Bermagui Public School
Our school at a glance

Students
Bermagui Public School enrolment commenced at 162 in February and in December was 148. Approximately 10% of students were Aboriginal. In 2012 we had 7 classes.

Staff
We had 18 members of staff in 2012. This included 2 teaching executive, 6 classroom teachers and 9 admin and support staff.

Significant programs and initiatives
The school ran a number of programs to give students extra educational support throughout 2012.

These were:

- Priority Schools Funding Program (PSFP)
- Country Area Program (CAP)
- Schools in Partnership (SIP)
- School Learning Support Program (SLSP)
- Reading Recovery
- Fast ForWord
- Multilit

Messages

Principal’s message
I congratulate all students who made the effort to be safe, happy and diligent at school. I thank families for ensuring their child was well prepared for the school day and also congratulate all staff for focusing on the child, ensuring they have opportunity and access to thoughtful teaching and learning.

I would like to thank the school’s P&C who not only offered ideas and support for the school but also worked hard to provide a healthy canteen, raised funds for the school, assisted with catering requests and ran events to get the community together. The 2012 committee repeated the Spring Fair, providing a great community event and introduced a very successful walkathon. They provided the school with a new covered way linking the toilets to classrooms. We are fortunate to have worked with a parent body committed to providing support for the school in the interests of all.

During 2012 the school gave parents and the community the opportunity to visit the school through a parent-teacher evening, school concert, opening classrooms and the school during Education Week and inviting everyone to all visiting performers as well as daily and weekly assemblies.

2012 has been a rewarding year guiding the school through changes and building on previous initiatives. School evaluation and assessment data show the school needs to continually challenge its operations to ensure all students are given every opportunity to learn and have the necessary skills for their high school education.

I certify that the information in this report is the result of a vigorous school self-evaluation process and is a balanced and genuine account of the school’s achievement and areas for improvement.

Neil Rutherford (Principal)
P & C and/or School Council message

P&C had a productive year. Firstly, our Canteen. Thank you to our local Clubs – particularly Bermagui Country Club, who provided funding for the upgrade of our Canteen facilities. Our new stove and stainless steel benches are fantastic. The Men’s Shed generously lent their time and expertise to install the new equipment. Thank you to all our volunteers who freely gave their time and efforts to help prepare school lunches. We farewell Canteen Manager Vanessa Viskovich and wish her well in her next venture. We welcome back Lisa McKenna as our Canteen Manager in 2013.

Our Walk-A-Thon earlier this year was a tremendous success with almost all students participating in the scenic walking tour around town. The Spring Fair was busy and fun. We raised over $10,000 with these two events. What a wonderful effort by all involved. This money will be driven straight back into improving our school.

A covered walkway will be installed during the Christmas holidays which will be a terrific addition to our school environment.

Thank you to our teachers who again went above and beyond their call of duty to ensure all P&C activities were well supported. Thank you also to the school office staff who have been a great support to us and our Principal for his endless enthusiasm and encouragement.

My personal thanks to our dynamic, enthusiastic and motivated P&C committee.

Finally, a big thank you to Peta Blake, Joan Hearn and Steph Lazzaro who have had their last year at Bermagui Public School. They have each left their mark on our school through their involvement in, and support of, the P&C over many years. We wish them well for the next chapter of their lives. Please accept our best wishes for a safe and happy Christmas.

Lisa Miller Bradley
Acting President

Student representative’s message

We again had great discussion in Parliament on how we can improve Parliament and general school matters.

We also organised special events to raise money for many charities (Bandana Day, Footy Colours).

The ministers kept everyone informed about what was happening around the school, gave out birthday awards, looked after the sports equipment and raised the flags each day.

We had a great year with many highlights which we included in the yearbook.

We mentored Kindergarten students, assisted with Jump Rope for Heart and were good role models for students.

Thanks to the teachers, support staff and admin staff for providing us with so many opportunities
and experiences at Bermagui School. It was a great year.

Sam Hearn Prime Minister and Drew Buckley Deputy Prime Minister

Student information

Student enrolment profile

![Student enrolment profile graph]

Student attendance profile

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<th>Year</th>
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Management of non-attendance

The school monitors attendance and contacts families if there are concerns.

Staff information

Staff establishment

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<th>Position</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
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Bermagui Public School has a fulltime permanent Aboriginal Education Officer and in 2012 employed 2 part-time Aboriginal Education Workers.

Staff retention

No additional teachers were allocated to the school for 2012.

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>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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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  30/11/2012

**Income**

- Balance brought forward  $83531.66
- Global funds  $125716.12
- Tied funds  $287724.98
- School & community sources  $43239.56
- Interest  $5392.40
- Trust receipts  $5838.90
- Canteen  $0.00

Total income  $551443.62

**Expenditure**

- Teaching & learning
  - Key learning areas  $28652.72
  - Excursions  $15071.64
  - Extracurricular dissections  $13124.11
- Library  $7180.23
- Training & development  $2341.38
- Tied funds  $223126.94
- Casual relief teachers  $31704.40
- Administration & office  $38301.32
- School-operated canteen  $0.00
- Utilities  $27471.23
- Maintenance  $16635.76
- Trust accounts  $6180.04
- Capital programs  $0.00

Total expenditure  $409789.77

**Balance carried forward**  $141653.85

There is $98087.65 outstanding for unpaid salaries for 2012, leaving a working carried forward balance of $42182.75. The school, as part of its educational management plan, is saving for new and replacement assets.

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**

Throughout 2012 Bermagui Public School provided a wide range of educational, social and sporting initiatives to develop lifelong skills and a love of learning.

**Achievements**

**Arts**

As part of a balanced, well rounded school curriculum, we had a strong commitment to the creative arts. Highlights of the 2012 program included:

- The school concert gave all students the opportunity to participate and learn creative skills. The comments from the community were very positive. The DVD was well received.
- Our art show was widely received as the best community members had seen.
- Our drummers gave quality performances at ‘Sculptures on the Edge’ and the ‘Seaside Fair’.
- Our performances in the state wide ‘Primary Colours ‘competition were again a highlight.
- Composer in residence program provided music lessons to all students and gave selected senior students the opportunity to write and compose the school song.
- 1 student was selected as highly commended in the school reconciliation art challenge.
- Our annual talent quest gave 12 students the opportunity to plan, rehearse and perform in front of their peers.

The school made the decision to continue a focus on art by giving all student specialist art instruction for 1 hour per week.
**Sport**

A school priority was to provide a range of sporting opportunities to promote healthy lifestyles and fine and gross motor skills.

Highlights of sport in 2012 included:

- A successful learn to swim program.
- Rotational systems for Friday sport concentrating on skill development.
- School teams entered in Primary School Sports Association (PSSA) netball and soccer competitions.
- 9 students represented in zone swimming, 36 in zone cross country, 38 in zone athletics.
- 2 students made the zone AFL team, 1 represented in netball, 5 in cross country and 2 in athletics.
- Participation in rugby league, soccer, cricket, AFL, and Oz tag gala days.
- Participation in community based sport.
- Participation in fundamental movement skills programs.
- Introduction of dance and netball skills by community members.
- Introduction of Jump Rope and associated skipping skills for all students.
- Bike riding skills as part of Friday sport.

**Other**

- Success of fundraising for local, national and international charities.
- Half Way Around the World visit demonstrating different cultures through dance and student participation.
- My Friends and I and Utter Nonsense performances providing anti bullying strategies for students to adapt to real life situations.
- Learning achieved through participation at Bournda Environmental Education Programs.
- Social skill development through local and regional excursions.
- Production of a Yearbook, DVD of the school concert and Year 6 farewell. All families were provided with copies.
- 2 High Distinctions, 6 Distinctions and 15 Credits in University NSW International Testing and Assessment Tasks.
- Our performances in local public speaking competitions showed the schools’ public speaking program as effective for all students. One student reached the regional final.
- Kite making and flying day was a great success. Families were given the opportunity to help students make and fly their own kite as part of Reconciliation and Education Week celebrations.
- Success of local excursions in opening students eyes to what is in their local environment.
- Overnight excursions continued to be highly valued by students.
- Peer and buddy groups with Kindergarten assisted in ensuring students are given opportunity to feel part of the school.
- Special celebrations provided opportunities for self-expression e.g dress up days for Book fair and fundraising.
- Homework challenges provide opportunity for developing thinking skills and involving families in their child’s education.
- The P&C vegie garden, cared for by volunteers’, visually demonstrated the importance of healthy living and also provided tasty samples of fresh produce for students and the canteen.
- The bush tucker area was extended so students could play amongst the plants during breaks and taste the produce.
- The willingness of students to share weekend sports results at morning assemblies was well received by students and staff.
- Presentation Day, Year 6 Graduation and K-Year 2 Teddies Bear Picnic at Bournda.

**Academic**

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

The achievement scale represents increasing levels of skills and understandings demonstrated in 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)

Highlights of NAPLAN included the

- Performance of Y3 boys in spelling.
- Y3 numeracy results and
- Y5 girls’ growth in reading.

Areas requiring investigation include-

- Y5 boys’ performance in grammar and punctuation.
- Y5 boys’ growth in reading from Year 3.
- Overall growth of students from Y3 to Y5 to Y7.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<td>Grammar &amp; Punctuation</td>
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<td>Numeracy</td>
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</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
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<tr>
<td>Reading</td>
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<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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</table>

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.*
Percentage in bands:
Year 3 Reading

Percentage in bands:
Year 3 Spelling

Percentage in bands:
Year 3 Writing

Percentage in bands:
Year 3 Grammar & Punctuation

- Percentage in Bands
- School Average 2008-2012
- State DEC % in Bands 2012
Percentage in bands:
Year 3 Numeracy

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Spelling

- Percentage in Bands
- School Average 2008-2012
- State DEC % in Bands 2012
Progress in reading

Significant programs and initiatives

Aboriginal education

Our school continued to provide support for Aboriginal students, to close the gap between the learning outcomes of students and to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

- The school used School in Partnership (SIP) funding to support Individual Learning Programs (ILPs) for 100% of
Aboriginal students focusing on literacy and numeracy.

- SIP supported the establishment of local Aboriginal Education Consultative Group (AECG).
- SIP supported community activities including meetings, BBQs and extra curricula activities.
- This year students attended health days and work opportunity days in the local area.
- 2012 saw National Aboriginal and Islander Day (NAIDOC), Reconciliation Day, Harmony Day and Sorry Day celebrated at school assemblies, in classrooms and through special activities.
- Next Step funding supported the: introduction of the Fast ForWord technology application to promote learning across all key learning areas, MultiLit reading program, staff cultural awareness training, provision of Aboriginal workers in the school as role models and teacher aides, keeping the study centre operating at Wallaga Lake, provide resources for Little Yuin preschool, support for the transition of students to school and high school and the develop of technology skills for senior students thus preparing them for more independent learning.

**Multicultural education**

The school maintained a focus on multicultural education in all areas of the curriculum by providing class activities for a culturally diverse society. In particular:

- 2012 Harmony Day activities helped students develop a greater understanding of our national identity.
- Public Speaking activities focused on our diverse community.
- Visiting performers highlighted different cultures.

**Other programs**

**School Parliament**

The 2012 School Parliament consisted of all primary students with 10 Year 6 students as the Ministry and a Prime Minister and Deputy Prime Minister. They met regularly to discuss issues important to them and their peers.

School leaders took on some important roles throughout the year including organizing birthday celebrations, flag displays, sports organization and fundraising.

Teachers at our school promoted and nurtured leadership potential each day with specific teaching and management strategies.

**Behaviour**

**Anti-bullying strategies**

The school’s Learning Support Team (LST) met weekly to identify directions and implement strategies to promote a safe learning environment, to plan support for individual and groups of students and families where necessary.

The school provided opportunities for students to learn to deal with anti-social, bullying and
intimidating behaviors through class lessons, visiting performers and school assemblies.

All families received the school’s Good Discipline and Anti-Bullying Policies.

Student Welfare

Throughout 2012 Bermagui Public School had the welfare of our students, and their general wellbeing, as a high priority. Our achievements included:

- Development and regular revision of class and school rules and procedures.
- Fair and consistent implementation of rules to reward success and deal with unacceptable behaviour.
- Opportunities for students to clarify rules and expectations both in class and at parliament.
- Promotion of wellbeing through class activities and school awards.
- Weekly friendly creature award proved popular and helped students focus on positive relationships and school expectations. This also applied to students receiving merit awards, school representative ribbons and banners for outstanding achievements.

Technology

Our school continued to strive to achieve excellent standards in technology for staff and students.

- All teachers have participated in a wide range of training.
- 8 computers were replaced.
- The projector in the hall allowed for larger group viewing of school events and assisted in wet weather days.
- ‘Mathletics’ continued to allow students further opportunity for learning.
- ‘Accelerated Reader’ improved teacher reports and increased student access to their learning.
- iPads were used to support students with special needs and as a tool to demonstrate future technology applications to students and staff.

Students with disabilities

Our school continued to develop an ‘inclusive’ school culture and to meet the needs of students with disabilities.

- Bermagui School catered successfully for 3 students with varying disabilities. Funding was used to assist these students.
- Learning Support Programs (LSP) were developed by class teachers and 4 part time teacher aides were employed to assist all students and teachers.
- One School Learning Support Teacher (SLST) was employed to work with students, teachers, counsellors and families to support students.
Other programs

Priority Schools Funding Program (PSFP)

Our school benefited in 2012 from PSFP support. Funding was directed towards a number of programs that supported the school’s targets and provided access to experiences and learning opportunities not readily available to low socio-economic areas.

- Majority of funding was used to provide additional support to Early Stage 1 and Stage 1 classrooms as a result of evaluations conducted in 2010/11.
- 95% of student attended excursions due to PSP subsidies.
- Additional literacy and numeracy training was provided by the staffing component of PSFP.

Country Area Program (CAP)

Our school benefitted from CAP support in 2012. Funding was directed towards a number of programs that supported the school’s targets and promoted learning for isolated students.

- Funding was directed towards enhancing a balanced science program. This included the employment of school learning support officers.
- Students had access to high quality visiting performers. Teaching and learning was focused around the performances.
- School excursions were subsidised for all students to assist overcoming isolation disadvantage.

- The school was able to run a successful Rock On music program, support drama teaching and further involve the community in drumming and band instruction.
- School Administration staff received additional professional learning.

Fast ForWord

The school trialled this program in 2012.

Fast ForWord offers a series of computer-based educational training programs that help students develop and improve fundamental cognitive and reading skills. The goal is to improve their memory, attention, and ability to follow instructions plus language and reading skills including phonological awareness, decoding, vocabulary, spelling and comprehension.

MultiLit

The MultiLit approach is to find out what skills students have and which areas are cause for concern and to fill in their knowledge with direct, systematic and intensive teaching and/or tutoring of these skills. This program was implemented by training YESS volunteers under the guidance of the schools’ Learning Support Teacher.

Progress on 2012 targets

Target 1

Improved performance in Literacy and Numeracy

Specific Literacy Targets

- Y3 NAPLAN data will demonstrate an increasing scaled score towards 400.
Results included the scaled scores of 429, 415, 421 and 399 for reading, spelling, grammar and punctuation and writing respectively. The challenge for the school is to maintain these results over the long term with a focus on writing.

- Y5 NAPLAN data shows an increasing % of students achieving expected growth. Results showed 55% of students’ growth was below that expected. The school is disappointed and will investigate further.
- Class/Stage targets will be met.

Results showed Kinder Reading age match the target of Level 8, Y1 –Y6 reading and spelling ages grew by the target and the Star scaled score for Y3 –Y6 averaged 100, which met the target.

**Specific Numeracy Targets**
- Y3 NAPLAN data will demonstrate an increasing scaled score towards 400.
  The result was a scaled score of 428 demonstrating that the focus on math’s groups needs to be maintained.
- Y5 NAPLAN will demonstrate an increasing scaled score towards 495.
  The result of a scaled score of 477 was disappointing and further focus needs to continue.
- School data will demonstrate improved student outcomes at or above 5%.
  Result was a scaled score increase from 72% to 74% in the school maths tasks.

**TARGET 2**
Aboriginal student outcomes are moving towards the broader community.

**2012 Targets to achieve this outcome include:**
- Raise attendance to >85%
  Result of 90.7% attendance.
- Reduce suspension rates to fewer than 50 days.
  27 days was lost to suspension compared to 70 in 2011 and 98 in 2010.
- Increase family participation in their child’s schooling.
  Result was an increase of 10% over 2011 levels of families attending parent/teacher interviews and planning activities.

**TARGET 3**
Provide a safe and engaging environment for students.

**2012 Targets to achieve this outcome include:**
- Surveys results to reflect > 90% satisfaction in school operations.
  Result of the Quality of School Life survey showed 93% satisfaction of students.
- Student attendance levels above 92%.
  Result of 93.5% attendance.

**Key evaluations**
In 2012 our school carried out evaluations of spelling.

**Background**
- The school started using the THRASS philosophy in 2006. NAPLAN results indicated spelling was an area of need for our school.
- Year 3-6 trialled the use of a spelling text during 2012.
- Illawarra and South East Region review indicated spelling as a priority for region.
- In-school findings noted the need for improvement in spelling.
• A THRASS consultant was employed to assist teachers/extra training and evaluate areas of need and improvements to teaching practices.

Findings and Conclusion
• Staff concluded that THRASS needed to be continued with a consistent whole school approach.
• Consistent meta-language across school needed to be improved.
• Resources provided to classrooms for use need to be better utilised by all.
• Visual resources need more strategic placement.
• Time needs to be allocated in timetables to specifically target areas of need such as chart knowledge and the use of meta-language.
• Sharing of strategies, ideas and activities amongst staff built needs to be built into professional development as well as continued training to reach desired improvements.

Future Directions
• Continue to use THRASS within school with regular time given to share ideas and teaching practices.
• Maintain training of staff to ensure continuous development, taking note of THRASS checklist to evaluate improvement of spelling knowledge.
• Maintain THRASS focus within classrooms.
• Include regular casual teachers in training.

Educational and management practice
Transition to school

Background
In 2011 the school enrolled 40 students into Kindergarten, many first time families to the school experience. This combination meant a change to the transition process. The school decided that an evaluation needed to be done. A survey was distributed to Kindergarten families early in Term 1 2012.

Findings and conclusions
• 73% of families responded.
• 88% reported the Principal Tour was very worthwhile or worthwhile.
• 100% reported the school visits were very worthwhile or worthwhile.
• 81% reported the Parent/Carer information evening was very worthwhile or worthwhile.
• 94% reported the holiday letter was very worthwhile or worthwhile.
• 94% responded their child had settled into school well or very well.

Overall rating of the transition process was 8.8 on a scale of 1 (poor) to 10 (excellent).

Future directions
The school will further review its procedures and focus on improving the Information Evening by getting immediate feedback.

Parent, student, and teacher satisfaction
Student Survey
Year 3 and Year 4 were asked –
Maths groups help me learn?
Result: 100% agreed and/or mostly agreed.
Year 3, 4, 5, and 6 were asked - Parliament is worthwhile?
Result: 52% agreed and 26% mostly agreed.

Year 3, 4, 5, and 6 were asked - I enjoy the homework challenges?
Result: 70% agreed and 22% mostly agreed.

Quality of School Life (QSL) survey was also given to Year 3 – Year 6 and the results are presented later in this report.

Teacher Survey
All teachers were surveyed about aspects of their teaching responding almost always, usually, sometimes or never.
100% of teachers responded almost always to the following statements.

- My students are provided with a relevant curriculum.
- My teaching programs respond to students’ interests, needs and abilities.
- I maintain records of student progress. Assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching programs.

100% of teachers responded almost always or usually to the following statements.

- My assessment strategies are understood by students and parents.
- The school’s reporting to parents clearly communicates information about student achievement and development.

Parent Survey
Parents were surveyed, by responding to 8 statements about teaching in the school. 33 surveys (32%) were returned. Parents could respond almost always, usually, sometimes, rarely or leave blank.

More than 90% responded ‘Almost Always’ or ‘Usually’ to the following statements.

- The school provides clear information about student achievement through the school’s reporting process.
- My child’s teacher keeps records of his/her progress.
- What students are asked to learn is important.
- My child’s teachers know what my child can do and what they need to learn.
- The way my child’s teachers manage the class helps him/her learn.

Between 80-90% responded ‘Almost Always’ or ‘Usually’ to the following statement.

- Teachers provide activities that are interesting and appropriate to my child’s needs and abilities.

65% responded ‘Almost Always’ or ‘Usually’ to the following statement.

- My child talks to his/her teachers about what they are learning and why.

Teacher and Parent responses were analyzed by staff and it was agreed that:

- More time should be given ensuring students know why they need to understand what they are learning.
- The school needs to communicate effectively to families and students’ about progress at school.

Professional learning
Professional learning focused on classroom management and behavior strategies, literacy, numeracy and technology.

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
Improved performance in literacy and numeracy

2013 Targets to achieve this outcome include:

- Year 3 NAPLAN scaled scores > 400 in all aspects of literacy.
- Year 5 NAPLAN scaled scores > 500 in all aspects of literacy.
- NAPLAN will demonstrate >60% of Year 5 and Year 7 students achieving expected growth in Literacy and Numeracy.

Strategies to achieve these targets include:

- Literacy and Numeracy Continuum will be implemented to guide teaching and learning and student assessment K-Year 6.
- National Professional Standards for teachers will guide individual teacher development.
- A focus on improving writing K-Year 6.
- Investigating the implementation of multi aged learning groups.
- Training for staff on the national curriculum.

School priority 2
Outcome for 2012–2014
Aboriginal student outcomes are moving towards their peers

2013 Targets to achieve this outcome include:

- Attendance >91%.
- Decreasing suspension rates from 2011 levels.
- NAPLAN will reflect improving outcomes of students.

Strategies to achieve these targets include:

- Continue training of all staff in Aboriginal Education.
- Extend Fast ForWord initiative.
- Implement quality Personalized Learning Plans.
- Re-establish a school Aboriginal education committee with family representation.

School priority 3
Outcome for 2012–2014
Highly trained staff providing quality teaching in all classrooms.

2013 Targets to achieve this outcome include:

- 100% of staff has a professional learning plan linked to national standards.
- Increased percentage from 55% to 65% of students achieving age appropriate outcomes.

Strategies to achieve these targets include:

- Staff training focused on national curriculum.
• Staff training focused on learning continuums.
• Strengthening of the Teacher and Executive Assessment process.
• Implementation of a new daily teaching and learning documentation.

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.

Neil Rutherford Principal
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