Principal's message
It is my pleasure to present the 2012 Annual School report for Bega Valley Public School. This report presents an overview of the school year, with particular focus on our successes and achievements. School planning and progress on our targets is also addressed, as well as the targets set for 2013 and strategies to achieve them.

Bega Valley Public School is a vibrant place which promotes a culture committed to excellence. The implementation of core programs in the areas of Literacy, Numeracy and Student Engagement and Well Being ensure a consistent and systematic approach to achieve excellent outcomes.

2012 was the first year of a new era in public education in Bega. I would like to acknowledge the positive contribution made by the students, staff and community in creating a school which we can all be proud of.

We pride ourselves on the positive feedback we receive on a regular basis about our school, its students and staff, and on the learning environment we have all worked hard to create. It is a team effort, with the members of the team being the staff, the students, the parents and the broader community.

There is a strong focus on continual improvement at our school with analysis of data used to inform our decisions. There was an excellent response from our parent surveys with an indication that there was a need for us to improve parent engagement and decision making. This will be a focus for the school to explore ways of improving this system.

As we complete the school year and prepare for the next we know that there will be many challenges ahead. Government initiatives will mean substantial changes to the way schools operate now and into the future. I am confident that Bega Valley Public School is in a strong position to meet the challenges head-on and continue to grow and thrive.

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.

Troy Mott, Principal

Our school at a glance

Students
The school enrolment reached 351 in 2012 which was greater than anticipated.

Staff
In 2012, Bega Valley Public School had an executive staff comprising of the principal, 3 Assistant Principals and 1 Highly Accomplished teacher.

Teaching staff included 14 classroom teachers, 2 Learning and Support teachers, a Librarian, a Reading Recovery teacher, a Technology Support teacher and Release teachers.

School Administrative staff included a School Administrative Manager, 3 School Administration Officers, a General Assistant, and 6 School Learning Support Officers.

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

Student achievement in 2012

- In reading, 46% of our Year 3 students performed in the highest two bands, compared with 30.6% of students from statistically similar schools.
- In numeracy, 28% of our Year 3 students performed in the highest two bands, compared with 20.7% of students from statistically similar schools.
- In reading, 23% of our Year 5 students performed in the highest two bands, compared with 21.3% of students from statistically similar schools.
• In numeracy 20% of our Year 5 students performed in the highest two bands, compared with 16% of students from statistically similar schools.

Messages

P & C and/or School Council message

The Parents and Citizens Association is a dedicated group of volunteers who play a vitally important role in our school, working towards providing better opportunities for our students.

2012 has been another successful year with the committee focussing on community events and raising money for the purchase of a variety of worthwhile resources.

The P&C held a disco, provided support to the school for the school production and coordinated the school canteen. It also regularly provides advice to the school on a range of educational issues.

P&C members make an immense contribution to our school by giving up their valuable time to help the school and community. Thank you to everyone who has helped and supported our initiatives this year. New members are always welcome and we look forward again to an active involvement with the school in 2013.

Claire Burgess, P&C Representative

Student representative’s message

We have felt very privileged to be the school leaders of the new school, Bega Valley Public. There have been many memorable moments in what has been an amazing journey, combining the two school populations of Bega West and Bega Primary on the one school site.

Our new school values of respect, responsibility, cooperation and friendship, which we had a major say in forming and implementing, have guided us in many activities from fund-raising to public appearances.

In 2012 we have raised $2 881, through “Jump Rope” activities for the Heart foundation. We also raised money and awareness for children in less fortunate countries that do not have access to clean water and sanitation (through the Anglican Church and the “W.A.S.H. program”). We have delivered speeches at important community events such as the ANZAC Day Ceremony and performed at the Sapphire Coast Learning Community Gala Concert.

We continue to support and work with the younger students in our school through “K-2 Buddy” programs. We have met and guided the Federal Minister for Education, Mr Peter Garrett, around our new school, organised a school social, assisted in Athletics and Swimming carnivals and “Mini Olympics”. We are presently organising a market day to raise money for the year 6 farewell. We hope the 2013 school leaders have as much fun and as many rewarding experiences as we have had this year.

