Principal’s Message

The Annual School Report highlights the school’s achievements, academic record and significant events for the 2014 school year. It provides data on students, staff and school finances and indicates school targets for the third year of our three year school plan – 2012 -2014. Our school continues to work toward the achievement of the targets outlined in the plan with annual refinements based on data from national testing program (NAPLAN) and school based assessment. The school is mindful that we need to strengthen ‘whole child, living and learning in the 21st century’ educational programs and provide support for students to experience success in learning.

Our school fosters quality teaching and learning programs with a strong emphasis on literacy and numeracy. Whilst there are encouraging trends in these areas, there is much work to be done to improve the overall levels of achievement. The report also outlines the opportunities students have engaged in to take advantage of a wide range of extra-curricular programs and activities.

The 2014 report also describes the strong and effective student welfare programs which permeate all school programs. There is considerable evidence of an inclusive school environment where student relationships are fostered, special needs student integration at assemblies, in playground areas, in social groups and school excursions. The achievements of our students who participated in regional and district and school sport carnivals, visual and performing arts and cultural activities have been recognized and celebrated throughout the year and are celebrated in this year’s annual report.

Our dedicated staff members have continued to work in professional teams throughout 2014 to design a comprehensive, balanced and stimulating curriculum to meet individual needs and engage students in their learning. Our staff teams have participated in professional learning opportunities at the school, at regional level. Throughout 2014, the staff worked on improving teaching and learning with a significant focus on preparing for the implementation of the NSW English K – 6 syllabus and Mathematics based on the Australian Curriculum in 2015. Each year, our staff members undertake training in student wellbeing and emergency response management to maintain their currency in the care of students. Our school community recognizes the invaluable contributions of our teachers and support staff in providing the quality school we have today.

The school continues to recognize and celebrate special events and provide opportunities for students to showcase their talents and value their heritage.

Our school, community partnerships remain strong and evident in so many areas of our school. The Parents and Citizens Association continues to support so many aspects of the school. I would like to extend my appreciation to its members for the amazing job they have done this year in supporting the school’s goals and providing the important parent perspective to the organization of the school. In addition, I extend my appreciation to the many parents, family members and community members for your support of the children throughout 2014 in so many ways.

In presenting this report, I would like to acknowledge the talents and dedication of the school executive and the Bargo school staff in providing quality educational programs for our students. I would to also like to acknowledge the valued support of our hardworking ancillary staff, our school parents and caregivers and our very supportive Parents and Citizens’ Association (P&C).

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.

Anne Bunga
Principal
Our school at a glance

School context statement

Bargo Public School is a semi-rural township located in the lower plains of the Southern Highlands of NSW. The school population is steady and consists of 10% Aboriginal and Torres Strait Islander students and 2.5% students from a language background other than English. The school consisted of 16 classes, including one Multi-categorical Class for children with Autism.

The school has a proud history of strong engagement with the community. The school staff of 22 full time and part time teachers. Administrative and support personnel enjoy a positive relationship with parents and caregivers. The staff is a highly skilled team of professionals who collaboratively plan effective teaching and learning programs.

The school vision is to bring out the best in each individual student through the collaboration of students, staff, parents and the wider community. This will be achieved through happy, safe and engaging learning and teaching environments. The school believes in supporting each other to achieve his or her potential and that good discipline and effective learning is consistent and fair.

The school values and respects each person, the rich diversity of cultures and the contributions made by the whole school community.

Students

Our students are an enthusiastic and energetic group with a developing love of learning and a desire to achieve their personal best. They represent our school at academic, sporting and community events and wear our blue and gold uniform with great pride.

Students are actively engaged in learning in a school environment where the culture is based on core values of mutual respect, responsibility, co-operation and personal excellence.

Staff

All teachers meet the professional requirements for teaching in NSW public schools. Teachers are experienced and dedicated with a high level of expertise and a variety of talents. They work collaboratively in stage teams and have a commitment to professional learning and a belief in continual improvement.

School staff support and encourage our core values and these are incorporated in our student welfare programs, Anti-Bullying Policies and the Positive Behaviour for Learning Program.

