading levels improved. Students are working towards showing adequate growth in change of mindset to Numeracy.
English language proficiency	\$400	Funding was allocated for the purchase of Reading Eggs and Mathletics for students to target individual needs and enhance progression.
Low level adjustment for disability	\$12,141	<p>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.</p> <p>The schools learning and support team processes have been enhanced with a focus on supporting teachers in personalised learning and support.</p>
Socio-economic background	\$18,777	Growth was evident through engaging the learning opportunities and having the funding to support the second teacher available. Having this second teacher has provided invaluable educational benefit to students.
Community Consultation Funding		

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	6	9	10	4
Girls	15	12	5	1

Student attendance profile

School				
Year	2014	2015	2016	2017
K	99.1	94.5	91.4	97.4
1	96.9	97.8	95.7	97.8
2	94.6	97.1	92.5	93.5
3	96.2	100	100	98.9
4	93.2	95.9	95.3	
5	87.3	95.9	95.7	100
6	100	92.8	92.5	97.8
All Years	94.4	96.1	94.4	97.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

<Use this text box to:

- describe how non-attendance is handled by your school
- report on the outcomes of programs designed to improve student attendance

Delete text not required. >

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.24
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.89
Other Positions	0

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

Delete text not required.

Teacher qualifications

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

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

Figures presented in this report may be subject to

rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	137,752
Appropriation	130,921
Sale of Goods and Services	0
Grants and Contributions	6,682
Gain and Loss	0
Other Revenue	0
Investment Income	149
Expenses	-51,146
Recurrent Expenses	-51,146
Employee Related	-32,173
Operating Expenses	-18,973
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	86,606
Balance Carried Forward	86,606

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)

- intended use of funds available>
- Delete text not required.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	263,311
Base Per Capita	2,292
Base Location	8,332
Other Base	252,686
Equity Total	36,137
Equity Aboriginal	4,504
Equity Socio economic	18,777
Equity Language	400
Equity Disability	12,455
Targeted Total	9,250
Other Total	13,164
Grand Total	321,861

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

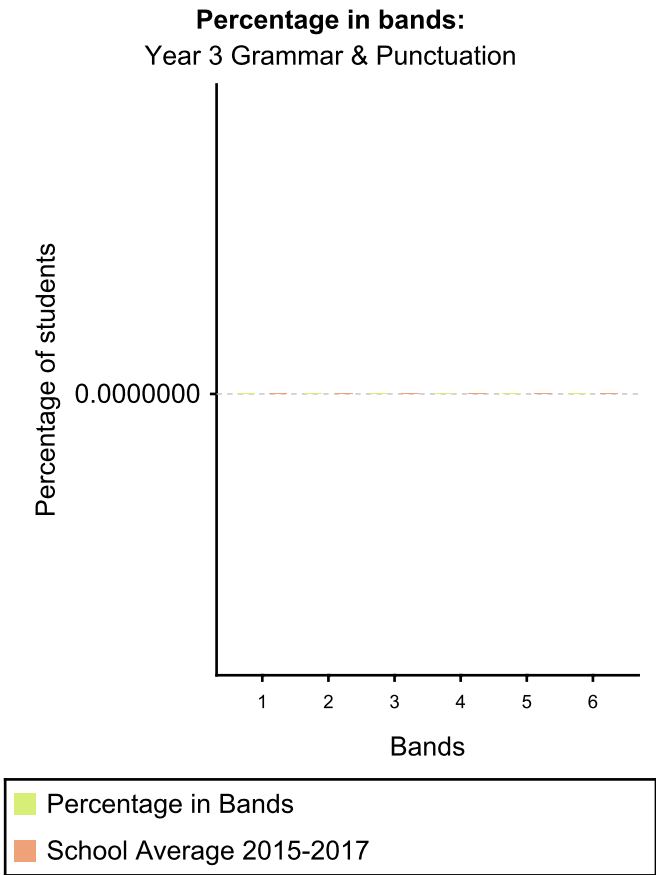
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

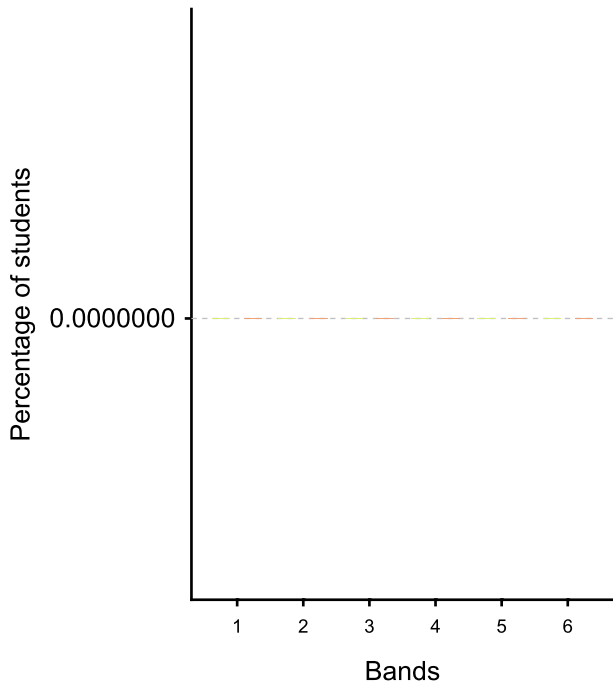
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in bands:
Year 3 Reading

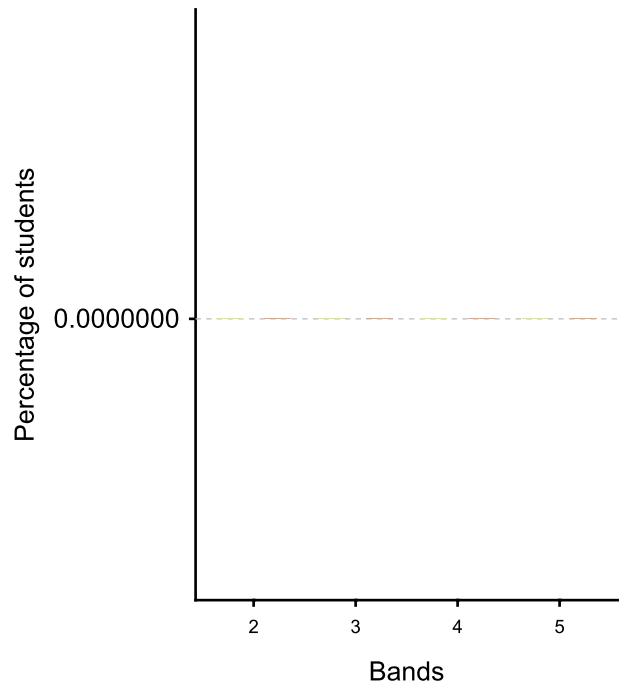


Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Band	2	3	4	5
Percentage of students	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0

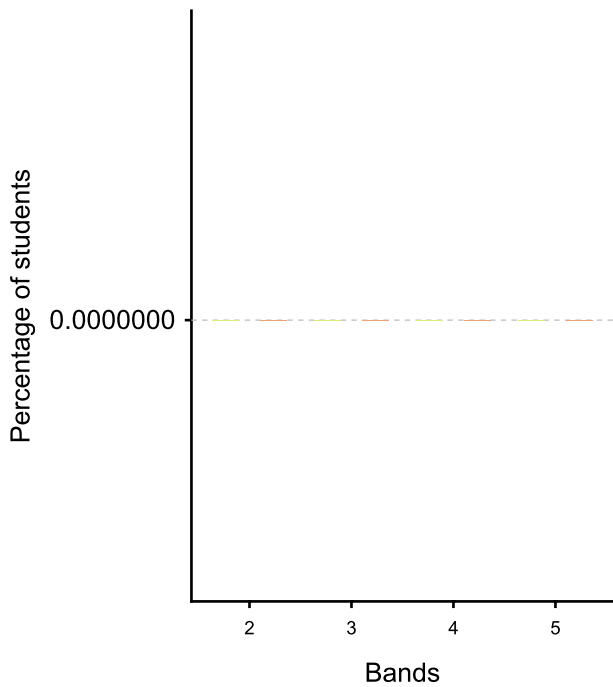
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

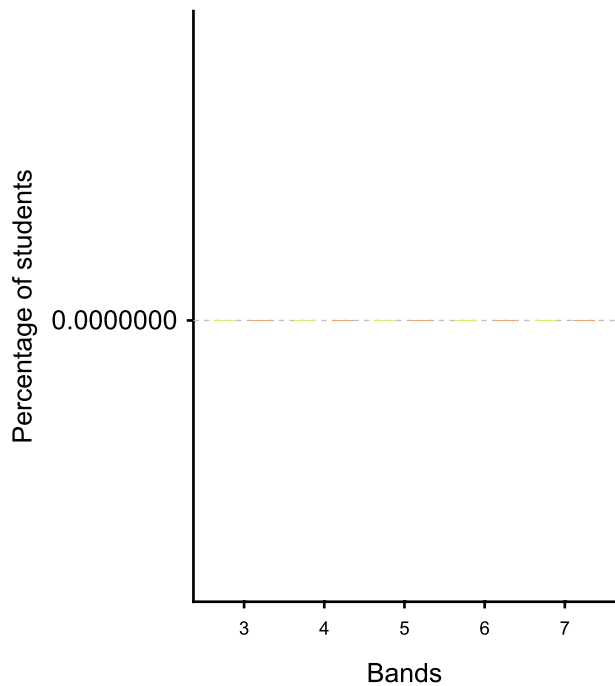
Band	2	3	4	5
Percentage of students	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0

Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Grammar & Punctuation

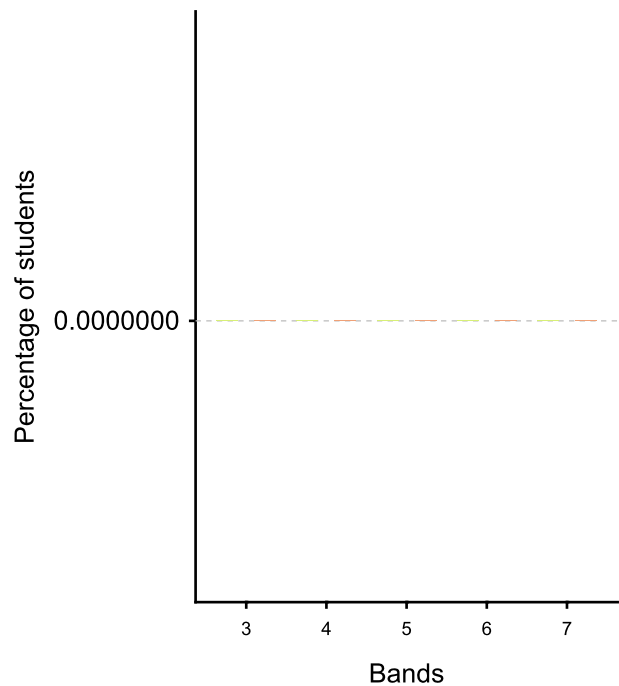


Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7
Percentage of students	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

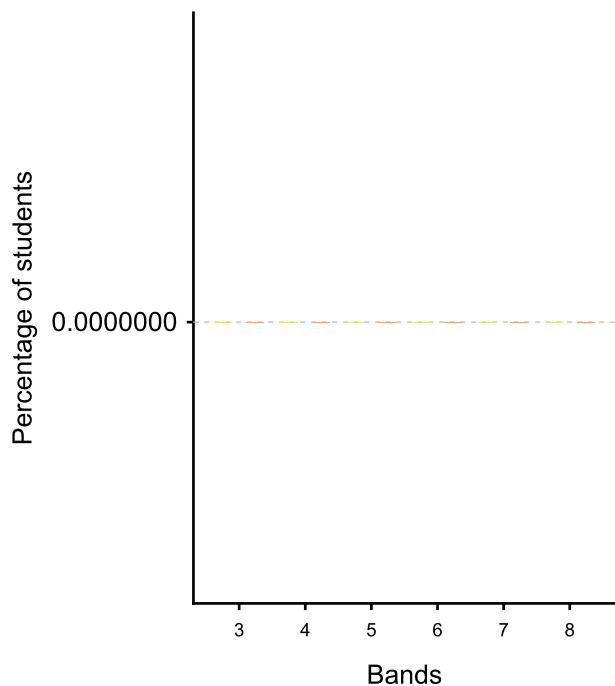
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

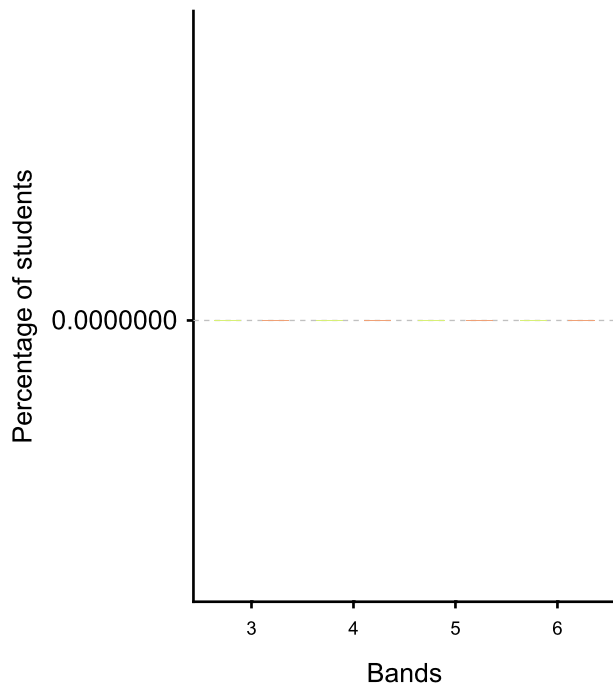
Band	3	4	5	6	7
Percentage of students	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing

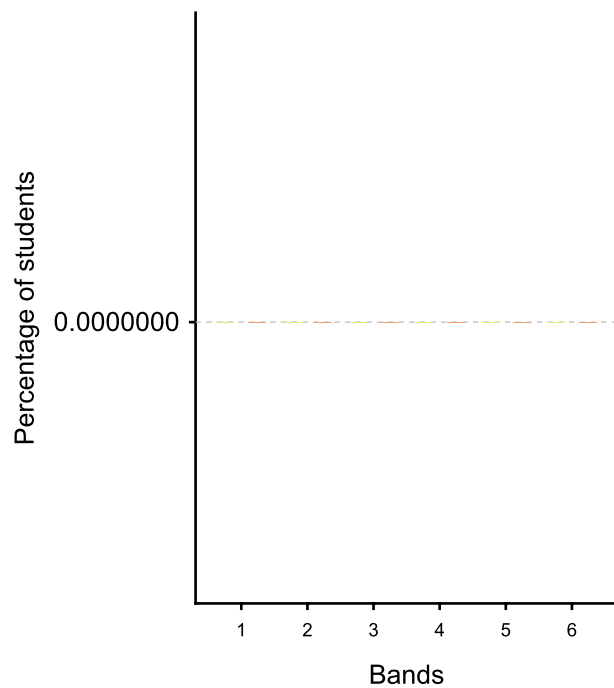


■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0

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

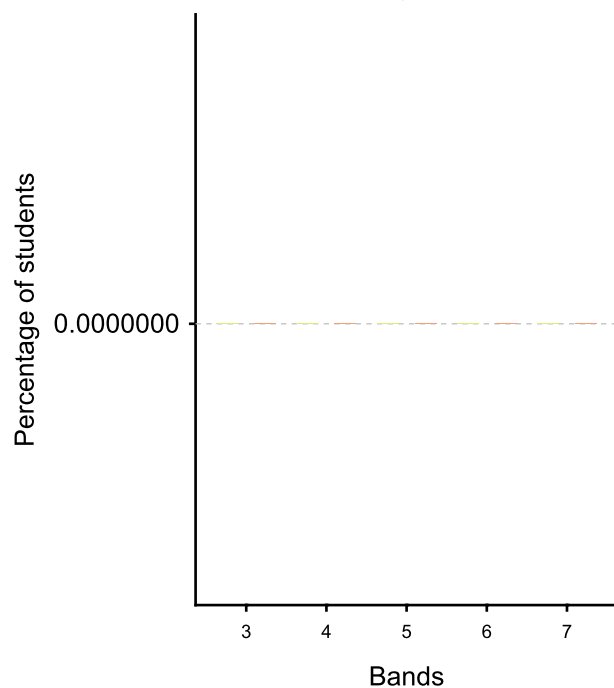
Percentage in bands:
Year 3 Numeracy



■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in bands:
Year 5 Numeracy



■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6	7
Percentage of students	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

- Students indicated that they enjoy the cooking program with Jill as well as the Rewards Excursion. Students also identified the Hot Shot tennis program as enjoyable and they look forward to it weekly.
- Parents surveyed identified extra-curricular learning programs were beneficial to their children. They also mentioned that the Mother's Day and Father's Day Luncheon was lovely and a positive gathering for parents in the community.

Policy requirements

Aboriginal education

Barmedman 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 endeavours 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

Language, Learning and Literacy – L3

L3 continued to be rolled out in 2017 with additional teaching staff trained. Students continue to receive guidance reading individually and in small group settings in response to their identified learning needs. Students have continued to develop their skills to work independently for short periods of time and to monitor their literacy activities and understanding.

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.

Primary Institute of Music

Keyboard lessons Students were given the opportunity to learn the keyboard through lessons conducted via Adobe Connect with a specialised keyboard teacher in Western Australia. The P&C fundraised and purchased each student their own keyboard for these lessons. The students developed their skills, including identifying music notes, identifying keys and playing in tune. Students have showcased their skills throughout the year at the Education Week Celebrations, community gatherings and end of year presentation day.

ceremony.

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 one transition to school student participate in the program and are ready to begin their learning journey in 2018.

Best Start

Best Start involves an in-depth assessment of students when they first arrive in Kindergarten and includes ongoing assessments throughout Kindergarten. The assessment was developed by experts in the Department of Education and provides teachers across New South Wales a common set of high quality assessment tools and professional learning.

Peer Support

The Peer Support Program for a number of weeks across the year covering different modules developing skills in resilience, assertiveness, decision making, problem solving and leadership. All children had the opportunity to identify their personal qualities and strengths, acknowledging their achievements, identifying the people in their lives who provide support, utilising a 3 step model, developing a range of coping strategies and developing resilience.

Sport Programs Swimming School

In Term 4, students attended an intensive 10 day Learn to Swim Program at West Wyalong Swimming Pool. AustSwim trained instructors led students through activities in and out of the water that developed student's water confidence and provided them with basic skills in water safety and survival.

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

2017 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.

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. The day provided many valuable attributes to the students as well as strengthening our ties within the community. 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.

ANZAC Day

In Term 2, 2017 the community, students and staff at Barmedman Public School took part in an ANZAC Day Service to remember those who have fought in wars. A large number of parents and community members attended the service in Barmedman. The Principal and school presented flowers and wreaths on behalf of the school.

Author Visit

The Bland Shire Council initiative provides students with the opportunity to meet authors and listen to them share their creative process in developing his stories. Due to time restraints and logistics, students were unable to have an author visit this year, however the School received a kind donation of books from the author.