Ellie Parker India Potts Quinn Fletcher Barrie

Samantha Barnes Manuel Consiglio Kevin Dixon

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

Enrolment numbers in 2012 were greater than anticipated with a substantial increase due to the amalgamation of Bega West and Bega Public School. At the start of 2012 we had 346 students enabling us to form 14 classes.
Capital funding projects supported by the Commonwealth stimulus package and the State government allowed the building of seven new classrooms along with a new library, hall, staffroom, staff parking area, landscaped gardens and toilets. Our students are now well-catered for, academically, socially and physically.

**Student attendance profile**

At Bega valley Public School, our staff and community value increasing levels of engagement of students who are willing participants in their own education. We endeavor to provide a safe, secure and attractive learning environment where students are happy to attend and whole heartedly participate in their learning.

The student attendance rate in 2012 was lower than in previous years. Targets and strategies to improve this aspect of the school will be implemented in 2013.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>93.7</td>
<td>92.2</td>
<td>94.4</td>
<td>90.2</td>
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<tr>
<td>1</td>
<td>91.1</td>
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<td>2</td>
<td>94.0</td>
<td>91.9</td>
<td>93.5</td>
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<tr>
<td>3</td>
<td>93.7</td>
<td>94.4</td>
<td>93.4</td>
<td>90.8</td>
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<td>4</td>
<td>93.3</td>
<td>92.7</td>
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<td>89.9</td>
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<tr>
<td>5</td>
<td>95.4</td>
<td>90.5</td>
<td>93.3</td>
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<td>6</td>
<td>94.8</td>
<td>91.9</td>
<td>90.8</td>
<td>89.0</td>
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</tr>
</tbody>
</table>

| Total | 91.6 | 93.7 | 92.2 | 92.4 | 90.7 |

**Management of non-attendance**

In an effort to increase attendance rates, the school presents students with commemorative certificates after reaching a consecutive 100 day attendance benchmark at a special assembly. The school also works closely with the Department’s Home School Liaison Officer (HSLO) to monitor student’s attendance. The school also makes regular contact with families of students whose attendance is of concern.

**Staff information**

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

**Staff establishment**

The school staff comprises both teaching and non-teaching personnel in full-time, part-time, permanent, temporary and casual positions. Students who require assistance in learning or are experiencing difficulty in Literacy and Numeracy are assisted by the Student Learning Support Team (SLST).

A Reading Recovery program supports targeted students in Year 1 who are not achieving expected outcomes in the development of their Literacy skills.

The school has two Aboriginal School Learning Support Officers who work with indigenous students and liaise with our Aboriginal community.

A Principal, three Assistant Principals and a Highly Accomplished Teacher are responsible for leading and managing the school.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
</tbody>
</table>
Assistant Principal(s) | 3
Highly Accomplished Teacher | 1
Classroom Teacher(s) | 15.2
Teacher of Reading Recovery | 0.5
Support Teacher Learning Assistance | 2
Teacher Librarian | 1
Counselor | 0.4
School Administrative & Support Staff | 2.4
School learning Support Officers | 5
Total | 31.5

Staff retention
The school has a high retention of staff, with all permanent classroom teachers from Bega West and Bega Public being employed at Bega Valley Public School.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.
The table below indicates the percentage of teachers who hold a degree or diploma in teaching and those with postgraduate qualifications e.g. Masters of Education.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>

permanent salaries, building and major maintenance.

Date of financial summary | 30/11/2012

**Income**
Balance brought forward | $171179
Global funds | $333658
Tied funds | $443100
School & community sources | $86364
Interest | $13016
Trust receipts | $6502
Canteen | $0.00
Total income | $1053819.00

**Expenditure**
Teaching & learning
- Key learning areas | $23200
- Excursions | $47225
- Extracurricular dissections | $30600
Library | $3028
Training & development | $425
Tied funds | $384687
Casual relief teachers | $42439
Administration & office | $78689
School-operated canteen | $0.00
Utilities | $46562
Maintenance | $21828
Trust accounts | $6649
Capital programs | $6201
Total expenditure | $691533.00

Balance carried forward | $362286.00

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as

School performance 2012
Achievements
Arts

The area of Performing Arts is central to the learning culture of the school. All students participate in quality programs conducted by specialist teachers in music, art and drama.

Through this participation students have developed pride in their school, increased self-esteem and confidence, an appreciation of the Arts and an enhancement of their natural talents. This has been demonstrated in two highly acclaimed school productions, enjoyed in sold-out performances by the whole school community.

Most students participate in a music program, consisting of one lesson each week with a specialist teacher. The music program culminates in participation in school productions and the Sapphire Coast Learning Community Gala Concert. Our students have also performed at the opening of the new Marketplace Mall in Bega.

We also offer art and craft activities and dance at lunchtimes for those students wishing to engage in alternative activities during their break times.

Sport

2012 was Bega Valley Public School’s first year of sport which was extremely successful. Four new Houses were created and were named after the iconic Australian Sportspeople of Bradman, Fraser, Goolagong and Landy.

Extensive skills programs from Kindergarten to Year 6, as well as participation in Zone PSSA competitions, gave students the opportunity to experience a wide range of physical activities.

Sporting highlights of 2012 were:

- 6 individuals have represented at NSW PSSA State level in; Athletics, Cricket and AFL
- NSW PSSA School knockouts
- K-2 Mini Olympics
- Swimming Scheme for Year 2-4

The House Captains helped to create an enthusiastic atmosphere at sporting events as well as encouraging good sportsmanship towards all participants.

Local Schools Maths Champions

Two stage 3 Mathematics teams competed against numerous local schools in the Mathematics Competition Day at Bega High School. Our school was the overall winners for the day.
Speech Pathology Program

Our school engaged a speech pathologist to provide individualised and whole group activities for our kindergarten students. Regular visits by the speech pathologist enhanced student’s expressive and receptive language skills which subsequently improved their acquisition of Early Literacy skills.

Academic

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.

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)

Reading – NAPLAN Year 3

In reading, 46% of our Year 3 students performed in the highest two bands, compared with 30.6% of students from statistically similar schools and 46.8% of students from across the state.

Numeracy – NAPLAN Year 3

In numeracy, 28% of our Year 3 students performed in the highest two bands, compared with 20.7% of students from statistically similar schools and 36.5% of students from across the state.
In reading, 23% of our Year 5 students performed in the highest two bands, compared with 21.3% of students from statistically similar schools and 31.8% of students from across the state.

**Numeracy – NAPLAN Year 5**

In numeracy 20% of our Year 5 students performed in the highest two bands, compared with 16% of students from statistically similar schools and 29% of students from across the state.

**Progress in reading**

Progress in reading was substantially lower than in the last three years. The school has developed strategies to address this over the next two years focusing on improved pedagogy.

**Progress in numeracy**

Progress in numeracy was substantially lower than in the last three years. The school has developed strategies to address this over the next two years focusing on improved pedagogy.
My School website
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 and enter the school name in the Find a school and select GO.

Minimum standards
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.

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

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

**Significant programs and initiatives**

**Aboriginal education**
18% of our total enrolments are Aboriginal students.
All Aboriginal students have a Personalised Learning Plan. Two part time Aboriginal Education Officers work with staff and students in classrooms and the playground.
All students at Bega Valley PS learn about Aboriginal culture and history.
NAIDOC was celebrated with a special assembly where Indigenous students were recognised for their achievements. Each class created a large canvas in response to a dreamtime story. These amazing works now hang in the school hall. High School students lead us in indigenous games in the afternoon.
All staff have commenced training in the No Gaps No Excuse modules to enhance our cultural awareness.
Multicultural education
A special Harmony Day assembly was held on 21st March. Classes presented poetry, stories and artwork inspired by Harmony.
Students wore orange and decorated hands which were placed in a colourful display in the lawn around the hall. A large artwork incorporating hands and our school learning tree was made and included in the High School Harmony Day exhibition. In the afternoon students participated in Indigenous games.

National partnership programs
Our school continued with National Partnership for Low Socio Economic Communities. This program provided our teachers and executive opportunities to embed practices that will improve literacy and numeracy outcomes for students. Following a rigorous school based self-evaluation, our school’s focus is multifaceted and provides additional resources in;
- Reading
- Numeracy
- Spelling
- Leadership
- Aboriginal Education
- Boys Education

Whole school structures have been incorporated as part of this program to enhance;
- Effective evidence based teaching
- Strong leadership and whole school engagement
- Processes for monitoring school and student performance to identify when support is required.
- The analysis, suplementation and effective distribution of human resources.

We created the position of a Highly Accomplished Teacher (HAT) who will be working at our school for two years.

The HAT works in classrooms and leads other teachers in the development and refinement of their teaching practice to improve student learning outcomes.

Priority Schools Program (PSP)
This year our school has had in-school support with a Regional PSP Consultant approximately once per week. She has trained 3-6 staff in the use of a numeracy program Taking Off with Numeracy (TOWN). Lesson studies were completed focusing on lesson structure, the Numeracy Continuum and differentiation.

Smooth Start is a prior to school transition program which our school successfully ran. Over 40 children participated in the eight week school readiness program. Smooth Start has exposed and equipped the children with skills which will allow them a much smoother entry into primary school.

Country Areas Program
Our school created a new Transition to High School program in collaboration with regional personnel.

The first phase of the program “My Say: My Future” on the 22nd May was aimed at collecting data from the stage 3 students on transition, engagement and their aspirations.

These findings helped create the new transition program which took place in term 4. It involved all stage 3 students visiting the high school and
working with a high school teacher for a lesson a week for four weeks.

**Progress on 2012 targets**

**Target 1**  
**To improve student learning outcomes in literacy.**

Our achievements include:

- The implementation of a professional learning model. This involved a lesson study approach where a cycle of supported professional development occurred.
- Staff worked in teams to further enhance the use of strategies identified in Accelerated Literacy and Focus on Reading.
- Teams of teachers planned together to develop programs, strengthen assessment procedures and identify and track targeted students.
- Staff participated in ISER Spelling K-6 program to facilitate a whole school integrated approach.
- Improved understanding of the writing and spelling K-6 syllabus for teachers and the community.
- The successful Implementation of THRASS in Early Stage 1 and Stage 1 classrooms to identify phonemes in writing.

**Specific targets used for Federal government Accountability**

Our self-evaluation team identify targets based on school and system wide data. These targets are analysed and approved by Department of Education regional management team.

**Target:** 32.5% of Year 3 students will be in proficient bands (top 2 bands) in NAPLAN testing for reading.

**Result:** 46% of Year 3 students were in proficient bands (top 2 bands) in NAPLAN testing for reading.

**Target:** 32.5% of Year 5 students will be in proficient bands (top 2 bands) in NAPLAN testing for reading.

**Result:** 23% of Year 5 students were in proficient bands (top 2 bands) in NAPLAN testing for reading.

**Target:** 97% of Year 3 students will be at or above national benchmark in NAPLAN testing for spelling.

**Result:** 90% of Year 3 students were at or above national benchmark in NAPLAN testing for spelling.

**Target:** 84% of Year 5 students will be at or above national benchmark in NAPLAN testing for spelling.

**Result:** 92% of Year 5 students at or above national benchmark in NAPLAN testing for spelling.

**Target 2**  
**To enhance educational and social outcomes of all Aboriginal students.**

Our achievements include:

- Employment of an Aboriginal Education Worker who built links with the community and developed literacy and numeracy skills of our Aboriginal students.
- The development of Personalised Learning Plans for all Aboriginal students. These plans will be evaluated each semester with specific goals in attendance, literacy, numeracy and engagement.
- A SLST supported and mentored classroom teachers in implementing plans, supporting student welfare, tracking progress and reporting Aboriginal student’s achievement to parents.
All staff participated in regional Aboriginal Cultural Awareness professional development- No Gaps, No excuses.

NAPLAN data is unable to be reported on due to small student cohorts.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of the transition to secondary education for those students who were enrolling in our partner high school, Bega High School.

Background

In recent years the school has been building a stronger partnership with Bega High School. As part of this process the schools had been working closely on strengthening the transition processes and programs to ensure a successful move to secondary education for the Year 6 cohort. Information was obtained through the “Your Future Your Say” forum which outlined student, parent and teachers feelings and observations on transition procedures.

Findings and conclusions

It was agreed that the schools have a process for sharing social and academic information about students.

BVPS staff felt a more regular and authentic link between Stage 3 and the high school would help our students transition to high school more smoothly.

The students felt regular visits to the high school would reduce their anxiety.

Parents felt that communication with the high school could be improved.

Future directions

Our school will link with the high school to develop across stage units of work which incorporate visits to the high school. The schools will collaboratively develop a communication system between the high school and our year 6 parents.

The school will revisit the process for sharing of information including the type and method.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. There is an overwhelmingly high degree of satisfaction in the school. Some of their responses are presented below:

- New parents to the school felt the initial contact was welcoming and informative.
- Parents are happy that they send their children to our school. They feel that any concerns raised are resolved quickly and effectively.
- Teachers are enthusiastic about the learning of new teaching strategies and find the overall tone of the school to be excellent.
- Students find our school to be a fun and engaging place to learn with teachers who are caring.
- Most parents felt our communication processes provided timely relevant information regarding their children.
- Parent engagement and involvement is an area for further investigation.

Professional learning

Throughout 2012, all members of staff participated in professional learning activities comprising of team meetings, staff meetings, lesson observations and Staff Development Days. Topics covered at school included PBS, literacy and numeracy strategies, Engaging Students with a Disability, No Gaps No Excuses Cultural awareness training, and mandatory training in Emergency Care, Child Protection and Code of Conduct.
A number of teachers attended external professional learning on implementation of Quality Teaching, THRASS, the new Australian Curriculum, Leading in 21st Century and Using Technology as a Learning Tool.

The average expenditure per teacher is $1070.

**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**

To improve student learning outcomes in numeracy.

**2013 Targets to achieve this outcome include:**

- 94% of Year 3 students will be at or above national benchmark in NAPLAN testing for numeracy.
- 27% of Year 3 students will perform in the proficient bands (top 2 bands) in NAPLAN testing for numeracy.
- 94% of Year 5 students will be at or above national benchmark in NAPLAN testing for numeracy.
- 22% of Year 5 students will be in proficient bands (top 2 bands) in NAPLAN testing for numeracy.
- At least 75% of students achieving or exceeding state average growth for numeracy.

**Strategies to achieve these targets include:**

- TOWN will be maintained in the stage 2 and 3 with the continuing professional learning and classroom support to be carried out at the school level by the HAT.
- Extra time provided to professional development sessions over the year focusing on the Numeracy Continuum, ongoing assessment, tracking and monitoring of individual students and consistent teacher judgement.
- Highly Accomplished Teacher (HAT) will examine the Teaching, Learning and Assessing Cycle – what does it look like in practice with individual teachers and develop professional learning plans incorporating team teaching.
- SLST support will be targeted towards numeracy in Stage 2 to ensure individual student needs are effectively catered for.
- Appropriate hands on resources will be created/purchased to supplement the all aspects and levels on the Numeracy Continuum.

**School priority 2**

To enhance educational and social outcomes of all Aboriginal students.

**2013 Targets to achieve this outcome include:**

- 80% of Aboriginal students will attend school 92% of the time. In 2013, this was 65% of students.
- 90% of parents will actively participate in the development of PLP’s.

**Strategies to achieve these targets include:**

- Links with the AECG and Meegai group to promote attendance and involvement.
- Differentiated lessons in literacy and numeracy ensure access to curriculum and success in learning for Aboriginal students.
- Completion of next module in No Gaps No Excuses training.
- Regular designated monitoring of Aboriginal student progress by stage teams.

**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.

Troy Mott Principal
Gina Barnes Assistant Principal
Heather Cross Assistant Principal
Mark Farrell Assistant Principal
Mariclarre Malone Highly Accomplished Teacher
Jenny Munro School Administration Manager
Claire Burgess P&C

School contact information
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21 Auckland Street
Ph: 64921280
Fax: 64923965
Email: begavalley-p.school@det.nsw.edu.au
Web: www.bega-p.schools.nsw.edu.au
School Code: [Enter here.]

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: