Introduction
The Annual Report for 2015 is provided to the community of Barooga Public School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

John Francis
Principal

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School background

School vision statement
Barooga Public School is a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

School context
Barooga Public School is the only public school located in the rural town of Barooga, adjacent to the larger Victorian town of Cobram. The school’s population in recent years has been around 150 students. In recent years an increasing number of low socio-economic families have enrolled at the school. The school has always had a multicultural mix and includes a number of LBOE students. Around 5% of the school student body is Aboriginal.

Parent and community members of the community make valuable contributions to the school’s programs and welfare of the students.

Whilst over the past few years the school’s main focus was to improve the literacy and numeracy standards of students, programs are also in place to develop the whole child. The You Can Do It program and philosophy is embedded into the school’s culture with the Stephanie Alexander Kitchen Garden Program becoming an integral part of the school in recent years.

The school attracts equity funding to support its targeted programs.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In Learning our focus has been on wellbeing, learning and the curriculum. A strong, caring and positive learning culture, where staff has a really good knowledge of the students, underpins a culture of value, trust, and respect. Our Aboriginal students are having an increased involvement in leadership opportunities provided to them. Attention to individual learning needs has been in increasing focus throughout the year. Students with high learning needs are identified, with individual learning plans developed to provide the best possible support for successful learning.

Our focus in Teaching has been an increase level in collaborative practice for all staff. Analysis of assessment data has focused decision making and teaching. The school has consolidated training in Literacy and Numeracy and tracking student achievement. The introduction of Professional Development Plans, for each staff member, has provided the opportunity for increased levels of professional conversation, mentoring, observation, reflection and feedback. The implementation of Science Syllabus and preparation for the introduction of the History Syllabus and trial the Geography Syllabus has also been a priority.

In the area of Leading, progress in leadership and management practices have been key in developing the future plans, directions and priorities for the school. Leadership development, across the school is central to school’s ongoing improvement and continues to be fostered at all levels.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Quality Learning

Purpose

Every student in our care is engaged in meaningful and future focused learning experiences and achieves their full potential as a learner, a leader and a responsible and productive citizen.

Overall summary of progress

All teachers used PLAN software to plot student achievements on the Literacy and Numeracy Continuums. Parent reports were provided along with student reports at the end of 1st and 2nd Semester.

Staff in Kinder, Year 1 & 2 implemented L3 strategies, but were unfortunately unable to continue into the second year of the program as no local facilitator was available. This is now a goal for 2016.

Two new staff were trained in TEN, so that all staff in Kinder, Year 1 & 2 were trained in and implementing TEN in their classrooms.

SMART Goals were focused by staff throughout Term 3

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| All students, including Aboriginal and LBOE, achieve age/grade appropriate, or better, level as recorded on PLAN data. | • Most years have 80 to 85% of students achieving age appropriate Reading aspects on PLAN.  
• Additional support for identified needs  
• All students with learning adjustments have PLASST profile and Individual Education Plan | $14,000 (Low Level Adjustments)  
$7413 (Aboriginal Background)  
$3500 (Low Level Adjustments) |
| All students, including Aboriginal and LBOE, participate in self-reflection, demonstrating responsibility for learning. | • Re-introduction to self-reflection for students |                                           |

Next steps

- Implementing Best Practice, Super 6 Reading Comprehension strategies across the school
- Further analysis of PLAN and NAPLAN data for adjustments in teaching and learning
- More staff trained in How2Learn
Strategic Direction 2
Quality Teaching and Leadership

Purpose

Build workplace capacity through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

Overall summary of progress

The introduction of the Professional Development Framework has given a focus on peer collaboration and teacher improvement through the development of plans. All teachers include Professional Teaching Standards as part of lesson observations for Professional Development Plans.

All staff were observed in their teaching practice and provided with feedback; similarly all staff was able to observe other staff members in their teaching practice to provide them with feedback.

Leadership staff participated in growth coaching to enhance their role and further develop other staff and their teaching.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will have a Performance and Development Plans linked to the Professional Standards for Teachers.</td>
<td>One staff member was able to gain teaching accreditation at proficient</td>
<td>$9204 (Beginning Teacher) $12450(Teacher Professional Learning)</td>
</tr>
<tr>
<td></td>
<td>Two staff members were able to maintain their teaching accreditation at proficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All staff members successfully completed the first year of Performance Development Framework</td>
<td></td>
</tr>
<tr>
<td>All staff implement the Quality Teaching Framework model in their classroom practice and there is evidence of it in their classrooms.</td>
<td>All staff were observed in their teaching practice and provided with feedback; similarly all staff was able to observe other staff members in their teaching practice to provide them with feedback.</td>
<td></td>
</tr>
</tbody>
</table>

Next steps

- All staff in Kinder, Year 1 & 2 to complete their second year of L3 training
- All staff to successfully complete second year of Professional Development Framework
- Continue to provide and promote opportunities for staff to collaborate, observe and share professional growth and leadership
- Implementation of History Syllabus and trial of Geography Syllabus
Strategic Direction 3
Quality School Culture

Purpose

Build stronger, positive relationships as an educational community, inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices to ensure our students thrive and show growth in their learning in a supportive and mutually respected environment.

Overall summary of progress

In an endeavour to communicate more effectively with our school community we have established a school Facebook page, currently with 232 followers, to keep families and community better informed of school activities. We also conducted a Cyber Safety awareness led by Deniliquin Police Area Command for senior students and parents as part of our commitment to the safety and wellbeing.

The Kindergarten transition program continues to be an effective beginning for our newest students. We continue to work closely with an increasing number of outside support agencies. Intereach conducted its program 1, 2, 3 Magic and emotion coaching for families. A number of families participated in these valuable workshops.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased enrolments from Barooga and surrounding area.</td>
<td>Increased enrolments in 2015, the highest in 7 years Kindergarten Transition</td>
<td>$3000(Location Loading)</td>
</tr>
<tr>
<td>Increase in satisfaction rating from surveys</td>
<td>Satisfaction rating in 2015 85%</td>
<td></td>
</tr>
<tr>
<td>Reduced incidents of classroom and playground misbehaviour recorded.</td>
<td>You Can Do It – Targeted Social Skills Support Program</td>
<td>Use of staffing Allocation</td>
</tr>
</tbody>
</table>

Next steps

- Continued to provide timely communication with the whole school community of events and opportunities
- Review Behaviour and Discipline Code to incorporate Student Wellbeing and implement
- More interagency contact to support the students, families and the school.
### Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>Attendance is Excelling according to the School Excellence Framework data</td>
<td>$7413</td>
</tr>
<tr>
<td></td>
<td>NAIODC Week – Senior students leading School Assembly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aboriginal Activates Day  Rainbow Serpent repainted</td>
<td>$2768 (Norta Norta)</td>
</tr>
<tr>
<td></td>
<td>Targeted Learning Support</td>
<td></td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong></td>
<td>Support for families with Melbourne and Canberra excursions</td>
<td>$10944</td>
</tr>
<tr>
<td></td>
<td>All children able to access Mathletics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistance with cooking levy</td>
<td></td>
</tr>
<tr>
<td><strong>Low level adjustment for disability funding</strong></td>
<td>All students with adjustments recorded on PLASST and IEP</td>
<td>$19236</td>
</tr>
<tr>
<td></td>
<td>Targeted Learning Support with Support Teacher Learning and School Learning Support Officers</td>
<td></td>
</tr>
<tr>
<td><strong>Support for beginning teachers</strong></td>
<td>Mentoring, increased Release from Face to Face and reduced duties for 1 teacher</td>
<td>$4020</td>
</tr>
<tr>
<td></td>
<td>Leadership opportunity for Mentor</td>
<td></td>
</tr>
</tbody>
</table>
**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**

![Student Enrolment Graph]

The School Excellence Framework rates our school as better than similar schools. For Aboriginal students it is rated as Excelling and above similar schools.

**Workforce information**

Reporting of information for all staff must be consistent with privacy and personal information policies.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.964</td>
</tr>
<tr>
<td>Other positions</td>
<td>0.654</td>
</tr>
<tr>
<td>Total</td>
<td>11.728</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One staff member identifies as being Aboriginal.

**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>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td></td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

All teachers participated in a wide variety of Professional Learning throughout 2015.

School developed priorities were Literacy and Numeracy, with particular emphasis on early years learning.

Some of the major Professional Learning included: Teaching Early Numeracy for new teachers in K & Yr2, Growth Coaching for Executive Staff. All teaching staff participated in History Syllabus awareness and planning.

Two teachers are maintained accreditation at Proficient and one was accredited at Proficient.

$11,913.88 was spent on Teacher Professional Learning in 2015 at an average of just over $1200 per teacher.

School Support Staff also accessed further learning opportunities appropriate to their role in the school. $1475.87 was spent for this purpose.
Financial information

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>130494.80</td>
</tr>
<tr>
<td>Global funds</td>
<td>133253.29</td>
</tr>
<tr>
<td>Tied funds</td>
<td>166957.72</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>58051.35</td>
</tr>
<tr>
<td>Interest</td>
<td>3738.74</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6098.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>498594.30</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas: 31932.24
  - Excursions: 21717.18
  - Extracurricular dissections: 28978.16
- Library: 3555.59
- Training & development: 1638.62
- Tied funds: 162303.13
- Casual relief teachers: 23678.38
- Administration & office: 32962.65
- School-operated canteen: 0.00
- Utilities: 28470.56
- Maintenance: 15009.59
- Trust accounts: 7454.07
- Capital programs: 0.00
- Total expenditure: 357700.17

Balance carried forward

- 140894.13

School performance

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.

- The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

NAPLAN Highlights

- Proportion of Year 5 students at or above National Minimum Standard in NAPLAN Reading and Numeracy is higher than similar schools

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

- Fewer students in the lowest two bands than the average over the past 5 years for Year 3 Reading
  - More students in the highest band than the average over the past 5 years for Year 3 Reading
  - Average progress in Spelling between Year 3 and Year 5 is above that of the State and Similar schools
  - Average progress in Writing between Year 3 and Year 5 is 50% above that of the State and Similar schools

NAPLAN - Numeracy

- More students in the highest band than the average over the past 5 years for Year 3 Numeracy
- Fewer students in the lowest band than the average over the past 5 years for Year 3 Numeracy
- Fewer students in the lowest band than the average over the past 5 years for Year 5 Reading
- Higher average progress in Numeracy between Year 3 and Year 5 than in the past two years
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In a survey sent out in 2015, over 85% returned had positive or extremely positive satisfaction rating.

Policy requirements

Aboriginal education

- Senior Aboriginal students led School Assembly during Reconciliation Week and National Sorry Day
- Senior students repainted the Rainbow Serpent in the main verandah
- Years 3 to 6 participated in an Aboriginal Activities Day
- Aboriginal students have excellent attendance according to the School Excellence Framework
- Norta Norta and Aboriginal background funding was used to provide personal learning plans and support learning and engagement.

Multicultural Education and Anti-racism

- Staff member was retrained as Anti-Racism Contact Officer

Other school programs

UNSW Global

In English 13 students participated achieving:
1 Distinction - Joel Jezewski
2 Credits – Baden Riedell, Maverick Surplice
2 Merits – Daniel Campbell, William Brooks

In Maths 14 students participated achieving:
1 Credit - Deacon Fisher
1 Merit – Daniel Campbell

Arts

- 3 students began music it South West Music and provided Video Conference facilities for the tutor with students from Moulemein PS.
- Year 2 class was awarded the Harmony Day prize in Cobram.

Aspire Me Series of Workshops

- Shae Hall and Emmily Woodhead participated in the Visual Arts camp in Moulimien
- Brianna Morgan and Grace Stillard attended the Dance camp
- Eddie Arbon and Natalia Morgan travelled to Sydney for the Creative Arts Tour and attended the Schools Spectacular.

Sport

- Football
  Reigning AFL Premiers Hawthorn conducted a Footy Clinic for students in Years 3 to 6. Cooper Doyle, Joel Brown, Liam Green and Hunter Rich all represented Finley PSSA in Australian Rules Football.
- Netball
  Grace Stillard, Lily Brooks and Kirbey Rudd all represented the Finley PSSA in Netball. Lily Brooks and Kirbey Rudd were selected in Riverina West PSSA Team.
**Soccer**
Declan Cheong, Louis Crestani and Ali Al Mousawy represented the Finley PSSA in Football.

**Athletics**
Daniela Gargaro represented both Riverina and NSW in Athletics. She was awarded a Riverina Blue by the Riverina PSSA and Junior Sportsperson of the Year in Berrigan Shire on Australia Day 2016.

![Image](image.png)

**Kitchen Garden**
- New alternate week program was introduced where the children do gardening one week and cooking the following week.

**Cobram Youth Foundation**
- The senior class worked with Emily Gough, from the Cobram Youth Foundation, in planning a Crazy Hair, Pizza Fun Day, which made the filming of our *Musical Around the World in 80 Beats* possible.

**Community**
- The school facilitated 123 Magic and emotion coaching workshops for families provided by Intereach.
- CyberSafety awareness and workshops with NSW Police were conducted for senior students and parents.
- A hugely successful Grandparents Day was held in October.