Bennett Road Public School
Annual School Report 2012
Our school at a glance

Students

Bennett Rd students identify with being safe, respectful learners and care for the welfare and wellbeing of others.

All students work with teachers, parents and staff in the classrooms, at sport and performing arts.

The school prides itself on striving for excellence, innovation in teaching and community participation.

Staff

A few of our staff are leaving this year. Mrs. Blanc, Mrs. Batac and Ms. Ta are moving to other schools after serving our students well for many years.

We wish them all the best in their new endeavours.

Significant programs and initiatives

2012 has seen the school participate in many activities. Student learning has been improved through a number of programs and initiatives being undertaken or expanded. These included:

* Embedding personalised learning plans (PLPs) for Aboriginal students.
* Expanding programs to support Reading (Best Start): Literacy, Language and Learning (L3) and Reading Recovery
* Continuing teacher training for Count Me In Too, Best Start,

We continued our Partnership the Colyton Learning Community (CLC). These include:

* Participation in the National Partnership Centre for Excellence with Colyton Public School
* Year 6-7 Transition Science visits to Colyton High School
* Participation in the Western Sydney Region - Ningbo Chinese Cultural exchange
* Community Showcase at the St Marys Band Club involving six schools
* Transition Program with Colyton High School - Visual Literacy
* Shared NAPLAN Data
* C4E Literacy and Numeracy
* Given Transition Equity Funding for 2013
* Established as a Hub School for Early Action For Success Program

Breakfast Club

Bennett Road Public School once again enjoyed supporting links with the local community and our school families, through the weekly Breakfast Club Program. Penrith Panthers and our local bakery, Baker’s Delight, continued their fabulous support of the school with donations of bread and a variety of cereals each week.

Students from all grades enjoyed coming to Breakfast Club twice a week and chatting with the teachers who volunteered to make their breakfast, ensuring all children were off to a positive start to the day.

In 2012, students involved in the program remained at a constant level and were from grades right through to Year Six. This successful program can be attributed to our welcoming staff and to our sponsor’s ongoing support of the school.

Reading Recovery

Reading Recovery is a targeted program working with students at risk of literacy failure in Year One. Students selected for the program receive 30 minute sessions daily on a one to one basis. Students are to read and write in this time and also require further practice at home to supplement the program. Reading Recovery lessons are designed to support the reading and writing learning experiences that take place in the student’s classroom.

In 2012, Bennett Road Public School trained a Reading Recovery teacher and supported a second teacher to complete the two year training program. This allowed six students daily to access Reading Recovery and to reach their expected levels of reading and writing for their stage of learning.

Tens
In 2012, all teachers from Kindergarten to Year Two, were involved in a range of professional learning activities focused on the TEN teaching pedagogy in Mathematics. TEN incorporates teaching activities that are targeted and designed to meet student individual needs, in the Number strand of Mathematics. TENs is used in addition to the Count Me In Too (CMIT) program, currently supporting student learning at Bennett Road Public School.

The ten minute game based pedagogy uses discussion, reflection and real world problems to engage students further in their mathematical thinking. Through games and discussion, teachers are able to assess students' strategy use and thinking processes. The next stage of development for each student can then be identified. Explicit teaching activities and learning experiences are then planned to move students into their next developmental stage of understanding.

End of year analysis of the school’s TEN data results demonstrated outstanding achievement for Kindergarten with 100% of Kindergarten students achieving stage expectations. 70.4% of Year One students and 87.5% of Year Two students also achieved state expectations.

With the school's P&C members and staff support, TEN resource boxes were created for each Kindergarten classroom through to Year Two. Many community volunteers made this possible by giving up their time to cut, laminate and package mathematics games and resources which were greatly appreciated.

Through staff development training days, in class observation and peer tutoring, K-2 staff revised their understanding of the K-10 Numeracy Continuum and of the different stages of development in Mathematics. Through direct questioning, staff are more capable of identifying specific skills in students and in planning explicit learning experiences that are targeted to individual need. Whole staff training also took place for teachers from Year 3 to Year 6 to consolidate teacher ability to modify activities and to accommodate daily changes in student understanding.

Mathematics parent information sessions were once again held in 2012, to support parents when working with their children at home. Attendance and interest in this session was high and attracted parents who had children attending Kindergarten right through to Year 6. All families were given game packages to support mathematical learning at home. Ideas were shared about the ways basic games and tasks can be modified to extend children in their learning and to match age ability.

To further support mathematical instruction and student needs across the school, a whole school resource room was created. Stock take of all mathematical resources was implemented to provide information about the condition of current items and to ensure correct quantities of resources were available to deliver quality programs in all stages.

Students in Year Three through to Year Six also participated in a mathematics table competition to increase their speed and consolidate their recall of basic number facts. Class scores and certificates were awarded fortnightly at the Year Three to Year Six assembly, by Mr Plummer.

Student achievement in 2012
The information below demonstrates specific areas of achievement.

**Literacy – NAPLAN Year 3**
In 2012 38% of Year 3 students performed in the lowest two bands, 41% performed in the middle two bands and 21% performed in the top two bands for **Reading**.

In 2012 11% of Year 3 students performed in the lowest two bands, 31% performed in the middle two bands and 58% performed in the top two bands for **Writing**.

In 2012 27% of Year 3 students performed in the lowest two bands, 43% performed in the middle two bands and 31% performed in the top two bands for **Spelling**.

In 2012 36% of Year 3 students performed in the lowest two bands, 45% performed in the middle
two bands and 19% performed in the top two bands for Grammar & Punctuation. **Numeracy – NAPLAN Year 3** In 2012 34% of Year 3 students performed in the lowest two bands, 56% performed in the middle two bands and 10% performed in the top two bands for Numeracy.

While the lowest 2 bands in Literacy and Numeracy for Year 3 hold a significant percentage of students, there was some growth in the middle and top bands. Areas of strength are Year 3 Writing and Spelling with more students performing in the middle and top bands.

**Literacy – NAPLAN Year 5** In 2012 53% of Year 5 students performed in the lowest two bands, 40% performed in the middle two bands and 5% performed in the top two bands for Reading. In 2012 42% of Year 5 students performed in the lowest two bands, 54% performed in the middle two bands and 3% performed in the top two bands for Writing. In 2012 40% of Year 5 students performed in the lowest two bands, 47% performed in the middle two bands and 12% performed in the top two bands for Spelling. In 2012 51% of Year 5 students performed in the lowest two bands, 39% performed in the middle two bands and 10% performed in the top two bands for Grammar & Punctuation.

**Numeracy – NAPLAN Year 5** In 2012 52% of Year 5 students performed in the lowest two bands, 35% performed in the middle two bands and 13% performed in the top two bands for Numeracy. While the lowest 2 bands in Literacy and Numeracy for Year 5 hold a significant percentage of students, there is room for growth in the middle and top bands.

**Principal’s message**

This has been my first year at Bennett Road Public School. I would like to thank the staff and community for their support and work with our students.

The community has shown their support with their attendance at Meet The Teacher afternoons, Easter Hat Parade, assemblies, Education Week Open day, our Christmas Concert and Presentation Day.

I would like to thank the P&C for their fundraising efforts throughout the year. The students and teachers have benefitted from the many resources you have purchased for use both in and out of the classroom.

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.

Matthew Plummer

**P & C and/or School Council message**

Firstly I’d like to thank everyone for their support this year. It’s been a very successful year and would not have been possible without the P&C members, the community and Mr. Plummer who has given the P&C fantastic support and help throughout the year.

We have had many fundraisers this year such as raffles, mother’s day/father’s day stalls, a school disco and cake stalls.

Our achievements this year include the super shooters behind the science block, the new sound system in the 3-6 COLA, drums which are on order and a new sound system for the hall which we are in the process of acquiring. All of this was possible from the money raised from the 50th anniversary fete in 2011 and our fundraising this year.

The P&C meet once a month in the Community Room and we look forward to seeing some new faces in 2013.

Everything we do is to benefit the school and the students and the more help we have the better.

Michelle Lyons President P&C

**Student representative’s message**

The SRC for 2012 comprised of two students from 13 classes, Year 2- Year 6. SRC members were elected by the students’ own class. The School leaders, eight councilors and two captains, also participated in SRC activities.
A full day training session was held at the beginning of the year which outlined the roles and responsibilities of the student leaders.

The SRC discussed each PBL focus and any student/teacher messages, at weekly meetings. SRC members were required to hold and run a weekly class meeting to open channels of communication from a student level and discuss any issues arising.

The SRC had a chair person, secretary and two media officers required to advertise any upcoming events.

Macey Duncan and Troy Hannaford  
School Captains 2012

School context

Student information

The student population is 463, with up to 29 students enrolled in the three support classes. Student numbers in the junior grades continue to increase.

The student cohort has 49 students of Aboriginal and Torres Strait Islander decent and 140 students have a Language background other than English.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>254</td>
<td>268</td>
<td>253</td>
<td>253</td>
<td>246</td>
<td>245</td>
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<tr>
<td>Female</td>
<td>245</td>
<td>221</td>
<td>217</td>
<td>223</td>
<td>217</td>
<td>218</td>
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</table>

Student enrolment profile

![Student enrolment profile graph]

Student attendance profile

A small number of students received Western Sydney Region Awards for excellent attendance.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>93.2</td>
<td>92.2</td>
<td>95.2</td>
<td>91.8</td>
<td></td>
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<tr>
<td>1</td>
<td>92.0</td>
<td>91.1</td>
<td>94.0</td>
<td>91.8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.8</td>
<td>92.1</td>
<td>91.6</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.8</td>
<td>91.6</td>
<td>92.6</td>
<td>91.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>92.1</td>
<td>91.7</td>
<td>91.7</td>
<td>90.8</td>
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</tr>
<tr>
<td>5</td>
<td>92.4</td>
<td>92.3</td>
<td>93.3</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>91.2</td>
<td>93.8</td>
<td>91.5</td>
<td>91.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.2</td>
<td>91.9</td>
<td>92.2</td>
<td>92.8</td>
<td>91.8</td>
</tr>
</tbody>
</table>

Management of non-attendance

The staff and the Home School Liaison Officer closely monitored student attendance throughout the year.

Support has been put in place for those families requiring improved student attendance.

Information in the school newsletters emphasize the importance of being in class and on time to engage in the day’s learning.

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 2012 Class Size Audit, conducted on Wednesday 13th February, 2013.
The majority of classes are allocated the optimum number of students. There are also three special education classes – two IM and one ED/BD class.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total per Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1L</td>
<td>K</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K1L</td>
<td>1</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>1/2G</td>
<td>1</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>1/2G</td>
<td>2</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/4F</td>
<td>3</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3T</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3/4F</td>
<td>4</td>
<td>21</td>
<td>32</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>5P</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5T</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>6T</td>
<td>6</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3-5P (IM)</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>4-6T(IM)</td>
<td>14</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>3-6M</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>(ED/BD)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Structure of classes**

In 2012 classes were formed per grade wherever possible to accommodate student learning need as well as overall numbers.

**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**

<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>
</tbody>
</table>

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

Bennett road Public School has one permanent Aboriginal Education Officer and one part-time School Support Learning Officer for the Norta Norta Program.

**Staff retention**

The school was in a settled phase with many of the teachers working at the school for four or more years. This has aided the consistency and stability of the school.

**Teacher qualifications**

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

**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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>126 762.16</td>
</tr>
<tr>
<td>Global funds</td>
<td>264 907.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>219 861.01</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>105 421.37</td>
</tr>
<tr>
<td>Interest</td>
<td>8 407.69</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25 890.59</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>624 487.72</td>
</tr>
<tr>
<td>Expenditure</td>
<td>Amount</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>15,429.12</td>
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<tr>
<td>Excursions</td>
<td>37,616.29</td>
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<tr>
<td>Extracurricular dissections</td>
<td>40,921.67</td>
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<tr>
<td>Library</td>
<td>4,328.22</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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</tr>
<tr>
<td>Administration &amp; office</td>
<td>66,072.16</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
<td>39,590.83</td>
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<tr>
<td>Capital programs</td>
<td>33,730.34</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>561,141.65</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>190,108.23</strong></td>
</tr>
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</table>

A full copy of the school’s 2012 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 2012

Achievements

**Arts**

**Junior Dance Group**

The Bennett Rd P.S Junior Dance group was organised by Miss Said and is made up of 20 students from years two and three. The boys and girls have been practicing very hard as a group, with Miss Said to come up with an exciting performance, to the song “Jump Start” by these kings wear crowns. The Junior Dance Group have performed at the Showcase at St Mary’s Band Club and the Year 6 Fete.

Miss Said

Bennett Rd Dance Group

This year the Bennett Rd Dance Group has been organised by Miss Clark and Mrs. Bale. It consists of 20 girls from grades four to six who practice hard every week. This year the group will be dancing the song ‘You make me feel’ by Cobra Starship. The students have worked hard on the routine, which they performed in front many people at the School Combined Showcase held at St Marys Band Club in September this year.

Miss Clark and Mrs. Bale.

**Polynesian Dancing**

The Bennett Road Pacific Colours group was created by members of the Colyton community.

The group’s aim is to share some of the Polynesian culture though the dance styles of the Cook Island, Tongan, Samoan, Maori and Fijian people. This year alone, Students of all different backgrounds have performed at the Colyton Showcase, Doonside Cultural Festival and the ‘We are One, We are Pacific Festival.

**Mrs. Buckingham**

**Sport**

Bennett Road Public School participated in a Rugby League Greg Alexander Shield, Royce Simmons Shield and Panther Trophy.

**Sport and PDHPE 2012**

During 2012 at Bennett Road Public School students were given opportunities to participate in a range of Sport, Personal Development and Physical Education activities. These included playing P.S.S.A Sport in the Mt Druitt Zone competitions in Netball, Rugby League, Soccer, Cricket, Touch Football and Oztag.

Students were also given opportunities to trial for and represent various St Clair Zone Sporting teams with students selected to represent the district in Rugby League.

Throughout the year the school held Swimming trials, Cross Country and Athletics carnivals and selected students were given the opportunity to represent the school at the corresponding St.
Marys/ St Clair Zone Swimming, Cross Country and Athletics Carnivals.
In 2012 students from K-6 participated in programs coordinated by Panthers on the Prowl to promote health and fitness.
The DET School Swim Scheme was again held at Mount Druitt Pool for students in Years 2 to 6.

Sport, Personal Development and Physical Education programs within school were also taught and conducted throughout the year from K-6. These included programs about Road Safety, Pet Safety and Child Protection.

Debating
Keen Stage 3 students used their lunch time to practise in preparation for several debates and participated in the joint training day with local schools to improve their debating skills. We were involved in the local Pickles Shield where they achieved a great level of success by winning the District Championship Shield. All students learned public speaking skills as well as confidence in developing and presenting an argument. The experience provided an opportunity to network with other schools for both students and teachers.

Book Fair
Parents were encouraged to visit the annual Book Fair in the Library on Open Day. The Book Fair was held during Education Week, with books available for sale provided by Scholastic Books. This event raised funds which allowed the school to purchase books for the Library.

Academic
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.
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)

Reading – NAPLAN Year 3

![Percentage in bands: Year 3 Reading](chart)

68 Year 3 students completed the NAPLAN Reading test in 2012. While the cohort is over represented in the lowest three bands 41% of this cohort is performing at or above National Minimum Standards.

Numeracy – NAPLAN Year 3

![Percentage in bands: Year 3 Numeracy](chart)

68 Year 3 students completed the NAPLAN Numeracy test in 2012. While the school is over represented in the lower bands, 31% of this cohort is performing at or above National Minimum Standards.
59 Year 5 students completed the NAPLAN Reading test in 2012. While the school is over represented in the lower bands, 22% of this cohort is performing at or above National Minimum Standards.

60 Year 5 students completed the NAPLAN Numeracy test in 2012. While the school is highly represented in the lower bands, 37% of this cohort is performing at or above National Minimum Standards.

**Progress in reading**

Results indicate the need for further intervention in the teaching of Reading across the school.
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 and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

2012 Aboriginal Education Committee Report

**Aboriginal education and training**

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>High expectations and academic achievement of ATSI students demonstrated through Personalised Learning Plans.</td>
</tr>
<tr>
<td>2013</td>
<td>Increased percentage of ATSI students at or above proficiency – Year 3 – Reading from 15% to 28%</td>
</tr>
<tr>
<td></td>
<td>Increased percentage of ATSI students at proficiency – Year 5 – Reading from 50% to 60%</td>
</tr>
<tr>
<td>2014</td>
<td>Increased percentage of ATSI students at or above proficiency – Year 3 – Reading from 20% to 33%</td>
</tr>
<tr>
<td></td>
<td>Increased percentage of ATSI students at or above proficiency – Year 5 – Reading from 60% to 65%</td>
</tr>
</tbody>
</table>

With the focus on Aboriginal Education as school priority, 2012 – 1014, the committee worked diligently to increase the commitment to narrow the learning gap of Aboriginal students as well as increasing the connections between home and school. In collaboration with the Willmot AECG, as a part of the school plan, we signed the AECG School Partnership Agreement, as a part of strengthening our connections within the Aboriginal Community.

Through the State Drug Education Program the school Aboriginal Education Committee including members of our community, our local AECG committee and members of the PBL committee, participated in professional learning activities using the DEC talk respect and connect website. This supported the consultative process to explore and determine and action future direction for the school to improve everyone working together and improving student learning and social outcomes the students.

Staff as strongly committed to working with the students with their family’s to develop Personal Learning Plans (PLP). After completing their first goals successfully, 90% of students met to develop a second goal setting.

There was a continued focus on early intervention with learning needs and students in Years 4 and 6 who underachieved in the 2011 NAP testing and students with poor attendance. It is important that from a young age, students to establish good attendance patterns.

All K – 2 teachers were trained in the TEN (Targeting Early Numeracy) program. This included the developing of resources some including Aboriginal icons designs that are displayed around the classrooms to support all students’ learning.

During Semester Two an increase of AEO time in the classrooms and the playground during break times to support the students occurred. To support the students and increase family connectedness a series of gatherings were held. Theses community meetings will continue in 2013.

Breakfast Club continued two mornings a week. There was a significant increase in the number of staff assisting on these mornings. This is a great opportunity for students and staff to mix in an informal setting.

The committee purchased a range of reading resources, to support the Aboriginal perspective in teaching programs as well as supporting the new History curriculum that will be implemented shortly.

Sadly Mrs. Debbie Lewis, our AEO (Aboriginal Education Officer) moved out of our area. We wish her well. We thank Ms. Michelle Lewis for filling the position until it went to an Expression
of Interest advertisement. We congratulate Ms. Aileen Ingray into the position.

**Multicultural education**

Multicultural perspectives are embedded in all teaching and learning programs. The range of cultures represented in our school is reflected primarily through our teaching and learning programs K-6. Key Learning area units of work provide opportunities for students to develop the skills, knowledge, attitudes and respect to appropriately support the variety of cultures within the classroom and our broader society.

An integral part of Literacy and Numeracy support in all classrooms is provided by the ESL (English as a Second Language) teaching role. This is specifically targeted at those students from non-English speaking backgrounds who require assistance in their learning.

**Progress on 2012 targets**

Increased achievement and growth in Numeracy.

2012 Targets were:

- Increase the percentage of Year 3 students who score at or above National Minimum Standards from 33 to 38.

**This target was achieved and exceeded as 45 Year 3 students achieved at or above National Minimum Standards.**

- Increase the percentage of Year 5 students who score at or above National Minimum Standards from 46 to 51.

**This target was not achieved as 29 Year 5 students achieved at or above National Minimum Standards.**

Increased achievement and growth in Numeracy.

2012 Targets were:

- Increase the percentage of Year 3 students who score at or above National Minimum Standards from 33 to 38.

**This target was achieved and exceeded 59 as Year 3 students achieved at or above National Minimum Standards.**

- Increase the percentage of Year 5 students who score at or above National Minimum Standards from 46 to 51.

This target was not achieved as 43 Year 5 students achieved at or above National Minimum Standards.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan.

**Education Support Team Visit, 10-12 September 2012**

A decision was taken to institute an Education Support Team (EST) visit at Bennett Road Public School. The value of an EST was seen in supporting the school in a period during which the principal was appointed to the school this year, and the school has been determined as a hub school for the Instructional Leader K-2 program, with the recent appointment of their instructional leader. The principal has indicated value in a review process that identifies the perceptions of the staff about literacy and numeracy learning in the school.

The school has identified Literacy, Numeracy, Leadership, PBL and ICT as its priority areas for 2012-2014. The school reports it is involved in a wide range of programs and initiatives specifically focused on literacy, numeracy and development of staff capacity to deliver in these areas that includes: Best Start, Count Me in Too, Team Leadership for School Improvement, L3, TEN, Reading Recovery, Paint The Town Read (K-6 Literacy) and Early School Support.

Additionally, the school has set improving community involvement as a high priority.
Target 1

Outcome for 2012-14

Increased achievement and growth in Literacy

2012 targets to achieve this outcome include:

- Increase the percentage of the Year 3 students who score at or above national minim standards from 15% to 20%.
- Increase the percentage of the Year 5 students who score at or above national minim standards from 19% to 25%.

Target 2

Outcome for 2012-14

Increased achievement and growth in Numeracy

2012 targets to achieve this outcome include:

- Increase the percentage of the Year 3 students who score at or above national minim standards from 33% to 38%.
- Increase the percentage of the Year 5 students who score at or above national minim standards from 46% to 51%.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Parents were generally happy with Bennett Road Public School and wanted their children to attend the school. Parents stated that they would and do recommend Bennett Road Public School to other prospective parents. A number of parents interviewed noted that they had also attended the school themselves. Parents indicated that the school is friendly and welcoming. Parents and students expressed the view that they feel part of the school community and feel well informed about activities that are happening in the school. Their view is that flow of information to parents has increased in recent years. Parents indicated that, in general, they feel comfortable in approaching teachers to discuss their child’s learning.

Professional learning

Bennett Road Public School has a commitment to lifelong Learning and Professional Learning for our teaching staff.

Professional learning ensured that individualized support is provided to enable all staff to meet School, Regional and State priorities.

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

Outcome for 2012–2014

Literacy: Increased achievement and growth in Literacy through Instructional Leadership in Early Action for Success, Best Start, Reading Recovery, ESL, increasing use of SMART data and school based assessment to analyse performance and inform teaching. The school review will influence a whole school response to literacy teaching and learning.

Literacy 2013 -2015

Year 3 - quantifiable growth in Literacy that shows a significant trend towards State average as measured in NAPLAN

Year 5 - quantifiable growth in Literacy that shows a significant trend towards State average as measured in NAPLAN

Strategies to achieve these targets include:

- Provide high quality professional learning in and outside the classroom to ensure teachers have deep knowledge, a strong theory and expert practice in the teaching of literacy. Early Action For Success & Stages 2-3.
All students will participate in explicit teaching and learning interactions at least three times weekly in:

- Reading To Students K-2
- Guided Reading
- Familiar Reading
- Interactive Writing
- Independent Writing

School priority 2

Outcome for 2012–2014

Numeracy: Increased achievement and growth in Numeracy through Instructional Leadership in Early Action for Success, using the Learning Framework in Number and strategies in the Mathematics Syllabus K-6, Best Start, TENS program, Count Me In Too, Counting On and by using SMART data to analyse performance and respond to student need. The school review and the partnership with UWS will influence a whole school response to numeracy teaching and learning.

Year 3 - quantifiable growth in Numeracy that shows a significant trend towards State average as measured in NAPLAN

Year 5 - quantifiable growth in Numeracy that shows a significant trend towards State average as measured in NAPLAN

Provide professional learning for building deep knowledge of the 7 learning frameworks on the Numeracy Continuum, understanding working mathematically and what the Quality teaching framework looks like in Mathematics.

Through mentoring with high quality Instructional Leadership and professional learning workshops for Early Action for Support, K-2 teachers will build effective practice and teacher capacity

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations and Bennett Road Education Support Team visit, 10-12 September 2012, 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.

Mr. Matthew Plummer - Principal

Mrs Helen Webb – Instructional Leader Bennett Road Hub

Mrs Gretl Willett - Instructional Leader Numeracy
Ms Ruth Doyle - Assistant Principal
Mrs. Robyn Felangue - Assistant Principal
Mrs. Annette Carroll -Assistant Principal/ Reading Recovery Teacher
Mrs. Kathi Polkamp- Classroom Teacher
Miss. Rachel Clarke - Classroom Teacher
Mrs. Natalie Bale - Classroom Teacher
Miss. Christine Said - Classroom Teacher
Mrs. Julia Buckingham - Classroom Teacher
Mrs Michele Lyons - President P&C

EST Team Membership

Chris Payne School Development Officer, WSR, team leader
Phil Harris R/School Development Officer, WSR
Heather Thomas Principal, Bert Oldfield Public School
Lydia Berger Instructional Leader, Shalvey Public School
Michele Howland Regional Support Officer, EMSAD
Martha-Jean Hynes K-4 Literacy Facilitator, WSR
Julie-Anne Gray Staff Representative, Bennett Rd Public School

School contact information

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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: