2008 Annual School Report
Burrawang Public School

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

Students

Burrawang Public School students are motivated learners who share their learning journey with good friends in a well-resourced and happy school. We have a current enrolment of 38 students, with 20 in the 3-6 class and 18 in the K-2 class. Our students come from the local area, and some travel by bus from Bowral and Moss Vale.

Staff

The staff at Burrawang Public School consists of 1 full-time teaching Principal (PP5), 1 full-time classroom teacher and 1 permanent/part-time teacher 2 days per week.

A School Administrative Manager is employed for 3.5 days per week and a General Assistant for 1 day per week.

Casual teachers are employed for any additional executive release. Our committed staff work with parents and the community to offer our students excellent education opportunities in a small school setting.

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

Significant programs and initiatives

Kids Grow – with the assistance of a sponsor and parents, we have established a vegetable garden at our school this year. Students are able to learn how to successfully grow vegetables, developing skills to interact with our environment more productively.

Experimenting With Food – this year saw the continuation of this program, and the use of some of our own vegetables as students tasted and experimented with food combinations. Additional appliances and utensils were also bought from funding to support this program.

Educational Kinesiology – students participate each day in Brain Gym, an energising program which includes movement to coordinate the brain and body for greater productivity and learning.

Literacy and Numeracy – this year has seen the development of a systematic approach to the acquisition of resources for both Literacy and Numeracy, including the increased effective use of the interactive whiteboard across all Key Learning Areas.

Kindergarten Open Day – with the support of the P&C Burrawang Public School held an Open Day to welcome prospective 2009 Kindergarten students and parents. There was a Petting Zoo, and all students enjoyed interacting with the animals. After a picnic lunch, many novelty team activities, led by enthusiastic dads, were keenly contested, with ribbons and prizes presented.

Transition to High School – as part of the Moss Vale Learning Community our Year 6 students were involved in “Linkages” projects, presentations and sporting activities with Moss Vale High School.

Student achievement in 2008

Literacy – NAPLAN Year 3

The average mark for literacy in year 3 was 335.5 compared to the state mark of 419.5, with 50% of students in the top 2 bands. 50% of students were in the top band for writing.

Numeracy – NAPLAN Year 3

The average mark for numeracy in Year 3 was 388.5 compared to the state mark of 409.6, with 50% of students in the top band.

Literacy – NAPLAN Year 5

The average mark for literacy in year 5 was 467.8 compared to the state mark of 497.4, with 50% of students in the top three bands.

Numeracy – NAPLAN Year 5

The average mark for numeracy was 482.75 compared to the state mark of 489.1, with 63% of students in the top three bands.

Messages

Principal's message

My appointment as principal of Burrawang Public School began early in Term 2 this year. I have enjoyed my first year and would like to thank the school community for their welcome and support.

I have celebrated many achievements with the students, staff, parents and wider community.

Our school foyer is now very positive and welcoming - we are proudly displaying photos of all our activities and achievements.

We welcomed Mr. Graeham Kennedy, our Regional Director, to Burrawang Public School in November. Graeham was very pleased to be able to commission our new yardarm flagpole which was obtained through the Commonwealth government’s “Flagpole Funding” initiative.

Students at Burrawang Public School have the benefit of technology in all its forms supporting quality teaching and learning. The interactive whiteboard is now wall-mounted, with linked
speakers and the data projector is ceiling-mounted. All classrooms and the library have banks of computers that are an important tool to support learning with students continually learning new skills in the use of software programs and applications.

Our library, teacher resources, storerooms and equipment have been reorganised this year and are all now much more functional.

At Burrawang we strive to do our best and to maximise learning outcomes for all students. We work closely with neighbouring small schools to develop social connections and to provide sporting and cultural opportunities.

Teaching staff have attended professional development activities in Mathematics and English, on Staff Development Days, as part of the Moss Vale Learning Community. There have also been opportunities for staff to attend Linking Conferences, covering a wide range of Technology and Curriculum areas, organised by Illawarra and South East Region. These shared professional development activities were led by consultants from DET and reflected the Quality Teaching framework.

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.

Lorna DeCean

P&C message

2008 has been another great year for Burrawang P&C. Mrs. Pratt was our Acting Principal until Term 2. During this time we conducted a very successful Easter Market Day, raising a large amount of money for our school. Thanks to all parents who lent a hand on the day. We also welcomed a couple of special needs children to our school. These students have achieved a great deal this year. Everyone is impressed with the acceptance and encouragement afforded by the rest of the school to these students.

Mrs. Lorna DeCean was welcomed as our new teaching principal in Term 2. Staff and students have adjusted to changes initiated by Mrs. DeCean and I am confident that our school has greatly benefitted from these changes.

Student Welfare issues have been a concern for staff and the wider community. At the instigation of the P&C, a workshop facilitated by Department of Education staff was held at the school, resulting in the formation of a student welfare committee to develop a new student welfare policy for the school. Additionally, the 'Safe and Friendly Schools’ program will be introduced in 2009. The willingness of the staff to listen to parent concerns is testament to the professionalism of our teachers and I sincerely thank them for this. I feel that the school is now a friendlier and more cohesive community.

Margaret Corbett, Claire Corbett, Stephanie Gottlieb, Nina Redpath and Paula Richardson kindly donated their Monday afternoons to teach various crafts to the senior class. These skills are a wonderful asset for these students. We sincerely thank this wonderful group of people for their time and interest.

A vegetable garden was started with some donations from a large hardware store. Several fathers, including myself, Greg Hoare and David Cooper spent wet Sundays building additional vegetable beds. It will be exciting to see how the vegies grow.

Karen Ashworth was employed to teach singing during term 4. What a wonderful result! The student singing at our Presentation Evening was amazing!

Burrawang Public School continues to be a vibrant, welcoming and encouraging small school community where all students have a wealth of opportunity to achieve their best in a fabulous range of activities. Thanks to all those who have helped with the P&C and the school in 2008. We look forward to 2009 and beyond.

Phil Lavers

Student representatives’ message

This year the student leaders who made up the SRC were all of our Year 6 students. We raised quite a lot of money to support our various charities, including the Children's Hospital. To raise our funds we organised many in-school events including selling iceblocks, Easter activities, talent quests and mufti days. All students enjoyed these activities. We would like to thank students and staff for their ongoing support of SRC activities and we wish next year’s school leaders good luck with their activities and fundraising.

Year 6 2008 – Erica, Mia, Jay, Blake, and Joshua.
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

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>3-4-5-6</td>
<td>3</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>6</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>4</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>5</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>K-1-2</td>
<td>2</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>K-1-2</td>
<td>1</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>K-1-2</td>
<td>K</td>
<td>8</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

Burrawang Public School has two multi-stage classes – K-2 (18 students) and 3-6 (20 students), allowing students to work at a level most suited to their needs and abilities.

Staff information

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

Mrs. Lorna DeCean was appointed to the position of Teaching Principal early in Term 2. Mrs. Louise Pratt is a full-time classroom teacher. Mrs. Fiona Hindmarsh is employed two days per week to teach Library, Sport, Science and some strands of Mathematics.

Casual teachers are employed for any additional Principal's release and to cover teachers' leave.

Mrs. Kim Cooper is employed as our School Administration Manager 7 days per fortnight.

Mr. Brian Robinson is employed for 1 day per week as the General Assistant.

School Learning Support Officers were employed for several hours each week to support students with specific learning needs.

Mrs. Dianne Johnson was employed for 1 day a week, during Term 2, in her role as Support Teacher Learning Assistance. She assessed and worked with students experiencing difficulties with Literacy and prepared in-school programs to support these students.

The School Counsellor, Mr. Chris Heycox, was on call and attended our school as required.

Staff establishment

Our school has two fulltime teachers (including the Principal) and a permanent part-time Teacher Librarian. Support for staff and students is provided by our Release from Face to Face annual school reports in order to provide parents with as much local information as possible.
teacher (RFF), two part time School Learning Support Officers, a School Administrative Manager, permanent part-time General Assistant and programmed visits by a Support teacher Learning Assistance (STLA) and on-call support from a school counsellor.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.136</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>10 days/year</td>
</tr>
<tr>
<td>Teacher Librarian/RFF</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>On call</td>
</tr>
<tr>
<td>Total</td>
<td>2.336</td>
</tr>
</tbody>
</table>

**Staff retention**

The previous Principal transferred at the end of the 2007 school year. Mrs. Pratt was Acting Principal during Term 1 2008. After Merit Selection, Mrs. Lorna DeCean commenced as Principal in Term 2, 2008.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was N/A. This is due to the small number of staff.

**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>
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</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>30/11/2008</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
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<tr>
<td>Balance brought forward</td>
<td>96 275.54</td>
</tr>
<tr>
<td>Global funds</td>
<td>44 702.36</td>
</tr>
<tr>
<td>Tied funds</td>
<td>31 356.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10 253.82</td>
</tr>
<tr>
<td>Interest</td>
<td>4 825.49</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 141.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>92 279.47</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 10 193.68  |
| Excursions                 | 3 772.73   |
| Extracurricular dissections| 6 461.99   |
| Library                    | 712.86     |
| Training & development     | 2 069.18   |
| Tied funds                 | 77 291.67  |
| Casual relief teachers     | 5 963.86   |
| Administration & office    | 19 863.17  |
| School-operated canteen    | 0.00       |
| Utilities                  | 6 923.11   |
| Maintenance                | 6 353.03   |
| Trust accounts             | 1 194.25   |
| Capital programs           | 0.00       |
| **Total expenditure**      | 140 799.53 |
| **Balance carried forward**| 47 755.48  |

A full copy of the school's 2008 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 2008**

The students at Burrawang Public School are offered a wide choice in curriculum and participate in as many different and varied activities as possible.

**Achievements**

**Arts**

*Re-Create Workshops* – Students from both the K-2 and 3-6 classes worked with an Artist-in-Residence from Southern Tablelands Arts to create works of sculpture. K-2 students created an amazing wind chime and 3-6 students created a very large bird. All work used only recycled materials. The finished projects were exhibited in
a gallery in Queanbeyan before being returned to the school. Students entered work in the Robertson Show and were rewarded with some prizes.

Knitting/sewing – Thanks to the generosity of a number of talented parents, senior students have been able to learn the skills of knitting and embroidery. Students knitted colourful squares and these were sewn together to make a blanket which was then donated to a deserving charity. During term 4 the students embroidered cushions and completed other exciting projects. Thanks to the P&C for supporting the resources needed for these activities.

Singing – During Term 4 Karen Ashworth was employed by the P&C to teach singing K-6. Karen quickly won over even the most reticent singers. Using her wonderful talents she arranged and conducted the entertainment program for our Presentation Evening, including our talented student pianists as accompanists. This program was very successful with staff, parents and students keen to have Karen continue with singing at school.

Sport
Burrawang Public School students participate each year in the Bong Bong Small Schools Gala Days. These events encourage the development of sporting skills, social interactions and positive attitudes towards fitness and healthy lifestyles.

Throughout 2008 students actively participated in cross country running, ball games, soccer, cricket, athletics, swimming and AFL programs in preparation for these Gala Days.

A special Olympic Gala Day was held at Kangaloon PS and students participated in novelty events with an Olympic theme.

Students also participated in Cricket NSW and Rugby League Skills Clinics at school, and Toby, Jack, Blake and William played in the Hindmarsh Cup competition. There were also regular fitness and games skills programs for all students throughout the year.

Mrs. Hindmarsh organised “Jump Rope For Heart” and students raised money for charity while improving their skipping and Fitness skills.

Students participated in a “Learn to Swim” course over two weeks at Moss Vale Pool during Term 4. All those who participated greatly increased their water confidence and swimming skills.

Representatives of Burrawang Public School in district and regional carnivals were Mia, Owen and Hana. Well done!

Other
Students participated in environmental activities around the school, helping to establish our vegetable garden, as well as tree planting.

During the 2008 Olympics we were fortunate to be visited by Ray Smee, a Water Polo competitor from the Melbourne and Helsinki Games. He entertained the students with his tales of the Olympics and brought along his Olympic torches and competition medals to show the students.

The Life Education van visited our school during Term 3 and all students were able to learn about aspects of Drug Education, part of the Personal Development/Health/PE Syllabus.

Alistair participated in a Lego Robotics workshop as part of an enrichment program for Gifted and Talented students.

An Aboriginal Cultural Day was held at Sutton Forest PS where students participated in hands-on activities to learn more about Aboriginal culture.

Year 5 and 6 students attended a Sport and Recreation camp at Morisset as part of a group from the Bong Bong Small Schools.

The whole school community was enthralled by the visit of Forestville Public School's band during Term 4. Our students enjoyed experimenting with the instruments, tried conducting and quickly shared the delights of our playground with the visitors.

Academic
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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

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

Literacy – NAPLAN Year 3
In the Year 3 Literacy, students showed strengths in understanding the purpose of a narrative text, the development of connecting ideas in a narrative and in the interpretation of texts and graphs.

The development of spelling strategies, including identifying errors, grammar, punctuation and discussing the purpose of an introduction were identified as areas for attention in 2009.
Numeracy – NAPLAN Year 3

Identified numeracy strengths were in recognising number patterns, understanding simple fractions and algebra as well as measurement.

Location of data in a table and its interpretation, as well as solving problems involving money and the manipulation of 2D shapes are areas for specific development in 2009.

Literacy – NAPLAN Year 5

In Year 5, strengths were detected in writing with 76% of students achieving results in Band 6 or above. Students performed strongly in the narrative text type, using appropriate sentence structure, interpreting information and developing characters and setting. They were also able to infer main ideas from information reports.

Spelling and the correct usage of grammar, particularly conjunctions and the use of correct verb forms, are areas identified for focus for next year. Attention also needs to be given to punctuation and planning texts using paragraphs.

Numeracy – NAPLAN Year 5

Numeracy results showed that 63% of students achieved results in Band 6 or above. Year 5 students showed strengths in measuring the area of shapes, locating data from a table and in fractions and decimals.

Areas for consolidation include calculations involving money, place value, and the continuation of number patterns.

Progress in Literacy

Average progress in reading for matched students*

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>158.7</td>
<td>87.4</td>
<td>56.5</td>
</tr>
<tr>
<td>LSG</td>
<td>87.4</td>
<td>83.5</td>
<td>88.3</td>
</tr>
<tr>
<td>State</td>
<td>87.6</td>
<td>87.5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

Progress in Numeracy

Average progress in numeracy for matched students*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>111.8</td>
<td>60.3</td>
<td>92.8</td>
</tr>
<tr>
<td>LSG</td>
<td>85.4</td>
<td>77.7</td>
<td>73.3</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
</tr>
</tbody>
</table>

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.
Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<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>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<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

**“Investing in Our Schools”**

- **Fencing** - With funding from the “Investing in Our Schools” program this year Burrawang PS has completed major fencing of our boundaries as well as the replacement of our tennis court fencing. Security fencing was also installed so that the playground is now completely and securely fenced.

- **Cow Shed** – To enable the school to continue our “Cows at School” program a large shed has been constructed on our back playground. This shed will store feed and provide protection for our calves when they are at school.

- **Rainwater Tank** – A rainwater tank has been purchased to collect water from our newly-installed cow shed. The water will be used for our vegetable garden.

Aboriginal education

Our school is forging links with the local Aboriginal community to develop and extend knowledge and understanding of Aboriginal history, teachings and culture.

Burrawang students joined other small schools at Sutton Forest PS to share in a day of activities with an aboriginal cultural group and its elders. The group led students in dance, art, history, bush tucker, singing and other cultural activities. Students participated enthusiastically on the day and the outcome was improved student knowledge and understanding.

An Aboriginal perspective is explored in each of our HSIE units of work.

**Multicultural education**

10% of students at Burrawang PS are from backgrounds where Languages Other Than English are spoken at home.

As part of quality teaching, programs of cultural significance are embedded into class learning. This included studies of China as part of the Olympics in 2008. Celebrations and religious holidays were studied as part of the Human Society and Its Environment Key Learning Area.

Our school has an anti-racism contact teacher and cultural and linguistic diversity are valued.

**Respect and responsibility**

Each morning students assemble for our daily assembly where we sing Advance Australia Fair. Now that we have our new yardarm flagpole, senior students are responsible for flying the Australian, Aboriginal and NSW State flags each day. The SRC, which has consisted of all Year 6 in 2008, is responsible for modelling appropriate behaviours, buddying with the younger students and initiating activities that enhance the school ethos.

As essential elements in our school expectations, Respect and Responsibility are highlighted as important qualities for Citizenship, both of school and the wider community.

Students are taught respect and responsibility through:

- Treating each other with respect
- Looking after school and personal property
- Showing respect to all teachers and visitors
- Taking responsibility for their actions
- Caring for our school and local environment.
Progress on 2008 targets

Our achievements include:

**Target 1**

*Students will have an increased ability to choose an appropriate text type for a given circumstance.*

- Class emphasis on sentence structure, spelling and grammar
- Guided writing lessons to specifically teach text types
- Resources purchased, collated and organised to facilitate the teaching of text types
- Increased percentage of Year 5 students achieving at or above minimum standards in writing in 2008. (Year 3 cohort was too small to make a valid statement about meeting minimum standards)
- Integration of writing tasks across all Key Learning Areas.

**Target 2**

*Students and staff will be more confident using technology in teaching and learning.*

- Student use of Internet for individualised learning programs
- Students developing skill in PowerPoint presentations
- Students using animation and sound clips in their presentations
- Students results in the 2008 UNSW Computer Skills competition showed that our students were above state level in word processing, general skills and the use of graphics and multimedia.
- Students using email regularly
- Workshop for students, parents and staff about secure internet browsing
- Staff accessing websites to support their teaching
- Staff accessing and confidently using all facets of DET and ISER portals
- Staff using School Based Student reports, accessed through DET portal
- Interactive Whiteboard mounted on classroom wall and data projector ceiling mounted, enabling quick and easy access.

**Target 3**

*In 2008 we will be highly focused in successfully integrating all the new students into our school.*

- Welcoming parents and the community into the school on many occasions - “Welcome” afternoon tea for new and returning parents and students; Gala Day; Presentation Evening; Year 6 farewell; Easter Markets; P&C meetings etc
- Parents sharing skills and talents with students to support classroom activities
- Parent/teacher information sessions to communicate DET, Burrawang Public School and individual class expectations and directions
- Classroom activities to develop strategies to foster respect and to address anti-bullying strategies
- Development of communication guidelines between parents, students, and staff
- Formation of Welfare Committee, comprising staff, students and parents, to revise the school Welfare Policy
- Kindergarten Orientation program to welcome and inform 2009 Kindergarten students and parents
- Introduction of a fair and democratic election by students and staff to choose 2009 school leaders.

**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 Management, Culture and English (Spelling).

**Educational and management practice**

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

**School Culture and Management**

**Background**

As part of the school Welfare day conducted by DET Student Services personnel at the end of Term 3, parents and stage 2 and 3 students completed “School Map” surveys in the areas of Culture and Management. 15 parents, representing approximately 60% of families, completed the surveys.
Findings and conclusions

School Map – Burrawang P.S. – Sept. 2008

Area – 6 – School Culture

Respondents to the culture survey saw the students as the school’s main concern and they supported what is happening at the school. They also supported the way the school encourages new students and their families to be involved in school activities. Parents also agreed that the school encouraged everyone to learn and to do their best.

Areas for improvement included the way the school praises and rewards individuals who are successful and the willingness of the school to make important changes to current practices.

Area – 4 – Management

Respondents to the management survey saw that the school was continually looking at ways to improve its performance, the school is well organised and that the allocation of money and other resources are managed effectively.

Parents were concerned that the educational needs of all students could be met more successfully and that the school has not adequately measured the success of its programs.

Quality of School Life

Student surveys, completed by 19 stage 2 and stage 3 students indicated overall that students like coming to school each day, they feel successful as students, they are proud to be students, they have a lot of fun and other students accept them as they are.

Areas for improvement included the fact that students felt that teachers did not always listen to what they were saying and that students did not like to do extra work.

Future directions

Continuous school improvement is promoted by the school’s plans, policies, programs and procedures which are effectively supervised and supported by staff.

A Welfare Committee was formed, comprising staff, parents and students, to draft a revision of the Welfare policy. Communication guidelines were defined clearly and circulated to parents and will be incorporated in the revised Welfare policy. The “Safe and Friendly Schools” program will be introduced in 2009, after the revision of the Welfare policy. Regular assemblies will be held towards the end of each term where students are publicly recognised and rewarded for their efforts across all areas. The school newsletter will also be revamped to allow positive school publicity such as the inclusion of photographs and articles from each teacher about class and school activities.

Curriculum

In 2008 we evaluated Spelling.

Background

Qualitative and quantitative data sourced from NAPLAN results for both Years 3 and 5 indicated there was considerable room for improvement in student achievement of outcomes. There was also classroom-based evidence that students were not applying Spelling strategies across all Key Learning Areas. Some parents had also expressed their concerns that their children were experiencing difficulties with Spelling.

Findings and conclusions

The need to link Spelling to all Literacy areas was a key finding. Using reading texts, units of work and text types for writing will enable teachers to integrate Spelling more successfully across all Key Learning Areas. Catering for the needs of individual students is seen as a priority, with structured programs developed to address a
systematic approach following DET English syllabus guidelines. Specific Spelling activities need to be more varied and engaging, with students accessing TaLE and other DET Intranet and Internet sites, guided by staff. This will make Spelling more relevant, and successful, for all students. In the use of technology, there is also a need to teach students how to use software programs to edit their work efficiently, thus minimising spelling errors in published work.

Future directions
Analysis of NAPLAN data, with the assistance of regional personnel, will become a focus for staff professional learning to enable all staff to understand school and individual strengths and weaknesses. Effective use of Support Teacher Learning Assistance time (currently 1 day/week during Term 2) to develop and monitor intensive programs for particular students. Staff will be supported in the use of technology, particularly the Interactive Whiteboard, to enhance lesson delivery. Communication between staff, and with parents, about student progress will be a priority to maximise student outcomes.

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

Professional learning
In 2008 staff development was prioritised against the school plan. Funds were used this year to supplement our training and development in our priority areas of Writing, Technology and Welfare. Teachers have attended professional development activities in Mathematics and English, on Staff Development Days, as part of the Moss Vale Learning Community. As follow-up to NAPLAN opportunities have been provided for support to interpret the results data, to drive further teaching and learning.

There have also been opportunities for staff to train in cardio-pulmonary resuscitation (CPR), attend Interactive Whiteboard training and attend Linking Conferences covering a wide range of Technology and Curriculum areas organised by Illawarra and South East Region. These shared professional development activities were led by consultants from DET and reflected the Quality Teaching framework.

The Principal attended professional learning conferences and activities of the Bong Bong Small Schools network, the Goulburn/Highlands School Education Group, The Illawarra and South East Region and the Primary Principals’ Association.

DET Student Welfare consultants worked with parents and staff to form a Welfare Committee and commence the revision of the school’s Welfare policy, including communication guidelines.

School development 2009 – 2011
Burrawang Public School students will grow in Literacy and Numeracy. They will experience quality teaching that incorporates technology to support learning, while the staff has the opportunity to further develop their own skills in the use of technology. The school will be safe and will offer quality student support structures.

Targets for 2009
Target 1
To identify Literacy learning that students bring to school; and to maximise every student’s growth potential in Writing.

Strategies to achieve this target include:
- Implementation of Best Start Kindergarten Assessment Program;
- Analysis of external NAPLAN test data and students’ work against syllabus outcomes;
- Staff professional learning in best practice Literacy teaching, using Quality Teaching model;
- Timetabling uninterrupted Literacy sessions each morning and uninterrupted writing time each day;
- Develop, across the school, a common assessment writing task;
- Analysis of pre and post teaching common writing assessment task.

Our success will be measured by:
- Best Start assessment data used to improve Literacy achievements of students in early years;
- NAPLAN and school based student outcome analysis identifies areas for improvement;
- Evidence of Intellectual Quality embedded in Teaching and Learning programs;
- NAPLAN results and student work samples demonstrate that syllabus outcomes are met.
Target 2

To identify Numeracy learning that students bring to school; to maximise every student’s growth potential in Numeracy; and to integrate ICT in Numeracy.

Strategies to achieve this target include:

- Implementation of Best Start Kindergarten Assessment Program;
- Analysis of external NAPLAN test data and students’ work against syllabus outcomes;
- Staff professional Learning in best practice Numeracy teaching, using Quality Teaching model;
- Professional Learning, with consultants, using the Interactive Whiteboard, integrating ICT in Numeracy;
- Accessing ICT resources in Numeracy, including TaLE, CLI and Learning objects.

Our success will be measured by:

- Best Start assessment data used to improve Numeracy achievements of students in early years;
- NAPLAN and school based student outcome analysis identifies areas for improvement;
- Evidence of Intellectual Quality embedded in Teaching and Learning programs;
- NAPLAN results and student work samples demonstrate that syllabus outcomes are met;
- Consistent use of Interactive Whiteboard by staff and students.

Target 3

To increase student engagement and retention by maximising opportunities for each student across all Key learning Areas.

Strategies to achieve this target include:

- Stage 3 students continue to actively participate in Moss Vale High School Transition program;
- Staff actively supports professional learning opportunities within the Moss Vale Learning Community.

Our success will be measured by:

- Appropriately differentiated curriculum is provided for all students;
- Student wellbeing strategies are developed and practised;
- Parent and student involvement is actively sought and valued;
- Moss Vale Learning Community has shared curriculum / connected classroom models;
- On entry to Kindergarten, students quickly and happily engage with all school activities.

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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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: