2008 Annual School Report
Barrington Public School

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

Students

Barrington Public School has an enrolment of 60 students as at December 2008. Students are organised into three classes: K/1, 2/3/4 and 5/6.
The students are committed and enthusiastic learners who enjoy a rich and thought-provoking curriculum. The students are caring, considerate and encouraging of one another.

Staff

Our school has a supportive and professional staff of proficient, committed and enthusiastic teachers. Staff areas of interest and strengths complement one another, and allow the school to offer a broad range of educational experiences for all students.

Staff in 2008 comprised:

Teaching Staff:

There were three full-time teachers on staff; Mrs. Diane Horrobin (Principal), Mrs. Maureen Brown and Mrs. Deborah Faulk. It was with great sadness that the school said goodbye to Mrs. Brown at the end of 2008 as she began her long service leave prior to her retirement. Mrs. Brown has had a long association with the school and she will be greatly missed.

Mrs. Brown was farewelled at the end of 2008.

In addition to the full time staff, Miss Sian Clarke was employed for three mornings per week to provide support for students in Literacy and Numeracy. Mrs Annie Laurie was also employed two days per week to provide release from face time for teachers and executive release time for the principal. During these two days Mrs. Laurie taught an integrated science program throughout the school and managed the school library.

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

SASS (School Administrative and Support Staff):

Mrs. Marilyn Young is our school’s full time administration manager and she is assisted one day per week by Mrs. Shirley Sansom.

Mr. Brian McInnes is the school’s general assistant for 1.5 days per fortnight.

This year we have also enjoyed the support of Mrs. Rose Nash for one half day per week in her capacity as our computer coordinator and one half day as a teachers’ aide. A second teachers’ aide, Mrs Julie Andrews, also worked two mornings a week in the K/1 classroom.

Mrs Annette Parish was our school cleaner until the latter part of the year, when Mrs Sandra Middlebrook filled this position.

Significant programs and initiatives

Science

The whole school science program delivered enthusiastically each week by Mrs. Laurie continues to be a significant part of our students’ learning. The weekly lessons, supplemented by visiting science shows and local excursions, have raised the level of science learning in the school significantly. Of the ten students who took part in the Australasian Schools Science Competition run by the University of New South Wales, this year four students gained Distinctions (Mia Bowden, Fiona Higgins, Laura Bignell and Daniel Buckley) and one student (Coen Durbidge) gained a credit. This is the highest number of Distinctions the school has ever gained in one of these competitions.

Dance

During Term 1 the whole school took part in a dance program delivered by the Australian School of Dance. This program taught students specially choreographed dance sequences which they practised each week and presented as a performance at the end of the term. When
evaluating the program, 84% of students felt that this had been an enjoyable experience. It was especially pleasing to see the boys taking part enthusiastically in the program. Because of this positive response it is planned to repeat the program in 2009.

Senior students enjoying the dance program.

Student achievement in 2008

The National Assessment Program – Literacy and Numeracy (NAPLAN) was introduced in 2008 to assess the literacy and numeracy learning of students at years 3, 5, 7 and 9 in all Australian schools. This replaced the Basic Skills Test from previous years.

Seven students in Year 3 and fourteen students in Year 5 sat for the NAPLAN test in May.

Literacy – NAPLAN Year 3

Overall Literacy results were above both regional and state levels.

43% of students were in the top band for Year 3 (Band 6) and no students were in the bottom band (Band 1).

The schools results were better in Reading than in Writing.

Numeracy – NAPLAN Year 3

Overall Numeracy results were well above both regional and state levels.

87% of students were in the top three bands and no students were in the bottom two bands.

The school’s results were better in Number, Patterns and Algebra than in Measurement, Data Space and Geometry.

Literacy – NAPLAN Year 5

Overall Literacy results were well above regional and state levels.

72% of students were in the top three bands for Year 5 (Bands 6, 7 & 8) and no students were in the bottom band for Year 5 (Band 3) for Overall Literacy. One student was placed in Band 3 for writing.

The school’s Year 5 results were also better in Reading than in Writing.

Numeracy – NAPLAN Year 5

Overall Numeracy results were above regional and state levels.

One student performed in the top band (Band 8) and the remaining Year 5 students performed in the next three bands (5, 6 & 7). There were no students in the bottom two bands.

The schools results were equal in strength in Number, Patterns and Algebra, Measurement Space and Geometry.

Messages

Principal’s message

Barrington Public School strives for a happy and productive learning environment for both staff and students.

This is supported by comments made by parents in the annual parent survey.

The school aims to enable students to develop skills and competencies for present and future education. All staff aim to:

- Provide quality teaching and to foster a love of learning;
- Target individual student needs;
- Create a secure and caring environment;
- Encourage parent and community participation;
- Celebrate difference; and
- Promote honesty and mutual respect

Our students have had many opportunities to develop both academically and socially in 2008. This report is the culmination of staff, parent and student input via surveys and meetings. Our dedicated and professional teaching staff work in partnership with the parents to build a strong home-school-child partnership. Through this
support we are able to provide a balanced program that meets the educational, physical and emotional needs of all students.

I would like to acknowledge and thank the teaching and support staff for their passion, energy and commitment to the students of Barrington Public School. Their dedication to continual improvement of the quality of teaching they offer has ensured a very successful 2008.

Thank you also to the whole of our parent community for their never ending support and assistance throughout the year. It is this strong community relationship that makes our small school so special.

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.

Diane Horrobin

P&C and/or School Council message

With everyone being so much busier these days, this year the Committee decided to make some changes to the way the P&C carried out their fundraising for the school. The decision was made to have a $20 family levy per term instead of previous minor fund raisers like the Easter raffle, hamper raffle, bulbs, and calendar. This idea proved to be popular with most families when they responded to a proposal which was sent to them.

The fete was discussed, however, as it is always a lot of work and time for everyone, a suggestion to have an Outdoor Cinema Night was proposed instead. This proved to be a success and did not require as much organization as the fete.

Our total income for the year from uniform sales, canteen sales, the family levy, hot dog days, the garage sale, the outdoor movie night and sale of Thai noodles at the Chillout Festival was $25,978.

Expenses for the year were for uniforms, canteen stocks, event costs, student insurance, public liability, subsidy for school performances and excursions, a new retaining wall for the tennis court, new storage facilities and donations to Royal Far West and the Westpac Helicopter. These totalled $24,401.

On behalf of the P & C, I would like to thank the many parents who were involved in the fundraisers during the year. We appreciate your time and effort for our school.

A big thankyou too, to teachers who make Barrington School a great place for our children to learn and grow and a huge thankyou to Marilyn Young in the office, who does a lot for all of us.

Last but not least I personally would like to thank the committee for their tireless effort during 2008:

Narelle Bignell - Vice President
Alison Laurie - Vice President
Judith Buckley - Secretary
Wendy Bithrey - Treasurer
Kerry Cameron - Canteen
Susan Higgins - Uniforms

Melinda Higgins – P&C President

Student representative's message

Throughout the year, Barrington Public School has taken part in many different activities.

Two returned soldiers spoke to us at our school ANZAC service earlier in the year and in Term 4 a group of Danish people who were visiting Gloucester as part of a Rotary program, came and spoke to us about their country.

We have been included in many sporting events such as gala days, the tennis tournament, the swimming and athletics carnivals.

We have also had events like the Eddie Spaghetti cartoon workshop, Bucketts of Talent, choir performances and The Great Aussie Bush Camp, which Years 3, 4, 5&6 went to for three days.

The DigiEd day, working on clay animations was a great learning experience and the movie night on the field was very exciting. We also had a group of girls from Abbotsleigh School in Sydney, who came and helped with swimming. They also painted backdrops and props for our end of year concert and helped Year 6 to make a movie.

Kloe Smith and Rob Laurie – School Captains

Students enjoying the DigiEd clay animation program
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

Enrolment levels have remained steady this year, with slightly more boys than girls enrolled.

