

# Berrigan Public School Annual Report



2016



1207

## Introduction

The Annual Report for **2016** is provided to the community of **Berrigan 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.

Gayle Andriske

Principal

### School contact details

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### Message from the Principal

In 2016 we celebrated, showcased and recognised the achievements of our students. Each and every student should be proud of their achievements in 2016 and all the teachers are extremely proud of their students' achievements.

Our school's success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents value and appreciate.

Firstly, we have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all they do. Behind a great team of teachers there is a wonderful School Administrative Support Staff team; ours is the best. Thank you to the staff who keep that front office buzzing. Our school learning support officers, chaplain, information technology expert and general assistant all ensure the smooth running of school activities and go above and beyond the call of duty.

Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in a wide range of educational opportunities provided for them at the school.

Thirdly, Berrigan Public School enjoys tremendous support and encouragement from the parent body and has developed valuable links with community groups. As a school we have had many achievements in 2016; academically, on the sporting fields, in drama and in our overall personal and physical development.

All of these successes are recognised and reported on in our weekly newsletter.

2017 will see many changes, none bigger than the introduction of the new finance system, which will go live in Term 3. The office ladies and myself have a lot of training to complete in Term 2. We are also a 'Bump It Up' school, which identifies us as a school that is making good, steady progress and we can add to this success. The aim of the strategy is to move more of our middle band students from the middle into the top NAPLAN bands of Literacy and Numeracy.

Our school has been very proactive in the strategies of Visible Learning and this will continue in 2017. A part of this strategy was the introduction of the 'I Can Statements' which the staff, students and parents are becoming familiar with and using as part of the assessment process. We understand the power these statements provide our students with, giving them ownership and direction for their learning.

Next year will also see the BiJOU Learning Community working together to provide opportunities for our primary students to continue to develop their skills on robotics and coding.

2017 will also see our Year 6 students start the next part of their learning journey, High School, we wish them well, and remind them of our motto 'Play Your Part' and make the most of all opportunities presented to you.

I certify that the information provided in this report is the result of a rigorous school self–assessment and review process undertaken with staff, parents and student representatives and provides a balanced and genuine account of the school's achievements and areas for development.

### Message from the school community

As Parents and Citizens Association President I would like to firstly thank all those on the committee who constantly give up their time and work tirelessly and also those who have volunteered to help in anyway to support our many fundraising events.

Our thanks are extended to businesses such as IGA, The Federal Hotel, DAWMAC and Berrigan Bakehouse. We have continued to fund the Kinder orientation program and sponsor the school play which are such valuable experiences for our students. Ongoing funding of books, computers and support teacher staff are all priorities with extra funding going towards cricket coaching program.

A new program to start this year is the Breakfast Club has been well supported by business and parent donations.

The school garden is progressing well with special thanks to Caz Swan, Bruce Owen, Amy Baxter and Jeremy O'Dwyer.

The P&C has had a busy fundraising year, although due to wet weather the Show catering and the Round Robin were cancelled. We continued with various street stalls and raffles, catering, and The Fathers' Day Breakfast. A special thanks to Jo Turner for her diligence in running the school canteen, which is often a thankless job!

To the families that are leaving this year thank you for your help and support.

To those students moving on to High School, good luck. I would also like to thank Gayle Andriske, teachers and all the wonderful support staff. Finally, another thank you to the committee for another year of hard work.

Doug Cameron

President

Berrigan Public School Parents and Citizens Association

## School background

### School vision statement

'Play Your Part' the school motto, emphasises how we all, students, staff and parents work together to provide a welcoming, inclusive and safe learning environment, where expectations are high for all participants in our school community.

### School context

Berrigan Public School services a small rural community of approximately 1500 people. For over 100 years this school has provided quality public education to the children of Berrigan and the surrounding district. The school has a teaching Principal and maintains four classes.

Our goal is to develop students who are self-motivated learners who work both cooperatively and independently whilst striving to reach their full potential. We are committed to the development of their whole being: academically, culturally, physically, socially and morally.

The implementation of personalised learning, highly qualified teachers and support staff, excellent resources and a supportive parent and wider community provide an environment conducive to achieving excellence for all students. Programs and learning opportunities that focus on the arts, environment, technology, healthy life styles, leadership, sport and appreciation of others are evident across the school.

The school attracts equity funding in a range of areas to support its targeted programs.

To find out more information relating to Berrigan Public School please visit our website at: [www.berrigan-p.schools.nsw.edu.au](http://www.berrigan-p.schools.nsw.edu.au)

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

Even though Berrigan Public School has remained at similar levels compared to 2015 in the School Excellence Framework self-assessment survey we have noted that we have shown development by being able to provide increased evidence required to move to the next level, showing progression by our school.

Our strengths, when using evidence compared to the respective statements, are in teaching and learning; collaboration and professional standards. We have shown growth in assessment and reporting including data collection and analysing and this was an identified as an area of need in 2015.

Introducing and using visual learning strategies particularly the 'I Can Statements', have increased alignment between student learning and data collection by staff, increased focus on learning and ownership of the learning by students as well as teachers. Students' increased understanding of what they need to do to move and progress along the continuum. Teachers explicitly use the 'I Can Statements' in teaching and learning strategies.

The value of our BiJOU Learning Community has been very obvious in 2016 with strong development in consistency, collaboration, leadership and professional development, all helping to bring about improvement to our students' learning outcomes.

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.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Engaging quality learning

### Purpose

Students understand how they learn and are confident in selecting and using tools that best support and enhance their opportunities to grow and learn.

### Overall summary of progress

During 2016 a number of activities have been undertaken in this area:

- Numeracy was given a higher profile across the school. This was achieved by restructuring of the school timetable with the mathematics block moving to 9.30am to 11.00am , 4 days a week, in order to minimise disruptions.
- Students were separated into year rather than stage groups for mathematics.
- Employment of school learning support officers (SLSOs) across the school to aid teachers in mathematics and literacy sessions equating to 1 per class teacher, 5 in total.
- Combined staff meetings across the learning community occurred with a focus on enhancing teacher practice under the leadership of experienced and expert teachers.
- Introduction of a whole school K–6 approach to the regular collection, tracking and use of data in literacy and numeracy; every 5 weeks is the goal.
- Use of technology to engage and connect students with reading as an integral part of the literacy and numeracy group cycles.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
External and school based data shows learning growth for all students.	<p>Internal assessment data for students is showing growth as measured against initial data.</p> <p>Students continue to demonstrate individual growth from Year 3 to Year 5 in most areas tested in NAPLAN.</p> <p>Year 3 NAPLAN data exceeded state mean in all areas, when compared to similar schools on the MySchool website.</p> <p>Year 3, when compared to similar schools on the MySchool, ranked in the first ten schools in Reading, Writing, Grammar, Spelling and Numeracy.</p> <p>Planning Literacy and Numeracy (PLAN) data for Kindergarten, Year 1 and Year 2 has demonstrated greater than expected growth along the continuum for the majority of students.</p> <p>Continued use of Literacy, Language and Learning (L3) in K/1/2 Continued training of staff in Literacy, Language and Learning (L3) in K/1/2.</p> <p>Professional visits to other schools has been undertaken to observe best practice.</p>	<p>0.2 Learning Assistance Support Teacher (LAST) allocation</p> <p>\$2000</p> <p>\$1000</p>
Increase the proportion of students in the top 2 NAPLAN bands in literacy and numeracy by 6% (2019)	<p>Restructure of mathematics block has been a positive reorganisation giving mathematics an increased priority across the school.</p> <p>Employment of SLSOs in all classrooms providing extra hands and availability of more 1:1 small group</p>	<p>\$8263</p> <p>\$72000</p> <p>\$7000</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increase the proportion of students in the top 2 NAPLAN bands in literacy and numeracy by 6% (2019)</p>	<p>learning.</p> <p>Staff are positively engaging with the formalisation of data, regularly assessing students, engaging in professional learning on data analysis and sharing best practice, using it to direct their teaching and student learning.</p> <p>Teacher observations show students are more engaged in their learning process.</p> <p>Combined BiJOU Learning Community stage meetings targeting assessment and consistency of judgement have commenced.</p> <p>School was identified to participate in the Department of Educations Bump it Up Program with a focus of increasing the achievement of the students moving them into the higher bands in NAPLAN.</p> <p>Visible learning strategies including the 'I Can Statements' has increased students ownership of their learning.</p>	<p>\$2000</p> <p>\$600</p>

## Next Steps

Increase in the use of data in the teaching and learning cycle through:

- develop a 5 weekly assessment cycle including assessment in spelling, oral reading, comprehension and sight words in literacy
- implementing a focused fortnightly assessment schedule for numeracy
- use of the Planning for Literacy and Numeracy (PLAN) application K–6
- establishing a data wall to monitor student progress K–6 across the literacy and numeracy continuums linking to the students 'I Can Statements'
- continue professional development for staff on analysis of NAPLAN tests and associated data

Using the document *What Works Best*, PLAN data and strategies; and the continuums with the syllabus' to continue to improve explicit teaching in literacy and numeracy.

Continue experimentation and exploration of Visible Learning and its impact on student outcomes.

Implementation of Bring Your Own Device (BYOD) for Years 4 –6.

## Strategic Direction 2

Enhanced learning opportunities

### Purpose

Quality teachers, enhanced learning opportunities and local and global connections provide engaging, innovative systems for learning that offer personalisation for each student to maximise their potential.

### Overall summary of progress

All teaching staff attended network training in the use of Planning Literacy and Numeracy (PLAN) data to further development their understanding of how to use all aspects of the application to support teachers to record, analyse and monitor student progress through literacy and numeracy continuums.

Berrigan Public School is the location for many teacher and support staff professional learning events. The major activity each year is the Professional Development Forums held in Term 2 and Term 3 after hours with staff from 11 schools attending to learn and network with each other.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Attainment by all teachers of their identified performance development goals and ensuring they meet Australian Professional Standards for Teachers.	Mentoring program for teachers new to the profession across the learning community.  Consistency of teacher judgement (CTJ) a professional goal.  Mentoring support with technology.  Stage meetings across the BiJOU Learning Community has enabled staff to develop consistency of judgement when looking at student work samples, especially in writing.  Combined staff development days and stage meetings enabled staff to process and discuss teaching and learning strategies – a prime example is the implementation of PLAN from K to 6.	0.062 QTSS Staffing  \$2000

### Next Steps

Using and involving our BiJOU Learning Community to continue to strengthen and share strategies and knowledge; plus introduce similar assessment schedules across the community; using students work samples to develop CTJ across the community– all three schools are building a Continuum Wall for numeracy and Literacy; developing individual students' I Can Statement Books.

All schools using the Bump It Up strategies with learning being shared through regular BiJOU stage meetings, classroom visits and combined SDD days.

Training in for teachers in Focus On Reading to support Year 3–6 students across the BiJOU Learning Community.

## Strategic Direction 3

### Strengthening positive relationships

#### Purpose

Developing positive and respectful relationships is vital as successful learners need to be confident, resilient, creative, cooperative, take risks and be involved.

#### Overall summary of progress

The school introduced 'I Can Statement' booklets for all students K to 6 who, in collaboration with their teacher, continue to plot their progress and identify knowledge and strategies to be able to move on.

Students introduced the 'I Can Statements' books to parents and carers during 3 way interviews in Term 3, 2016, with very positive feedback.

Introduction of range of student wellbeing programs to support identified school priority areas. These included the breakfast program, lunchtime social skills activities, school environment garden and lunch time dance program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students' social development and commitment to learning reports indicate growth in focus areas.	Students, staff and parents reported recognising the value of the 'I Can statements' to guide learning.  Students taking an ownership role in their learning; using the 'I Can statements' to show how they can move forward.  Employment of SLSO role model as a playground mentor and sports coach for all students.  'Blueearth' social skills program operating fortnightly in the school in support of student wellbeing.	\$7000  \$2000
All students show an increase in participating in learning and school activities.	Tell Them From Me surveys indicate students are participating in school and outside activities to a greater level than the sample size comparison.  High percentages of students are participating in voluntary school activities.  All students were provided with opportunity to participate activities including choir and all Year 5 and 6 performed individual monologues.  Increased student leadership through school based opportunities including peer support, buddy reading and group fitness activities.	\$2000  \$1000

#### Next Steps

Across the learning community use of robotics , STEM and coding to engage students and challenge their development, especially in science, literacy, mathematics and technology through on-site and virtual learning opportunities.

Using the Tell Them for Me survey cluster data from 2015 – 2016 to identify groups and areas for further development.

Continuing the journey for students in developing personal learning goals and linking 'I Can statements'.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p><b>Strategic 1</b></p> <p>All students have direct student support and are making progress across the literacy and numeracy to non-Aboriginal students.</p> <p>Students were also provided with educational materials and were supported to participate in cultural celebratory days and school excursions to allow them to effectively engage in learning activities.</p>	<p>Refer to Strategic Direction 1 for funding.</p> <p>\$300</p>
<b>Low level adjustment for disability</b>	<p><b>Strategic Direction 1</b></p> <p>Teacher employed for 1 day per week to facilitate learning and support processes</p> <p>Identified students were referred for learning support this year in addition to those students receiving recurring support.</p> <p>Learning support plans for students who required adjustments for a disability were discussed and implemented.</p> <p>Funds were also used to pay for additional support through the employment of a school learning support officer to implement MultiLit program for students leading to improved student literacy outcomes.</p>	<p>Refer to Strategic Direction 1 for funding.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Strategic Direction 2</b></p> <p>Staff were released to work with other teachers both within and across other schools to share work samples and consistent teacher judgement when analysing writing. Plotting students onto the literacy continuum followed.</p>	<p>Refer to Strategic Direction 2 for funding.</p>
<b>Socio-economic background</b>	<p><b>Strategic Direction 1 and 3</b></p> <p>Funding was used to support targeted students to enhance the students' access to curriculum learning experiences.</p> <p>A student learning support officer (SLSO) was employed to support classroom and playground programs.</p> <p>One on one and small group instruction was also use for a number of identified students brought to the attention of the Learning Support team.</p> <p>As a result of this intervention students show positive progress back into the classroom and improved student outcomes.</p>	<p>Refer to Strategic Direction 1 and 3 for funding.</p> <p>\$6139</p>
<b>Environmental Education Grant</b>	<p>In Term 4 Berrigan Public School received a NSW Government Eco Schools grant to plan, plant and nurture an environmental vegetable and herb garden.</p> <p>In 2017 students, will learn about the environment, sustainable ecosystems, food production and nutrition through a</p>	<p>\$3500</p> <p>NSW Government Eco Schools Grant</p>

<b>Environmental Education Grant</b>	combination of classroom and garden activities. The environmental garden is being further developed through community partnerships.	\$3500 NSW Government Eco Schools Grant
<b>Community Consultation Funding</b>	This funding was utilised in the school to employ SASS staff to implement specific school programs which would further enhance student learning outcomes and involve community participation such as drama production Fathers' Day Breakfast, conducting parental surveys and completing student application forms.	
<b>Bump It Up</b>	<b>Strategic Direction 1 and 2</b>  The school was identified in Term 3, to participate in the Department of Educations Bump it Up Program with a focus of increasing the achievement of the students moving them into the higher bands in NAPLAN.	Refer to Strategic Direction 1 and 2 for funding.
<b>Sporting Schools Program</b>	<b>Strategic Direction 3</b>  All students accessed programs in a variety of sports including athletics, basketball and rhythmic gymnastics.  Teacher time and expert coach were provided to support skill acquisition.  Increased fitness and whole participation and skill sets developed.	\$8800 Sporting Schools Grant

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	41	43	45	45
Girls	36	36	42	37

Student enrolment has remained fairly static with anticipated changes due to departure of Year 6 students progressing to Year 7 in partner high schools and enrolment of students into Kindergarten.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.7	94.3	94	96.2
1	96.2	93.9	96.3	94.4
2	95.3	95.6	95.3	95.4
3	96.6	95.4	94.4	94.3
4	95.8	94.4	96.1	96.4
5	94.8	94.6	94.2	95.9
6	96.5	90.9	96.3	79.4
All Years	95.5	94.2	95.3	93.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Student attendance was above state average for all years except Year 6. In 2016 overall student attendance fell due to students attending extended family holidays.

A range of strategies are implemented to improve the students attendance rates which include:

- monitoring of attendance data;

- information regarding the importance of attendance published in weekly newsletters;
- follow up with parents and carers of absent students;
- letters of concern sent to parents of students exhibiting a high level of absenteeism; and
- referral to the Home School Liaison Officer for additional support, as required.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.48
Other Positions	0.03

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016, no members of the workforce identify as being of Aboriginal or Torres Islander descent.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

All teaching and support staff at Berrigan Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of the key priorities as set out in the School Plan. The average expenditure per teacher was approximately \$1800 with funding coming from global funds and funding allocated under the resources allocation model (RAM). With some in-school and across the learning community activities, local financial

arrangements were made to support the teachers involvement, therefore minimising costs to our school.

Additionally, staff have been involved in professional learning programs that have built skills and knowledge in nominated mandatory areas. Berrigan Public School has one teacher maintaining accreditation at Proficient level.

During 2016 there were no beginning teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient or teachers seeking or maintaining voluntary accreditation at Highly Accomplished or Lead.

### School Development Days

Term 1—all staff (6 teaching, 5 SASS)—completing mandatory training Code of Conduct and Child Protection; Roles and responsibilities of all staff; Class organisation and timetables; Calendar and dates; Work Health and Safety; School Plan and School/BiJOU Learning Community focus 2016.

Term 2 – Berrigan Public School staff, as part of the BiJOU Learning Community, participated in training in School Excellence Framework, Kids Matter, Wellbeing Framework, school audit and staff wellbeing in a yoga session.

Term 3– Berrigan Public School staff travelled to Deniliquin where all teaching staff undertook a workshop in 'Behaveability' – managing children with behavioural and emotional issues through various impacts, including diet. The school administrative support staff participated in LMBR in Action training at Urana Central School.

Term 4 – In lieu of these days all teaching and support staff attended the Term 2 and 3 Learning Together Forums a 3 hour training event held from 4:00–7:00pm. Eleven schools with approximately 80 staff participate in these forums. The training is not mandatory but all staff participate and are very happy and keen to support them. The sessions enable us to access training in our area with minimum disruption to teaching time. In addition, all staff attended Berrigan Public School to undertake a full day of training in First Aid. This day covered basic first aid, CPR, anaphylaxis and asthma training.

A range of other professional learning activities were undertaken during the year by both teaching and support staff. These involved attendance at workshop events, participation in network meetings and activities, networking and collaborating across schools, online learning courses, Adobe Connect sessions as well as peer learning. These activities were linked to developing staff skills in areas they identified or to the school and departmental priorities.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>198 476.10</b>
Global funds	106 441.93
Tied funds	118 093.90
School & community sources	63 549.73
Interest	3 594.74
Trust receipts	2 796.55
Canteen	0.00
<b>Total income</b>	<b>492 952.95</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	43 434.74
Excursions	27 398.85
Extracurricular dissections	7 236.50
Library	849.62
Training & development	13 109.03
Tied funds	132 722.09
Short term relief	22 741.67
Administration & office	37 084.69
School-operated canteen	0.00
Utilities	18 499.04
Maintenance	6 798.80
Trust accounts	3 351.18
Capital programs	11 648.09
<b>Total expenditure</b>	<b>324 874.30</b>
<b>Balance carried forward</b>	<b>168 078.65</b>

A full copy of the school's 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.

## 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.

Students continue to demonstrate individual growth from Year 3 to Year 5 in most areas tested in NAPLAN. Year 3 NAPLAN data exceeded the state mean in all areas, when compared to similar schools on the MySchool website.

Year 3, when compared to similar schools on the MySchool website, ranked in the first ten schools in Reading, Writing, Grammar and Spelling.

The school has prioritised numeracy in 2016. In terms of Naplan, students continue to demonstrate individual growth from Year 3 to Year 5 in most of the numeracy strands in the test.

Year 3, when compared to similar schools on the MySchool website, ranked in the first ten schools in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Berrigan Public School into the school name in the Find a school and select GO to access the school data.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The small numbers in Year 3 undertaking the test prevent comment on the percentages due to privacy of the students. Year 5 students' results showed growth and as a result the school has been identified to participate in the Department of Education Bump It Up Strategy.

## Parent/caregiver, student, teacher satisfaction

Each year schools, as part of their evaluations, seek feedback from members of its school community. In 2016 the school selected to seek feedback on the BiJOU Learning Community.

Parents opinions were obtained through P&C meetings, parent interviews and verbal comments.

Staff completed a survey and provided individual comment.

Students in Years 3 to 6 opinions were gathered in verbal and written comments.

Their responses are presented below.

## Benefits

### Parents

- Parents see the benefit of a larger base for students interaction
- Enables the students to be competitive in sporting teams by combining
- Shared costs for excursions and other Learning activities
- P&C great for fund raising; the school generally caters for combined professional development days as well as student camps

### Staff

- Expands networking opportunities
- Sharing of staff and expertise, programs and resources
- Encourages consistency in judgement though planning and sharing of data, work samples, assessment tasks, teaching strategies
- Mentoring opportunities
- Shared leadership roles
- Shared costs attracting professional development presenters
- Supporting each other in professional development
- Combined staff development days
- Learning Together forums

### Students

- Combined excursions
- Partner school for high schools
- Ability to hold special educational programs by combining costs
- Combined special events such as Aboriginal Day, musical events
- Combined sports days such as the Pink stumps cricket day
- Combined sport teams makes them more competitive
- Aspire Me camps in drama, sport, art and dance

Some concerns highlighted included:

- Time lost in travel
- Access to identified learning opportunities in major centres
- Cost
- Availability of casuals
- Expansion of the learning community so as not to lose its identity

Parents provided a number of wishlist items and highlighted other matters. These include:

- Shower block
- Outdoor learning area
- Obtaining or converting space to a kitchen
- Increased technology resources
- Cost of maintenance and amount undertaken.

# Policy requirements

## Aboriginal education

Berrigan Public School promotes respect for the unique and ancient culture of the Aboriginal people through ensuring all students are aware of the reasons why an acknowledgment of the traditional custodians of the land is done in all assemblies.

Through the inclusion of Aboriginal perspectives in the teaching programs all students are provided with opportunities to develop their understanding of culture, history and perspectives.

To support the classroom learning students K–6 participated in a cultural day. This day was supported by Mr Mark Saddler, a Wiradjuri man from Wagga Wagga and involved Mr Sadler sharing and teaching Wiradjuri language, discussions on culture, showing of tools, learning about dance and didgeridoo playing, storytelling, art and bush tucker.

## Multicultural and anti-racism education

At Berrigan Public School we encourage all students to develop tolerance, understanding and acceptance of diversity. Through the work we complete these values are actively encouraged and taught.

The Student Representative Council (SRC) promoted Harmony Day. Harmony Day's theme was 'our diversity is our strength'. This year we focussed on three key areas: coming together to celebrate our cultural diversity; sharing the economic benefits of our productive diversity; and highlighting how innovation in multicultural Australia contributes to our shared future. The primary students began their celebrations with an activity that required them working together and using all of their strengths and differences to achieve. The students then participate in Harmony activities in the classroom. By participating in Harmony Day activities, students understand how all Australians from diverse backgrounds equally belong to this nation and enrich it.

To foster support and an understanding of all our students one of our staff members is an Anti-Racism Contact Officer (ARCO). The ARCO is the contact between students, staff, parents and community members ensuring that we have a happy, safe and cohesive school.

## Other school programs

Each year the school undertakes a wide and varied program of activities. The successes of these are reported as they occur throughout the year through the school newsletter.

To learn more about Berrigan Public School and the many opportunities it offers its students please follow the link to its website and newsletters  
<http://www.berrigan-p.schools.nsw.edu.au>