<table>
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<td>Academic Achievements</td>
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<td>NAPLAN</td>
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<td>Other School Based Assessments</td>
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<tr>
<td>Semester 2 2013 Student Reports</td>
<td>7</td>
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<td>The Literacy, language and Learning Program</td>
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<td>Other Achievements</td>
<td>9</td>
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<td>NSW Globus Competitions</td>
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<tr>
<td>Arts</td>
<td>9</td>
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<tr>
<td>Sport</td>
<td>10</td>
</tr>
<tr>
<td>Significant programs and initiatives</td>
<td>10</td>
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<tr>
<td>Aboriginal education</td>
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<td>Multicultural education</td>
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<td>National partnerships in Literacy and Numeracy</td>
<td>11</td>
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<td>School Planning and Evaluation 2012-2014</td>
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<td>School Evaluation process</td>
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<tr>
<td>School Priority 1 – Literacy and Numeracy</td>
<td>11</td>
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<tr>
<td>School Priority 2 – Curriculum and Assessment</td>
<td>12</td>
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<td>School Priority 3 – Engagement and attainment</td>
<td>13</td>
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<tr>
<td>Professional Learning</td>
<td>14</td>
</tr>
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<td>Parent/caregiver, student and teacher satisfaction</td>
<td>15</td>
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<tr>
<td>About this Report</td>
<td>15</td>
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<tr>
<td>School Contact Information</td>
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</tbody>
</table>
School context
Berinba Public School is located in southern Yass. The school meets the needs of a diverse population. It draws students from the residential areas of Yass, the village of Murrumbateman and rural properties. An increasing number of Canberra families who have moved into the Yass area now attend the school. The school has 8% Indigenous enrolment and has established three support classes in the past three years to support students with high needs. The school has 11 mainstream classes from Kindergarten to Year 6.

Principal’s message
Major program initiatives during 2013 have been driven by an appraisal of student achievements up to the second year of the three year school plan 2012-2014.

Access to the National Partnerships Program has provided $90 000 to significantly support the implementation of programs in Literacy. The school will train staff in quality literacy programs and purchase resources to support teaching.

The Positive Behavior For Success Program (PBS) has continued to promote a positive and supportive learning environment within the school.

Once again the Parents and Citizens Association is to be greatly thanked for their contribution of six new interactive white boards.

I am pleased to report that our three Enriched Learning Classes are now embedded into the school ethos and provide intensive support for students of high need.

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.

Raymond Claydon
**P & C President’s message**

The Berinba PS Parents and Citizens’ Association has provided $15 000 to the school to support major initiatives during 2013.

Key fundraising activities included the Murrumbateman Field Days food stall, catering for the Yass Music Club, The Chocolate Drive, The Fathers’ and Mothers’ Day stalls and raffles.

The P&C has brought about changes in the operation of the canteen to ensure its continued success, provided an outstanding uniform store, supported the Garden Club, donated funds to support the Schools Spectacular Choir and raised over 40,000 points with the Woolworths 'Earn 'N' Learn' Program for the third year running. This program provided significant resources to support the teaching of science.

Our major initiative for 2013 was to provide every classroom with an interactive whiteboard. I am pleased to report that we achieved this aim.

I wish to thank all volunteers for your support and especially thank the parents who coordinated our major activities for 2013.

**Kylie Baker P&C President**

**Student representative’s message**

The SRC represents Years 3-6 with two new counsellors elected each term. In term 4, counsellors are also elected from Year 2. The SRC coordinated a number of activities which promoted a sense of fun for students and provided funds for chosen charities. Activities included *Talk Like a Pirate Day*, *Loud Shirt Day* (supporting The Shepherd's Centre), *Crazy Hair Day* (donation for cancer research), *Fluro Disco*, *Karaoke In The Playground*, *Jump Rope For Heart* and the *Mini-Markets Day* (provided for the purchase of school resources). The students also collect funds for Stewart House and once again provided a $1000 donation to support the program.

