Messages

Principal’s message

Ben Venue is a school with a proud tradition of achievement and academic success. At Ben Venue Public School students are offered many opportunities in academic, social, sporting and cultural areas. The promotion of achievement at individual, group and school level is supported and encouraged. Again in 2010 a large group of stage 3 students participated in the combined choral choir at the Opera House. The Year 6 Marimba group was selected as an individual item at the Australis Concert in August at the Sydney Opera House. Students again highlighted the success of the school’s music program by participating in the Armidale Eisteddfod parents, teachers and community enjoy the many varied performances of the students from Ben Venue. Each year the P&C supports student leaders to travel to the Young Leaders Conference and I enjoy sharing this travel and the conference with the prefects and captains. Individual students and student groups have achieved outstanding results in academic, sporting and cultural pursuits and I commend the commitment and enthusiasm they exhibit in varied areas of talent and expertise.

I am very appreciative of the extra time that teachers give unstintingly to coach teams, develop musical talents and support students to achieve their personal best in many skills including circus skills. Teachers and parents work together to provide many extra curricula activities. Parents provide on-going support for many school activities and their input is valued and appreciated. 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.

Judy Graham
Principal

P & C message

The Ben Venue Parents and Citizens Association is the primary forum through which parents and/or guardians can be involved in discussion and planning with staff, and can influence decision making within the school. The P&C is committed to providing support to school students and staff, while always welcoming new members to enhance our team with new fresh ideas and enthusiasm. The members of Ben Venue P&C would like to commend and thank Mrs Judy Graham and Mr Wally O’Hara for their hard work and determination in applying for, and overseeing the building works associated with the Building Education Revolution (BER). The new buildings are beginning to look great and will be a much appreciated addition. Students at Ben Venue will benefit greatly from these improved facilities. The P&C was unable to hold our annual Twilight Festival in November 2010. Throughout 2010 P&C ran two major raffles, which netted nearly $10,000. Thank you to the P&C members who organised and ran the raffles, a huge amount of effort was put in for a great result. The P&C is planning to run the Twilight Festival in November 2011 now that the building works have been completed. The Parents Club, a subcommittee of the P&C also had a major fund raising role and does a commendable job supporting Ben Venue throughout the year at sporting events, and many other school activities.

P&C Contributions Throughout 2010 the P&C assisted Ben Venue students by financially supporting activities including, Thalgarrah Excursion for all students, SMASH sports program for Years K-2, Sport UNE Years 3-6, Young Leaders program, assistance for students to compete in state level sport and supported bus travel for students attending school performances. As P&C president I would like to thank everyone who has supported Ben Venue throughout 2010 and welcome any new members to our team in 2011 for another successful year.

Andrew Cameron
P&C President 2010
Our school at a glance

Students

Ben Venue Public School is the largest primary school in Armidale on the New England Tablelands in New South Wales. The school has a population of 550 students with approximately 8% Aboriginal students and an increasing non-English speaking background (NESB) population made up of families mostly associated with the University of New England (UNE). Each year the school has increased numbers of new students across classes from K-6 from other schools within New South Wales and interstate and overseas.

The school has 22 classes with usually two, three or four composite classes each year to facilitate organisation around Year cohorts. This was the case again in 2010 with a 1/2, 2/3, 4/5 and a 5/6 composite. The level of mobility of families is increasing steadily. This has impacted on the number of matched students in the NAPLAN assessments. The table below shows the average NAPLAN mark for Year 3 and Year 5 in 2010. This demonstrates that Ben Venue’s NAPLAN results are above state average and also above an average mark for a group of similar schools.

<table>
<thead>
<tr>
<th></th>
<th>Ben Venue P.S.</th>
<th>Similar School Group</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 Numeracy</td>
<td>407.5</td>
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<td>396.1</td>
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<tr>
<td>Spelling</td>
<td>419.6</td>
<td>414.2</td>
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<tr>
<td>Grammar and Punctuation</td>
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<tr>
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<td>437.7</td>
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<td>422.6</td>
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<tr>
<td>Year 5 Numeracy</td>
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<td>494.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>500.3</td>
<td>497.3</td>
<td>498.2</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
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<td>502.1</td>
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</tr>
<tr>
<td>Reading</td>
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<td>485.5</td>
<td>489.0</td>
</tr>
<tr>
<td>Writing</td>
<td>489.6</td>
<td>487.7</td>
<td>488.4</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Science and Engineering Challenge

The Science and Engineering Challenge is an initiative presented by the University of Newcastle, in cooperation with the University of New England, Armidale Central Rotary Club, Young Engineers Australia and Engineers Australia, designed to provide enrichment to budding young scientists in Year 5 and Year 6.

As a part of the Highlands cluster, Ben Venue Public School enthusiastically participates in this day-long event, which provides positive experiences of science and engineering, through investigative, interactive, hands-on and evaluative experiments in a variety of areas. It is an initiative of the Newcastle University Faculty of Engineering. In teams of four, the students from eight Armidale area schools compete against each other in one full day or two half-day activities. Our students certainly showed an aptitude for engineering with many projects perfected by clever design and a lot of trial and error. Our Bridge building was equal first in its capacity to hold weight and many other students had equally fun times designing:

- Houses to withstand heat, water and wind.
- Hovercrafts to negotiate obstacle courses.
- Planes to fly the longest distance.
- Helium balloon flotation craft.
- Vehicles to negotiate the rough surface of Mars.
- Air powered vehicles.
- Catapults for accuracy and distance.

Team work, persistence and resilience are central to planning, designing, making and achieving successful results.
Premier’s Sporting Challenge

Ben Venue registered a record number of classes in the 2010 Premier’s Sporting Challenge (P.S.C.). Throughout Term 2, 22 classes participated in the challenge with outstanding overall results recorded across the school. Most classes achieved gold status for their consistent effort in the 10 week challenge.

Participation in the PSC afforded students:
- Class Gold Awards
- Individual Achievement Certificates
- Learning to Lead Program – developing the fundamentals of managing and officiating at sport and physical activities
- A visit on December 3 from Susan Prately (Australian Netball) a PSC Ambassador.

This program will be continued in 2011.

Student achievement in 2010

NAPLAN results in 2010 were within or above state average. Students from a diverse range of backgrounds and abilities achieved results in all areas which indicated personal improvement in outcomes.

As teachers work to collaboratively improve achievement in all areas, some results were highlighted as exemplars while other areas were analysed as areas to build on in 2011.

The diagnostic nature of these assessments is the main area for focus on teaching and learning. Results are achieved when teachers work together Kindergarten to Year 6. Ben Venue Public School has achieved excellent results over time and will continue to strive to ensure students achieve their personal best results.

School context

Student information

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

Student enrolment profile

Student numbers have remained stable around 550 and with increasing numbers of International students attending the University of New England (UNE) it is anticipated that numbers will rise in 2011 to around 570. There is a balance between male and female students and this is always considered when classes are organised. Ben Venue is able to maintain four Kindergarten classes which enables classes to be stable at 22
with equal classes in K-2 and Yrs 3-6. An increased number of students move in and out of the school associated with changes in occupations and job opportunities for parents.

The movement of students from interstate is a feature of this increasing student population trend.

### Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
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<tr>
<td>6</td>
<td>93.9</td>
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<tr>
<td>Total</td>
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<td>94.5</td>
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<tr>
<td>Region</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>92.0</td>
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<td></td>
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<tr>
<td>1</td>
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<td></td>
</tr>
<tr>
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<td>Total</td>
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<td>92.7</td>
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<table>
<thead>
<tr>
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<th>2009</th>
<th>2010</th>
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</thead>
<tbody>
<tr>
<td>State</td>
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<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td></td>
</tr>
</tbody>
</table>

The data above shows that the attendance rate of most Year groups has improved with some Year levels falling. Overall attendance rates have improved. There has been a noticeable overall improvement from 2009 to 2010 of 0.5%. With improved roll supervision, the use of the phone intervention strategy and closer communication with the Home School Liaison Officer the aim is to improve this significantly over all the Year levels at in 2011.

### Management of non-attendance

Student attendance is monitored by each class teacher on a daily basis in a class roll. Rolls are sent to the school administration office where absences are entered from the class rolls onto OASIS on a daily basis. They are checked on a weekly basis and the teacher, Supervisor and Deputy Principal monitor absences and reasons for absenteeism.

Where a student shows a significant number of unexplained absences they are referred to the Home School Liaison Officer (HSLO). In 2010 the school has made parents aware of the use of applying for exemption to cover overseas trips and other legitimate absences from school rather than taking leave. This has reduced the large number of leave takers and has also reduced the number of unexplained absences and overall absences. The introduction of the phone intervention strategy has seen a reduction in unexplained absences. The HSLO visits the school on a regular basis and discusses the school absences and appropriate follow-up is coordinated between the school and HSLO. High student absenteeism can be tracked to a very small number of families in the school.

### Structure of classes

Classes are structured according to the recommended class sizes although the local zoning has an impact as all in-zone students are guaranteed a place at their local school. No out of zone places can be offered if the recommended class size has been reached. Numbers are constantly changing and parent enquiries are welcome at all times.

Each year students are allocated to classes after an allocation card has listed friends, programs the student has accessed e.g. Reading Recovery, Behaviour Support, Gifted and Talented programs etc and teacher recommendation about educational levels. This assists teachers to put together classes with groups of students who are like minded and challenge and support each other in educational opportunities and initiatives.

### Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible. The following table shows class sizes as reported in
the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
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<th>Total per Year</th>
<th>Total in Class</th>
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<td>K</td>
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<td>21</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
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</tr>
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<tr>
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<td>1</td>
<td>24</td>
<td>24</td>
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<tr>
<td>1X</td>
<td>1</td>
<td>23</td>
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<tr>
<td>1/2V</td>
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<td>10</td>
<td></td>
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<tr>
<td>1/2V</td>
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<td>11</td>
<td>21</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>23</td>
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<td>2Y</td>
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<tr>
<td>2/3K</td>
<td>2</td>
<td>11</td>
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<tr>
<td>2/3K</td>
<td>3</td>
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</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>28</td>
<td>28</td>
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</tbody>
</table>

The School Counsellor is shared between Ben Venue and its partner high school. This allows for continuity of service across the two schools which can be an advantage in some family situations or in ongoing management of individual support for students.

Ben Venue has one teacher who identifies as Aboriginal.

There are four teachers in Early Stage 1, seven teachers in Stage 1, one teacher across Stage 1 and Stage 2, four teachers in Stage 2 and five teachers in Stage 3. One teacher teaches across Stage 2 and Stage 3. Other teachers at the school are involved in the delivery of the Relief from Face to Face Program which includes Library, Music, Computers and Personal Development and Health.

A new School Administrative Manager was appointed in 2010.

**Staff retention**

Ben Venue has a mix of teachers with differing years of experience, from teachers who have been teaching for many years through to those who have entered the teaching service in the last five to ten years. A number of teachers will be taking 12 months leave in 2011 on the DET’s Four for Five Plan. During 2010 the STLA teacher retired as well as another long-term teacher. An Assistant Principal in a relieving position was successful in securing the P6 position through Merit Selection. Both of these positions will be filled in early Term One. The STLA position will be filled by a casual for 2011.

**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>72%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>28%</td>
</tr>
</tbody>
</table>

**First days in Kindergarten**
School performance 2010

Ben Venue students are offered many opportunities to pursue their talents and abilities in areas academic, sporting and cultural. Teachers oversee the engagement of a high number of students in quality performances at school and in the wider community.

Achievements

Arts

Ben Venue’s reputation continues to grow in the Arts area. Each class benefits from lessons each week by a specialist classroom music teacher. Students are offered opportunities to experience many Arts activities at classroom and individual level. These include:

Marimba Group, Orchestra, Senior and Junior Choir, Visual Arts Club, Cirque de Ben Venue, Dance Groups and Ben Venue Starmaker to name just a few. Teachers are enthusiastic and work across stages to encourage students to excel in these areas.

Professional practices

- Teachers mentor other teachers to develop organisational and performance standards.
- A team approach is encouraged with class groups achieving outstanding results in the Armidale Eisteddfod.
- Teachers timetable practices and rehearsals so students can still be a part of sport and fitness activities.
- Teachers are involved in rehearsals and practices before school and during lunch times.
- Music activities are embedded into the timetable – Choirs and orchestra – along with scheduled classroom music lessons.
- Students with individual talents are showcased to support class ensemble work in class, assembly and Eisteddfod performances.
- Teachers come together to support school initiatives – Ben Venue Night of Music/Starmaker – teachers from Kindergarten through to Year 6 support these initiatives even though they only involve students Yrs 3-6.

- The annual Year 6 performance is run by Year 6 teachers but all teachers support the evening performances by assisting with make-up, costumes, lights and ticket sales etc
- Music teachers are regularly involved in Professional Learning activities to become more confident and competent teachers e.g. Conducting, Musica Viva workshops, choral workshops and courses run by NECOM.
- The Ben Venue Orchestra continues to develop under the watchful eye of a local teacher at NECOM.
- Teachers running the Circus skills groups are accredited gymnastics coaches and are conversant with current safety standards and gymnastic skills appropriate for young bodies.

Outstanding Performances

- Concert Series at the Opera House - In August, 44 senior students travelled to perform in the Choral Concert at the Opera House. Students and their teachers, Sally Spillane and Tina Townsend, performed at the Jacaranda Concert. The Ben Venue Year 6 Marimba Group was also selected to be a part of the program as an individual item.
- The Year 6 end of year Variety Concert.
- University of New England School Acquisitive Art Prize (UNESAP) - One student received highly commended awards for artwork on display at the New England Regional Art Museum.
- Students’ work published in the Special Forever book and CD.
- The Cirque de Ben Venue Wizard of Oz chosen as the final act at the Arts in Concert performance.
- The Starmaker winners and runners up. The quest gave singers, dancers, actors, contortionists, comedians and instrumentalists the opportunity to demonstrate that Ben Venue’s got talent!

Piano-vocal duet in Starmaker
Sport

Regional Award for Excellence in Sport Education

Ben Venue’s commitment and proficiency in sporting areas was acknowledged at the Excellence in Education Awards for the North West Region.

The award was presented to Ben venue based on the following criteria:

- Clear evidence of a broad based, student oriented range of sporting activities with excellent participation by the student body
- A commitment to promote sport and physical activity as essential to a balanced lifestyle

Other

In 2010 Debating and Public Speaking workshops resulted in a renewed interest and enthusiasm ensuring strong student participation in Debates and Competitions. Students were successful in the Premier’s Debating Challenge, the Multicultural Speaking Competition and the school successfully hosted one of the Regional Debating Days.

E-Gats

The E-GATS program has proven to be purposeful and engaging for students who have been involved. Students, parents and teachers have indicated that they have benefitted greatly as a result of working with mentors, and through their interactions with each other on-line. Ben venue students have enjoyed being a part of this program across schools.

School Education Director, Phil Jones, Melissa Walsh, Judy Graham and Sports Coordinator, Richard Crockett

Students at Lake Ainsworth Sport and Recreation Centre
Academic

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

YEAR 3 NAPLAN

In Year 3 the Reading results were above state average with boys and girls results above the state and above the region.

In Writing students were above the state average with girls performing slightly better than boys.

Spelling results were slightly above state average for boys and girls and Numeracy results boys performed slightly better than the girls.

The performance of Ben Venue students in Number, Patterns and Algebra was equal to the state and results for boys in Data, Measurement Space and Geometry was well above the state.

Students receiving Excellence awards from the Regional Director Jim White

Year 1 student wearing a Ben Venue beanie fund raiser to raise money for the cancer council
Teddy bears picnic at Thalgarrah
Performing at the Opera House
The Starmaker judges
NAIDOC Week celebrations.
Videoconferencing with Korea.
Captains and prefects 2010

Ben Venue-the school where great
First place at the Armidale Eisteddfod

Hovercraft at the Science and Engineering Challenge

Year 6 Rain forest exploration at Dorrigo.

Science and Technology in the classroom

Water studies at Thalgarrah Field Studies Centre

“Winners are grinners”- Girls football team.

things are happening all the time!
**Academic**

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

**YEAR 3 NAPLAN**

In Year 3 the Reading results were above state average with boys and girls results above the state and above the region.

In Writing students were above the state average with girls performing slightly better than boys.

Spelling results were slightly above state average for boys and girls and Numeracy results boys performed slightly better than the girls.

The performance of Ben Venue students in Number, Patterns and Algebra was equal to the state and results for boys in Data, Measurement Space and Geometry was well above the state.

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Students receiving excellence awards from the Regional Director.-Jim White
Year 5 NAPLAN

Ben Venue students in Year 5 Reading were above the state average with boys performing slightly better than girls. In Writing results were on the state average and girls performed better than the boys. Spelling and Grammar and Punctuation results are on the state average but boys performed above the average for boys in the state.

In Year 5 Numeracy boys achieved results equally well across all strands but girls scored much better in the Number, Patterns and Algebra strand. Achievement levels equalled the state average and boys performed better than girls overall.

Year 3 working with magnets
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students at Ben Venue in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentage of students achieving at or above these standards are reported below.

### Percentage of Year 3 students achieving at or above minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>99</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at or above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>99</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal Education**

In 2010 the Partnership Agreement was signed and a special recognition evening was held with local members of the AECG and a well represented group of Aboriginal parents.

![Partnership Agreement with the local Aboriginal Education Consultative Group (AECG)](image)

Ben Venue’s Aboriginal student population is increasing and the school is hoping to reinstate the excellent literacy support program that was embedded into the RFF timetable in 2008. Regional Funds will be sought in 2011 to supplement a school commitment to this important area.

NAPLAN results for Aboriginal students indicate that students also need support to equal the state average for Aboriginal students which is under the level for all students. Results in Mathematics need attention. The focus on closing the achievement gap continues to underpin all student engagement and programs.

**Multicultural education**

The celebration of Harmony Day became a focus for multiculturalism and the celebration of the cultures represented at Ben Venue. Throughout the year student were able to access the New Arrivals Program (NAP) Support for up to four days a week. This program was significant in assisting students to settle into their school environment and gain confidence in their class and school surroundings.

**Respect and responsibility**

The continued refinement and implementation of the ‘You Can Do It’ program heightens the awareness of respect and responsibility. These are attributes outlined and supported as being an important aspect of developing social and emotional well-being in individuals. The Core Rules for Government Schools engender the understandings around respect and responsibility. Students, teachers and parents are more aware of the rules and refer to them often as a standard for acceptable and appropriate behaviour. Respecting the rights of others to hold different opinions and accepting responsibility for their own actions are central themes in discipline interviews at all levels at Ben Venue. Captains and Prefects sign a copy of the Core Rules as part of their undertaking in the year of being a prefect.

**Other programs**

Selected students in Years 5 and 6 attended an overnight camp at the Thalgarrah Environment Centre in June. The theme of the Special Forever Camp was Water. Students spent their time in and around water, writing about it and drawing and painting it!

![Student working with author John Heffernan](image)

**Student Leadership**

In 2010 student leaders in the school commenced wearing a blazer and collar and tie when representing the school at formal functions and higher representative levels. All senior students who represent the school in academic and small group initiatives are invited to wear the blazers. This has had a very positive impact on the school student leaders and as the blazers and ties are the property of the school, the privilege to wear one is earned and respected.
Connected learning

Korean ConneXion

Ben Venue Public School is an eager participant in the Australian Government’s National Asian Languages and Studies in Schools Program (NALSSP) Becoming Asia Literate: Grants to Schools.

Class 6M at Ben Venue has been engaging in regular videoconferencing with Gyeongin Primary School in Korea. Ben Venue students have been providing insights into the school, the Armidale community and also sharing information about Australia, especially readily recognisable flora and fauna.

The students from Ben Venue have been meeting “face-to-face” fortnightly for 30 minutes and this will continue next year and occur on a weekly basis in the future.

Ben Venue’s videoconferencing classes are part of the Australia-Korea ConneXion (AKC) project conducted by a University of New England project team under the leadership of Dr Myung-sook Auh.

Financial summary

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

A full copy of the school’s 2010 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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>190 529.58</td>
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<tr>
<td>Global funds</td>
<td>246 388.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>112 951.22</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>490 713.34</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key Learning Areas        | 31 851.85  |
| Excursions                | 40 267.97  |
| Extracurricular dissections| 35 669.41  |
| Library                   | 8 151.43   |
| Training & development    | 2 906.80   |
| Tied funds                | 104 754.63 |
| Casual relief teachers    | 81 351.59  |
| Administration & office   | 56 723.40  |
| School-operated canteen   | 0.00       |
| Utilities                 | 59 159.34  |
| Maintenance               | 5 048.52   |
| Trust accounts            | 21 439.61  |
| Capital programs          | 0.00       |
| **Total expenditure**     | 447 324.55 |
| **Balance carried forward**| 233 918.37|

Progress on 2010 targets

The school operates on a twelve month period that extends from mid-year 2010 to mid-year 2011. At this stage the school is making commendable progress to achieve the targets set.

**Target 1**

*To provide broader curriculum options for every student through information and communication technologies*

Progress:
- The development of teacher capacity in the use of information technologies to improve teaching and learning is moving forward in the 2010-2011 School Improvement Plan period.
• Executive teacher encourage and monitor the use of technologies in the classroom.

• Regular staff meetings provide specific inservice to assist teachers to access curriculum resources online.

• Achievements include:
  • Monitoring the use of interactive technologies at Stage level.
  • Working towards 25% increase in the staff daily usage rate of ICT.
  • Increased use of the videoconferencing facility through the Korean ConneXion.
  • completed.

Target 2
To engage teachers in professional development to link the NSW Professional Teaching Standards and the NSW Quality Teaching Model.

It was decided to postpone the focus on this target until Term 2 2011 to allow the Executive team time to engage with the Professional Learning module first.

Achievements to date
• Implementation of the Executive Assessment Review Schedule (EARS) as per departmental guidelines.
• Teachers and executive understand the updated TARS and EARS process with supervisory practices supporting the development of quality teaching practices in classrooms.

Target 3
Reduce the % of students in the lower three bands in Spelling in Year 3 and Year 5 and increase the % in the top three bands by 10% overall.

Continuing strategies include:
• Monitoring spelling programs to ensure they are in line with current curriculum.
• Working at Stage level to create a school focus on Spelling.
• Ensuring that spelling is taught using a variety of strategies and building the four forms of spelling knowledge.

Overall aim is to:

• Improve results in NAPLAN writing criteria relating to spelling as well as spelling results overall.
• Compare growth in spelling results from Year 3 to Year 5 over a three year period.
• Ensure that student spelling books reflect the use of quality strategies and spelling knowledge.

This target will remain a focus throughout 2011.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 Ben Venue carried out evaluations in

Educational and management practice

Public Promotions

Background

The Ben Venue website and school communications were reviewed to see if the methods of communications to the Ben Venue school community and beyond was serving the school effectively and efficiently. This included surveying parents about the school newsletter Benvenews and seeking feedback on the website.

Findings and conclusions

• A hundred per cent of people surveyed agreed that the school newsletter is an effective way of communicating information about school events and achievements.
• Eleven percent of responses admitted there were times when their child/children didn’t bring the newsletter home on Monday and they had to call and collect one later in the week. The reasons for this were varied including students forgetting or teachers being out of the room on Monday afternoons.
• Some parents indicated they would rather have a newsletter sent electronically form but despite many requests to form a newsletter group parents have not responded to this request.
• Eleven per cent of respondents would like to see more student work in the newsletter.
• The website in 2010 continued to present access difficulties.
Future directions

The website is undergoing a complete update. If the update is unsuccessful the school will change to the Department of Education and Training website provision in 2011.

This will allow:

• The newsletter to go on-line for easy access.
• A more flexible and dynamic presentation of the school to be maintained.

Curriculum

• Teaching and learning strategies strengthened through the implementation of quality evidence based programs and initiatives
• Implementation of Personalised Learning Plans

Background

The changes in teaching staff over time has highlighted the need for a renewed focus on quality evidence based programs where improvement in student outcomes can be tracked and monitored.

Outcomes

• All staff now include an overview of the Quality Teaching Framework in their class program.
• Work samples are regularly collected and moderated at least twice a year and all student work in books is dated to show evidence of improvement throughout the year.
• Engagement in conversations around moderating is acknowledged as excellent professional development.
• Personalised Learning Plans (PLPS) for Aboriginal students must be used and updated frequently to be of benefit.
• Some Aboriginal parents felt that students were working well without a specific plan and were a little hesitant about the usefulness of such plans.

Future directions

• Focus on aspects of teaching programs in the supervision plans for each Stage.
• Encourage all teachers to access InPrincipal to keep up to date with Professional Learning opportunities around quality evidence based programming and curriculum delivery.
• Maintain, adapt and improve on PLPs to make them a flexible, useful document.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Opinions were sought via phone and through interviews about student management and satisfaction with school procedures.

All responses regarded classroom management particularly the management of students likely to impact on the learning of others as a major issue that they see could impact on students,

Eighty eight per cent believe that classroom behaviour management ensures a productive learning environment.

Teachers and parents were positive about the You Can Do It program and believe it has made a difference to the motivation levels and the confidence of students at Ben Venue.

Professional Learning

• Best Start Inservice continued for four kindergarten teachers.
• Another teacher trained for Reading Recovery
• Two teachers attended a Quality Technology Conference.
• Principal attended State Primary Principals Conference.
• Teachers at Year levels moderated work samples across Key Learning Areas.
• Two teachers attended the Management of Challenging Behaviours in the Classroom. (Bill Rogers)
• Assistant Principals Network
• Road Safety Planning for Schools

Targets for 2011

Target 1

To plan a plan a program of teacher professional learning to facilitate the use of upgraded technology including use of new interactive whiteboards and videoconferencing facilities in 2011.
Strategies to achieve this target include:

• To develop a strategic plan for improving and upgrading technology at Ben Venue during 2010-2011.
• Monitor access to digital educational resources for learning and teaching and for teacher professional learning in this area during 2011.
• To develop a shared delivery of the RFF program to utilize the expertise of staff.

Our success will be monitored by:

• The evidence of upgraded facilities including interactive whiteboards and videoconferencing facilities.
• Teachers accessing increasing levels of on-line resources and interactive technologies in their classrooms.
• Communications in the school sent via electronic dissemination e.g. memos, newsletters and regular communication.
• Teachers attending staff and small group meetings to improve their use of technology in the classroom to improve student outcomes.

Target 2
Establish ongoing parent meetings to develop relationships between the school and Aboriginal parent group

Strategies to achieve this target include:

• Establishing a regular term meeting with Aboriginal parents at Ben Venue.
• Engage Regional Contacts to develop workshops and support for these meetings.
• Extend personal invitations to parents and elders to attend school functions including special events and assemblies.

Our success will be measured by:

• Aboriginal parents attending Ben Venue and engaging in discussions about programs and plans for the school.
• Aboriginal parents accepting invitations and becoming regular visitors to school assemblies and events.

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.

Judy Graham  Principal
Wally O’Hara  Deputy Principal
Andrew Cameron  P&C President
Karen Watson  Assistant Principal
Rebecca O’Hara  Classroom Teacher

School contact information

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Ph: 0267724263
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Email: benvenue-p.school@det.nsw.edu.au
Web: www.benvenue-p.schools.nsw.edu.au
School Code: 1198

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:


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Ben Venue Public School main entrance