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Section 1: School Information

The following is a report prepared to summarise and document participation in the Low SES School Communities National Partnership at Bendemeer Public School from the beginning of Semester 1, 2010 to the end of Semester 2, 2013.

School Code: 1191
Region: New England

- Final Report team members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Rebecca Hancock</td>
<td>Principal</td>
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<tr>
<td>Jessica Drayton</td>
<td>CRT</td>
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</tbody>
</table>

- Final Report authors

<table>
<thead>
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<tr>
<td>Rebecca Hancock</td>
<td>Principal</td>
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<tr>
<td>Kaye Lewis</td>
<td>National Partnership Coordinator</td>
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I endorse the contents of this report.

A copy of this report has been lodged with the Director Public Schools with responsibility for this school.

Principal: ..................................................
Introduction

Schools completing their participation in the Low SES School Communities National Partnership are required to produce a final report on the progress and achievements of the National Partnership activities undertaken by the school.

The Final Report provides an opportunity for the school to summarise and document what has changed in the school as a result of the strategies implemented throughout the school’s participation in the partnership.

The Final Report template is provided to assist schools in reporting changes and achievements, and provides an opportunity to articulate future planning.

The focus of the Final Report

The Final Report should focus on summarising progress and achievements on the key targets and strategies addressed across the school’s participation in the National Partnership.

The Final Report should summarise answers to the following questions:

- What did we say we would achieve?
- How well did we do it? How effective were our strategies? What changes have been made?
- How will we sustain improvements to achievement, systems and practice?
- Where to next? Future directions?

Planning the Final Report

The production of the Final Report should be led by the school principal and involve participation of and consultation with key participants and stakeholders in the school’s National Partnership Program. Key stakeholders would typically include school executive, teaching staff, students, parents, the P& C Association, the local Aboriginal Education Consultative Group (AECG) Inc and key community groups involved in the school (as appropriate). Regional and state officers are also available to provide support. **Schools should plan to allocate National Partnership resources to support the production of the Final Report.**
What is the scope of the Final Report?

The Final Report will summarise and document the work of the school undertaken as a result of the school’s participation in the Low SES School Communities National Partnership.

The report will describe changes, progress and achievements over the life of the partnership. It should contain information about:

- the school context (page 5)
- progress and achievement of targets and strategies over the past year including evidence to support statements of progress, achievements and effectiveness of strategies undertaken as part of participation in the Partnership (page 6)
- changes in the school systems and practices as a result of participation in the Partnership. (page 11)
- sustainability of improvements to achievement, systems and practice (page 13).

Section 2: School context

Bendemeer Public School is an attractive small school located 40 kilometres north of Tamworth on the New England Highway. It serves a small but diverse community, with a current enrolment of 21 students from years K-6. The school is very well resourced and has a very supportive parent body and is strongly supported by the local community.

The school caters for the educational, social and cultural needs of students in a warm, inclusive environment. School structure consists of a K-2 and 3-6 multi-grade class with two full time teachers, one part time teacher and a part time school administration manager. The 3-6 teacher is funded through the National Partnership program (0.4), Learning Support (0.2) and unfilled vacancy (0.4).

Approximately 9% of students identify as being of Aboriginal or Torres Strait Islander background. The majority of Year 6 students attend Oxley High School when they transition from Year 6. The community is involved in the life of the school through a number of public events. The P&C Association is very active and fundraises to subsidise the cost of sporting, extra curricula activities and excursions, which provide students with learning experiences that extend and enrich the curriculum.
The main source of funding the school receives is from the National Partnership program to assist in improving literacy and numeracy across the school and to meet the identified needs of the school community. These support programs have been developed through extensive community consultation and has led to positive social, physical and academic support for all students at the school. The staff work in a collaborative manner to develop cohesive learning opportunities across the school with the focus on literacy and numeracy. Programs are designed to support individual needs while striving to reach individual potential across a range of skills and aptitudes.
## Section 3: Progress and achievement of Low SES NP key targets and strategies for 2013

<table>
<thead>
<tr>
<th>What did we say we would achieve? (from School Plan)</th>
<th>How well did we do it?</th>
<th>How effective were our strategies?</th>
<th>Where to next?</th>
<th>Future directions?</th>
</tr>
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<tbody>
<tr>
<td>Students will meet their expected growth in at least 2/3 subdomains on NAPLAN in year 5</td>
<td>66.7% achieving greater than or equal to expected growth in grammar and punctuation. 33.3% achieving greater than or equal to expected growth in reading and writing. 50% achieving greater than or equal to expected growth in spelling.</td>
<td>Introduced daily guided reading session.</td>
<td>Target set previously was too broad and difficult to measure. Need to be more specific in the literacy area so have identified reading and specifically comprehension strategies.</td>
<td>Students will achieve at or greater than expected growth in reading for year 5 from 33.3% in 2013 to 50% in 2014.</td>
</tr>
<tr>
<td>Students will meet their expected growth in at least ½ numeracy subdomains in NAPLAN in year 5.</td>
<td>50% achieving greater than or equal to expected growth in numeracy.</td>
<td>Introduced study of regular NAPLAN questions involving more than one step into numeracy lessons.</td>
<td>Target set previously was too broad and difficult to measure. Focus on numeracy specifically addition and subtraction of 2 digit numbers as identified through data from NAPLAN.</td>
<td>Students will achieve at or greater than expected growth in numeracy for year 5 from 50% in 2013 to 60% in 2014.</td>
</tr>
</tbody>
</table>
Section 4: Changes in schools’ systems and practices as a result of participation in the Low SES School Communities National Partnership

This section is an opportunity to identify more broadly the changes and achievements as a result of your school’s participation in the Partnership. What overall changes occurred in school functioning – in school planning and evaluation, learning and teaching practices, relationships, student engagement and/or networks? For example, you might be seeing changes in:

- teacher quality and/or teacher capacity as a result of the employment of additional executive, or Highly Accomplished Teacher, to lead teaching and learning (Reform 1)
- teacher capacity to mentor and lead innovation or action research in classroom practice (Reform 1)
- the quality and quantity of teacher professional learning plans (Reform 2)
- differentiated mentoring programs for early career teachers and/or developing teacher leaders (Reform 2)
- partnerships with other schools, universities or community organisations around student learning (Reform 3)
- levels of student engagement in learning as a consequence of tailored mentoring programs (Reform 3)
- improved student learning outcomes as a result of targeted interventions (Reform 4)
- staff confidence in use of student data to inform planning (Reform 4)
- support for target groups including Aboriginal, ESL and refugee students (Reform 4)
- school accountability processes including through the use of the evaluation and planning (Reform 5)
- processes to strengthen parent/family engagement in school life (Reform 6)
- building pathways/transition points for students, including transition from preschool to school, or from alternative to mainstream schooling (Reform 6)

Please identify and briefly explain below the key changes occurring as a consequence of your involvement in the Partnership.

- It is expected that the level of change will relate to length of time on the Partnership.
- Schools should identify at least four of the most significant changes.
- Please be specific and where possible draw on evidence to substantiate the identified change.

Change: Changes in student outcomes (example only)

Provide brief description:

1. Change involving employment of an additional teacher for 0.4.

The National Partnership program allowed the school to employ an additional teacher, which better catered for students in smaller literacy and numeracy groups. This enabled teachers to identify and target specific areas of need such as fluency in reading and number strand. A parent survey indicated that the separation of K-2 and 3-6 students was positive. Students’ confidence and ability to stay on task for longer periods of time increased.
2. Change in Teacher Quality

Staff took part in Reading to Learn professional learning. Initially, this had a great impact upon student writing. However, with a total change of staff this is no longer evident. The school have again targeted writing as a focus for 2014. Staff will undergo training in comprehension strategies. Both staff members are trained in using the continuum and are now regularly monitoring student progress.

Change: Changes in whole-school evaluation and planning (example only)

Provide brief description:

3. Change in staff

A change in staff has meant a new focus and direction. At the beginning of 2013, a new principal was appointed along with a beginning temporary teacher. The principal has closely analysed all data from Best Start, NAPLAN and in-school data to develop a better understanding of where students were at the beginning of 2013. As a result, targets have been changed or revised to better reflect student needs. This has also given the school a clearer direction for professional learning needs of staff.

Change: Changes in support for target groups including Aboriginal, ESL and/or refugee students (example only)

Provide brief description:

4. Changes for support for target groups including Aboriginal students

Aboriginal students have benefitted from smaller literacy and numeracy groups as they are more comfortable in a smaller group and this has allowed them to stay on task and not be distracted by other younger students. Observation and in-class data has shown growth in confidence and outcomes specifically in reading and number. Smaller groups have also improved the behaviour of all students because their needs are met more quickly and they are then return to set tasks.
Section 5: Sustainability

In this section schools should give an overview of the sustainability of improvements to achievement, systems, community partnerships and practice that will continue beyond the participation in the Low SES School Communities National Partnership. Schools may choose to comment on those strategies that are sustainable and the barriers that may exist to continuing other strategies.

These will be as a result of strategies implemented and might include:

- Improvements in teacher quality – changes in leadership capacity, teacher skills and practice, peer coaching/mentoring
- Increased capacity in school planning and evaluation including data analysis
- Systems
- Resources
- Partnerships – community, university, community of schools (where appropriate)

As a result of National Partnership program, Bendemeer Public School has been able to employ a temporary teacher. This was significant because the school had larger Year 6 classes move onto high school and smaller Kindergarten classes begin. As result, our school was reclassified from a P5 to a P6, resulting in a principal being transferred. The employment of a teacher using the National Partnership funding reduced the immediate impact of the reclassification and without the funding this would not have been possible.

National Partnership funding allowed the purchase of technology eg wireless connection that enabled the school to have stable and reliable internet connection to complement teaching and learning programs. This has made a huge difference and is sustainable.

The professional learning for staff over the past four years has been funded primarily through the National Partnership funding. However, due to the changes in staff this has meant that the knowledge and skills gained from these courses and workshops has been lost to Bendemeer.

An additional benefit of the program has been the community involvement and support of the school. There has been an increase in the attendance of parents at school functions and parent teacher nights. Parents have indicated they are very happy with the direction the school is going in and we believe this will continue.