**Chris Bradley – SRC Teacher Representative**

Students showing their spinach patch

Students at the mini-market

Students dressed up for the pirates day

Students participating in Jump Rope For Heart
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

Enrolments are steadily increasing with the school expected to grow to 300 students in 2014.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.1</td>
<td>93.5</td>
<td>94.4</td>
<td>93.0</td>
<td>93.0</td>
</tr>
<tr>
<td>1</td>
<td>92.1</td>
<td>93.2</td>
<td>92.1</td>
<td>95.3</td>
<td>91.8</td>
</tr>
<tr>
<td>2</td>
<td>93.1</td>
<td>90.5</td>
<td>94.0</td>
<td>92.4</td>
<td>94.8</td>
</tr>
<tr>
<td>3</td>
<td>93.4</td>
<td>91.8</td>
<td>92.3</td>
<td>94.1</td>
<td>92.8</td>
</tr>
<tr>
<td>4</td>
<td>92.7</td>
<td>91.3</td>
<td>91.4</td>
<td>93.3</td>
<td>92.7</td>
</tr>
<tr>
<td>5</td>
<td>93.9</td>
<td>92.6</td>
<td>92.1</td>
<td>90.4</td>
<td>93.1</td>
</tr>
<tr>
<td>6</td>
<td>92.7</td>
<td>91.6</td>
<td>92.9</td>
<td>91.2</td>
<td>90.3</td>
</tr>
<tr>
<td>Total</td>
<td>93.2</td>
<td>92.1</td>
<td>92.8</td>
<td>93.0</td>
<td>92.8</td>
</tr>
</tbody>
</table>

Management of non-attendance

The home school liaison officer supported the school in monitoring the attendance of students. Attendance is promoted through positive strategies at the weekly assembly and 100% attendance certificates at the Presentation Evening.

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>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The school accessed Families NSW funding and the NORTA NORTA Program to support the engagement of an Indigenous mentor. The focus was in two areas: one area being to improve student literacy levels and the second to provide mentoring support for at risk students both socially and educationally.

The mentor supported Indigenous students in completing their homework and also tutored them in Literacy and Numeracy. He also supported the school when liaising with Indigenous parents.

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>95</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50</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.

Date of financial summary 30/11/2013

**Income**
- Balance brought forward: $105,454.75
- Global funds: $199,557.98
- Tied funds: $180,244.78
- School & community sources: $65,597.71
- Interest: $4,583.95
- Trust receipts: $6,911.70
- Canteen: $0.00
- **Total income**: $562,350.87

**Expenditure**
- Teaching & learning
  - Key learning areas: $16,882.90
  - Excursions: $13,386.48
  - Extracurricular dissections: $27,924.11
- Library: $4,495.41
- Training & development: $21,40.67
- Tied funds: $156,619.42
- Casual relief teachers: $66,414.04
- Administration & office: $32,603.70
- School-operated canteen: $0.00
- Utilities: $47,970.74
- Maintenance: $39,467.86
- Trust accounts: $7,549.57
- Capital programs: $0.00
- **Total expenditure**: $379,933.72

**Balance carried forward**: $182,417.15

The school expended $167,620 on teacher professional learning. This forms part of the tied funds dissection.

A full copy of the school’s 2013 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 2013

**Academic achievements**

**NAPLAN**

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

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

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

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.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

**Reading – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in band 2013</td>
<td>6.1</td>
<td>15.2</td>
<td>27.3</td>
<td>15.2</td>
<td>21.2</td>
<td>15.2</td>
</tr>
<tr>
<td>School average 2009-2013</td>
<td>7.6</td>
<td>18.4</td>
<td>23.2</td>
<td>13.5</td>
<td>19.5</td>
<td>17.8</td>
</tr>
<tr>
<td>SSG average 2013 (1)</td>
<td>3.5</td>
<td>12.2</td>
<td>23.4</td>
<td>26.9</td>
<td>16.2</td>
<td>17.8</td>
</tr>
</tbody>
</table>

1) SSG refers to a same school group which includes schools which have enrolments of students from similar socio-economic backgrounds.

**Spelling – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in band 2013</td>
<td>21.2</td>
<td>3.0</td>
<td>27.3</td>
<td>24.0</td>
<td>15.2</td>
<td>9.1</td>
</tr>
<tr>
<td>School average 2009-2013</td>
<td>11.3</td>
<td>15.6</td>
<td>23.7</td>
<td>25.3</td>
<td>15.6</td>
<td>9.1</td>
</tr>
<tr>
<td>SSG average 2013</td>
<td>5.7</td>
<td>6.1</td>
<td>21.3</td>
<td>24.7</td>
<td>21.6</td>
<td>20.6</td>
</tr>
</tbody>
</table>

**Grammar and Punctuation - NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in band 2013</td>
<td>3.0</td>
<td>12.1</td>
<td>21.2</td>
<td>24.2</td>
<td>24.2</td>
<td>15.2</td>
</tr>
<tr>
<td>School average 2009-2013</td>
<td>12.4</td>
<td>13.4</td>
<td>18.3</td>
<td>21.5</td>
<td>19.4</td>
<td>15.1</td>
</tr>
<tr>
<td>SSG average 2013</td>
<td>4.3</td>
<td>8.5</td>
<td>19.1</td>
<td>23.2</td>
<td>23.3</td>
<td>21.6</td>
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### Writing – NAPLAN Year 3

<table>
<thead>
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<th>6</th>
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</thead>
<tbody>
<tr>
<td>Percentage in band 2013</td>
<td>3.0</td>
<td>12.1</td>
<td>42.4</td>
<td>36.4</td>
<td>6.1</td>
<td>0.0</td>
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<tr>
<td>School average 2011-2013</td>
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<td>12.2</td>
<td>35.7</td>
<td>27.0</td>
<td>14.8</td>
<td>1.7</td>
</tr>
<tr>
<td>SSG average 2013</td>
<td>2.6</td>
<td>7.1</td>
<td>18.6</td>
<td>26.7</td>
<td>34.8</td>
<td>10.3</td>
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### Grammar and Punctuation- NAPLAN Year 5

<table>
<thead>
<tr>
<th>Band</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in band 2013</td>
<td>2.5</td>
<td>12.5</td>
<td>25.0</td>
<td>20.0</td>
<td>25.0</td>
<td>15.0</td>
</tr>
<tr>
<td>School average 2009-2013</td>
<td>8.4</td>
<td>11.2</td>
<td>24.6</td>
<td>22.9</td>
<td>21.2</td>
<td>11.7</td>
</tr>
<tr>
<td>SSG average 2013</td>
<td>5.4</td>
<td>13.5</td>
<td>27.1</td>
<td>22.4</td>
<td>21.0</td>
<td>10.7</td>
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</table>

### Numeracy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Band</th>
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<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Percentage in band 2013</td>
<td>3.0</td>
<td>18.2</td>
<td>30.3</td>
<td>30.3</td>
<td>12.1</td>
<td>6.1</td>
</tr>
<tr>
<td>School average 2009-2013</td>
<td>8.8</td>
<td>18.8</td>
<td>24.9</td>
<td>27.1</td>
<td>12.2</td>
<td>8.3</td>
</tr>
<tr>
<td>SSG average 2013</td>
<td>3.2</td>
<td>11.8</td>
<td>26.8</td>
<td>29.2</td>
<td>21.4</td>
<td>7.6</td>
</tr>
</tbody>
</table>

### Writing – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Band</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in band 2013</td>
<td>10.0</td>
<td>5.0</td>
<td>30.0</td>
<td>32.0</td>
<td>14.0</td>
<td>5.0</td>
</tr>
<tr>
<td>School average 2009-2013</td>
<td>10.0</td>
<td>9.0</td>
<td>30.0</td>
<td>32.0</td>
<td>14.0</td>
<td>5.0</td>
</tr>
<tr>
<td>SSG average 2013</td>
<td>7.8</td>
<td>9.6</td>
<td>39.9</td>
<td>27.5</td>
<td>12.0</td>
<td>3.2</td>
</tr>
</tbody>
</table>

### Numeracy – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in band 2013</td>
<td>7.5</td>
<td>22.5</td>
<td>30.0</td>
<td>25.0</td>
<td>12.5</td>
<td>2.5</td>
</tr>
<tr>
<td>School average 2009-2013</td>
<td>7.3</td>
<td>17.4</td>
<td>28.1</td>
<td>27.5</td>
<td>14.0</td>
<td>5.6</td>
</tr>
<tr>
<td>SSG average 2013</td>
<td>6.4</td>
<td>19.8</td>
<td>30.5</td>
<td>25.1</td>
<td>11.0</td>
<td>7.2</td>
</tr>
</tbody>
</table>

### Average Progress in NAPLAN test areas between Year 3 and 5

![Average progress in Reading between Year 3 and 5](image_url)
Of significance has been the growth of students in reading, grammar and punctuation and writing.

Other school based assessments
Semester 2 2013 Student Reports

The following graphs overview student achievements as reported in the semester 2 reports.

Stage 1 English (Years 1 and 2)

Stage 1 Mathematics

Stage 2 English (Years 3 and 4)

Stage 2 Mathematics

Buddy classes learning mathematics concepts
The Literacy, Language and Learning Program (L3)

The following graphs indicate the growth in Kindergarten student reading levels from week 10 of the program to week 38. Of significance was the percentage of students reading above level 12. The Literacy Continuum states that students by the end of Kindergarten are at an expected level if they reach cluster 4, which is reading level 5-8. Eighty-eight percent of Kindergarten students equaled or exceeded cluster 4. This program will be continued in Kindergarten and Year 1 and extended into Year 2 in 2014.
Other achievements

A number of students participated in The University Of New South Wales Globus Competitions. The following table overviews their achievements.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>1</td>
<td>6</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Computer Skills</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Arts

During 2013 students participated in a number of creative arts activities: These included:

- the entry of artwork in the Yass Valley Show art competition, the theme being “Water In Our Lives”;
- Berinba PS students performing in the 2013 Schools Spectacular at the Sydney Entertainment Centre; and
- the K-2 students performing items at the Presentation Morning.
Sport

Highlights of the 2013 sports program included:

- students participating in school, district and regional competitions in athletics, swimming and cross country. One student represented the South Coast at state level in athletics.

- a coaching clinic provided by the Raiders and a sports promotional visit by the Brumbies;
- student participation in the Boorowa Netball and Touch Football Carnival;
- years 2-6 participation in the Intensive Swimming Program; and
- weekly skills based sports and physical education programs.

Significant programs and initiatives

Aboriginal education

During 2013, the school engaged an Indigenous elder to teach Indigenous dance and language. Students learnt aspects of Ngunnawal language with the program culminating in a whole school dance during Education Week.

The Indigenous community worked closely to establish The Yass Aboriginal Education Consultative Group (AECG) during 2013. The group supported the Indigenous Dance and Language Program. This program was also supported by the Ngunnawal Corporation.

The school’s Indigenous mentor has been actively involved in the teaching of Indigenous perspectives in Human Society and Its Environment. They have also promoted the attendance of a number of Indigenous students.

Multicultural education

The school’s scope and sequence for Human Society and Its Environment includes Multicultural perspectives.
National partnerships and significant Commonwealth initiatives (participating schools only)

Berinba Public School was included in the National Partnerships (Literacy and Numeracy) Program in Semester 2 2013.

The school chose targets with the focus being the improvement in literacy attainments of students. The additional targets have been included in the 2012-2014 School Plan. These additional targets being:

- to decrease the percentage of Year 3 students in the bottom two bands in NAPLAN literacy from 23.2% (2012) to 17.2% (2015). Interim target to achieve this will be 20.3% (2014, based on the school’s three year average);
- to decrease the percentage of Year 5 students in the bottom two bands on NAPLAN literacy from 27.5% (2012) to 21.5% (2015). Interim target to achieve this will be 24.5% (2014, based on the school’s three year average); and
- to increase the percentage of K-2 students who achieve “at expectation cluster” and “above” in the literacy continuum in both reading and comprehension to 85%. (Current average in Year 1 being 73%). Interim target to achieve this will be 78.5% at the end of 2013.

Following school and community consultation a number of programs were adopted. These included implementing:

1) MiniLit and Language, Learning and Literacy (L3) into Kindergarten and Year 1 (2013, 2014) and Year 2 in 2014;
2) The Intensive Reading Class and MultiLit from Years 3 to Year 6 (2013, 2014); and
3) The training of teachers from Years 3 to 6 in “Focus on Reading” (2013, 2014).

These initiatives were established during semester 2, 2013 and involved significant training of staff.

These programs will be formally evaluated and reported upon during the 2014 Annual School Report process.

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 included:

- the School Learning Support Team’s appraisal of data relating to student achievement, attendance and behaviour support programs;
- the Positive Behaviour For Success Team’s appraisal of data gathered in relation to minor and major referrals and surveys relating to the effectiveness of strategies that promote good student behaviour;
- each Australian Curriculum Team assessing the school’s progress in implementing the Australian Curriculum; and
- surveys completed by staff, students and parents across targeted areas.

School planning 2012—2014: progress in 2013

School priority 1- Literacy and numeracy

Outcomes from 2012–2014

Increased levels of literacy and numeracy achievement of all students.

2013 Targets to achieve this outcome include:

- increase Year 3 students’ NAPLAN achievements at the proficiency level in Numeracy to 28.3%;
- increase Year 3 students’ NAPLAN achievements at the proficiency level in Spelling to 33.2%;
- increase Year 5 students’ NAPLAN achievements at the proficiency level in Spelling to 22%; and
- increase Year 5 students’ NAPLAN achievements at the proficiency level in Grammar and Punctuation to 45.2%.
Evidence of progress towards outcomes in 2013 include:

- Year 3 students’ NAPLAN achievement at the proficiency level in Numeracy was 18.2%;
- Year 3 students’ NAPLAN achievement at the proficiency level in spelling was 24.3%;
- Year 5 students’ NAPLAN achievement at the proficiency level in Spelling was 24.3%; and
- Year 5 students’ NAPLAN achievement at the proficiency level in Grammar and Punctuation was 39.4%.

Of significance was the average progress in Grammar and Punctuation between Year 3 and 5 from 2011-2013. Students achieved growth of 106 points. This was significantly greater than State growth of 79.4 points.

2014 Targets to achieve this outcome include:

- increase Year 3 students’ NAPLAN achievements at the proficiency level in Numeracy to 33%;
- increase Year 3 students’ NAPLAN achievements at the proficiency level in Spelling to 39%;
- increase Year 5 students’ NAPLAN achievements at the proficiency level in Spelling to 26%; and
- increase Year 5 students’ NAPLAN achievements at the proficiency level in Grammar and Punctuation to 51%.

Strategies to achieve these outcomes in 2014 include:

- stage teams reviewing SMART data and determine priority areas for training and development;
- stage teams utilising support materials provided on the SMART data website to inform their class programming and teaching strategies;
- the development of skills for all teachers to plot student achievements against the literacy and numeracy continuum by providing training in PLAN;
- The Learning Support Team prioritizing which students required support in literacy and numeracy and then implementing the School Learning and Support Program;
- implementing the Intensive Reading Class four mornings per week for two hours per day following support and guidance provided by regional curriculum support staff;
- reviewing the school’s spelling policy’s implementation in light of the introduction of Australian Curriculum;
- reviewing the induction of new staff in the implementation of the spelling policy;
- supporting Indigenous students in developing literacy and numeracy skills through an intensive support group;
- maintaining the current focus on classroom teaching strategies aimed at improving student performance in grammar and punctuation; and
- implementing The National Partnerships initiatives in literacy.

School priority 2 - Curriculum and Assessment

Outcomes from 2012–2014

Students will be engaged in learning outcomes as defined by the Australian Curriculum and provided by the NSW Board of Studies.

2013 Targets to achieve this outcome include:

Develop and trial aspects of a comprehensive implementation plan for the four new syllabuses by the end of 2013.
Evidence of progress towards outcomes in 2013 include:

- stage teams have developed a scope and sequence of units of work to support the implementation of the English syllabus;
- The Australian Curriculum in English has been implemented K-6;
- significant resources have been purchased to support the English Syllabus;
- stage teams have developed a scope and sequence to support the implementation of the Australian Curriculum in Mathematics;
- significant hands-on mathematics resources have been purchased and distributed to classrooms; and
- stage teams trialed one new Science unit based on the Australian Curriculum.

2013 Targets to achieve this outcome include:

- increase the student attendance rate to 93.1%;
- increase the Indigenous students’ attendance rate to 92.2%;
- reduce the number of suspensions to 19; and
- reduce the number of major referrals from 202 per year by 10% to 180 by the end of 2013.

Evidence of progress towards outcomes in 2013 include:

- the 2013 attendance rate was 92.8%;
- the Indigenous attendance rate was 90.5%;
- the total number of suspension in 2013 was 18; and
- the number of major referrals in 2013 was 121 which was 0.426 major referrals per student enrolled.

School priority 3 - Engagement and Attainment

Outcomes from 2012–2014

Students will be engaged in differentiated learning programs, motivated to achieve in their learning, establish positive relationships with staff and fellow students and attend school regularly.

2013 Targets to achieve this outcome include:

- implement the Australian Curriculum in English, Mathematics and Science and Technology;
- providing on-going training in teaching the new Science and Technology Syllabus through the on-line training module “Your School and the Science and technology Syllabus” at a 2014 school development day;
- providing on-going training in teaching the new History Syllabus through the on-line training module “Your School and the History Syllabus” at a 2014 school development day;
- purchasing resources to support the implementation of each syllabus;
- trialing the implementation of History units taken from the new syllabus; and
- developing appropriate assessment strategies for the Australian Curriculum.

A student planning his writing task

2014 Targets to achieve this outcome include:

Trial the implementation of the four new curricula.

Strategies to achieve these outcomes in 2014 include:

- implementing the Australian Curriculum in English, Mathematics and Science and Technology;
- providing on-going training in teaching the new Science and Technology Syllabus through the on-line training module “Your School and the Science and technology Syllabus” at a 2014 school development day;
- providing on-going training in teaching the new History Syllabus through the on-line training module “Your School and the History Syllabus” at a 2014 school development day;
- the 2013 attendance rate was 92.8%;
- the Indigenous attendance rate was 90.5%;
- the total number of suspension in 2013 was 18; and
- the number of major referrals in 2013 was 121 which was 0.426 major referrals per student enrolled.

A student playing one of the PBS Award Games at the weekly assembly

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2014 Targets to achieve this outcome include:

- increasing the student attendance rate to 93.7%;
- increasing the Indigenous students’ attendance rate to 93.7%;
- reducing the number of suspensions to 17; and
- reducing the number of major referrals from 180 per year by 10% to 157 by the end of 2014.

Strategies to achieve these outcomes in 2014:

- consolidating of the strategies outlined in the Positive Behaviour For Success program (PBS);
- developing and implementing strategies to extend gifted and talented students;
- the Learning Support Team reviewing data relating to student behaviour and support needs and the implement quality programs to improve high risk student’s behaviour;
- providing on-going training for staff in the PBS Module – Universal – Classrooms
- building onto the Burrinjuck Learning Community’s Middle School Project;
- the completion of further modules of the Illawarra and South East Region’s Cultural Awareness Training by staff;
- the engagement of an Indigenous mentor to assist with home school liaison with Indigenous families;
- reviewing of Personal Learning Plans (PLP’s) for Indigenous students;
- monitoring and supporting student attendance through the involvement of the Home-School Liaison Officer; and
- building onto the successes of the Yass Community Playgroup and Transition to School Program.

Professional learning

Professional learning directly supported the development of all staff skills in priority areas identified in the school plan.

The school received $12,744 for teacher professional development as well as additional $4,673 of Federal Government funds to support the implementation of the Australian Curriculum. Additional funds were also provided to support the development of two newly permanently appointed teaching staff.

The school also provided training for the eight school learning support officers and school administrative staff.

Staff participated in a structured program of weekly staff meetings, which alternated between network meetings and training. Staff also participated in six school development days across the year, which were pupil free.

A large proportion of staff are accredited with the NSW Institute of Teachers. Staff now maintain documentation about their training as evidence for their ongoing accreditation.

Activities included:

- a major focus on implementing the Australian Curriculum in English, Mathematics and Science;
- mandatory training in anaphylaxis, resuscitation, Work Health and Safety, The
Code of Conduct, child protection and emergency care;

- training associated with the National Partnerships Project. Key area included MultiLit, MiniLit and Focus on Reading;
- the ongoing mentor support for the Reading Recovery Teacher; and
- leadership training for the executive and principal through collegial meetings and regional conferences.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- 95% of parents of parents who responded to a survey about satisfaction with the school programs indicated a “high” rating.
- Parents thanked staff for their continuous efforts and caring attitude towards students.
- Parents indicated that the whole school focus on a communal celebration was motivating for students.
- Staff indicated that they appreciated the systems in place to facilitate teamwork. They also indicated the need to ensure that their training was strategic realizing the current demands in relation to the introduction of the Australian Curriculum.
- School administrative staff have indicated that they feel supported in their current role but will need considerable support in the near future as major reforms are introduced into the administration of the school.
- Students once again reported that they greatly appreciated their learning environment including access to our new sporting facilities.
- Student surveys indicated that students enjoyed school and their learning. There was a recognized need to provide students with greater resilience when dealing with social/friendship issues.

**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.

Raymond Claydon – Principal
Kylie Baker – P&C President
Lisa Pumpa – Assistant Principal
Sharmon Dawes – Teacher
Christopher Bradley – Assistant Principal (rel)
Jenn Hamilton – Teacher

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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: