

Birchgrove Public School Annual School Report

1240

2011



Education &
Communities

Messages

Principal's message

Welcome to the Birchgrove Public School Annual Report for 2011. Birchgrove Public School is situated in a quiet, residential area of Birchgrove. It serves an active community which is very supportive and proud of the school. The school has attractive grounds (with a great view of Cockatoo Island) and well-resourced and inviting classrooms. These facilities allow for outstanding learning opportunities for all students.

Our school is valued for its high expectation of student performance across all key learning areas. We have a strong reputation for academic achievement, a tradition of excellence and a caring, supportive school environment. We provide a wide variety of learning and wellbeing programs for students. Our positive environment forms the basis of our school culture and is a major factor in the success and happiness of students at our school

At Birchgrove Public School we commit to develop children to their full potential in all areas. Quality educational opportunities identify and assist children with a wide range of learning abilities. A variety of extra-curricula activities provide opportunities for children to develop an extensive range of interests and skills. The dedication, skill and professionalism of staff ensure positive learning programs for all students.

An active and committed community work closely with staff to enrich school programs. We work with our community to provide an inclusive learning environment in which all members of the school community can grow and develop.

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.

Tracy Gray

P & C

The P&C had a very busy and productive year in 2011. It benefited from the hard work of many people and the generosity of the parent body. The P&C Executive was very grateful for all the effort involved. It was also very fortunate to have the support of sponsorships provided by local businesses, including our major sponsors: Harris Partners; the Riverview Hotel; Prestige Auto Traders; Sydney Ports and Dentistry by Design. Special thanks go to Desiree Fiene and William Hill for working with the local business community to support the school.

Funds raised by the P&C this year were allocated to many different things, including: the purchase of new computers for the classrooms; literacy and numeracy programs; the installation of solar panels; and the improvement of playground facilities.

The year started with the Welcome Back BBQ to welcome new parents and children to the school and welcome back returning parents. Jacki Fortune did a great job organizing the night. This year's Fete was a great success and, as always, was held on a glorious sunny day. It was our major fund-raising event for the year and was organized brilliantly by Meredith Davis and Anneliese Calleja, with the help of many other volunteers.



2011 fete

The year finished with the Big Night Out, this year held outdoors. It went very well. Danielle Weston was very brave to volunteer to arrange it after moving up from Melbourne early in the

year. This year's BNO saw the return of auctions for class artworks. Their auction really added to the night and raised around \$14,000. The effort and enthusiasm shown by the teachers in organizing the artworks was much appreciated.

In between these major events there were many other cake stalls, discos and sausage sizzles. Many people not named here devoted a lot of time and effort to these and other activities. Space prevents me from thanking everybody individually but their efforts were well received.

Financially, the P&C ended the year in a very sound position. All of the major fund-raising events were very profitable. It was also very pleasing to see that the number of parents paying their voluntary P&C fees increased this year. This puts us in a good position to start 2012.

Finally, I would like to thank the members of the P&C Executive and the regular participants at P&C meetings for their efforts and for making the year run so smoothly.

Warren Tease P&C President

Student representative's message

On behalf of the graduating Year 6 class of 2011, we would like to thank the teachers and staff for providing us all with a great education and making our final year of primary school so special. We have a sense of family at Birchgrove that is always encouraged by our teachers and staff.

Our teachers strive for excellence and this encourages us to aim to be the best we can. We are all very sad to be leaving such a wonderful school but know that Birchgrove Public School has prepared us well to take on high school and the future. We wish the 2012 school leadership team all the best for next year.

**Isabella Bogatai & Nicholas Langsworth
Prime Ministers**



2011 Student Parliament Ministers

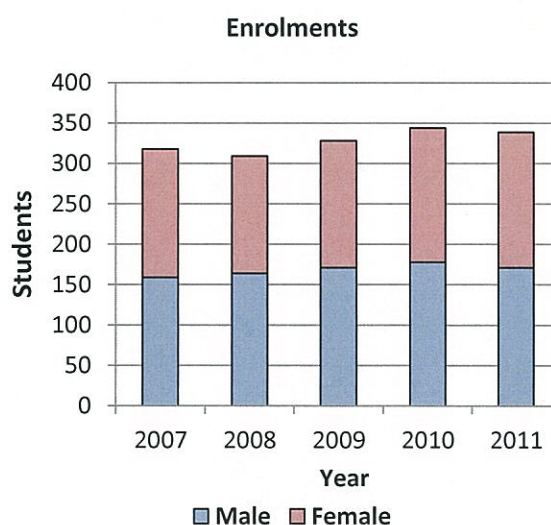
School context

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

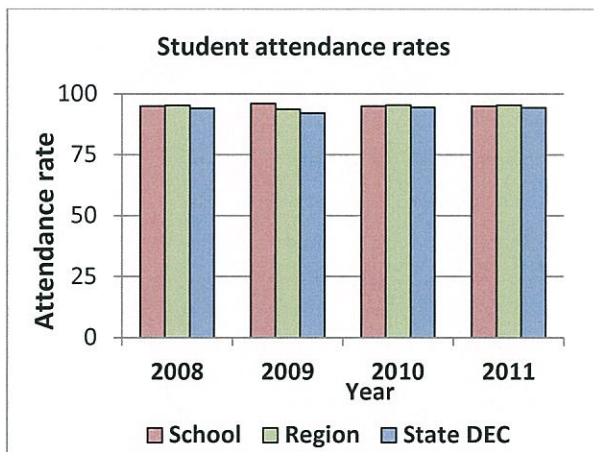
Gender	2007	2008	2009	2010	2011
Male	159	164	171	178	171
Female	159	145	157	166	168



The school has currently 347 students from Preschool to Year 6, in 2011.

Student attendance profile

	Year	2008	2009	2010	2011
	School	K		96.0	95.8
1			97.0	95.6	94.6
2			96.4	95.7	95.2
3			96.8	95.1	95.0
4			96.1	93.9	94.6
5			94.0	93.9	94.8
6			93.0	92.7	94.6
Total			95.0	96.0	94.9
Region	K		95.4	95.8	95.9
	1		94.9	95.3	95.2
	2		95.1	95.5	95.3
	3		95.2	95.4	95.6
	4		95.1	95.6	95.4
	5		95.3	95.6	95.5
	6		94.5	94.8	94.8
	Total		95.2	93.7	95.4
State DEC	K		94.3	94.7	94.7
	1		93.7	94.2	94.2
	2		94.0	94.4	94.2
	3		94.1	94.5	94.4
	4		94.0	94.5	94.3
	5		94.0	94.4	94.2
	6		93.6	94.0	93.8
	Total		94.1	92.1	94.4



School attendance rates remain high, at 95% for the school, and consistently above State for the past four years. This will be carefully monitored within the guidelines of the NSW Department of education and Training Student Attendance policy.

Management of non-attendance

Student attendance is monitored regularly through roll checks by the school executive and the Home School Liaison Officer (HSLO). Partial absences are also recorded in the class roll. Where necessary, referrals are made to the Home School Liaison Officer if the attendance of any student is a cause of concern.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Birchgrove Public School

Class Sizes

Roll class	Year	Total per year	Total In class
K/1H	K	10	20
KG	K	20	20
KS	K	21	21
1/2B	1	13	21
1K	1	22	22
1R	1	21	21
K/1H	1	10	20
1/2B	2	8	21
2C	2	22	22
2D	2	22	22
3C	3	29	29
3F	3	29	29
4/5W	4	16	29
4F	4	28	28
4/5W	5	13	29
5D	5	27	27
6N	6	29	29

Structure of classes

Classes at Birchgrove Public School are formed on a year basis and follow DEC guidelines. All classes are parallel and consist of students of mixed abilities. There were two composite classes across the school in 2011.

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

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teachers	0
Classroom Teachers	14
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual Disabilities	0
Teacher of Reading Recovery	0.42
Support Teacher Learning Assistance	
Teacher Librarian	0.8
Teacher of ESL	0
Counsellor	0.2
School Administrative & Support Staff	6.97
Total	26.59

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

We currently have one member of staff who identifies as being Aboriginal.

Staff retention

The teaching staff is comprised of both experienced teachers and those at the beginning of their careers. The teaching staff is supported by an outstanding Administration and Support Staff.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	39

Financial summary

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

Date of financial summary:	30/11/2011
Income	\$
Balance brought forward	194902.09
Global funds	218335.43
Tied funds	78622.77
School & community sources	403468.01
Interest	13382.98
Trust receipts	199159.34
Canteen	95738.10
Total income	<u>1203608.72</u>
Expenditure	
Teaching & learning	
Key learning areas	33975.30
Excursions	53187.71
Extracurricular dissections	170901.79
Library	6058.01
Training & development	8129.07
Tied funds	78122.40
Casual relief teachers	71186.41
Administration & office	123357.69
School-operated canteen	86784.99
Utilities	33363.58
Maintenance	40749.42
Trust accounts	194839.88
Capital programs	32970.00
Total expenditure	<u>933626.25</u>
Balance carried forward	<u><u>269982.47</u></u>

A full copy of the school's 2011 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 2011

Academic

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

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

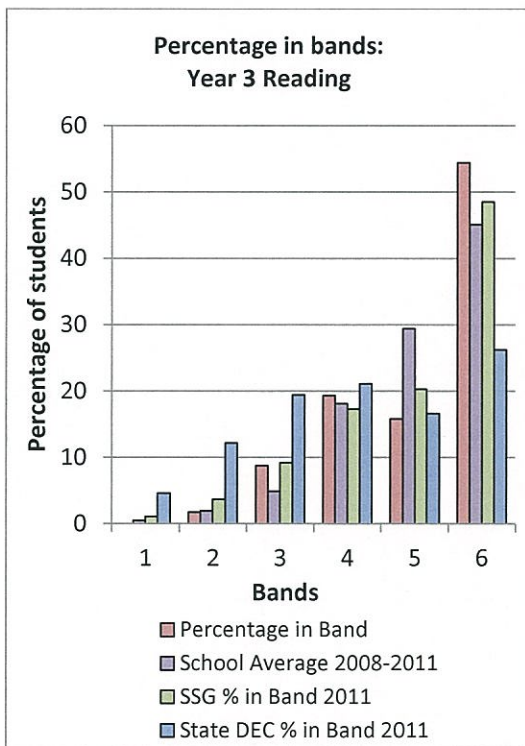
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

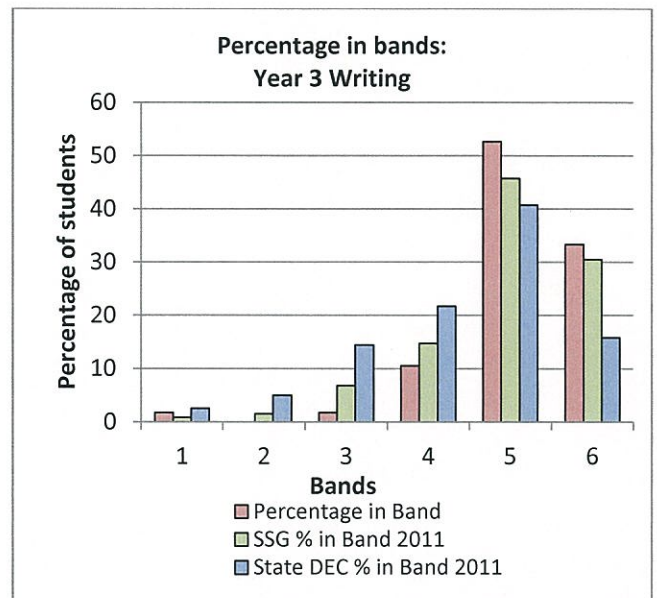
Year 3 NAPLAN Reading

Average score, 2011	School	SSG	State DEC			
	482.0	470.1	415.6			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	0	1	5	11	9	31
Percentage in Band	0.	1.8	8.8	3	15.	54.
School Average 2008-2011	0.	2.0	4.9	18.	29.	45.
SSG % in Band 2011	1.	3.7	9.2	17.	20.	48.
State DEC % in Band 2011	4.	12.	19.	21.	16.	26.
	6	2	4	1	6	2



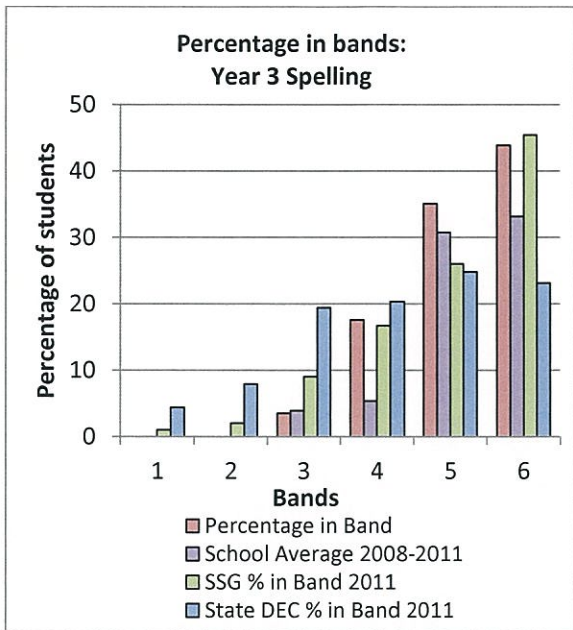
Year 3 NAPLAN Writing

Average score, 2011	School I	SSG	State DEC			
	462.3	454.5	422.4			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	1	0	1	6	30	19
Percentage in Band	1.	0.	1.8	10.	52.	33.
SSG % in Band 2011	8	5	6.8	7	7	5
State DEC % in Band 2011	2.	5.	14.	21.	40.	15.
	5	0	4	7	7	8



Year 3 NAPLAN Spelling

Average score, 2011	School I	SSG	State DEC			
	472.5	465.9	415.5			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	0	0	2	10	20	25
Percentage in Band	0.	0.	3.5	5	1	9
School Average 2008-2011	0.	0.	3.9	5.4	30.	33.
SSG % in Band 2011	0	0	9.0	7	0	4
State DEC % in Band 2011	4.	7.	19.	20.	24.	23.
	4	9	4	3	8	1

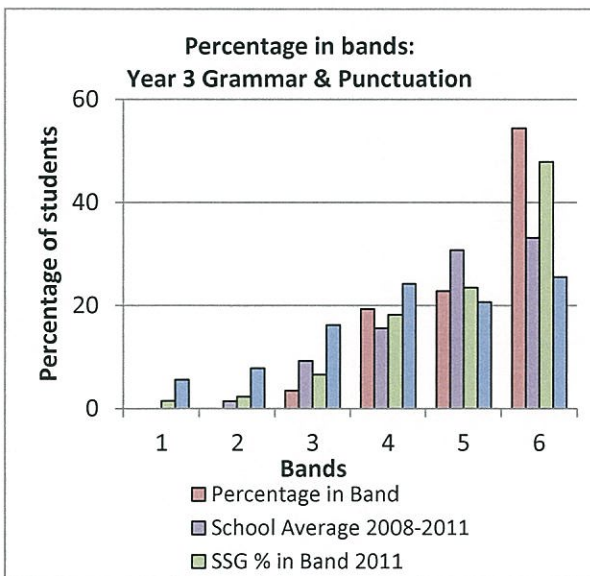
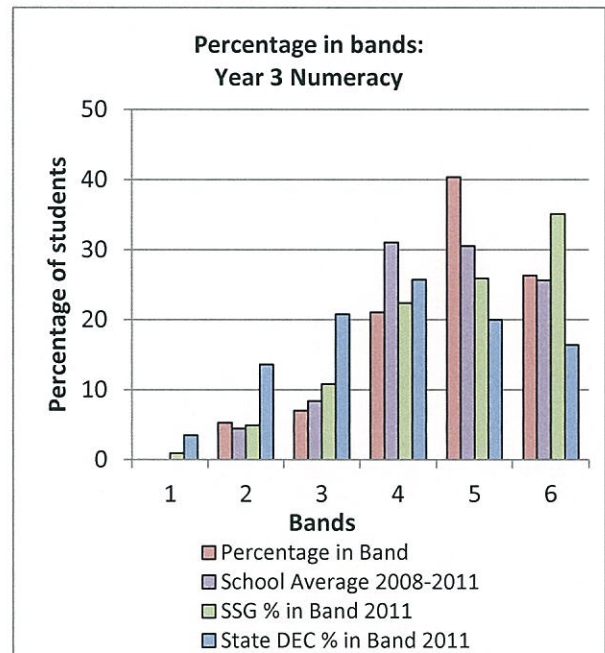


Numeracy – NAPLAN Year 3

	School	SSG	State DEC			
Average score, 2011	449.1	448.4	400.9			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	0	3	4	12	23	15
Percentage in Band	0.	5.3	7.0	21.	40.	26.
School Average 2008-2011	0.	4.4	8.4	31.	30.	25.
SSG % in Band 2011	0.	4.9	10.	22.	25.	35.
State DEC % in Band 2011	3.	13.	20.	25.	20.	16.
	5	6	8	7	0	4

Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
Average score, 2011	495.3	482.2	422.9			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Band	0	0	2	11	13	31
Percentage in Band	0.	0.	3.5	19.	22.	54.
School Average 2008-2011	0.	1.	9.3	15.	30.	33.
SSG % in Band 2011	1.	2.	6.6	18.	23.	47.
State DEC % in Band 2011	5.	7.	16.	24.	20.	25.
	6	8	2	2	7	5

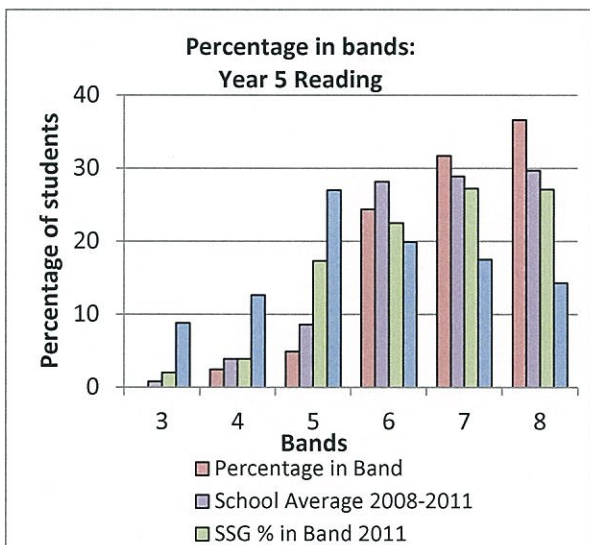


Birchgrove Public School performed substantially above in all areas of literacy and numeracy when compared to national averages for year 3. Our 2011 Year 3 cohort is performing above schools of a similar background in writing, spelling and grammar.

Literacy – NAPLAN Year 5

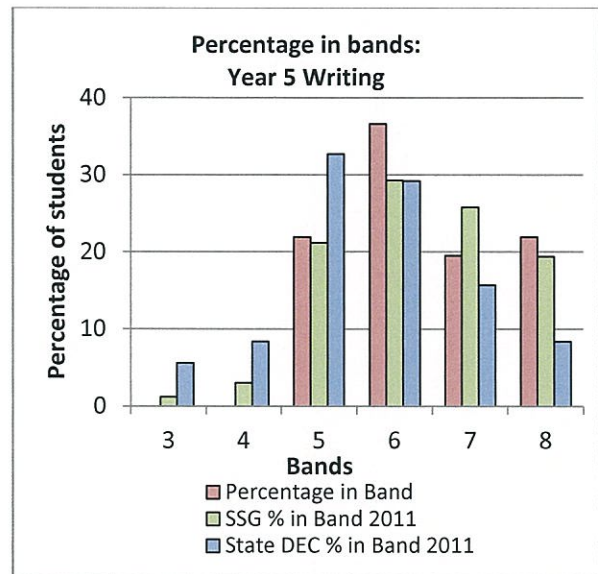
Year 5 NAPLAN Reading

Average score, 2011	School		SSG	State DEC		
	563.8		535.8	489.0		
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Band	0	1	2	10	13	15
Percentage in Band	0.	2.4	4.9	4	7	6
School Average 2008-2011	0.			28.	28.	29.
	8	3.9	8.6	1	9	7
SSG % in Band 2011	2.		17.	22.	27.	27.
	0	3.9	3	5	2	1
State DEC % in Band 2011	8.	12.	27.	19.	17.	14.
	8	6	0	9	5	3



Year 5 NAPLAN Writing

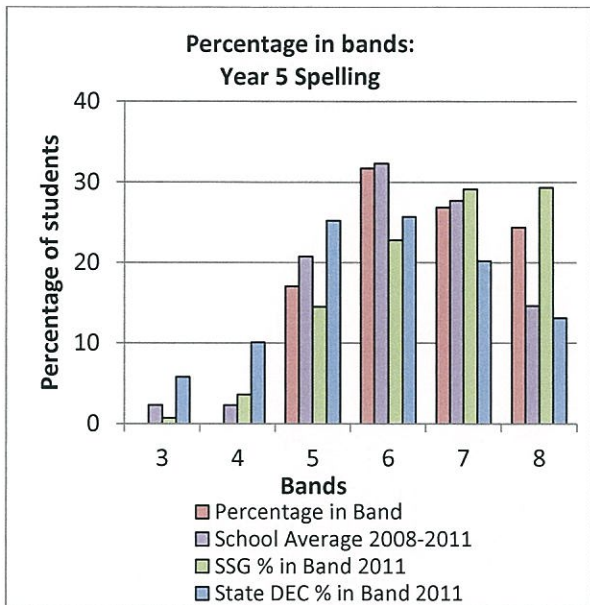
Average score, 2011	School		SSG	State DEC		
	525.0		524.5	486.6		
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Band	0	0	9	15	8	9
Percentage in Band	0.	0.	22.	36.	19.	22.
	0	0	0	6	5	0
SSG % in Band 2011	1.	3.	21.	29.	25.	19.
	2	0	2	3	8	4
State DEC % in Band 2011	5.	8.	32.	29.	15.	
	6	4	7	2	7	8.4



Birchgrove Public School performed substantially above in all areas of literacy and numeracy when compared to national averages for Year 5. Our 2011 Year 5 cohort is performing above schools of a similar background in reading, spelling and grammar

Year 5 NAPLAN Spelling

Average score, 2011	School		SSG	State DEC		
	536.9		539.2	493.7		
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Band	0	0	7	13	11	10
Percentage in Band	0.	0.	17.	31.	26.8	24.4
	0	0.0	1	7	26.8	24.4
School Average 2008-2011	2.		20.	32.		
	3	2.3	8	3	27.7	14.6
SSG % in Band 2011	0.		14.	22.		
	7	3.6	5	8	29.1	29.3
State DEC % in Band 2011	5.	10.	25.	25.		
	8	1	2	7	20.2	13.1



Numeracy – NAPLAN Year 5

Year 5 NAPLAN Numeracy

	School	SSG	State DEC
Average score, 2011	536.0	551.3	495.9

Skill Band Distribution

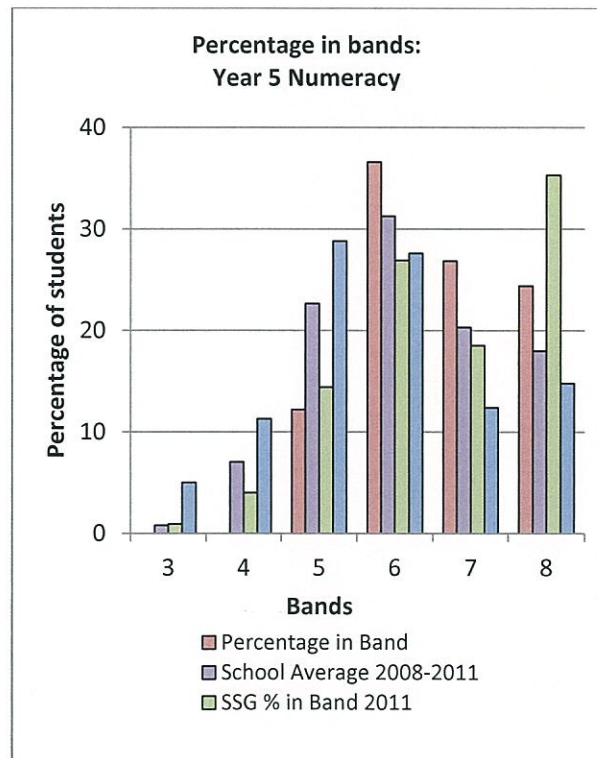
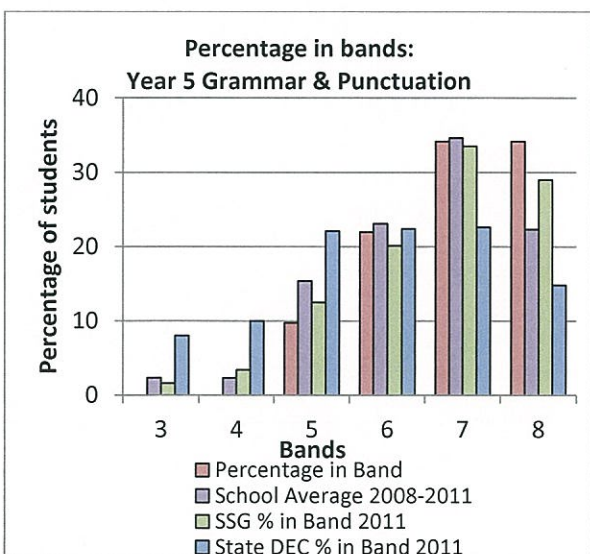
Band	3	4	5	6	7	8
Number in Band	0	0	5	15	11	10
Percentage in Band	0.	0.0	12.	36.	26.8	24.4
School Average 2008-2011	0.	7.0	22.	31.	20.3	18.0
SSG % in Band 2011	0.	4.0	14.	26.	18.5	35.3
State DEC % in Band 2011	5.	11.	28.	27.	12.4	14.8

Year 5 NAPLAN Grammar and Punctuation

	School	SSG	State DEC
Average score, 2011	568.5	552.1	500.7

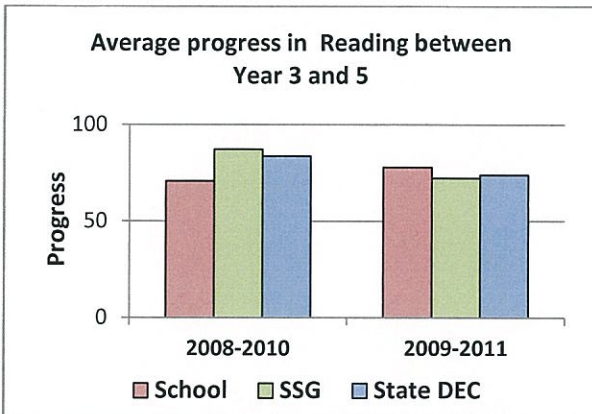
Skill Band Distribution

Band	3	4	5	6	7	8
Number in Band	0	0	4	9	14	14
Percentage in Band	0.	0.0	9.8	22.	34.	34.
School Average 2008-2011	2.	2.3	15.	23.	34.	22.
SSG % in Band 2011	1.	3.4	12.	20.	33.	29.
State DEC % in Band 2011	8.	10.	22.	22.	22.	14.

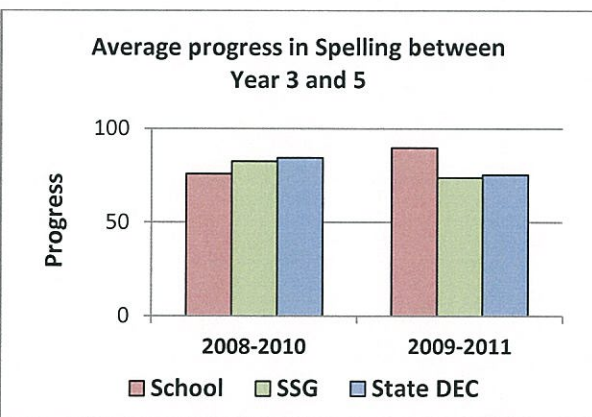


Progress in literacy

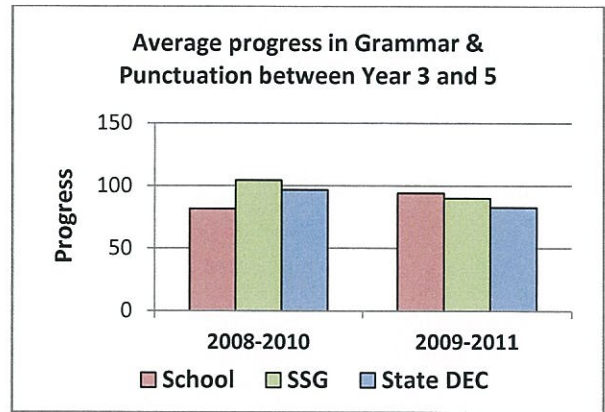
Average progress in Reading between Year 3 and 5*		
	2008-2010	2009-2011
School	70.9	78.0
SSG	87.2	72.3
State DEC	83.7	74.0



Average progress in Spelling between Year 3 and 5*		
	2008-2010	2009-2011
School	75.8	89.8
SSG	82.6	73.8
State DEC	84.5	75.4

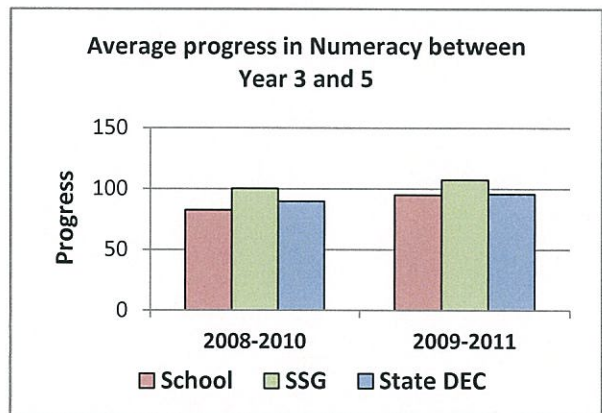


Average progress in Grammar & Punctuation between Year 3 and 5*		
	2008-2010	2009-2011
School	81.6	94.0
SSG	104.4	89.9
State DEC	96.6	82.7



Progress in numeracy

Average progress in Numeracy between Year 3 and 5*		
	2008-2010	2009-2011
School	82.4	95.0
SSG	100.1	107.3
State DEC	89.6	95.8



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.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	98.2
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

As an indication, the no. of students exempt for Year 3 Reading are:	0
As an indication, the no. of students exempt for Year 5 Reading are:	0

Significant programs and initiatives

Student Parliament

Birchgrove Public School has a proud tradition of fostering student leadership in the school through its Student Parliament. Our Prime Ministers, Deputy Prime Ministers and Ministers are elected into the office and represent all of the students. They are also given a Ministry to run, each with its own unique responsibilities. There is a Technology Ministry, a School Magazine Ministry, a Charities Ministry, a Sports Ministry, and Environment Ministry and a Social Functions Ministry. Other roles within Student Parliament include the Parliamentary Secretary, the Treasurer and the Sergeant at Arms.

The remaining Year 6 students are Members of Parliament and work in their ministries to organise many school-wide, social, sporting and fund-raising events. There are also Class

Representatives from each class, years 2 to 6. These children are elected by their classmates to represent their class in Student Parliament Meetings. Sports House Captains also hold an important leadership role and lead their houses through Carnivals and other sporting events.

2011 was a very successful year for Student Parliament. Through their creativity, hard work and leadership, the children were able to raise over \$3000 for a number of charities of their choice, through the running of various school-wide activities. To help ex-student Eleanor Mountford raise money to work as a volunteer on an Asian elephant conservation project in Thailand, Student Parliament ran an Asian Food Day where they sold Asian food to the school at lunchtime. This activity raised over \$600. To raise money for the Exodus Foundation, the Social Functions ministry organised the Stage 3 Sleepover where Year 5 and 6 students slept at school for a night. The ministry organised dinner, games and breakfast for the participants and the event was a huge success, raising over \$500. There was Cupcakes for Christchurch (to help victims of the Christchurch earthquakes), Jellybeans for Japan (which raised money for victims of the Japanese floods), Pick up for a prize (an initiative to encourage children to keep the playground clean), an 'Are you a Writer?' competition, a Talent Quest, a Halloween Disco, numerous mufti days (including Harry Potter Day), sporting competitions, Bandanna Day (Canteen), Crazy Hair Day (the Leukaemia Foundation) and many, many more.

As the year 6 teacher and co-ordinator of Student Parliament, I was very proud of what the children were able to achieve this year. To see their development as leaders in the school was a privilege and their compassion, hard work and dedication was inspiring. The Student Parliament of 2011 truly was a parliament of the students, for the students.

Mr Nguyen

Aboriginal education

Throughout 2011, the implementation of strategies to improve the delivery of Aboriginal Education in all P-6 classrooms has continued to be a high priority at Birchgrove Public School. Outcomes have included: Student Acknowledgement of Country at all school assemblies, and the continued integration of Aboriginal perspective in all classroom teaching and learning programs. To celebrate NAIDOC week, students attended a cultural performance by Ryka Ali. This was enjoyed by all students.

Year 6 students once again worked with Bronwyn Bancroft, learning about Indigenous art and creating a series of panels as their gift to the school. Birchgrove Public School is a member of the Dare to Lead Coalition. Staff will further develop their understanding of Aboriginal culture through the implementation of the new Aboriginal Education Policy. One staff member was involved in a regional project called 'Bemel Gardoo' where the focus was on embedding Aboriginal cultural content across the curriculum. This project is designed to be ongoing and other staff will be encouraged to become involved at a later date.

Multicultural education

Fifteen percent of students at Birchgrove Public School come from a Non English speaking background (NESB). Multicultural perspectives are included in all teaching and learning programs. All students from P – 6 participated in Harmony Day in term 1.



Classes K to 2 enjoying Chinese New Year through food, dance, traditional music and stories.

Italian has been taught in all classes from K –6 through The Co.As.It Language Insertion Program as part of the weekly timetable. Students in K to 2 have 80 minutes per week lesson time and students in Years 3 to 6 have 120 minutes per week lesson time. With the collapse of this program towards the end of 2011, we are looking for alternative ways of continuing to teach Italian in 2012 at Birchgrove.

Sport

Students in K-6 participated in a range of activities during weekly sports lessons based on the DET syllabus outcomes. This included gross motor, fundamental movement skills, fitness, gymnastics, dance and swimming in years 3 – 6.

Students in Years 3-6 were coached/ trained in the sports of T'Ball, Softball, Cricket, Soccer, Oz Tag, Netball, AFL, Volleyball, Cross Country Running, and the Athletics skills of Discus, Shot Put, Long Jump and Sprinting as part of their weekly sport. In term 4 the children in Years 3 - 6 once again attended the Ryde Aquatic Centre to improve their swimming skills and be taught water safety.

The Year 5 & 6 students also competed in Balmain PSSA Gala Days in the summer sports of Softball and Cricket and the Winter Sports of Netball, Oz Tag and Soccer. The children competed against other local schools and were very competitive even against some of the bigger schools.

The year 1 & 2 children went down to Birchgrove Oval for weekly sport on Thursdays. The children were split into smaller groups and with the help of parents (and sometimes Year 6) they took part in a weekly skills development program focusing on the key components of a variety of sports. They were taught to bowl, throw, hit, kick, pass, catch and skip using the techniques associated with various sports. By improving their skills they are better prepared to play the different sports in later years.

Kindergarten worked on their gross motor and fundamental movement skills in their weekly sports lessons.



Cross country 2011

Birchgrove Public School ran successful swimming, cross country and athletics carnivals again in 2011 and Fort Street Public School joined us once again for all three carnivals. Our best swimmers, runners and athletes went on to the Balmain PSSA Carnivals and more children made it to the Sydney East Carnivals in all these events.

Birchgrove Public School took part in the Premier's Sporting Challenge again in 2011. We had great participation across all years with students encouraged to be active every day and record their level of activity. We have up graded some of our out dated sporting equipment using the grants received from the Premier's Sporting Challenge and also the credits earned through the Coles Sports for Schools program.

The children at Birchgrove all took part in a Gymnastics program with Pro Sport during one term and a dance program with Footsteps during another term. Both these programs have run at Birchgrove for a few years and are enjoyed by all the children. In 2012 we are looking to change these programs slightly using one company to provide weekly skills to all the children K – 6.

Connected learning

In 2011 Birchgrove continued to strive towards the successful integration of Technology into a range of learning outcomes across the curriculum. 2011 saw interactive whiteboards being used daily in all classrooms, with a number

of staff being involved in Sydney Region Projects involving the use of whiteboards.

Many teachers continued to maintain a class Blog, with students from K-6 becoming more confident in using Blogs as a part of their day to day learning. The newly established computer annex to the library was up and running, being used for whole class instruction. It was also utilised by Rob Cormack for small group instruction in Mathematics. The room also provides video conferencing (VC) equipment.

Students continued to use the Mathletics online mathematics program to practise and reinforce concepts taught in class as well as for extension activities. This program is funded by the P&C. In 2011 the P&C donated over \$20000 towards purchasing more computers for classroom use.



WAKAKIRRI 2011

Over a third of Birchgrove Public School took to The Entertainment Centre Stage in our Wakakirri 2011 item; "Web of Lies". The students (and staff) were so excited to see the children on stage and there was thunderous applause and even cheerleaders cheering for us! They looked sensational in their costumes and hair and makeup, and performed quite difficult routines with exactness, beautiful lines and form. I was extremely proud of them and shed quite a few tears!

We received very positive feedback on the night about the choreography in particular and the sustainability of our item. The results were uploaded onto the website on Monday and we have been Highly Commended and also won The Best School in Public and The Most Sustainable Production Awards.

Debating

In 2011, Birchgrove continued its involvement in the Inner West Friendly Debating Competition. Some very promising new debaters from Year 5 displayed their speaking and reasoning skills alongside their already well-practised Year 6 teammates. The school also took part for the first time in the wider-reaching Premier's Debating Competition. Though not making the finals, Birchgrove performed very well in both competitions.

Preschool



Parent volunteers at preschool working bee

Birchgrove Public School Preschool is a Department of Education Preschool located within the grounds of Birchgrove Public School. It is a two unit centre offering a three day and a 2 day a week program.

Our preschool aims to:

- Educate preschoolers within a safe, Secure environment and routine;
- Recognise individual differences and thereby encourage sound development
- intellectually, physically, emotionally and socially;
- Encourage and motivate each child through play, leading to exploration and discovery.

Each preschool class has a qualified classroom teacher and is supported by an experienced teacher's aide. The preschool is supported by a cook and an assistant cook with a well equipped kitchen providing children with nutritionally well balanced meals.

A high quality educational program exists, where well planned units of work meet the individual needs of the children in our care. The students' day comprises of indoor play, outdoor play, group times and prior to school routines such as recess and lunchtime.

An inclusive philosophy encourages all students to participate in wider school activities such as Easter Hat Parade, Book Week Parade, some assemblies and special occasions.



4/5W reading to preschool

Music Program

The music program at Birchgrove is amazing and run largely through a parent volunteer system. The highlights in terms of music performances included, Music Night, Solo Soiree and Recruitment Night. The number of children participating in the music program continues to increase. With children in Early Childhood Music, beginner recorders, intermediate recorders, consort recorders, advanced consort recorders, junior strings, intermediate strings, senior strings, training band and concert band.



Solo soiree

The various ensembles have performed often this year. The concert band has performed at the Ryde East Festival and the NSW Band Festival, as well as at the school fete, music night, the St John's Fete and Back to Balmain Day. The Training Band performed at the NSW Band Festival. The senior strings and the intermediate and consort recorders and advanced consort performed at the Opera House at the Banksia Concert. This year the music camp was again held in Term 4 and was enjoyed by all.

Peer Support Program

Peer Support continues to be an invaluable opportunity for Stage 3 students to develop their leadership skills and for the younger stages to build diverse friendship networks across the school. This year's series of sessions focused on identifying and dealing with bullying behaviours.

Professional Learning

The Principal and Assistant Principals participated in leadership seminars and conferences conducted by the department and their Respective professional bodies. Our Preschool and Kindergarten teachers attended the Early Childhood Network Meetings and Conferences throughout the year. All staff completed mandatory child protection Training First Aid and CPR. Other valuable professional learning occurred in the areas of Gifted and Talented education, Numeracy, literacy and science.

Progress on 2011 targets

Target 1

To improve outcomes in literacy and numeracy for all students K-6.

Our achievements include:

- exceeding our target of a 1.5% increase in the number of students achieving bands 5 and 6 in literacy and numeracy, as measured by NAPLAN, in Year 3;
- exceeding our target of a 1.5% increase in the percentage of students achieving bands 5 and 6 in literacy and numeracy, as measured by NAPLAN, in Year 3;
- exceeding our target of a 5% increase in percentage of Year 5 students progressing at a rate equal to or above one skill band in literacy and numeracy, as measured by NAPLAN;
- exceeding our target of a 5% increase in the percentage of students in Year 5 progressing at a rate equal to or above one skill band in writing, as measured by NAPLAN

Target 2

Monitor developments in relation to the National Curriculum and its eventual implementation.

Our achievements include:

- The operation of the KLA teams has increased and are taking a more active role in whole school planning.
- A wide range of resources have been purchased in Mathematics, English, Technology and Science. These resources are being utilised and a focus will be on purchases for CAPA in 2102
- In 2011 we reviewed how spelling is taught, and also technology and PE/PD/Health were taught K-6.
- In Training and Development staff meetings, teachers have explored the content and educational philosophies behind the new National Curricula.

Target 3

To ensure an effective and supportive school environment for all students and staff is maintained and strengthened with a focus on resilience and behaviour management

Our achievements include:

- retraining executive staff in Bounceback resilience training, who then in-serviced teachers and implementing the surveys in 2012 after 2 years trial.
- Parent involvement and awareness was raised through the newsletter and the changeable sign with each week's focus being widely advertised.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of

Educational and management practice

School Culture

Background

In 2011 as part of its annual review and self evaluation cycle, a survey of the school community was undertaken in the area of school culture. Information was sought from parents, staff and students. 40 families returned the survey, 9 staff and 35 students.

Findings and conclusions

Responses from all areas were overwhelmingly positive.

Of the surveyed parents the highest areas for positive ratings were:

- The caring attitude of the school community
- The safe environment at our school.

Of the surveyed staff and students from Years 3-6 the highest areas for positive ratings were:

- The many opportunities given to students.
- The school environment including resources and equipment.

Future directions

Both staff and parents reported that there is a strong partnership between the school community and all teaching staff, with strong

parent involvement and volunteer programs. We need to sustain and further encourage this.

Curriculum

Science and Technology

Background

The Key Learning Area of Science and Technology was evaluated in 2011. A survey was distributed to parents with 22 responses returned. 7 staff and 40 students from years 3-6 also completed the survey.

Findings and conclusions

Over 92% of parents report that their child always or usually enjoys science. Almost all parents and teachers feel that students are developing new skills and achieving syllabus outcomes in science, but some parents felt that they did not have a clear understanding of their child's progress in science and technology. Staff, students and parents believe that the school is well resourced with regard to technology (computers, interactive whiteboards) but we need to use all the new science resources more frequently.

Future directions

The school will explore the new equipment with staff and students and familiarise them with what is there. Methods of communicating student achievement in science and technology will be investigated.

Parent, student, and teacher satisfaction

In 2011 as part of its annual review and self evaluation cycle, a survey of the school community was undertaken in the area of school culture. Information was sought from parents, staff and students. 40 families returned the survey, 9 staff and 35 students. Their responses are presented below.

Findings and conclusions

- Responses were overwhelmingly positive from parents, students and staff.
- 96% of parents responded that the school has a safe and secure environment
- 97% of parents felt that the school has high expectations of our students.
- 100% of students agreed that teachers challenge them to do their best.
- All staff reported that they enjoyed working at the school and that they feel valued as a member of the team.

Future directions

While many parents feel that communication is usually efficient there is a desire for more communication by a school email and more the use of the school website.

Positive comments and suggested areas for improvement will be followed up by the school self evaluation committee.

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 - Literacy Outcome for 2012 – 2014

To improve student knowledge, skills and understanding in literacy.

2012 Target to achieve this outcome include:

Retain or increase the percentage of students in the higher bands in NAPLAN Writing, with Year 3 students meeting or exceeding the Year 3 2009-11 average the Year 5 students meeting or exceeding the Year 5 2009-11.

Strategies to achieve these targets include:

- review the teaching and evaluation of writing K -6 with particular focus on the specific writing criteria of persuasive texts and implementing explicit teaching of a range of spoken and written persuasive texts;
- establish a school benchmark in persuasive writing;
- analyse school benchmarking results collected biannually Yr K -6 (T1 and T3) and NAPLAN data to identify specific areas of student need and tailor programs to address these requirements;
- identify and promote the collaborative use of appropriate teaching resources relevant to the target;
- continue the Best Start program in Kindergarten;
- use Best Start Software to plot K-2 students on Literacy Continuum for reading and writing;

- introduce the Literacy Continuum for Assessment and Planning (K-6).

School priority 2- Curriculum and Assessment Outcomes for 2012-14

All teachers implement the Quality teaching framework in their teaching programs.

2012 Targets to achieve this outcome include:

Increase opportunities to all identified gifted and talented students.

Strategies to achieve these targets include:

- All teachers will use the quality teaching framework to plan for student engagement and attainment in all curriculum areas.
- Teacher professional learning enhances teacher understanding and identification of K-6 gifted and talented students (GAT).
- Differentiated learning plans are developed to engage identified GAT students. .
- Workshops and specialised opportunities are designed to maximise the gifts and talents of identified students.

School priority 3 – Connected Learning Outcome for 2012–2014

Increased use of interactive technologies for learning, teaching and for teacher professional learning.

2012 Targets to achieve this outcome include:

- To develop teacher competence in the use of technology and teaching and learning by increasing the number of staff using digital equipment and multi-media software.
- To improve the use of technology to enhance communication between all stakeholders in the school.
- To provide professional learning opportunities for staff in the implementation of the electronic school management system, *Easy School Resources*.

Strategies to achieve these targets include:

- Using notice board to inform staff of upcoming video conferences and virtual excursions.
- Each Stage making a commitment to use the video conference facilities each year.
- Developing a small team of staff to be up-skilled in depth with regard to digital equipment and multi-media software to share with Stage teams and the whole staff.
- Allocating Professional Learning time to up-skill staff on using multi-media software.



Stage 3 Sleep over – for Exodus Foundation

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.

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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: <http://www.schools.nsw.edu.au/asr>



Education Week



Peer support