Student achievement in 2014

The National Assessment Program for Literacy and Numeracy (NAPLAN) held in May, provided information on individual students. Detailed analysis of data informed school improvement planning which was aligned with state and regional priorities. Closer analysis can be found in ‘Academic’ later in this report.
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

Bargo Primary School has an enrolment of 384 students from Kindergarten to Year 6. In total, there are 187 males and 171 females enrolled.

Children generally start school in Kindergarten and progress to Year 6. The mobility of the student population remains relatively stable.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>180</td>
<td>190</td>
<td>187</td>
<td>179</td>
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</tr>
<tr>
<td>Female</td>
<td>156</td>
<td>176</td>
<td>179</td>
<td>166</td>
<td>171</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance at the school remained at a high level as indicated in the following table.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>K</td>
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<td>96.1</td>
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<td>94.9</td>
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<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>94.2</td>
<td>95.3</td>
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<tr>
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<td>96.8</td>
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<td>93.9</td>
<td>94.6</td>
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<tr>
<td>6</td>
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<tr>
<td>Total</td>
<td>93.9</td>
<td>94.3</td>
<td>95.0</td>
<td>95.0</td>
<td>94.4</td>
<td>94.9</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
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<td>94.2</td>
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<td>93.9</td>
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<tr>
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<td>94.4</td>
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<td>94.2</td>
<td>94.7</td>
<td>94.9</td>
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<td>94.5</td>
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<td>94.3</td>
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<tr>
<td>5</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
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<td>94.5</td>
<td>94.8</td>
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<tr>
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<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Management of non-attendance

Regular school attendance is extremely important for all students if the best possible educational outcomes are to be achieved. Roll marking procedures are followed diligently to ensure attendance records are always accurate, reasons for absences are recorded, unexplained absences are followed up and overall attendance is regularly monitored. Parents are aware of attendance requirements and absence notification processes.
Unsatisfactory attendance of students is quickly identified and school-based procedures are implemented. Parents are contacted and consulted on the reasons for their child’s non-attendance. This can lead to individual programs being developed and implemented to assist the student’s school attendance, if considered necessary. Cases that cannot be resolved at school level are referred to the Home School Liaison Officer who works with the family, the student and school personnel to develop an attendance plan. In extreme cases non-attendance at school leads to legal prosecution.

E. Hockey & S. Roberts – Regional Public Speaking Competition

**Workforce information**

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

We had a combination of 28 full-time & job-share, teaching staff members in 2014. This included three teaching assistant principals, two permanent and one relieving, 12 classroom teachers and specialist and support staff.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>92</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>17%</td>
</tr>
</tbody>
</table>

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td>Reading Recovery teaching positions</td>
<td>0.72</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>13</td>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Special Education Teacher(s)</td>
<td>1</td>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
<td>School Administrative &amp; Support Staff</td>
<td>2.422</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22.142</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. A number of Aboriginal teachers work at Bargo Public School.
Professional learning and teacher accreditation

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

The school receives funds from the Department of Education and Communities to provide for teacher release from class and course fees. The amount of funding is based on the number of permanent staff at the school. The professional learning is related to areas identified in the school plan and Department of Education and Communities requirements.

Professional learning opportunities were based on school targets and priorities and experience level of staff. Staff also presented at State, regional and local levels.

At a regional level - Executive Leadership and Development, Primary Principal network meetings, Best Start programs, iPads, Linking the new English Syllabus to the continuum

At a local level – Special Education Network meetings, Computer Coordinator Meetings, Learning Support Team Network Meetings, LAST Training and Development, Campbelltown Primary Principals Meetings


Beginning Teachers

No beginning teachers were appointed to Bargo Public School in 2014, however, we have a number of permanent supply casuals in their beginning years of their career.
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
</table>

### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$46137.31</td>
</tr>
<tr>
<td>Global funds</td>
<td>$253180.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$118267.82</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$172589.01</td>
</tr>
<tr>
<td>Interest</td>
<td>$3491.08</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$9800.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$603466.57</strong></td>
</tr>
</tbody>
</table>

### Expenditure

#### Teaching & learning

- Key learning areas: $10563.26
- Excursions: $8473.35
- Extracurricular dissections: $64736.47

- Library: $50910.69
- Training & development: $15725.77
- Tied funds: $98901.77
- Casual relief teachers: $92145.74
- Administration & office: $41871.57
- School-operated canteen: $0.00
- Utilities: $57059.99
- Maintenance: $11157.27
- Trust accounts: $10392.74
- Capital programs: $16932.67

**Total expenditure: $478871.29**

### Balance carried forward

**$124595.28**

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P and C held in March 2015. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Creative and Practical Arts

Each week students from Year 3 to Year 6 participated in creative and practical art lessons. These lessons were based around need for flexibility, allowing staff and students the opportunity to participate in our newly established school band, to sing in the choir, to perform in the story/dance performance – Wakkakirri or learn more about the topics being studied in each stage, class or a current event.

Students not involved in band, choir or Wakkakirri were given opportunities to learn and experience drawing, painting, fibre, sculpture and 3D forms. Lessons involved art appreciation and practical activities. Different subject matter is used for each project. The students also helped to create props for the Wakkakirri performance, which showed them another type of audience for art works.

We were also entertained by Oz Opera’s performance of the wonderful children’s opera The Magic Flute, continuing the tradition of giving many students an experience of opera.

All students have participated in class singing activities, playing percussion instruments and reading music, listening to different styles of music, and moving and acting to music.

Sport

There is a keen interest and enthusiasm in sport with all students, K-6, participating in sporting skills, a variety of team games and fitness activities. Additionally, Year 1-6 students have participated in learn to swim lessons.

Bargo PS remains an active participant in the Razorback Zone Primary Schools Association(PSSA), competing each term in Gala Days competitions. Students trained eagerly each week and refine their game skills in cricket, soccer, and netball. Students showed great sportsmanship, team and school spirit in all our sports making many finals this year. PSSA would not be possible without the expertise and dedication from our teacher, parent and community coaches.

Trials for representative teams continued with Razorback PSSA zone. We had many students represent the school and Razorback area in a variety of sporting trials and Razorback PSSA and South West Sydney PSSA carnivals. Congratulations to all students!

In preparation for these carnivals students have had the opportunity to participate in cross country training and track and field skills as part of our class fitness program. These programs have been a great success due to the dedication from the teachers. Most students participated eagerly in these carnivals and had a great day. All students showed fantastic school and sporting house spirit. We are very proud of all our students!

Home sport activities for Years 3-6 built fitness and games skills. This has allowed the students to develop a wide range of skills and knowledge in a variety of sports, such as tag, cricket, netball, softball and hockey allowing them greater success in playing these games. Fundamental ball and games skills, through tabloid activities and fitness were programmed for students K-2. During these lessons, the students increased their hand eye coordination, knowledge of game rules and ball skills. Early Stage 1 and Stage 1 participated in dance and movement skills as part of fitness.
All of these activities increased the student’s coordination, core strength and stamina through fun and enjoyable activities.

All students from Kindergarten to Year 6 have been involved in the gymnastics program which covers a wide range of skills using a variety of equipment. The program progresses sequentially and caters for all levels with all students learning new skills and highly competent students being challenged.

The students have had a great time throughout the year in all aspects of sport whilst learning new skills, developing known skills and showing fantastic sportsmanship. Another great year in sport!

**Significant programs and initiatives**

**Reading Recovery**

In 2014 we were able to train our fourth ‘Reading Recovery’ teacher. Trained teachers are placed on classes to best support Stage 1 students, in particular, year 1 students, making each teacher a valuable resource. Reading recovery (RR) is an early literacy intervention program for Year 1 students who are having temporary difficulties with literacy learning. This program allows the RR teacher to work with the student on an individual basis. The aims of RR lessons are:

- to start at whatever the individual student can do;
- to design an individual series of lessons for each child;
- to build up individual areas of strengths and competencies; and
- to have the student reading and writing at the same level as his/her average peers at the end of 16 to 20 weeks on the program.

This year, 12 students successfully completed the program.

**LIPI**

In 2013 staff investigated a range of teaching and learning programs designed to improve/enhance/support young students’ ability to understand, learn, recall and apply phonetics to their reading and writing. L I P I (LIPI) was the program selected by Kindergarten to year 2 staff and executive. Four staff meeting created all of the resources required by staff and students to successfully implement the LIPI program.

Implementation has taken places across all Kindergarten, Year 1 and 2 classes in 2014. The results have been amazing.

**Aboriginal education**

Our continuing focus in Aboriginal education is to extend Aboriginal cultural education for all staff and education about Aboriginal Australia for all students because it is everybody’s business. This focus is included in our targets for the next three years. We delivered programs, often integrated into English and HSIE, from Kindergarten to Year 6, which contained substantial content about Aboriginal Australia, their cultures and belief systems.
Multicultural education

We promoted the diversity in our school community with students, staff and parents, as well as promoting inclusivity. At Bargo Public School we believe that ‘everyone belongs’ and celebrate the student welfare initiatives that create this culture. PBL is the cornerstone of our student welfare programs and the values of respect, responsibility and harmony are known, understood and discussed regularly. Whole school celebrations such as Harmony Day supported multiculturalism, diversity and inclusivity.

Environmental Education

Environmental education has continued to be promoted through active participation in resource and energy saving practices by all classes. The Environmental committee has signed up to the world wide ‘Green Flag program.’ The students and staff have made commitments to saving and/or improving the environment by continuing to manage, improve and promote understanding via:

- whole school participation in School Clean Up Day,
- whole school rich tasks with environmental components were delivered in programs K-6,
- produce from the school vegetable patch continued to be used in the school canteen,
- the Gardening Club continued to directly involve students in planting, weeding & harvesting crops
- eggs from the hens continued to be used by the canteen and staff in class cooking activities,

Students continued to be directly involved in

- the daily care of the hens;
- creation and maintenance of Bokashi buckets - the lidded recycle bins to reduce land fill waste;

Fete

During October, staff, students, members of the P and C and the fete committee participated in our first school fete in many years, which raised over $20000 in profit. All monies raised went towards purchasing home reading materials for Kindergarten, year 1 and 2 students, as well as guided reading materials for use in class by years 3, 4, 5 and 6 teachers.

Our teacher/librarian, staff and parent helpers have worked in creditably hard to ensure all reading materials are ready for used in 2015.
Learning and Support

Staff, itinerant support staff and School Learning Support Officers have been actively involved throughout the school in 2014. A strong understanding and an ability to identify and cater for the special needs students has continued to be fostered and developed at Bargo Public School.

Teachers are committed to professional learning to enhance the learning experiences and opportunities for all students. Some of the highlights include:

- the completion of numerous Access Request submissions with detailed risk assessments, management plans and individualised learning plans (IEP), resulting in additional support for students and staff;
- integration teacher (school) providing advice about intensive needs-based programs for students on Funding Support resulting in the development of IEP for students with special needs;
- developing IEP for all students with an Aboriginal background;
- development of IEPs; which are implemented by class teachers under the guidance of the Learning Support Team;
- development of Individualised Behaviour Plans in consultation with Learning Support Team, which supported the development of resilience and social skills;
- on-going interactions between home and school, and local agencies and school;
- two part-time reading recovery teachers working with Year 1 students to attain, at or near, expected Year 1 reading outcomes within a 20 weeks focused IEP program;
- part-time learning support staff working in classrooms alongside the class teacher to implement modified teaching and learning programs to cater for individual needs;
- also our learning support teachers provide teachers, parents and the Learning Support Team with valuable information to assist student learning, social skills and behaviour;
- development of Friendship Groups which provided a range of different lunch-time activities (construction, craft, dance, ball games, board games, computers) which resulted in the development of social skills; such as turn taking; patience; tolerance; risk taking and control of emotions linked to not getting your own way or losing;
- additional support for students across grades 3 to 6 to develop social skills;
- implementation of chess/draughts programs which challenged and stimulated students across grades 2, 3, 4, 5 and 6; along with many student organized and run lunch time clubs;
- additional support in phonic and letter knowledge for K, year 1 and 2 students;
- extensive range of transition programs for students with needs; entering kindergarten, the Multi Cat class or high school.
Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (low) to Band 6 (high for Year 3) Year 5: from Band 3 (low) to Band 8 (high for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 and year 5 – Literacy Results  READING

In summary:

- an increasing number of students in the top 3 bands over time in both year 3 and year 5;
- progress made by individuals moving from year 3 to year 5 continues to be better than both Same School Groups (SSG) and State DEC schools.
In summary:

- LIPI strategies appear to be having an impact on year 3 spelling results.
In summary:

- an increasing number of students in the top 3 bands over time in both year 3 and year 5;
- progress made by individuals moving from year 3 to year 5 continues to be better than both Same School Groups (SSG) and State DEC schools.
In summary:

- the presentation of the test material stumped our students as well as most students across the State;
- progress made by individuals moving from year 3 to year 5 continues to improve.
NAPLAN Year 3 - Numeracy

In summary:

- an increasing number of year 3 students in the top 3 bands over time, perhaps the result of implementing PLAN and TEN strategies across K-2.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys
- Parents, staff, student and community member discussions around a range of topics.

School planning 2012-2014:

School priority 1

- Improved literacy results for all students in line with state/regional targets

Outcomes from 2012–2014

- Improve reading skills of students
- Improve reading comprehension skills of all students with a focus on reading
- Improve teacher knowledge of the teaching of reading
- Increase the talking and listening skills and knowledge of students

Evidence of achievement of outcomes in 2014:

Reading

- an increasing in the number of students in the top 3 NAPLAN bands, both year 3 and year 5;
- increasing percentage of students K-6 attaining independent reading levels; and
- progress made by individuals moving from year 3 to year 5 – NAPLAN, continues to be better than both Same School Groups (SSG) and State DEC schools.
Writing

- the presentation of NAPLAN test material stumped our students as well as most students across the State; however, students engage in class based writing tasks with improving structure and vocabulary;

- progress made by individuals moving from year 3 to year 5 – NAPLAN, continues to improve.

Spelling

- LIPI strategies appear to be having an impact on kindergarten to year 3 spelling results; with almost all students confident enough to take risks with their spelling instead of relying on an adult to spell the word for them.

Punctuation and Grammar

- an increasing number of students in the top 3 NAPLAN bands over time in both year 3 and year 5;

- progress made by individuals moving from year 3 to year 5 – NAPLAN, continues to be better than both Same School Groups (SSG) and State DEC schools.

Strategies to achieve these outcomes in 2014

- development and implementation of quality teaching and learning program designed to address both syllabus requirements and continuum expectations,

- development and implementation of personalized education to raise student achievement, using assessment and data;

- use and analysis of PLAN data, evidence and evaluation to inform planning and practice.

Our success has been measured by:

- successful continuation of the Focus on Reading strategies

- improved reading level of students participating in the Learning Assistance Support Teacher programs

- purchase of new guided readers for K-6

- teacher professional learning around the new Australian syllabus
School priority 2

- Improved numeracy results for all students in line with state/regional targets

Outcomes from 2012–2014

- Improve numeracy skills of students
- Improve teacher knowledge of the teaching of numeracy
- Increase teacher knowledge and skills in using data to inform planning and teaching of numeracy

Evidence of progress towards outcomes in 2014:

Numeracy

- an increasing number of year 3 students in the top 3 bands over time, perhaps the result of implement PLAN and TEN strategies across K-2.

Strategies to achieve these outcomes in 2014:

- development and implementation of quality teaching and learning program designed to address both syllabus requirements and continuum expectations,
- development and implementation personalized education to raise student achievement, using assessment and data;
- use and analysis of data, evidence and evaluation to inform planning and practice.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Background

The focus of the school satisfaction evaluation in 2014 was on teaching and learning programs, school policies, communication and involvement in school life.

Findings and Conclusions

Overall the results were extremely positive and indicated that many of the strategies the school has in place are highly effective.
**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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**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.

Staff, students, P and C committee parents and community]

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: