School context

Barnsley Public School enjoys a peaceful bushland setting in the West of Newcastle. With a current enrolment of almost 280 students, Barnsley provides a quality education for students from the Barnsley, Holmesville, Killingworth and surrounding areas.

Barnsley Public School provides a quality education for all students with an emphasis on Literacy, Numeracy and Student Well Being. We enjoy a positive reputation in the local community and benefit from excellent parental support.

Barnsley Public School firmly believes that “Every Child Matters Every Day” and that all students can be high achievers.

Barnsley Public School supports the holistic development of all students. We seek to prepare our students to be responsible citizens and leaders of the future.

Principal’s message

It is with great pleasure that I present the 2013 Annual School Report for Barnsley Public School. As I complete my first year as Principal of the school, it is rewarding to reflect on the great achievements of 2013 and the wonderful achievements of our entire school community.

Barnsley Public School undertook significant change in 2013 with the adoption of a new approach to curriculum. We adopted an explicit model of teaching with high expectations of all students. The improvement in student performance has been remarkable throughout the year and we look forward to continued growth into the future. Staff and the parents have embraced this new direction with excellent feedback in relation to its implementation.

2013 was a very rewarding and exciting year for Barnsley Public School. It was a year filled with exciting changes, new developments and great community support. We look forward to 2014 with anticipation and excitement as we prepare to continue to raise the standards in all aspects of school life.

While we seek to improve the quality of learning at Barnsley Public School, we will continue to focus on positive relationships within the school and making our school a fun place to learn.

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.

Paul McDermott
Principal

P & C and/or School Council message

The P & C are responsible for the fundraising activities which occur both in and around the school and within the outside community. We are there to support the school and provide the students with equipment and resources which makes their time at Barnsley Public School both educational and enjoyable.

This year has been a very busy one for the P&C. We have welcomed a new Principal and have been fortunate enough to have support from him and continued support from all of the staff.

There have been many local businesses who have been extremely generous this year, helping to financially support our children and sponsor some of our many events.

Some of the fundraising activities we had this year included:

- Trivia Night
- Mother’s Day stall
- Sport – a – thon
- Girl’s Night In, supporting both Breast Cancer and our school
- Father’s Day stall
- Father’s Day breakfast plus raffle
- Discos
- 5 cent round up
- Entertainment Books
- Artwork calendars
- Christmas Hamper Raffle
- Pizza & Popper lunch days

We have raised in excess of $30,000 this year with various fundraisers and have spent it in the following areas: $15,000 on resurfacing the area
near the canteen, $10,000 provided to the school – used on a variety of resources and $5000 on computers in the library. We have also financially supported the year 6 farewell and gifts, school performance subsidy, guitars, boom whackers and other instruments and hats for the Kindergarten students.

Our major fundraiser continues to be the canteen, thanks to our supervisors, anyone who volunteered and all who supported financially.

The P&C also provide other services for the students and their families, including: Uniform shop keeping our kids looking fantastic in their uniforms, Scholastic Book Club and School banking.

I would like to thank everyone who helped with the organization and supported any or all of our fundraisers.

Kristy Smith

P&C President

Student representative’s message

Being School Captain was a huge honour and experience, which I am very proud of. I was fortunate to represent Barnsley at the West Wallsend Anzac Day Service where I made a speech and laid a wreath. Being a school leader taught me greater responsibility and the importance of respecting others. Barnsley is a great school.

Aiden Halpin

I was very proud to be selected as school captain of Barnsley Public School in 2013. It gave me great opportunities to meet and greet different visitors that came to the school. I also enjoyed running the school assemblies every week and being known as a responsible school leader. I will look back at my time of being school captain as one of my greatest achievements.

Emma Walmsley

### Student information

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

### Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>162</td>
<td>166</td>
<td>168</td>
<td>159</td>
<td>141</td>
<td>140</td>
<td>137</td>
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<tr>
<td>Female</td>
<td>143</td>
<td>152</td>
<td>144</td>
<td>135</td>
<td>134</td>
<td>121</td>
<td>132</td>
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</table>

### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.8</td>
<td>94.3</td>
<td>93.8</td>
<td>96.9</td>
</tr>
<tr>
<td>1</td>
<td>92.7</td>
<td>94.5</td>
<td>92.8</td>
<td>96.0</td>
</tr>
<tr>
<td>2</td>
<td>92.3</td>
<td>94.9</td>
<td>94.8</td>
<td>95.4</td>
</tr>
<tr>
<td>3</td>
<td>92.0</td>
<td>93.9</td>
<td>93.6</td>
<td>96.0</td>
</tr>
<tr>
<td>4</td>
<td>93.0</td>
<td>91.7</td>
<td>93.1</td>
<td>94.6</td>
</tr>
<tr>
<td>5</td>
<td>94.5</td>
<td>93.5</td>
<td>90.7</td>
<td>95.1</td>
</tr>
<tr>
<td>6</td>
<td>92.0</td>
<td>94.1</td>
<td>93.3</td>
<td>90.6</td>
</tr>
<tr>
<td>Total</td>
<td>93.0</td>
<td>93.9</td>
<td>93.2</td>
<td>95.0</td>
</tr>
</tbody>
</table>

### Management of non-attendance

Teaching staff attempt to contact each parent who has not explained regular student absences. We seek the return of a tear off strip, from the letter sent home, explaining the absence.

As well, each term our home school liaison officer studies our attendance data and identifies those children who have missed the highest percentage
of absences. The school has an attendance plan for any student who has attendance below 90% and the parents are initially contacted by the principal.

Workforce information

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

Staff at Barnsley Public School consists of the Principal, Three Assistant Principals and eight additional class teachers.

Additional teachers provide support through the following:

- Library teacher (3 days)
- PE Teacher (3 days)
- Reading Recover (1 ½ days)
- Learning and Support Teacher (5 + 1 days)

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

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

One staff member identifies as aboriginal.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>15</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>121,868.390</td>
</tr>
<tr>
<td>Global funds</td>
<td>201,703.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>161,310.75</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>81,433.75</td>
</tr>
<tr>
<td>Interest</td>
<td>4,532.70</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10,795.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>581,644.31</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>12,081.97</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>21,333.44</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>39,652.59</td>
</tr>
<tr>
<td>Library</td>
<td>7,890.65</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,989.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>130,735.23</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>53,006.67</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>95,208.68</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>38,417.42</td>
</tr>
<tr>
<td>Maintenance</td>
<td>20,072.23</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10,305.34</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5,860.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>436,554.01</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>145,090.30</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Barnsley Public school students continued to show improved results throughout 2013. Students reached identified targets as outlined in the Strategic Management Plan and we look forward to further growth and improvement in the future.
Academic achievements

NAPLAN

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

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

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

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

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

NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy *(including Reading, Writing, Spelling and Grammar and Punctuation)*
NAPLAN Year 5 - Numeracy

Other achievements

Arts
Throughout the year all classes were provided with the opportunity to perform an item on each of our whole school assemblies. Parents were invited to join the remaining classes as an audience. A number of items were presented at our presentation day including a dance item and choir items.

Easter hat parade 2013
The 2013 Easter hat parade was a fabulous and exciting day enjoyed by the community, students and teachers of Barnsley Public school. The K-2 infants students participated in the parade by performing songs that they had rehearsed with their teachers during Term 1. Their singing was enthusiastic with visual movements and actions providing a great performance. Students thoroughly enjoyed dressing up for the occasion to celebrate Easter. Their hats and bonnets were imaginative and festive, displaying lots of colour and creative flare. Donations of Easter eggs, Easter toys and prizes from the community and staff of BPS were greatly appreciated. These were collected and made into prizes for the parade. Donations of cakes and Easter treats were sold before the Parade. So many of these donations were made with love and care, knowing that they would help to raise money for our fantastic school. The Photo booth was very successful, many thanks to Mrs Linstrom who took the pictures prior to the day. They looked fantastic and provided a wonderful keepsake for the students. Parent portraits were also in the Hall and were bought with a gold coin donation. These were created by the students, who painted their mum or dad and are always cherished. The barbecue lunch was enjoyed by many and a big thank you to all of the volunteer parents and teachers who helped make the day a huge success.

It’s Academic
Select students from Stage 3 were selected to participate in It’s Academic in 2013 which is televised on Channel Seven. The students travelled to Sydney for the taping of their episodes and enjoyed the challenge and experience. Mrs Calligeros and Mrs Linstrom coordinated the event.

Other school based assessments
Formative and Summative assessments are used throughout the school to assess student achievement.
Stage 2 camp – Great Aussie Bush Camp.

Stage 2 attended the Great Aussie Bush Camp in 2013. The majority of students attended and were accompanied by staff. Students were actively engaged in the activities provided by the camp. Students all stated that they enjoyed their first camp experience. Some of the activities included:

- High Ropes
- Sand Dunes
- Giant Swing
- Outdoor Games
- Disco

It was a great opportunity for staff and students to develop social skills, independence and to learn to take risks and enjoy the outdoors.

Public Speaking and Debating

Following public speaking presentations in class and at a school assembly, four students participated in the zone competition. Our student leaders displayed excellent skills in hosting and compering the Stage 3 zone competition. Our debating team competed in the local schools competition and made it all the way through to the final. Thank you to Mrs Edwards for preparing our school events and coaching the debating team.

National Competitions

A small number of students participated in the International Competitions and Assessments for Schools which are conducted annually by the University of New South Wales.

Kindergarten Blackbutt Excursion

All of our kindergarten students and their Year 5 buddies attended an excursion to Blackbutt Nature Reserve. Students had a great day and enjoyed exploring the reserve together while discovering all of the animals.

Talent Quest.

The student council conducted a school talent quest where students were provided the opportunity to show off their talents in front of
their peers. The performances were conducted in small groups or individually. This was a fund raising activity for the SRC.

**Book Week**
We all enjoyed a fantastic Book Week parade this year. The theme was Super Powers and encouraged all of the staff and students to dress up as their favourite book character or super hero. Mrs Burgess did a great job co-ordinating the day and our book week activities and book stall. This was a great community event with lots of parent joining us to celebrate the day.

**NAIDOC Day**
Barnsley enjoyed a wonderful NAIDOC day in 2013. We had support from local aboriginal community members, West Wallsend High School and our own staff to provide a wide range of activities for all. As a result, we now boast some amazing murals and greater knowledge about our local aboriginal heritage.

**Father’s Day Breakfast.**
Fathers were invited to start the day with a breakfast cooked on the school BBQ’s. Numerous parent helpers and teachers started working early in the day to guarantee an enjoyable morning was had by all. After the delicious breakfast the students were able to show their dads some of the things happening around the school.

**Sport.**
During 2013 the boys and girls from kinder to year 6 participated in a number of sporting programs aimed at developing skills and raising fitness levels. These activities included gymnastics, kindy / year 5 sport and weekly sport programs. A number of the students also participated in inter and intra school events. During the year school carnivals were held in swimming, cross country and athletics. Students were then selected to represent the school at Crossroads Zone Carnivals. A number of commendable results were achieved by our students. All carnivals were well supported by community members. Students were also provided the opportunity to participate in the Crossroads winter PSSA competitions. Commendable efforts were recognised by all teams in the soccer, netball and touch football competitions. Individual students also participated in trials for a number of zone and regional sporting teams. These included trials for rugby league, football, netball, tennis, golf, basketball and touch football.

**Significant programs and initiatives**

**Reading Recovery**
Reading Recovery is a research-based early literacy intervention aimed at accelerating the reading and writing learning of low-achieving students in their second year of formal education (ie. Year One). It provides an intensive, individually designed and individually delivered
A series of daily, 30 minute lessons over a period of up to 20 weeks (supplementary to the ongoing literacy activities in the classroom). Throughout 2013, Reading Recovery funding allowed eight Year One students to benefit from this course of individualised instruction. Seven of these eight students successfully discontinued their lesson series at or above the reading level of their peers. Monitoring of the progress of ex-Reading Recovery students now in Year Two and Three, indicated that most have maintained their literacy gains and continued to make progress in this area. Reading Recovery will continue in 2014.

Aboriginal education
In 2013 Barnsley Public School had an enrolment of 20 Aboriginal students. Aboriginal Education plays an important role in the teaching and learning curriculum and all staff include this into their programming. The school is well resourced for integrating Aboriginal perspectives in all Key Learning Areas.

All Aboriginal students at Barnsley have a Personalised Learning Plan developed by the classroom teacher, parent and Learning and Support Teacher. These plans identify and set the learning goals for the school year.

Our Aboriginal students and school is also well supported through our involvement in an active Local Management Group. (local schools)

Barnsley Public School enjoyed a very successful NAIDOC day in 2013.

Multicultural education
Multicultural Education is incorporated in units of work across all stages. This ensures students are provided with the opportunity to learn and accept cultural diversity within the school and across the wider community.

Active After School Communities (AASC) Program
In 2013 students have had the opportunity to participate in a range of different sports including soccer, skateboarding, basketball, karate and netball. The program operated thanks to the enthusiastic coaches and school coordinators Leah Seaton and Vanessa Linstrom.

Best Start
Best Start is a NSW government initiative designed to increase support for the teaching and learning of literacy and numeracy for our youngest students. Barnsley PS has participated in this program since its introduction in 2008.

All Early Stage 1 teachers are trained to administer the Kindergarten Best Start Assessment. Through this process teachers are able to identify the literacy and numeracy knowledge and skills that each student brings to school. This assessment informs the quality teaching and learning that we will implement in the early years of schooling.

The Best Start Assessment process also reveals the extent to which some students have already achieved Kindergarten outcomes prior to entry to school. An additional challenge is that some gifted students may not be identified through the Best Start Assessment process because their circumstances may not have supported their learning of the knowledge and skills assessed within Best Start. Additional strategies are therefore used at Barnsley PS to identify these students and ensure their needs are appropriately met.

Language, Learning and Literacy (L3)
Language, Learning and Literacy is a research-based Kindergarten classroom intervention targeting text reading and writing.

It has been designed to complement the daily Literacy program for students who do not bring a rich literacy background to their first year of school.

Students receive explicit instruction in reading and writing strategies in small groups of three to four selected students. Students then rotate to independent individual or group tasks. This occurs in the daily literacy session.

The program goal is to reduce the need for more intensive and resource demanding programs in future years, including Reading Recovery.

L3 was implemented in 2013 across all classes from Kindergarten to Year 2

School Environment Program.
The efforts of dedicated students and staff has ensured the success of our wonderful vegetable garden. As a result, a variety of produce has been grown and shared throughout the community. Thanks to Mr Morris for co-ordinating the garden.
Curriculum Catch Up
In 2013, Barnsley Public School introduced a curriculum newsletter for all parents. This newsletter provides up to date information for the community on current initiatives and a summary of the terms learning for each stage. Parents appreciated the information that was presented and were offered the opportunity to provide feedback and suggestions.

Year 6 to 7 Transition Program
In an effort to ease the stress and concern involved with moving to High School, our year 6 students participate in a number of visits to our local high school, West Wallsend HS. This allows the students to experience first-hand what to expect when they arrive. Students are involved in Home Economics, Technology, English and Science lessons. This activity is supported by a Vulnerable Students program where identified students attend a number of sessions at the high school to address specific needs and concerns.

National partnerships and significant Commonwealth initiatives (participating schools only)
Barnsley Public School was successful in accessing Improving Literacy Numeracy National Partnerships funding. This funding has been specifically used to improve Literacy outcomes within the school. Barnsley Public School utilized this money to provide professional development for all staff. Barnsley staff invested heavily in developing a consistent approach to curriculum across the school. This resulted in our school working closely with a consultant from Melbourne in implementing an explicit teaching model throughout the school. Our focus throughout the school was to:

- Have positive relationships
- Implement explicit teaching
- Move information from the students short term to long term memory
- Teacher directed learning

Teachers continue to network and moderate their programs in order to ensure consistency throughout the school. The national partnerships funding has allowed our school to analyse assessment data and use this to improve teaching and learning throughout the school.

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:

- Parents and Citizens
- Curriculum Catch Up Newsletter
- School Newsletter
- Parent Information Evenings
- Parent Teacher Interviews
- Curriculum Parent Information Sessions
- Data Analysis
- Document Analysis
- Student Feedback

School planning 2012—2014: progress in 2013

School priority 1
Curriculum and Assessment

Outcomes from 2012–2014

- Improved understanding of the NSWAC English Curriculum
- Adherence of all staff to K-6 Assessment Policy
- Common stage planning initiatives with assessment practices steering program development

Evidence of progress towards outcomes in 2013:

- All staff received at least 2 sessions of professional development with an external consultant on Explicit Instruction linked to the Australian Curriculum
- All staff networked and developed scope and sequences to support the implementation of the Australian Curriculum
• Professional development through ILNNP funding to familiarize staff with the Literacy continuum and plotting students
• Staff moderation sessions to ensure consistency of teacher judgement across literacy strands
• Stage meeting to collaborate and develop assessment devices

Strategies to achieve these outcomes in 2014
• Consistent professional development for all staff on Formative Assessment
• 5 weekly planning sessions for all stages to moderate lesson delivery and assessment results
• Assessment tools developed to support staff in tracking student progress
• Scheduled release time for all staff to plot students on the continuum

School priority 2
Student Well Being

Outcomes from 2012–2014
Improved Learning Support Structures catering for the needs of all identified students
Informed parent body on the curriculum and planning with high school with regards to year 6/7 transition
Implementation of quarterly curriculum letters being sent home

Evidence of progress towards outcomes in 2013:
• Learning support meetings held every second week
• Regular meetings between the school counsellor, LAST and Exec to discuss student progress
• Curriculum Catch Up newsletters were delivered to every parent each term
• Year 6/7 transition well organized and implemented

School priority 3
Leadership

Outcomes from 2012–2014
Leadership and management performance operating in line with AITSL professional leadership standard
Develop a collective vision for Barnsley Public School
The creating of clear lines of communication for all staff
The implementation of effective, school related, professional development for all staff

Evidence of progress towards outcomes in 2013:
• All staff completed TARS with a focus on AITSL standards
• Staff consulted on the strategic management plan and vision and mission of the school
• Communication boards aligned to enhance clarity of communication
• Professional development aligned to school targets and explicit teaching focus

Strategies to achieve these outcomes in 2014:
• Continued development of AITSL standards at staff level with tracking of staff goals and growth
• Development of a community focus in preparation for the 2015-17 school plan
• Collaborative networking and planning with other LMG schools on management plan priorities
• Improved communication through the use of SENTRAL
• Detailed professional development plan developed for 2014, then 2015-17 in line with school strategic management plan

**School priority 4**
Literacy and Numeracy

**Outcomes from 2012–2014**
Improved comprehension standards and skills of students
Provision of a consistent framework for curriculum planning
Provision of a collective vision and approach to teaching Literacy and Numeracy

**Evidence of progress towards outcomes in 2013:**

- Staff training in focus on reading to support comprehension of students
- Consistent planning proformas introduced across all stages
- The introduction of explicit teaching as a signature pedagogy throughout the school

**EVIDENCE**

- 97% of students reached reading benchmarks in Kindergarten
- 83% of students reached reading benchmarks in Year 1
- 63% of students reached reading benchmarks in year 2
- Year 5 students exceeded state averages for growth and reduced the difference from the state average by 10 points in reading and 40 points in writing
- Year 3 students were above the state average in numeracy
- Year 3 students reduced the difference from the state average in reading by 45

**Strategies to achieve these outcomes in 2014:**

- Continued development of the explicit teaching approach throughout the school
- Appointment of a leader of pedagogy within the school to drive and mentor the explicit teaching approach
- Networking with other explicit teaching school to share ideas and resources
- Professional development to other schools to receive support and coaching
- Shared LMG vision for all schools to follow a consistent approach to curriculum and explicit teaching

Detailed professional development plan developed for 2014, then 2015-17 in line with school strategic management plan

**Professional learning**

Staff undertook significant professional learning in 2013. This included

- Professional development on Fleming Explicit Teaching Model
- Australian Curriculum
- Focus on Reading
- L3 (K-2)
- Differentiation
- Peer Coaching
- Internal Review

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent information sessions were conducted on the A-E reporting system and Reading in 2013. Parent feedback was sought with regards to the schools approach to these areas and this feedback was used to assist us in setting future directions.

Parents reported that they found the Plain English Reporting session useful as it explained how grades are awarded and distributed. Parents sought more information on the explicit teaching approach adopted at the school and how this implemented throughout the school.
The Curriculum Catch up sought feedback from parents each term. The topic in 2013 included:

1. Australian Curriculum
2. A-E reporting
3. You can Do It Program
4. Explicit Instruction

The feedback from these initiatives was positive with parents stating that they feel better informed of current developments and initiatives within the school.

Feedback in 2013 was sought via parent meetings, P&C meetings and through the Curriculum Catch Up each term.

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.

Paul McDermott - Principal
Peter Shelley – Assistant Principal
Irene Calligeros – Assistant Principal
Cecily Lewis – Assistant Principal
Kristy Smith – P&C President

School contact information

Barnsley Public School
6 Cliffbrook St
Barnsley NSW 2278
Ph: 02 49 532 976
Fax: 02 49 533 096
Email: barnsley-p.school@det.nsw.edu.au
Web:
School Code: 1138

Parents can find more information about Annual School Reports, how to interpret information in