![Enrolments Graph]

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.3</td>
<td>94.3</td>
<td>94.9</td>
<td>95.3</td>
</tr>
<tr>
<td>Region</td>
<td>92.9</td>
<td>93.2</td>
<td>93.3</td>
<td>92.8</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Class sizes

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

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>K</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>2-3-4</td>
<td>2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>5-6</td>
<td>5</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>5</td>
<td>19</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>One half day per week</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>Four hours per week</td>
</tr>
<tr>
<td>Teacher Release</td>
<td>Three hours per week</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>Four hours per week</td>
</tr>
<tr>
<td>Computer Coordinator</td>
<td>One half day per week</td>
</tr>
</tbody>
</table>

Our school also shared a counsellor with the other schools in our area. Our allocation of counsellor time was one half day per week and in 2008 our counsellor was Mrs. Leesa Mason. She is based at Gloucester High School and is available for us to call on as needed.

Staff retention

All permanent teaching staff from 2007 were retained in 2008.

Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>40%</td>
</tr>
</tbody>
</table>

The winning students in the Rotary Narrative Writing competition: Isabel Everett, Rob Laurie, Daniel Buckley, Coen Durbidge and Gabe O’Reilly.
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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>51,114.43</td>
</tr>
<tr>
<td>Global funds</td>
<td>64,701.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>15,671.40</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>19,758.92</td>
</tr>
<tr>
<td>Interest</td>
<td>3,602.14</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,354.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>156,411.67</td>
</tr>
</tbody>
</table>

| Expenditure               |            |
| Teaching & learning       |            |
| Key learning areas        | 10,848.11  |
| Excursions                | 8,329.74   |
| Extracurricular dissections| 9,224.36   |
| Library                   | 3,050.18   |
| Training & development    | 6,139.99   |
| Tied funds                | 25,012.26  |
| Casual relief teachers    | 6,867.03   |
| Administration & office   | 15,036.44  |
| School-operated canteen   | 0.00       |
| Utilities                 | 10,039.10  |
| Maintenance               | 5,153.49   |
| Trust accounts            | 1,782.82   |
| Capital programs          | 7,187.12   |
| **Total expenditure**     | 108,670.64 |
| **Balance carried forward**| 47,741.03  |

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements
As we strive to develop the whole child and to bring out and nurture the gifts and talent of our students, we have undertaken the following activities in 2008:

Arts
Student artworks were exhibited in the Gloucester Show with Hamish McClure gaining a first prize; Maggie O'Reilly, Jordon Westley, Emma Ward, Nikki Higgins, Indira Virzi-Hartigan and Owen Bithrey gaining second prizes and Wil O'Reilly, Joshua Wilson, Emily Kerins and Hollie Houlton receiving Highly Commended awards.

As this was the centenary of Gloucester Show there was also a special competition to design the covers of the various show catalogues. Kloe Smith was one of the winners of this competition and her picture was printed on the cover of the Livestock Schedule.

Student artworks also graced the walls of Gloucester Art Gallery as part of their annual schools exhibition.

Other winners early in the year were Mia Bowden and Emma Ward who won the community Australia Day colouring competition. Emma also won the local Newsagent's Easter colouring competition, while Jalil Virzi-Hartigan's entry was Highly Commended.

Gloucester Rotary Club held a Narrative Writing competition for the local schools and the winners from our school were Isabel Everett, Rob Laurie, Daniel Buckley, Coen Durbidge and Gabe O'Reilly.

At our annual Public Speaking Competition, which was held at Rookhurst School this year as part of our regular Book Fair, Isabel Everett won the trophy for Barrington School.

Isabel receiving the Public Speaking trophy from Mrs. Carson.

Our major arts event this Year was the Bucketts of Talent concert held in August. This was an initiative if the Bucketts Way Community of
Schools and all nine schools in the community took part in this celebration of music and dance. Our talented students participated in the combined choir of over 200 children, sang solo pieces and danced in a small group item as well as being in a combined dance group with the high school students. This was a wonderful event for the whole community.

Kasey Wilson, Chloe Haynes, Laura Bignell, Isabel Everett and Clare Butler who performed an item at the Bucketts of Talent concert.

Years 4, 5 & 6 enjoyed a day of fun with the DigiEd program in first semester. This program involved the students in writing a narrative, making clay models of the characters, then the filming of a short animation. The results of this project were very entertaining and the students learned some wonderful new technology skills.

In Term 3 we were visited by cartoonist Ric Woods who presented his Eddie Spaghetti workshop to all students K-6. The students learnt many basic cartooning skills and enjoyed this program immensely.

In fourth term, Greg North, the Australian Bush Poet of the Year, entertained our students along with those from Stratford and Rookhurst.

Sport

Apart from weekly sport and PE, where the students are taught fundamental skills and games, students also have many opportunities to compete against other schools to improve their skill levels and teamwork.

At the Manning West Small Schools Swimming Carnival, Kloe Smith was the Senior Champion Girl and the school won the trophy for gaining the most points. Kloe, along with Fiona Higgins, Chloe Haynes, Mia Bowden, Jasper Hoggett and Wil O’Reilly qualified to go on to the Zone Carnival.

The Zone swimming team.

Rugby League and cricket clinics were held during the year.

In Term 2 Mrs Faull conducted gymnastics lessons for all students K-6.

Our school Cross Country event was held this year on the property of Mr. Alan Darling on Barrington East Road. The fastest boys on the day were Max Hoggett, Coen Durbidge, Jordon Westley and Levi Saich. Fastest girls were Georgia Laurie, Nikki Higgins, Isabel Everett and Kloe Smith. Of the students who travelled to Zone Cross Country, Georgia Laurie and Kloe Smith had the best results and these two went on to the Regional Cross Country event.

In the P.S.S.A. soccer knockout, our team made it to the third round before being defeated. Our soccer players also took part in a Gala Day at Wingham.

At the Manning Small Schools Athletics Carnival, Barrington was the winning school with Amelia Carson receiving the trophy for Juvenile Champion Girl and Mia Bowden was Junior Champion Girl.

The Zone Athletics team was comprised of Chloe Haynes, Eli Cossar, Jasper Hoggett, Wil O’Reilly, Tom Redman, Jay Taylor, Isabel Everett, Rob Laurie, Kloe Smith, Therese Cushway, Mia Bowden, Coen Durbidge, Joseph Buckley, Clare Butler, Nikki Higgins, Georgia Laurie, Max Hoggett and Tyler Cossar.
Two teams from our school took part in the P.S.S.A. Touch Football Gala Day. The senior team, coached by Mr. Tom Mason, won the Small Schools Division 2 trophy on the day.

In tennis, one third of the school took part in weekly lessons and our school team consisted of Coen Durbridge, Jalil Virzi-Hartigan, Fiona Higgins and Nikki Higgins.

The P.S.S.A. tennis team.

Our team in the Gloucester High School Triathlon was made up of Jay Taylor (runner), Wil O’Reilly (canoeist) and Rob Laurie (cyclist). The boys were the only primary school team entered this year and so they took out the honours, winning the primary school division.

Two outstanding Individual sporting achievements for this year were:

- Kloe Smith, being selected for the Manning Zone Girls’ Soccer Team; and

Academic

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

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

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

Literacy – NAPLAN Year 3

NAPLAN results are not able to be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three-year school average, and average growth information for our Year 3 students cannot be reported in detail as only seven students in Year 3 sat for the assessment. Reported below are the average school marks in the literacy and numeracy areas.

<table>
<thead>
<tr>
<th>Year 3 NAPLAN</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Average mark, 2008</td>
<td>447.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3 NAPLAN</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Average mark, 2008</td>
<td>405.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3 NAPLAN</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Average mark, 2008</td>
<td>438.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3 NAPLAN</th>
<th>Grammar &amp; Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Average mark, 2008</td>
<td>432.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3 NAPLAN</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Average mark, 2008</td>
<td>448.4</td>
</tr>
</tbody>
</table>
Year 5 Literacy and Numeracy Results.

Literacy – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students in band</th>
</tr>
</thead>
</table>

Hamish Carson with his science invention – a catapult.
The Year 5 NAPLAN test also measure student progress from Year 3 to Year 9.

### Progress in literacy

**Average progress in reading between Year 3 and Year 5**

- **School**
- **LSG**
- **State average 2008**

### Progress in numeracy

**Average progress in numeracy between Year 3 and Year 5**

- **School**
- **LSG**
- **State average 2008**
Minimum standards

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

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

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

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

Significant programs and initiatives

Good For Kids

This Year the school signed up to become part of the Good for Kids, Good for Life program, which is a joint initiative between education sectors and Hunter New England Health, addressing healthy eating and physical activity in children. Mrs Laurie is our school coordinator and as our first event in this project, we took part in Fruit 'n' Veg Week when students were given a variety of healthy snacks to try to encourage them to make healthier choices in the food they eat.

Success for Boys

For the second year in a row Gloucester High School has organised The Great Gloucester Billy Cart Derby as a part of their Success for Boys program. This program encourages students to work with male role models to successfully complete projects. Mr David Morris kindly agreed to coordinate the building of our school’s entry in this year’s derby. He was assisted by Dave Bignell and Ron Butler. The Billy cart team consisted of driver, Haydan Giltrow and pushers, Wil O’Reilly, Jay Taylor, Rob Laurie, Ben Grady, Kloe Smith, Clare Butler, Eli Cossar, Tom Redman and Laura Bignell. Our team was the third fastest on the day of the derby.

Aboriginal education

This Year an Aboriginal Education Consultative Group (AECG) was formed at Gloucester Public School and all schools in the Bucketts Way Community of Schools were invited to take part. One parent from Barrington School has attended the meetings of this group.

On the School Development Day at the beginning of Term 3, school staff members attended an Aboriginal Culture Training Day at the Manning Entertainment Centre. They took part in sessions on Aboriginal art, the preparation of Personalised Learning Plans and working effectively with Koori students, Aboriginal Culture and Quality Teaching. The information gained from the day will be used to plan future teaching and learning activities.

Multicultural education

Years 2-6 studied units of work on China this year as part of the lead up to the Beijing Olympic Games. Students looked at China’s place in the world, its people and customs and its links with Australia.

While we were studying this unit of work, two of our students, Indira and Jalil Virzi-Hartigan, were travelling in China and were sending back first hand accounts of their experiences. This was a wonderful link for our students and made the task of studying this far away place much more personal.

Respect and responsibility

Our senior students in Years 5 & 6 travelled to Taree Regional Art Gallery to take part in the Courage to Care program. This initiative begins...
with students learning about the plight of the Jewish people during the Holocaust, from people who were children at the time. The emphasis is on stories of those people who had the courage to stand up to the injustices of the time and who, by doing this saved many lives. The main message for students was that they should have the courage to stand up for what is right (e.g. when they see someone being bullied at school). This presentation was a very moving experience for staff and students.

Other programs

Once again in 2008, Year 6 spent three days at the high school along with the Year 6 students from all the schools in the Bucketts Way Community, taking part in The Make it Real Game. This activity, which is part of the transition to high school plan for our students, allows them to get to know students from the other schools and places them in situations where they need to work in a team and learn cooperative skills. This program builds partnerships between schools and gives students a glimpse at different career paths open to them. Mrs Faull was the coordinator of the program this year and we thank her for all the work she did to make it a success.

Progress on 2008 targets

Target 1

To improve student achievement in writing through specific teaching based on an understanding of criterion based marking, as used in the National Assessment Program.

Throughout 2008 there has been a greater emphasis on the explicit teaching of the criteria used to mark writing tasks.

Our achievements include:

- A greater emphasis in class programs on the specific requirements when writing using different text types;
- A greater awareness by students of what is expected of them when writing various types of texts;
- Year 3 students' results were slightly below the state average for writing, but above the regional average; and
- Year 5 students are performing well above the state and regional averages in writing tasks.

Writing will continue to be a focus for the school in 2009.

Target 2

To consolidate and strengthen basic number facts.

Our achievements include:

- Introduction of the Best Start numeracy assessment tasks for Kindergarten;
- Incorporation of Quality Teaching strategies into number learning programs; and
- All students in Years 3 and 5 achieving well above the state and regional averages in number.

In 2009 further professional development will be provided to ensure a high level of performance in numeracy continues throughout the school.

Target 3

To enhance the learning experiences of all students through an emphasis on Quality Teaching, specifically the element of Intellectual Quality.

Our achievements include:

- Evidence of increased use of technology to promote Intellectual Quality in classroom practice.
- Improved performance of students in external assessments, especially in the area of science as a result of increased engagement of students in science learning.

Quality Teaching will continue to be a focus for staff professional learning in 2009.

Top achievers in the university science competition: Mia Bowden, Fiona Higgins, Daniel Buckley, Coen Durbidge and Laura Bignell.
Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of School Planning and Creative and Performing Arts.

Educational and management practice

Background
This year the staff evaluated the area of School Planning as part of our annual, cyclic evaluation procedure.

Findings and conclusions
All staff felt that the school usually or almost always:

- Designed targets and priorities to improve school performance, through planned evaluation;
- Set targets to improve student learning;
- Planned programs to benefit students; and
- Developed a comprehensive school plan to implement school programs.

Future directions
In the past it has been mainly school staff, who have taken part in the planning aspect of school life. In the future we would like to involve parents and students more in this process. In 2009 we will investigate ways of doing this more effectively.

Curriculum

Creative and Performing Arts

Background
Following our cyclic curriculum evaluation plan, we have this year involved students, staff and parents in looking at the school’s Creative and Performing Arts (CAPA) programs. This incorporates the areas of Visual Arts, Music, Drama and Dance.

Findings and conclusions
The majority of students were positive about their participation and experiences in this Key Learning Area (KLA).

Ninety percent of students said that they enjoyed making artworks and all but two students in the school enjoy singing. Fifteen percent of students said they hardly ever enjoyed dance activities, although half of these did enjoy performing for an audience.

Drama rated highly, with only four students in the whole school saying that they did not like being in plays. All students in the school said that they were sometimes or nearly always proud of their achievements in Creative and Performing Arts.

The most popular CAPA events for the year were the DigiEd day and the Eddie Spaghetti cartoon workshop. The Bucketts of Talent concert was also seen as a worthwhile activity by the majority of students.

Parents agreed strongly that CAPA is an important KLA. About half the parents responding to the survey said that their child participated in CAPA activities out of school. The activities they nominated were: piano lessons, dancing lessons, holiday drama workshops and guitar lessons.

All members of the school staff liked teaching CAPA subjects although some did not feel confident teaching music and dance. All staff felt that the school had a comprehensive range of teaching resources, but two thirds would like more access to training and development activities, especially in the area of programming.

Future directions
In 2009, both parents and staff agreed that it would be useful to have some specialist teachers from outside the school, come in to supplement the school music program. The following will be considered:

- Continuation and expansion of the current keyboard program conducted by parent, Gina McClure;
- Liaison with Gloucester High School regarding use of high school instruments.

Year 2 students, Katrina Higgins and Monique Cushway engrossed in some hands on maths measurement activities.
by primary students in order to expand the school’s instrumental program;

- Special workshop days with visiting presenters. (e.g. in drama, mosaics, wood work, pottery, sewing.);
- Dance program in term 3 for the whole school; and
- Plan a visit to an arts event.

Other evaluations

 Homework

 Background

At Barrington school all students K-6 have a small amount of homework to do four nights a week in accordance with our school homework policy. As we set about reviewing our policy, we wished to canvas parent opinion on this subject.

Findings and Conclusions

Homework is always a very contentious issue in schools as people have such varying views on the subject.

Eighty percent of parents agreed that children should have to do homework, however, sixty percent said that homework issues caused conflict in their households. The majority of parents felt they should help their children with homework. Seventy-seven percent of parents thought that they should be notified if their children failed to do their homework on a regular basis and half the parents thought detention should be assigned for failure to complete homework while half thought it should not.

Findings and conclusions

School staff have reviewed the school homework policy and have agreed to continue setting a small amount of homework through the week, however, in accordance with parental opinion, no homework will be set for weekends.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about their satisfaction with the school. Their responses are presented below.

Parents unanimously agreed that:

- BPS is an attractive and well resourced school;
- The school is connected to its community and welcomes parental involvement;
- Parents are encouraged to contact the school to discuss concerns relating to their child;
- The school is a friendly school that is tolerating and accepting of all students;
- The school teaches and promotes core values;
- There is good student access to computers and strong technology programs and resources; and
- Fair discipline exists within the school.

A small number of parents (between 2% and 10%) disagreed with the statements that:

- The school offers challenging programs for its students;
- The school maintains its focus on literacy and numeracy;
- BPS has competent teachers who set high standards of achievement; and
- The school promotes its uniform policy.

Captains Rob Laurie and Kloe Smith holding the Manning Small Schools athletics trophy won by the school in 2008.
Professional learning

In 2008 staff undertook professional learning in the following areas: Emergency Care and CPR, Interactive Technology, Quality Teaching, Merit Selection Training, Road Safety, Best Start and Aboriginal Culture.

School development 2009 – 2011

Targets for 2009

Target 1

To continue to improve the levels of writing achievement through well designed and adequately resourced plans to enhance teaching practice.

Strategies to achieve this target include:

- Continued use of Best Start assessment in literacy for Kindergarten students.
- Professional learning for staff to continue in criteria based marking of writing tasks.
- Further training in the use of the Accelerated Literacy Framework as a tool for teaching writing.
- Development of effective Quality Teaching practices using Accelerated Literacy.
- Collection of work samples from across the school, which show how writing is being marked according to specific criteria.

Our success will be measured by:

- The existence of a consistent, relevant and well designed professional learning plan to train staff in the use of Accelerated Literacy as a tool for teaching writing.
- An increase of 25% in the number of teachers using Accelerated Literacy as a strategy for teaching writing.
- School based assessment tasks, which indicate the use of criteria based marking of writing tasks, leading to a higher quality of writing.
- All students in Years 3 and 5 achieve at or above the state average in the 2009 NAPLAN tasks and no student will be in the lowest band for their grade.

Target 2

To collect school based data which shows each student achieving individual learning goals in relation to Stage outcomes for Numeracy.

Strategies to achieve this target include:

- staff participation in professional learning opportunities that develop expertise in numeracy analysis techniques and the establishment of specific student goals;
- Use of Best Start analysis to inform individual student learning needs in Kindergarten; and
- Targeted support for individual learning needs determined by NAPLAN and school data.

Our success will be measured by:

- Teachers demonstrating an increased knowledge and understanding of Newman’s Error Analysis in classroom practice;
- Term assessments which indicate 100% of students demonstrate progress towards individual goals;
- All Year 3 and 5 students achieving at or above the state average, with no students in the bottom bands.

Target 2

To develop a shared understanding of the principles which underpin Quality Teaching (QT) and improve the way these are incorporated into programming and teaching in the classroom, with a particular focus on the use of technology.

Strategies to achieve this target include:

- Professional learning in the Quality Teaching (QT) dimensions of Intellectual Quality, with an emphasis on Higher Order Thinking and Significance;
- QT elements to be incorporated into all aspects of teaching literacy and numeracy;
- Development of a small schools network to address QT learning;
• Adaptation of regional professional learning to suit multistage classrooms; and

• Effective sharing of resources and expertise to integrate connected learning.

Our success will be measured by:

• The increase in Quality Teaching elements embedded in programs and evident in classroom practice;

• Increased use of ICT through participation in the Connected Classrooms program;

• Increase in staff expertise and in the use of interactive technologies in all classrooms in the school; and

• The establishment of an effective small schools group to address QT and connected learning.

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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Mrs. Debbie Faull Teacher
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Kindergarten students Jyah Bowden, Jacob Saich and Owen Tomlinson getting to know a furry friend as part of an education program arranged by the Junior Cattle Showing group.

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: