Barkers Vale Public School
Annual School Report

2012
Our school at a glance

Barkers Vale Public School is a supportive and active community situated on a scenic plateau of the North Coast. Barkers Vale has luscious surroundings which are distinct features of the high rainfall area, as it is located 35 km from Lismore and 55 km from Murwillumbah. Embedded in the Kyogle Shire, Barkers Vale boasts a friendly and devoted school community.

Barkers Vale Public School is the heart of the community, and each person involved is dedicated to providing the optimum learning experience for the children through unity. Our reputation is founded on delivering quality education, and developing the individual talents, interests and abilities of our students.

The school is positioned at the top of a picturesque valley and values its large playing fields, climbing equipment and park like grounds. Our students and staff take pleasure in well resourced classrooms and facilities where students learn in a family environment.

School Purpose:

Our aim is to provide a vibrant and responsive school that produces well educated citizens with the capability and confidence to succeed in the 21st century. To honour this commitment we will:

♦ Ensure that quality teaching and learning are the central focus of every classroom.
♦ Provide students with the knowledge, understanding, skills and values for productive and rewarding lives.
♦ Provide education that values and supports the intellectual, creative, physical, social and emotional development of each child and their learning style.
♦ Provide a safe, secure and disciplined quality learning environment.
♦ Involve parents, caregivers and community in all aspects of their child’s education.
♦ Assist students to develop the foundations for a commitment to lifelong learning in preparation for the world of work, leadership, self discipline and decision making.

School Vision: Our school strives to be a place where every child can learn and effectively function in society. We want to encourage & empower students, link our community and develop an environment where every student has success, through excellence, innovation and team work. “It’s up to us.”

Students

Our school grew to 72 students in 2012, including 34 boys and 38 girls. Students of Aboriginal and Torres Strait Islander decent made up 8% of the total enrolment.

Staff

There was a consistent composition of staff during 2012. Teachers actively participated in ongoing professional learning to continue to support their teaching pedagogy aligned with the National Teaching Standards.

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

Significant programs and initiatives

National Partnerships –Low SES

Our school is currently allocated funding for a four year cycle under the National Partnerships for Low SES School Communities. This is above the budget areas provided this year in this report. The school undertakes an annual situational analysis to specifically utilise the National Partnership funding which identifies areas of need. A school management plan is then developed to meet requirements for the funding and drive school improvement.

Personal Development

The social skills program, “5 Keys to Success”, runs across the whole school and underpins much of our Personal Development and Health lessons. It has run successfully, facilitating the development of the five core components; getting along, confidence, resilience, organisation and persistence. It is strengthened by the “Rock & Water” program which we run across the whole school. In 2012 all teachers were trained in this approach to skill deployment. This program is delivered in gender based groups each week and
has improved the self awareness, self esteem/confidence and emotional capacity of students to deal with different social situations using a variety of strategies that empower them.

**Transition Program**

An effective transition program was implemented this year for students commencing Kindergarten. It involved working closely with the local preschool and planning orientation days over a four week period. It also involved using peer support from the Stage 3 students and structured time in various parts of our school.

**Literacy & Numeracy Programs**

Our school utilised the North Coast Maths Scope and Sequence and Literacy continuums to provide effective whole school approaches to Literacy and numeracy for all students.

A learning support teacher (LaST) assisted children with their specific literacy & numeracy needs.

All programs were evaluated and continue to offer literacy and numeracy success for our children.

**Student achievement in 2012**

**Overall Literacy – NAPLAN Year 3**

Building on the successes from last year we have no students in band 1 and more students gaining results in the higher bands.

**Overall Numeracy – NAPLAN Year 3**

Student progress in Numeracy was sound with students achieving in the higher bands of 4,5&6.

**Overall Literacy – NAPLAN Year 5**

Again this year students displayed growth in Literacy with a pleasing percentage of students in the higher bands.

**Overall Numeracy – NAPLAN Year 5**

Effective numeracy programs and whole school programming continues to reduce the number of students performing in the lower bands and has seen a shift into the higher bands.

**Messages**

**Principal’s message**

2012 was a year that our school succeeded in many areas. The staff, students, parents and wider community have actively strived to provide a wonderful learning environment which facilitated many achievements.

2012 has seen many positive experiences at Barkers Vale. National Partnership Funding for Low SES communities facilitated many additional effective learning opportunities for students, staff and community. Whilst Literacy and Numeracy are our focus, teachers do provide many extra-curricular activities. Many additional events and extra-curricular experiences were organised and enjoyed by the students. This has included Harmony days, special combined small schools sports/cultural days, public speaking events, cultural performances and numerous excursions. These activities provide the students with many opportunities to excel whilst trying new things. I thank the staff for their continued high level of dedication and commitment to student learning and well-being.

Athletics and Cross Country carnivals were hosted on our full sized oval. These were wonderful events as many parents, guardians & relatives were able to come along and support the children in athletics and cross country trials at our own school venue.

Again this year the school focused on many educational initiatives. This included an active School Environmental Educational Plan (SEMP), which focused our whole school approach to sustainability.

Throughout the year we have received the significant and generous support from a hard working P & C. Their efforts are highly appreciated by the school community.

This wonderful school continues to offer a sound education to students of the greater Barkers Vale, Lillian Rock, Wadeville and Nimbin areas.

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.

**Dafydd Thomas**
P & C and/or School Council message

2012 was another creative and productive year for Barkers Vale Public P&C. Meeting once a month the P&C worked together to organise and support a variety of initiatives and events to support our students and to bring together our school community.

2012 initiatives included:

• Building from our success last year, the P&C organised another fund-raising environmental fete, called 'GREENDAY', inviting the school community and wider public to celebrate and share in our environmental education initiatives. ‘GREENDAY’ included workshops, speakers, stalls, healthy food served from our canteen and entertainment provided by our school’s marimba band, student performances (from former and current students), along with professional musicians.

• Campaigning the local council to reduce the speed zone at the front of our school, resulting in the RTA installing flashing school zone lights.

Fund-raising initiatives included:

• Organising raffles.
• Selling school shirts.
• Hosting a BBQ at Lismore Bunnings store.
• Organising and hosting a ‘GREENDAY’.

The P&C used income this year to:

• Purchase equipment for our expanding student gardens and environmental projects.
• Supplying funds for resources for each classroom.
• Assisting in subsidising costs for our year 4/5/6 students to attend an event filled excursion to Brisbane.
• Assisting in subsidising costs of a variety of excursions to support our students in accessing a dynamic curriculum.
• The P&C gave a special school shirt to each of our departing year 6 students.
• Providing a wide brimmed school hat to each student for 2012, to ensure all students have adequate sun protection.
• Painting our existing marimbas and buying supplies to make more marimbas for our school marimba ensemble.

The P&C will continue to meet monthly and look forward to another productive year in 2013.

President: Marley Myles
Secretary: Sharman Okan
Treasurer: Helene Petterson

Environmental Sustainability co-ordinator: Wendy Jansen

Canteen co-ordinator: Jess Milford

Student representative’s message

A Students Representative Council is elected and meets each week at Barkers Vale. SRC councillors are elected from each classroom and from all grades except kindergarten. The students elect their own President, Secretary and Treasurer and conduct business according to standard meeting procedure. This year they allocated money to go to charities, purchased sporting equipment and coordinated fundraising for school excursions. Students also worked on environmental initiatives around the school and peer support reading programs.

SRC crazy hair day fundraiser was a huge success.
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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>30</td>
<td>24</td>
<td>22</td>
<td>23</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td>35</td>
<td>34</td>
<td>34</td>
<td>31</td>
<td>38</td>
</tr>
</tbody>
</table>

![Enrolments graph]

Student attendance profile

Daily attendance of all students is one of the school’s expectations. Continual monitoring of attendance occurs at class, school and district level. The principal oversees school attendance with the assistance of the region’s Home School Liaison Officer. A system of checks and actions are in place.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>89.6</td>
<td>93.6</td>
<td>89.9</td>
<td>83.3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>91.8</td>
<td>84.5</td>
<td>89.6</td>
<td>88.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.4</td>
<td>91.4</td>
<td>84.3</td>
<td>85.9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>90.0</td>
<td>87.5</td>
<td>85.8</td>
<td>84.7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90.1</td>
<td>92.1</td>
<td>82.9</td>
<td>89.1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>88.2</td>
<td>88.1</td>
<td>88.0</td>
<td>84.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>90.1</td>
<td>89.6</td>
<td>87.6</td>
<td>84.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.6</td>
<td>90.0</td>
<td>88.8</td>
<td>86.6</td>
<td>86.0</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.

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

Dafydd Thomas: Teaching Principal  5 days
Julie McTaggart: Teacher  5 days
Alison Ryan: Teacher  5 days
Kerry Behrend: Teacher & Librarian  3 days
Therese Hedwards: PT/STLA Teacher  3 days
Trish Strange: School Administrative Manager
Sam Ryan: School Administrative Officer
Neil Rodway: General assistant
Ronnie Potter: School cleaner

School Learning Support Officers: Lyn Loxton, Ronnie Potter, Jamie North.

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

In 2012 only one staff member identified themselves as being of Aboriginal and Torres Straight Islander decent.

Staff retention

Our teacher allocation remained static for the year.

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>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>46857.50</td>
</tr>
<tr>
<td>Global funds</td>
<td>74646.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>95161.53</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>16641.97</td>
</tr>
<tr>
<td>Interest</td>
<td>2332.25</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1851.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>237490.59</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 10251.20   |
| Excursions               | 13808.46   |
| Extracurricular dissections | 1997.34 |
| Library                  | 356.06     |
| Training & development   | 420.87     |
| Tied funds               | 100253.61  |
| Casual relief teachers   | 17423.50   |
| Administration & office  | 19250.54   |
| School-operated canteen  | 0.00       |
| Utilities                | 14910.03   |
| Maintenance              | 9667.26    |
| Trust accounts           | 1413.10    |
| Capital programs         | 17604.01   |
| **Total expenditure**    | 207355.98  |
| **Balance carried forward** | 30134.61 |

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Creative arts were integrated effectively in a variety of ways in Barkers Vale in 2012 thanks to some marvellous help from parents, community members and dedicated teachers. Jamie North, who is a parent at Barkers Vale, assisted the instruction of music in our school with many wonderful and creative ideas. He brought an engaging approach and enthusiasm for music which became the back bone for the music program at Barkers Vale. Marley Myles also directed some students in the specific discipline of flamenco dancing after school once a week. Genevieve Davies, a local community member, also instructed gymnastic and circus art skills each term across our school. Also, throughout the year Barkers Vale had the privilege of having some entertaining acts and live theatre performances visit the school, to give students first hand understandings of the skills needed in performing.

For the second year running many of our students performed in the ‘GREEN DAY’ event in September at our school. This was an important Environmental Education fundraiser which saw significant numbers of people from the community engulfing our school grounds. This was a fabulous event which enabled the students to play a variety of musical instruments and also perform individual & group items in front of a large audience.

Many of our creative art talents were then developed and extended into our annual school concert. This is a major event at our school with students performing songs, theatre, hip hop and flamenco dance, poems and speeches in front of a huge local crowd in our school hall.

Art and Craft is incorporated in a variety of different forms at BVPS and is completed regularly by students, guided by our passionate artistic teacher-librarian Kerry Behrend. This year
students combined to create a masterpiece for the COLOURSS art exhibition in Kyogle.

**Sport**

Students competed in a wide range of sports this year. We participated in both school and interschool athletics, swimming and cross country carnivals. Our results were pleasing with some students moving onto the zone level. A select few gained age champions and runners up champions in our small schools sporting events.

**Active After Schools Program**

This program continued in 2012 at Barkers Vale. It enabled students to be engaged in a variety of sports and have additional sports instructors with access to new sports equipment. It was run in the afternoons by trained facilitators Ronnie Potter & Genevieve Davies. The emphasis is on keeping the students active and developing a positive attitude to exercise. After each session the students receive a bountiful platter of fresh fruit for afternoon tea. This has been a real success for students building their interest and skills in sport as well as developing an active mind and active body approach to their learning.

**Other Programs**

**Environmental Education**

Environmental Education was a focus again in 2012 with a spotlight on sustainability across the school. Students also planted shrubs around the school on National Tree day. Throughout the year students, with help from teachers and Wendy Jansen, maintained vegetable gardens and the school’s worm farm. This was a great peer support activity with the older student assisting the younger students to plant all the fruit trees.

A huge environmental education fundraiser “GREENDAY” was run by the P&C in September. This was a highly successful event raising substantial money for our school and showcasing our school community’s talents.

**Science**

This year we combined with the other school groups from our learning community COLOURSS for a science connections day. Each stage group went to a different school for some intriguing science experiments. This was a great success with many challenging tasks and group work activities promoting higher order thinking.

**Public Speaking**

Our annual “Speak Easy” forum was a huge success. Students from each class were involved in public speaking with a large audience of parents and the rest of the school community. This gave students a fantastic opportunity to demonstrate their speaking skills in front of a live, large audience. This program has been extremely beneficial at Barkers Vale with students developing an increased level of self confidence and strong public speaking skills, which is noticed in the feeder high schools. This year our public speaking program took a new leap forward as we hosted a combined Public Speaking event for small schools in our hall judged by an adjudicator from Kyogle High, the Deputy Principal Gae Masters. This was the beginning of a new higher level of competition with students selected from Stage 2 & stage 3 from all the COLOURSS schools to present their speech in front of a large audience. Student received medallions for competing and a overall winner from each stage was selected. Indi Gambold from BVPS was fortunate to be awarded the winner for the stage 2 group of students.

**Excursions**

This year students in 4/5/6 went to Brisbane and the Sunshine Coast. This was a marvellous four days of structured, engaging activities for the students, where we combined with students from Tabulum Public School.

**Assemblies & ANZAC Day celebrations**

Each week assemblies are held to recognise the achievements and effort of students at our school. Students also present work and items to the assembly that they have completed.
ANZAC day is always an important time at Barkers Vale Public School. This year we had over forty guests visit our school for the special assembly and presentation led by students. It was a very meaningful and special ceremony which the community supports.

Our school ANZAC service with the verandas full of guests.

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

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

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

Literacy – NAPLAN Year 3
Barkers Vale Public School has a small cohort of students in Year 3 with 11 students completing NAPLAN Assessments in 2012.

In 2012, Year 3 NAPLAN Reading, the average student score at Barkers Vale Public School was 430.3, the Statistically Similar School Group (SSG) average was 385.6, and the State DEC average was 422.9.

In 2012, Year 3 NAPLAN Writing, the average student score at Barkers Vale Public School was 446.3, the Statistically Similar School Group (SSG) average was 391.2, and the State DEC average was 418.7.

In 2012, Year 3 NAPLAN Spelling, the average student score at Barkers Vale Public School was 406.3, the Statistically Similar School Group (SSG) average was 390.0, and the State DEC average was 422.9.

In 2012, Year 3 NAPLAN Grammar and Punctuation, the average student score at Barkers Vale Public School was 429.1, the Statistically Similar School Group (SSG) average was 384.8, and the State DEC average was 426.

Numeracy – NAPLAN Year 3
Barkers Vale Public School has a small cohort of students in Year 3 with 11 students completing NAPLAN Assessments in 2012.

In 2012, Year 3 NAPLAN Numeracy, the average student score at Barkers Vale Public School was 379.9, the Statistically Similar School Group (SSG) average was 371.5, and the State DEC average was 400.2.

Literacy – NAPLAN Year 5
Barkers Vale Public School has a small cohort of students in Year 5 with 7 students completing NAPLAN Assessments in 2012.

In 2012, Year 5 NAPLAN Reading, the average student score at Barkers Vale Public School was 551, the Statistically Similar School Group (SSG) average was 467.5, and the State DEC average was 492.4.

In 2012, Year 5 NAPLAN Writing, the average student score at Barkers Vale Public School was 477, the Statistically Similar School Group (SSG) average was 456.6, and the State DEC average was 479.8.

In 2012, Year 5 NAPLAN Spelling, the average student score at Barkers Vale Public School was 505.7, the Statistically Similar School Group (SSG) average was 475.8, and the State DEC average was 502.9.

In 2012, Year 5 NAPLAN Grammar and Punctuation, the average student score at Barkers Vale Public School was 488.7, the Statistically Similar School Group (SSG) average was 463, and the State DEC average was 496.5.

Numeracy – NAPLAN Year 5
Barkers Vale Public School has a small cohort of students in Year 5 with 7 students completing NAPLAN Assessments in 2012.

In 2012, Year 5 NAPLAN Numeracy, the average student score at Barkers Vale Public School was 479.3, the Statistically Similar School Group (SSG) average was 464.8, and the State DEC average was 493.6.
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.

### Significant programs and initiatives

#### Aboriginal education

Aboriginal education is integrated substantially in the Human Society and Its Environment (HSIE) curriculum. Students form a perspective on Aboriginal history and culture through these lessons. Resources for this important part of primary education were purchased and added to our growing collection. A respect and appreciation for the uniqueness of the Aboriginal culture was embedded in the school community. Students from K-6 created art works and learnt about the Aboriginal Dream Time. Every Aboriginal student has a Personalised Learning Plan. Acknowledgement of Country occurs at every significant school event. We celebrate NAIDOC Day with special activities.
Multicultural education

We integrate multicultural education into our regular lessons at every opportunity. It is covered in many Key Learning Areas throughout the year as per our scope and sequence. In addition to this we had an extremely successful Harmony Day. For a half day children rotated through three activities that focused on co-operation and multiculturalism. Students develop an understanding of cultural, linguistic and religious differences in our society. Harmony Day was all about acceptance, inclusiveness, tolerance, diversity, peaceful solutions and a multicultural nation. It was wonderful to see so many parents in the school, offering their skills and showing their talents to the children.

Respect and responsibility

“Rock & Water”, a social skills & awareness education program, was a focus again this year. This was carried out each week as part of our individual gender education. It aims to develop skills & strategies which students can use in a wide variety of scenarios from dealing with bullying to building self confidence. Our school’s anti-bullying program continues with a large part of this program concentrating on promoting respect, both for yourself and others, and taking responsibility for your own actions. These values, along with those of tolerance, compassion and fairness, play an integral part in our program. These values are taught through explicit lessons in PD Health.

National Partnership Programs – Low SES

School Communities

Barkers Vale Public School will continue on this program from 2011 -2014 as part of the Low Socio Economic Status component of the National Partnerships funding Program. This partnership is targeted at getting the best quality teaching into schools. After extensive analysis and consultation some of the aims of the program will include:

- Facilitating workshops for parents on a variety of educational topics.
- Improving communication opportunities for the community and the school.
- Making quality teaching and best practice a focus of our delivery of educational outcomes.
- Staff embedding quality teaching practices into their programs.
- Targeted professional development to support improvement in student learning outcomes.
- Supporting staff to develop their leadership capabilities in analysing data and mentoring other staff members.
- Exceeding targets set for improving growth in student Literacy and Numeracy outcomes.

Progress on 2012 targets

Target 1

LITERACY

Increase the number of students in Years 3 & 5 inferential comprehension results from 35% to 60%.

Our achievements include:

- NAPLAN results showed 59% of students in year 3 were correct in inferential comprehension.
- NAPLAN results showed 82% of students in year 5 were correct in inferential comprehension.
- Teachers programs demonstrated targeted strategies to improve inferential comprehension.
- The LaST teacher worked closely with teachers to provide individualised learning for students to improve outcomes in inferential comprehension.
- School based assessments that targeted specific students needs and informed ILP’s were extremely beneficial.

Target 2

Numeracy

Increase the number of students in years 3 & 5 achieving in the higher bands from 16% to 25% in the area of fractions + decimals.

Our achievements include:
• Small increased number of students achieving in the higher bands.
• Tracking students on the continuum and class based assessments.
• Stage 1 & early Stage 1 trained in TEN Targeted Early Numeracy. This intervention program has facilitated improved Early stage 1 results.
• PSP staffing allocation enabled effective IPLs and class interventions to be put in place to support students with school based assessments.
• Classroom programs are linked to the school plan with teachers showing evidence in TARS of their progress on targets.
• SLSO support in numeracy sessions improved class based assessment results.

Target 3

Strengthened teacher and leader capacity to improve student outcomes and attendance.

There is an increase in at least 2 dimensions of all the elements of the QT matrix by all the teachers.

Our achievements include:
• Staff were able to design PL that was more meaningful and linked to targets.
• 100% of staff used new national teaching standards framework to drive QT expectations.
• Regular explanation of absences by parents/carers. However, no increase in attendance which is still at 86%. There has been an increased awareness through newsletters, the P&C and parent correspondence which has facilitated parent/carers to be proactive, particularly when applying for exemption leave for their child.
• Teachers are provided opportunities to mentor with teachers in other schools.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations using the Situational Analysis tool for National Partnerships Low SES community Schools.

Methodology

Interviews were conducted with members of the school community, including the following: members of staff, students, parents, family members and community members. Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents seen by the school as informing the review. This included; classroom observation, surveys, analysis of student achievement data, including detailed NAPLAN analysis using SMART & Best Start Data, TEN data & School Based Semester Reports.

Findings and conclusions

School based assessments that targeted specific students’ needs and informed ILPs were extremely beneficial.

Communication to parents/carers and their inclusion in the decision making processes at our school had improved.

SLSO support in numeracy sessions has assisted students in their progress along the learning continuum.

Regular twice a term assessments that align with cluster groupings for Best Start data and TEN improved CTJ.

100% of Personalised Learning Plans for students increased the home-school educational partnership and learning outcomes for students.

Staff were able to design PL that was more meaningful and linked to targets.

100% of staff used new National Teaching Standards Framework to drive QT expectations.

Feedback from parents highlighted the need to increase the importance of developing student’s appreciation of ATSI culture.
Parent, student and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

91% of parents surveyed believed that the school provided adequate opportunities for their child’s academic and emotional development.

89% of parents surveyed were happy with the progress their child was making in literacy and numeracy.

92% of surveys indicated that BVPS was a school where families were encouraged to be involved in their child’s learning.

94% of students felt their teacher found ways to support their learning when they were trying to find the understanding of a new concept.

95% of students surveyed commented that they enjoyed learning at BVPS.

96% of surveys indicated that their child felt safe and secure at BVPS.

A high appreciation of the extra-curricular events and special programs were evident in the surveys.

87% of families surveys were comfortable approaching the school with problems that needed addressing.

81% of parents surveyed were pleased with the Environmental Education programs at BVPS.

Professional learning

- Professional Learning has facilitated teaching practice in line with the National Teaching Standards; with focus on TEN programs for Early Stage 1 & Stage 1 teachers, use of the numeracy continuum K-6, with additional training provided for the LaST teacher in behavioural analysis and support.

- Professional learning funds focused on developing skills and teaching strategies in Numeracy, Literacy, ICT and Rock & Water Training. Teachers facilitated more professional development to staff through individual research.

- Confidence in using ICT by staff was outlined as a strength.

Barkers Vale Public School staff have a very positive attitude towards professional learning. They welcome the opportunity to attend courses, will always provide feedback to all staff on events attended and will offer to provide school based training to their peers.

School planning 2012—2014

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

School priority 1

Outcome for 2012–2014

Through enhanced teaching practices, students in K-6 will achieve stage appropriate outcomes for reading comprehension benchmarks. 2013 Targets to achieve this outcome include:

- To decrease the percentage of Year 3 students below Band 3 in NAPLAN from 27% down to 5% in reading.

- To increase students in year 5 in Band 7 or above from 71% to 80% in NAPLAN reading assessments.

Strategies to achieve these targets include:

- High quality teaching and learning programs driven by SMART data, class assessments, Best Start data and Learning Continuums.

- School Literacy Leader teacher to drive programs, including Get Reading Right Training, and develop whole school program for teaching Reading Comprehension.

- The LaST & school learning support team (LST) will support classroom teachers to develop learning programs & access suitable resources to facilitate individual learning plans.

- Regular staff meetings and TARS driven by National Teaching Standards, CTJ and the continuous cyclic process of planning & assessing to improve literacy targets.
School priority 2
Outcome for 2012–2014
Student's in K-6 achieve stage appropriate outcomes in sub strand Numeracy.

2013 Targets to achieve this outcome include:
• To decrease the number of students in Year 5 in bands 5 or below in Numeracy from 57% down to 30 %.
• To decrease the number of students in Year 3 in bands 3 or below in Numeracy from 45% down to 30 %.

Strategies to achieve these targets include:
• School Numeracy Leader teacher to drive numeracy programs at BVPS so students can be plotted on numeracy continuum and consistent teacher judgment is applied.
• The LaST & school learning support team (LST) will support classroom teachers to develop learning programs & access suitable resources.
• Whole school staff meetings held fortnightly for P/L on Scope and Continuum implementation.
• Identify students at or below the numeracy benchmarks.
• Utilise Best Start data and TEN to identify, plan and implement quality early years numeracy teaching.

School priority 3
Outcome for 2012–2014
National Standards for teaching shown in TARS, best practice pedagogy and consistent teacher judgement. Increased attendance rates by all students.

2013 Targets to achieve this outcome include:
• 100% of teachers use National Standards in their classroom teacher programs and classroom best practice evaluations.
• Increase student attendance by 2%.

Strategies to achieve these targets include:
• PL plans developed for all staff and reviewed twice a term.
• Specific written feedback given from TARS to teachers.
• Staff meetings regularly review National Standards.
• Attendance records monitored fortnightly.
• Buzz letters or phone calls home once a term to strengthen school partnerships.
• Decrease in unexplained absences.
• Host careers expo at BVPS.
• Special celebration days throughout the year increased such as Book Week, Grandparents Day and costume days.
• Strengthen transition linkages from preschool.

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.

School contact information
Dafydd Thomas - Principal
Julie McTaggart - Classroom teacher
Alison Ryan - Classroom teacher
Kerry Behrend - Teacher / Librarian
Therese Hedwards - STL Teacher
Trish Strange - School Administration Manager
Marley Myles - Parent Representative

School contact information
Barkers Vale Public School, 4501 Kyogle Road, Wadeville NSW 2474.Phone: 6689 7202 Fax: 6689 7469 barkersval-p.school@det.nsw.edu.au

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: