Barrington Public School
Annual School Report 2014
School context statement

In December 2014, there were 70 children enrolled in Barrington Public School. These students were organised into three classes: K/1, 2/3/4 and 5/6. The students at Barrington Public School actively practice the school wide program named “Positive Behaviour for Learning” and its value of Care, Choices, Respect and Responsibility.

The staff at Barrington Public School is committed, caring and conscientious. They work particularly well as a team with complementary strengths and areas of interest. This means the students are able to avail themselves of a variety of experiences which are educational, cultural and sporting.

Student information

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

Student enrolment profile

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>6.8</td>
</tr>
</tbody>
</table>

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

The school’s workforce has no indigenous component at this time.

Teacher qualifications

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

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

Professional learning and teacher accreditation

The majority of Professional Learning has taken place at school this year in the context of a weekly session after school. These sessions are attended by all teaching staff. There have been sessions around the new mathematics syllabus, compulsory WHS training, assessment and reporting. The Principal and School Administration Manager have attended a number of courses intended to build their understandings of the Leading Management and Business Review pilot software. Professional Learning also included mandatory annual updates such as Code of Conduct, Child Protection, CPR and emergency care.

Our Staff Development Days involved a number of topics including Quality Teaching and obtaining Board of Studies Teaching and Education Standards (BoSTES) accreditation as well as a great deal of training and organization around the implementation of LMBR.

Beginning Teachers

There are no permanent Beginning Teachers currently working at Barrington Public School.
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></th>
<th>DEC 2014 Actuals</th>
<th>Actuals Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(90,285)</td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>(670,715)</td>
<td>(120,666)</td>
</tr>
<tr>
<td>(2a) Appropriation</td>
<td>(639,459)</td>
<td>(114,341)</td>
</tr>
<tr>
<td>(2b) Sale of Goods and Services</td>
<td>(3,050)</td>
<td></td>
</tr>
<tr>
<td>(2c) Grants and Contributions</td>
<td>(26,353)</td>
<td>(6,325)</td>
</tr>
<tr>
<td>(2d) Investment Income</td>
<td>(1,853)</td>
<td></td>
</tr>
<tr>
<td>(2e) Gain and Loss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2f) Other Revenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td>691,042</td>
<td>30,382</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>691,042</td>
<td>30,382</td>
</tr>
<tr>
<td>(3a) Employee Related</td>
<td>623,865</td>
<td>12,637</td>
</tr>
<tr>
<td>(3b) Operating Expenses</td>
<td>67,177</td>
<td>17,744</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3c) Employee Related</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3d) Operating Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURPLUS / DEFICIT FOR THE YEAR</td>
<td>20,327</td>
<td>(90,285)</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(69,957)</td>
<td>(90,285)</td>
</tr>
</tbody>
</table>

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

This year, all of students attended NAIDOC week celebrations at Gloucester Public School. K/1/2 also took part in a video conference titled ‘Aboriginal Use of Plants’. All students with an Aboriginal background have personalised learning plans in place.

Multicultural education and anti-racism

In Terms 1 and 2, Gloucester High School French teacher, Mrs Colleen Sorensen, came to Barrington and taught all of the children French once a week. For the rest of the year, the students attended a cultural awareness lesson as part of the weekly Music / Drama / Culture rotation. These lessons look at the traditions, foods, clothes, industries and peoples of different countries.

Low level adjustment for disability

Funding received through this program was utilised school wide to ensure each student was part of a small literacy and numeracy group with access to high quality feedback and differentiated instruction.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Data collected from surveys sent home regarding specific topics under review

School planning 2012-2014:

School priority 1

Students achieve targeted Benchmark Levels

Outcomes from 2012–2014

All Year 1 students will achieve or exceed the Reading Recovery Benchmark Level of 18 from 62% in 2014

Evidence of achievement of outcomes in 2014:

- Reading Benchmark Levels for Year One were in the following range BML 17 – 28.

Strategies to achieve these outcomes in 2014:

- Programs and activities implemented in 2012/13 will be implemented / adapted / continued in K/1 classroom.

- Professional learning undertaken in regard to Reading Recovery will be reflected in classroom programs, teaching and learning activities within the classrooms and student work samples.
• Specialist Reading Recovery teacher to continue.
• Individual take home literacy programs in place for targeted students.

School priority 2
Students achieve NAPLAN results in the top 3 bands across all areas of Numeracy

Outcomes from 2012–2014
All students participating in Year 5 NAPLAN in the area of Numeracy will achieve results in the top 3 bands– from 0% in 2013

Evidence of progress towards outcomes in 2014:
Year 5 NAPLAN results showed 43.3% of students achieved in the top 3 bands.

Strategies to achieve these outcomes in 2014:
• North Coast Scope and Continuum / Electronic Program utilised across the school.
• Undertake PL in relation to new math syllabus.
• Analysis of whole school database results.
• Regular, individual assessment for targeted students will be reflected in classroom programs and activities.

School priority 3
Assessment and recording procedures are documented.

Outcomes from 2012–2014
Current processes in terms of assessment, tracking student performance and maintaining a positive, professional culture are recorded and formalised to ensure best practice is maintained, developed and not dependent on individual staff.

Evidence of progress towards outcomes in 2014:
• A yearly plan / overview is produced as a guide / reference in regard to current assessment practice at Barrington PS.
• Yearly plan overview reflects current classroom practice in addition to new syllabuses.
• Regular professional discussions occur based on assessment tasks and work samples.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
All parents surveyed all agreed that:
• BPS is an attractive and well-resourced school;
• the school is connected to its community and welcomes parental involvement;
• the students are the school’s main concern;
• the school offers challenging programs for its students;
• BPS has competent teachers who set high standards of achievement, and
• Fair discipline exists within the school.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

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.

Alison Wise - Principal
Marilyn Young – School Administration Manager
Deborah Faull – Classroom Teacher
Jennifer McIntosh – Classroom Teacher
Trudy Schultz – P&C President

School contact information
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School Code: 1143

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: