School context

Bega Valley Public School is committed to innovation and excellence in literacy, numeracy, technology and student welfare and achieves this by;
• supporting the diverse needs of students by differentiating the curriculum;
• creating a culture of analysing teaching, learning and leadership;
• implementing and supporting professional learning;
• having critical, analytical and reflective conversations about what you do and how you do it;
• having a criteria for effective teaching, building on current knowledge and implementing new practices, and
• developing authentic partnerships with community, local schools and support services.

17% of students are Aboriginal with the school’s strong links with the Aboriginal community vitally important in catering for the cultural, academic and social needs of our students. A focus on school self-evaluation has enabled priorities and processes to be developed which maximise student learning outcomes and life opportunities for all students who attend our school.

Principal’s message

Bega Valley Public is a large primary school serving a diverse socio-economic community on the Far South Coast. The school is a vibrant place of learning and is characterised by a sense of energy and warmth of welcome.

The school has a high academic focus. Our skilled, committed and cohesive staff members work collaboratively to provide quality programs in literacy, numeracy and student engagement and wellbeing. Literacy programs such as Multilit, Minilit and speech pathology, and Numeracy programs such as, ‘Taking Off With Numeracy’ and ‘Count Me In Too’ cater for the individual needs of students. There are also rich and diverse learning opportunities for students in creative and performing arts with specialised teachers delivering drama, music, dance and gardening programs. Aboriginal Education, including engagement programs and Indigenous studies is a high priority.

There is a strong focus on continual improvement at our school. The school benefits from extra equity funding which is used to support teacher professional development programs to further develop quality teaching practice resulting in improved student outcomes. An integral part of this development is the collaborative planning by the whole staff to produce quality teaching and learning programs.

There was an excellent response from our parent surveys on communication and homework. We will use the data collected to inform our decisions and policies in these areas. The positive feedback we receive about the varied learning environment is a tribute to the team effort of all staff, students, parents and the broader community. Broader community support includes an offer of sponsorship for our garden program in 2014 by the Bega Agricultural Society.

We have a Positive Behaviour for Success program that promotes and teaches skills in student self-regulation based on the school’s values of respect, responsibility, cooperation, friendship. Leadership opportunities are provided to students from Kindergarten to Year 6 through assembly presentations, whole school plays, a student representative council and a buddy and peer tutoring program.

I am incredibly proud and privileged to be the Acting Principal of Bega Valley Public School this term. I value and commend the efforts and achievements of its students, the commitment and dedication of an experienced and talented staff and the contribution and active involvement of supportive parents and a vibrant community. I am pleased to share some of the school’s achievements with you in this report.

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.

Mark Farrell, Acting Principal
P & C message

The P&C association promote the interests of the school by bringing parents, citizens, students and teaching staff into close cooperation; assisting in providing equipment required by the school; and assisting the teaching staff in establishment of school policies, and management in all facets of school activity.

Bega Valley Public School P&C meets on the first Tuesday of every month (outside school holidays), with about 8 meetings per year. All meetings are open to everyone.

During 2013, the P&C have been involved with the Easter Egg Hunt, the school Canteen, disco, Promoseed Promotion and selling DVDs of the Year 3-6 school play, ‘A Time to Dance’.

The money that the P&C raised during the year has gone back into the school for such things as providing hats for all students, the MulitLit program and providing fruit platters for the children who participated in the school play during the evenings. We also organised a grant for the school garden, which has become an outstanding achievement for the whole school body, and to those who participated in the working bee.

Thank you to all of our volunteers. Time is an issue but many hands make light work and there is always something to volunteer for, particularly in the school canteen where there have been big changes this year.

A big thank you to Trish Warby who ran the canteen last year and the first half of this year. We value her contribution and wish her the best of luck for the future; thank you to the Canteen Committee for running the canteen on a volunteer capacity for Term 3 and to all of those parents, grandparents and carers, and even a few teachers and support staff, who jumped in on occasions, for their ongoing support and time.

Welcome to Sheryl Bartlett, our new Manager. The canteen committee looks forward to each new year with continued support and welcome any new and existing volunteers. The canteen will be opening Wednesdays and Fridays in 2014.

Thank you to the current P&C. In 2014 we will be farewelling Barry Blacka, our current President, as his youngest daughter is off to high school. Thank you to Barry for all of your efforts during your time at Bega Valley Public School.

Thank you to the teachers, support staff and in particular, Mandy, Jenny and Jenny in the office; your support has been amazing.

Thank you to Mr Mott. Every year Bega Valley Public School has been better than the last, and we all look forward to seeing what we can achieve next year.

Thank you to the students - the reason we are all here. Good luck and farewell to all Year 6 students moving on to high school, best of luck for your next adventure.

Sally Benedyka
Student representatives’ message

2013 was another fantastic year at Bega Valley Public School. There were many memorable moments and students had lots of fun adventures.

Our school values are Respect, Responsibility, Cooperation and Friendship. Students displaying these values can receive a token. These tokens are taken back to the classroom and when the class receives enough tokens they receive a class reward. Students especially enjoyed the movie day and the pyjama day.

2013 was full of many highlights including:

- Market day- where we raised over $1200 for the year six t-shirts and farewell
- The Canberra excursion - a fantastic opportunity to visit many important places like Parliament House and the National Museum
- Athletics, swimming and cross country carnivals
- Easter Egg hunt
- Disco
- School performances. Years 3-6 was called “A Time to Dance” and K-2 “Across the Universe”.

Josephine Bonney, Tarni Evans, Noah Murray Riley Lucas

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>82</td>
<td>94</td>
<td>100</td>
<td>94</td>
<td>108</td>
<td>164</td>
<td>167</td>
</tr>
<tr>
<td>Female</td>
<td>91</td>
<td>98</td>
<td>97</td>
<td>97</td>
<td>107</td>
<td>179</td>
<td>173</td>
</tr>
</tbody>
</table>

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 have a number of extra-curricular programs including art/craft, organised games, breakfast club, edible garden and cooking programs to engage and provide an attractive learning environment where students are happy to attend and whole heartedly participate in their learning.

The student attendance rate in 2013 increased significantly from 2012.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.7</td>
<td>92.2</td>
<td>94.4</td>
<td>90.2</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>91.1</td>
<td>93.0</td>
<td>88.4</td>
<td>92.1</td>
<td>91.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>91.9</td>
<td>93.5</td>
<td>91.2</td>
<td>92.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.7</td>
<td>94.4</td>
<td>93.4</td>
<td>90.8</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.3</td>
<td>92.7</td>
<td>92.5</td>
<td>89.9</td>
<td>92.7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.4</td>
<td>90.5</td>
<td>93.3</td>
<td>92.1</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.8</td>
<td>91.9</td>
<td>90.8</td>
<td>89.0</td>
<td>91.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>91.6</td>
<td>93.7</td>
<td>92.2</td>
<td>92.4</td>
<td>90.7</td>
<td>92.4</td>
</tr>
</tbody>
</table>

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. All teachers work hard to implement programs within a happy, safe environment so school is a highly engaging place for all students. The school also works closely with the Department’s Home School Liaison Officer (HSLO) to monitor students’ attendance. The school also makes regular contact with families of students whose attendance is of concern.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
The school has a high retention of staff, with all permanent classroom teachers returning to Bega Valley Public School in 2013.

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.

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

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

### Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>5</td>
</tr>
</tbody>
</table>

### Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>362287.20</td>
</tr>
<tr>
<td>Global funds</td>
<td>189247.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>392705.97</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>90878.93</td>
</tr>
<tr>
<td>Interest</td>
<td>11933.40</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4352.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1051405.23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>24576.01</td>
</tr>
<tr>
<td>Excursions</td>
<td>40654.27</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>47122.15</td>
</tr>
<tr>
<td>Library</td>
<td>4956.01</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2245.81</td>
</tr>
<tr>
<td>Tied funds</td>
<td>338374.60</td>
</tr>
<tr>
<td>Casual relief teachers/SASS</td>
<td>39526.23</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>60413.31</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>49355.14</td>
</tr>
<tr>
<td>Maintenance</td>
<td>13121.26</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4473.38</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>624818.17</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>426587.06</td>
</tr>
</tbody>
</table>

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

Bega Valley Public School provides a wide range of academic and extra-curricular programs to support students to achieve their best.

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)

Highlights from NAPLAN include

- Year 3 Aboriginal Students’ reading
- Year 5 Boys’ Grammar & Punctuation.
- Year 5 Boys Growth in Reading

Areas for further investigation include numeracy and writing.

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.

Other school based assessments

Continuums

In 2013 Bega Valley Public School teachers plotted students on continuums in the areas of Reading (literacy continuum) and Number (numeracy continuum). Results are recorded electronically using the SENTRAL program. This information shows teachers detailed information on students literacy and numeracy skills including ‘where are they’ and ‘where to next’. Continuums support teachers to plan learning activities for their students and a valuable tool for showing achievement and growth. Reading levels were also recorded enabling teachers to analyse how far the students had come and plan for further development. At the beginning of the new year the student’s results will roll over with the student to their new class, providing the new teachers with access to student achievement levels.

Other achievements

Performing Arts

The area of Performing Arts is central to the learning culture of the school. Through this participation students develop an increased self-esteem and appreciation of the Arts. This has been demonstrated by two highly acclaimed school productions, enjoyed in sold-out performances by the whole community.

Students participate in a music and singing program, consisting of one lesson per week with a specialist teacher. In these lessons students experience and develop skills with a range of music and instruments including ukulele, African drums, marimbas and singing.

In the primary area students are able to enhance their natural talents in a more specialised setting. The school band and performance drumming group have continued to thrive culminating in performances at the Sapphire Coast Learning Community gala concert.
The music program continues to be a source of pride for the students and a highly valued program by parents and the wider community.

Sport

Sport at Bega Valley Public School was a highlight in 2013. Students from Years 1-6 took part in sports rotations, where they were given the opportunity to learn skills in a variety of areas including:

- Fitness
- Ball skills
- Balance
- Skipping

Bega Valley Public School entered teams in PSSA state knockouts, as well as a variety of gala days that fostered not only sporting skills but those of participation, teamwork and sportsmanship.

Sporting highlights of 2013 were:

- Four individuals represented at NSW PSSA state level in; Athletics, Cricket and Cross Country
- For the first time in school history two students went on to represent NSW at National Level
- NSW PSSA School knockouts
- Swimming Scheme
- Swimming, Athletics and Cross Country Carnivals.

All students help to create an enthusiastic and supportive atmosphere at sporting events and sport remains a highly valued part of the school community and culture.

Camps and excursions

The students of Bega Valley Public School were given the opportunity to participate in a variety of excursions in 2013. Teachers design excursions to support the learning that is happening in the classroom. Students also visit places of local significance to better understand these important local areas.

Once again a highlight was the major excursion for Years 5 and 6. The Stage 3 students visited Canberra for four days and were able to visit a range of places that provided students with new and enjoyable experiences and opportunities to learn.

Significant programs and initiatives

Aboriginal education

Bega Valley Public School has implemented a range of strategies that have improved student self-esteem and engagement with schooling. In 2013 all Year 3 students were above minimum standard with two students in proficient bands in reading. There is an improvement in overall attendance of students with evidence to suggest that when Elders are in the school there is a higher rate of attendance.

Key strategies include:

‘Working with’ rather than ‘doing things to’ our Aboriginal community. The school has developed strong partnerships with the AECG seeking and valuing input from our community on how best to improve the educational outcomes of our Aboriginal students.

Understanding the local context. We have worked with AECG and local lands council to understand the specific needs of our community and developed strategies to address these.
Increase all students’ knowledge of Aboriginal culture and language. The Meegai group and local elders have begun teaching Aboriginal Language, local history and culture to Aboriginal students.

Multicultural education

K-6 students at Bega Valley Public School learn Indonesian language through specialised lessons. Songs and games support student learning of the culture and language.

Students also learn about other countries and cultures through the study of Human Society and Its Environment.

Transitional Equity Funding

Transitional Equity Funding assisted the school to provide extra support through a range of strategies and programs. These included:

- Effective use of Learning Support Team (LST) system to identify students requiring extra support and then allocating resources.
- Completing Individual Learning Plans for students
- Supporting the development of reading through collaborative planning mentoring and in–class support

Transitional Equity funding also enabled the ‘Smooth Start’ program to operate.

‘Smooth Start’ is a 10 week transition program. By working cooperatively and collaboratively with our community we have increased engagement in the school whilst enabling the preschool children to socialise with their peers and to become familiar with basic school routines. The teachers have also been able to observe skills and gather information that will inform their planning and programming for next year.

National Partnerships

Bega Valley Public School received funding through the Low SES School Communities National Partnership. This funding enabled the school to implement significant initiatives that focus on improving student learning outcomes. Significant changes that have occurred as a result of the funding include improved teacher capacity and a positive start to schooling.

Improved teacher capacity

K-6 staff from Bega Valley Public School were involved in ongoing weekly mentoring sessions with the Highly Accomplished Teacher and the K-2 Assistant Principal to create professional learning goals. Plans were created in order to achieve these goals by aligning effective strategies against resourcing and time frames. These planning sessions were also focused on student achievement and were closely linked to the use of the literacy and numeracy continuums to guide the teaching and learning cycle. The two mentors worked closely with the staff in and outside of their classrooms observing best practice of other staff, team teaching and demonstration lessons. The one-on-one meetings allowed the mentors to tailor the support for the differing needs of staff experience. The sessions also allowed for individual students to be more closely monitored through the use of the continuums, in which improvements in cluster levels were seen.

Staff indicated through a survey that this approach is beneficial in building teacher capacity at an individual level as it takes into account their level of experience and expertise. They indicated that this has improved their knowledge and effective use of the teaching and learning cycle. Of particular note was that teachers felt they could better use the literacy and numeracy continuums to inform their teaching.

A positive start to schooling

This approach focuses on building an effective transition program to support transition from preschool to school. The approach is designed to positively impact on the first year of schooling that is essential to lifelong learning.
The school has partnered with local schools and preschools to provide information to parents on education. This included providing an information evening on starting school. Experts in speech pathology, occupational therapy, behaviour support and early Stage 1 education presented at this session providing vital strategies to help parents, and to develop vital links between the school and community.

**Speech Pathology**

Once arriving at school a speech pathologist tests and plan strategies to support Kindergarten students’ receptive and expressive language. A student learning support officer (SLSO) implements a daily program with identified children with ongoing support provided by the speech pathologist.

**Minilit and Multilit**

Minilit and Multilit are research based literacy intervention programs that support students in making progress in reading. Selected students in Year 1 and 2 undertake Minilit lessons 4 days per week, with students in Years 3-6 participating in Multilit lessons. Support teachers and a wonderful band of volunteers deliver lessons to students designed to improve reading accuracy and fluency.

**High School Transition**

The high school transition program continued to develop in 2013. This program is essential in making the transition from primary to high school a smooth one for our students. All Stage 3 students were given the opportunity to participate in activities at the high school with high school teachers in a variety of subjects including science and food tech. Students found this to be a valuable process as they became more familiar with new and different surroundings, as well as being able to form relationships with students and staff at the high school.

**Quality Start**

The quality start program is implemented in each classroom at the beginning of the year. Teachers and students work together through a range of lessons and activities which set high expectations and develop positive relationships between teachers and students, and among students.

The program assists students to develop a common language of learning, engages them in higher order thinking activities where learning is meaningful and important to students, and where a code of conduct is developed.

**Breakfast Club**

A breakfast club operates every school day apart from the last day of term. This club offers breakfast to any child, who for whatever reason has missed breakfast or feels they have not had an adequate breakfast. The club is funded by the Red Cross and the Anglican Church and is run by volunteers from these organisations.
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 include:

- analysis of school and system data
- classroom observation,
- focus meetings
- Community, staff and student surveys and questionnaires

School planning 2012—2014: progress in 2013

School priority 1

Outcomes from 2012–2014

To improve student learning outcomes in numeracy.

Evidence of progress towards outcomes in 2013:

Achievements in 2013 include:

- Specific teaching strategies to assist in achieving improvement developed as a result of individual student and group data analysis
- Individualised Learning Plans collaboratively written for all students in Year 2 included strategies to maximise learning outcomes.
- Enhanced understanding of syllabus and track student progress on numeracy continuum. Development of whole school assessment schedule designed
- All classes K- 6 are involved in a numeracy session from 11.30am to 1.00pm to ensure adequate time is provided for the development of numeracy skills and to maximise opportunities for flexible groupings.
- Effective use of Learning Support Team (LST) system to identify students requiring extra support and then allocating resources.
- Individual Learning Plans in place for all students who have been identified as below National Benchmark in NAPLAN results

2013 Targets to achieve this outcome include:

- 94% of Year 3 students will be at or above national benchmark in NAPLAN testing for numeracy.
- Result: 100% of Year 3 students were at or above minimum standard in numeracy.
- 27% of Year 3 students will perform in the proficient bands (top 2 bands) in NAPLAN testing for numeracy.
- Result: 19% of Year 3 students are performing in proficient bands in numeracy.
- 94% of Year 5 students will be at or above national benchmark in NAPLAN testing for numeracy.
- Result: 87% of Year 5 students were at or above minimum standard in numeracy.
- 22% of Year 5 students will be in proficient bands (top 2 bands) in NAPLAN testing for numeracy.
- Result: 2% of Year 5 students are performing in proficient bands
- At least 75% of students achieving or exceeding state average growth for numeracy.
- Result: 29% of students are achieving or exceeding state average growth for numeracy.

Strategies to achieve these outcomes in 2014

- Explicitly teach problem solving strategies as a component of an effective numeracy lesson.
- School structure and organisation to support the teaching and learning cycle in stage 2 and 3.
- Utilise an expert consultant to review procedures in the teaching of numeracy in stage 2 and 3 and develop and implement an improvement plan.
- Link improvements in teacher capacity to TARS and EARS process
School priority 2

Outcomes from 2012–2014

To enhance educational and social outcomes of all Aboriginal students.

Evidence of progress towards outcomes in 2013:

Achievements in 2013 include:

- A clear focus on pedagogy and differentiated curriculum
- Attendance is a focus area during the PLP process.
- PLPs demonstrate a genuine commitment to engaging Aboriginal students and families.

2013 targets to achieve this outcome include:

- 80% of Aboriginal students will attend school 92% of the time. In 2012, this was 58% of students.
- Result: 72% of students achieved a target of greater than 92% of attendance

Strategies to achieve these outcomes in 2014:

- Continue the annual PLP process involving student, parents/carers and teachers
- Create a structure of support which ensures regular contact between schools and families occur.

Professional learning

Throughout 2013 all members of staff participated in a variety of professional learning activities in staff development days, whole staff and team meetings. Topics included working with the new English syllabus, numeracy strategies and PBS. Mandatory training included CPR, Child Protection, Disability Training and Anaphylaxis Training.

Low SES National Partnership funding enabled Bega Valley Public School to employ a Highly Accomplished Teacher to assist with professional learning. The focus of this professional learning was improving teacher quality through lesson studies, using the literacy and numeracy continuums and differentiated instruction.

A number of teachers also attended external professional learning in relation to English Programming for the new curriculum and THRASS.

The total expenditure for 2013 was $24309.

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.

Community Engagement Survey

This survey was conducted to assess the effectiveness of current school practices in the area of working collaboratively with the community to improve student learning outcomes.

Communication

100% of respondes agreed that the school shares information about student learning needs
through various means, such as Meet the Teacher, informal discussions and written reports. 70% indicated that the newsletter was successful at informing them of what was happening in the school.

Parent Involvement

94% of responses indicated that the school was welcoming and inviting and 88% said the school encourages parents to be involved in their children’s learning. 98% feel that they are listened to and their opinions and ideas are respected and 86% felt comfortable in contacting the school. Responses also indicated that the school offered parents the opportunity to be involved in a variety of school activities and groups, including P&C, canteen, reading groups etc.

After analysis of the survey, a recommendation for the future was that the school implement a wider selection of communication formats. As a result of this recommendation the school will set up a Facebook page and attach the newsletter, giving parents access to a social media school page. A new survey will be designed to identify parent/carer strengths and skills. A list can then be developed that will enable teachers to access local people with specialised skills.

Program evaluations

Community Homework Survey

Background

The school community identified the need to have a more consistent Homework Policy as parents and students were finding different expectations within various classes and stages.

Findings and conclusions

The findings of the Survey are;

- 88% of parents agree that homework is important for their children’s success at school
- 99% of Early Stage 1 and Stage 1 parents agree that students should spend between 15 and 30 minutes a night on homework
- 84% of Stage 2 and 3 parents agree that students should spend 1 to 3 hours a week on homework.
- Across the school 94% of families have a computer with 92% having internet access.
- In Early Stage 1 and Stage 1, 64% of students access the internet to help with homework, while 83% in Stages 2 and 3 use the internet to assist them with their homework.
- Early Stage 1 and Stage 1 students were surveyed and 79% liked doing homework every day.
- 88% liked having a variety of activities to do for homework, with 83% accessing the computer programs; Reading Eggs and Mathletics at home
- 57% of students do their homework at a set time and 86% liked having help with their homework, while 60% of students could do their homework on their own.

Future directions

The results of this survey have seen the formation of a more consistent approach to Homework which is set at a stage level, including work to support the students in what they are currently learning in class with additional fun or social activities. Also the content was spread across the week allowing students to select tasks to be completed using a grid format.
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.

Mark Farrell, Principal
Gina Barnes, Assistant Principal
Peter Bennett, Assistant Principal
Heather Cross, Assistant Principal
Kerrie Vogele, Deputy Principal

School contact information

Bega Valley Public School
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: 1168

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: