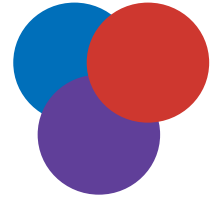


Breadalbane Public School Annual Report



2015

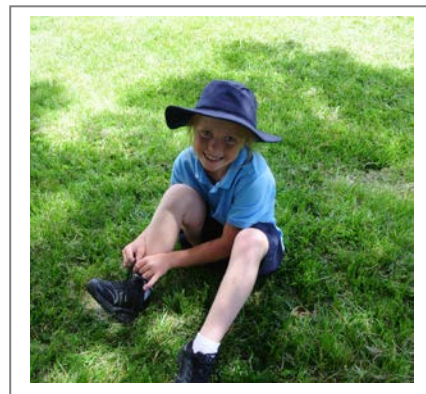


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Introduction

The Annual Report for 2015 is provided to the community of Breadalbane Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.



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Message from the P&C

It has been another great year for the Breadalbane Public School P&C, with most of our families represented in the decision making and fundraising.

We ran two successful pie drives and organized catering for four days of cycle racing for the cycle club, which proved to again be busy yet enjoyable. And our final fundraisers for the year were our Christmas hamper raffles. Once again, these were a great success.

Funds raised were used to subsidise several excursions and camp for primary students. We purchased a new BBQ and also continued sponsorship for Princess, our sponsor child in the Philippines. Finally our fundraising was also able to provide a Christmas package for Princess and her village in the Philippines.

School background

School vision statement

Breadalbane Public School is committed to providing a broad range of engaging opportunities to all students that allows them to reach their potential as individuals within in a community.

School context

Breadalbane Public School (BPS) is a small, rural school situated 25kms south of Goulburn with current enrolment of 14 students. The school is very well resourced with an active focus on literacy and numeracy, technology and the creative and performing arts. Students, staff and parents collaborate to achieve quality education outcomes for all. Students learn to work and play together in a supportive environment. The school is part of a strong network of small schools in the southern tablelands.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In the domain of 'Learning' our school community rating was one of 'delivering' as we competently deliver quality teaching and learning programs and strive to develop a holistic and collaborative approach to strategic planning to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. The focus for our school this year was to develop inter-school units of work with the Tablelands Rural Educational Community to provide rich and learning and social experiences. This year Breadalbane Public School participated in a variety of curricula and extra curricula programs that enhanced student learning experiences these included: participation in the Tarago Arts Festival, Swimming and Tennis programs, puppetry workshops, public speaking events and the Goulburn Eisteddfod. These experiences enhanced the learning both in and out of the classroom. Information technology has continued to be an essential element in our teaching and learning programs this year and curriculum delivery has been enhanced this year with the addition of 8 new iPads which now means there are enough iPads for each student.

In the domain of 'Teaching' our school community rating was one of 'delivering' as we competently deliver quality teaching and learning programs and strive to deliver the most effective teaching methods. Teacher professional learning and development was a focus this year as all teaching staff developed Professional Learning Plans and participated in professional development to enhance teaching practice in the classroom. Our focus for professional learning was Language, Learning and Literacy (L3) training, which was implemented as a focal teaching method for K-2 students. As a K-6 classroom a major focus for our teaching staff is to continually develop their ability to meet the needs of individuals and differentiate their teaching to meet the needs of all students. To accommodate this, teachers participated in a curriculum differentiation course which then became a holistic teaching method that was further developed throughout the school.

In the domain of 'Leading' our school community rating was one of 'delivering' as we continuously develop school systems and procedures to meet the evolving needs of our school community. The focus for Breadalbane Public School last year was to involve all parties in the planning of school strategic directions as we continue to develop our school community's commitment, understanding and participation in leading and driving school improvement. Breadalbane Public School acknowledges and celebrates a wide diversity of student, staff and community achievements and aims to use community strengths as a focus for school improvement. All staff at Breadalbane Public School is committed to the development of school processes and goals and are driven to continuously push the envelope to improve school practices.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Deliver consistent teaching and learning programs in literacy and numeracy to equip learners in being 21st Century learners.

Purpose

Literacy and Numeracy are fundamental to each student's ability to engage as functional citizens. Consistent achievement can motivate further aspiration and allow the student to become the best they can be.

Overall summary of progress

The first stage of delivering strategic direction 1 this year was to develop consistent strategies and measures in teacher assessment and judgment, data collection and interpretation of data. This was essential to establish as base line data is essential in measuring student growth and thus the success of literacy and numeracy programs. Another target to ensure a sound foundation was built for the success of strategic direction 1 was to train staff in quality teaching and learning programs and curriculum differentiation to ensure best practice in individualising quality teaching and learning programs. This was proven successful through the effective development of Language, Learning and Literacy (L3) in the classroom and a renewed Mathematics scope and sequence with a focus on effective differentiation in Mathematical learning in the classroom. Individualised learning programs for all students were implemented and used to target individual learning needs. To ensure success in any school direction parents and community need to be part of developing the direction and a driving force in its implementation. Therefore developing community involvement, commitment and focus was a crucial aspect in the establishment of our school plan. Parents and community members have been involved in focus groups to develop the school plan and have been active members in the consultation process.

| Progress towards achieving improvement measures | | Resources - annual |
|---|---|---|
| Improvement measure (to be achieved over 3 years) | Progress achieved this year | <\$> |
| Students improving at expected rates of growth as measured against Literacy and Numeracy outcomes on the Literacy and Numeracy Continuums | To align teacher assessment strategies and discuss consistent teacher judgment a collaborative planning day was used to source appropriate assessment resources and strategies and analyse student performance. | \$900 Professional Learning |
| | Staff attended a differentiating curriculum course by Ralph Pirozzo. This was then implementing into teaching and learning practices in the school to ensure optimal learning and progression of individual students along the continuum. | \$650 Professional Learning |
| | Language, Learning and Literacy Program. | \$4881.36 Professional Learning (Non Tied) |
| | Employed our Learning and Support Teacher for an additional day a fortnight to facilitate and assess individual learning programs for all students. | \$7289.40 (\$5450 Socioeconomic Background Funding \$807 Low Adjustment for Disability \$1032.40 Transition Funding) |

| | | |
|---|---|--|
| <p>The school community is committed to the school's strategic directions and practices to achieve educational priorities</p> | <p>Two community consultation meetings were held to establish strategic directions and revise school initiative a casual teacher was required for release for the Principal.</p> <p>I casual teacher was employed to release the Principal to facilitate Kindergarten Orientation. This involved working with the student to transition to school and also working with the parents in understanding the schools strategic directions and school processes.</p> | <p>\$900</p> <p>\$1240 Equity Transition Funding</p> |
|---|---|--|

Next steps

As a result of continued reflection and community consultation and planning this strategic direction has been altered to evolve as our learners and their needs evolve.

- Continue to close the gap of distance and enhance student education and social skills through combined school programs within the Tablelands Rural Educational Community (TREC) and Goulburn Community of Public School (GCOPS)
- Develop student skills and understanding of Robotics.
- Develop innovative teaching and learning programs to develop 21sts century skills such as genius hour.
- Allow students to enhance their educational experiences and engagement through participation in extra curricula activities.
- Improve student comprehension strategies through the introduction of Focus on Reading
- Create a data wall and use assessment and data to track students along the learning continuums.
- Build teachers knowledge through continued professional learning.

Strategic Direction 2

An inclusive learning environment that improves student engagement and wellbeing.

Purpose

To provide learning opportunities to accommodate a student's individual strengths and interests to ensure that each student is engaged, motivated and keen to learn in a positive school environment that is inclusive of the wider school community.

Overall summary of progress

Significant steps were made in building school and community relationships and engaging parents and community members with students learning and programs in the school. This year parents and students worked collaboratively to build a garden to be used in a cooking program and also worked collaboratively to feed and care for the two school Guinea pigs. The most significant event this year that enabled parents and community members to work collaboratively and extensively with students was the Kangaroo March. Over 200 current and past community members attended the Kangaroo March ceremony with performances from our students, food from our P&C, music from the community and the turning of the sod for the new War Memorial near the community hall culminated for one epic celebration. Student, staff, parents and community members spent months working together to gather history and prepare the event. This event was a big step in fostering relationships between school and community as well as engaging students in historic and relevant learning.

The first step in working towards improvement measure two was to introduce an upgrade of the school merit system to increase engagement and motivate learners.

| Progress towards achieving improvement measures | | Resources (annual) |
|--|---|--|
| Improvement measure (to be achieved over 3 years) | Progress achieved this year | <\$> |
| The school community understands, acknowledges and is engaged with the values of the school. | Students collaborated with parents and community to gather historical information and artifacts for the Kangaroo March. They also performed and catered for the celebrations. | \$197.50 Engaging with school community money |
| | Parents worked with students to gather supplies and plant a garden and then worked with a community member to harvest and cook the produce in the Kitchen/Garden Program. | \$107.60 |
| | Parents and students worked collaboratively to feed and care for the school Guinea pigs on a family roster. | \$249 |
| All student behaviours reflect the school values. | Staff, students and families collaborated to decide on a new merit system, the school then upgraded ribbons, banners and awards as part of the merit system. | \$925 |
| | Positive learning and behaviour excursion to a living museum, linked to a history unit of work. | \$891.39 Location Loading |
| | A Student Representative Council (SRC) was established. This allowed students to be part of the decision making process in developing strategies and processes within the | \$35 |

| | | |
|--|--|--|
| | school with a particular focus on the merit system and student responsibilities and consequences procedures. Our school leaders attended a leadership conference and these skills were built on to develop their capacity to lead the SRC. | |
|--|--|--|

Next steps

Community and parent engagement is essential to build a supportive learning network for students at Breadalbane Public School. The following steps will create a positive and collaborative school environment to promote student engagement and wellbeing.

- Engage and collaborate with parents on a regular basis about their students learning as well as whole school processes and practices.
- Train staff in and work collaboratively with the whole school community to implement the Positive Behaviour for Learning model at Breadalbane Public School.
- Improve student engagement and independence in their learning through scaffolding independence through the Daily 5 program and engaging students in exciting learning experiences.
- Revisit school policies and procedures collaboratively with the school community to create an inclusive and holistic approach to policy development.
- Implement a community play group supported by Goulburn Schools as Community Centre.

Key initiatives and other school focus areas

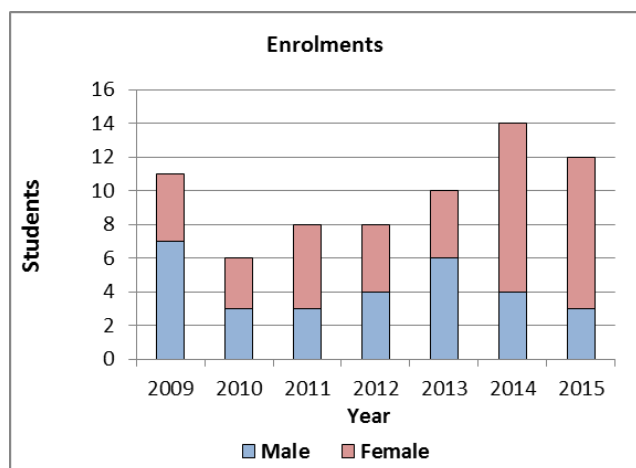
| Key initiatives (annual) | Impact achieved this year | Resources (annual) |
|--|--|--------------------|
| Aboriginal background funding | | \$0 |
| English language proficiency funding | | \$0 |
| Targeted students support for refugees and new arrivals | | \$0 |
| Socio-economic funding | Learning and Support Teacher developed Individual Learning Plans for all students and consistently worked with students with additional needs and facilitated the MultiLit program. The Learning and Support Teacher also assessed and monitored student learning and progress. | \$5450 |
| Low level adjustment for disability funding | This money was used in conjunction with the Socio-economic funding money to allow for additional Learning and Support Teacher time. Teachers also attended a differentiating curriculum workshop. | \$807 |
| Support for beginning teachers | | \$0 |
| Other school focus areas | Impact achieved this year | Resources (annual) |
| RAM Location Loading | Students were able to overcome the barrier of distance to attend excursions and work collaboratively within their network of public schools. These collaborative learning days included combined units of work, excursions and combined sporting days. | \$1768 |
| Transition Funding | <p>New parents to the school were able to engage in conversations around the schools values and strategic directions which gave them a sense of belonging and an understanding of the schools directions.</p> <p>Parents and community members were able to work collaboratively with students on a variety of projects to engage students and community members as a joint entity.</p> <p>The Learning and Support teacher was able to work closely with our Year 6 student and the high school to create a smooth and successful transition to high school for that student.</p> | \$2590 |
| Professional Learning | A key initiative this year was to continue with the Language, Learning and Literacy program. Both school and tied professional learning funds went towards this initiative. | \$4881.36 |

Mandatory and optional reporting requirements

Student information

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

Student enrolment profile



Student attendance profile (mandatory)

| | Year | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|-----------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| School | K | 98.9 | 95.7 | na | 100.0 | na | 98.9 |
| | 1 | 93.5 | 100.0 | 95.7 | 96.6 | 97.8 | na |
| | 2 | 94.6 | na | 100.0 | 92.1 | 100.0 | 96.7 |
| | 3 | 100.0 | na | 100.0 | 100.0 | 95.9 | 97.8 |
| | 4 | 95.0 | na | na | 100.0 | 98.4 | 97.6 |
| | 5 | 91.4 | 96.7 | 93.5 | na | 97.8 | 94.5 |
| | 6 | na | 91.3 | 96.0 | 98.9 | 98.9 | 94.5 |
| | Total | 95.1 | 96.3 | 96.6 | 97.9 | 97.4 | 96.8 |
| State DoE | K | 94.7 | 94.7 | 94.3 | 95.0 | 95.2 | 94.4 |
| | 1 | 94.2 | 94.2 | 93.9 | 94.5 | 94.7 | 93.8 |
| | 2 | 94.4 | 94.2 | 94.2 | 94.7 | 94.9 | 94.0 |
| | 3 | 94.5 | 94.4 | 94.4 | 94.8 | 95.0 | 94.1 |
| | 4 | 94.5 | 94.3 | 94.3 | 94.7 | 94.9 | 94.0 |
| | 5 | 94.4 | 94.2 | 94.2 | 94.5 | 94.8 | 94.0 |
| | 6 | 94 | 93.8 | 93.8 | 94.1 | 94.2 | 93.5 |
| | Total | 94.4 | 94.3 | 94.2 | 94.7 | 94.8 | 94.0 |

Class sizes

| Roll class | Year | Total in class | Total per year |
|------------|------|----------------|----------------|
| K-6 | K | 1 | 13 |
| | 2 | 3 | 13 |
| | 3 | 1 | 13 |
| | 4 | 5 | 13 |
| | 5 | 2 | 13 |
| | 6 | 1 | 13 |

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

| Position | Number |
|---------------------------------------|--------------|
| Teaching Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 0.084 |
| Teacher of Reading Recovery | 0 |
| Learning and Support Teacher(s) | 0.1 |
| Teacher Librarian | 0.084 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administrative & Support Staff | 0.676 |
| Other positions- Teacher RFF | 0.042 |
| Total | 1.986 |

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Breadalbane Public School has no staff members that identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 77% |
| Postgraduate degree | 23% |

Professional learning and teacher accreditation

Professional learning was an essential aspect of our school plan this year, with a particular focus on Language, Learning and Literacy training.

Financial information

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 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

| | |
|--------------------------------|------------|
| Date of financial summary | 30/11/2015 |
| Income | \$ |
| Balance brought forward | 41264.74 |
| Global funds | 39442.00 |
| Tied funds | 19065.42 |
| School & community sources | 8071.14 |
| Interest | 1065.99 |
| Trust receipts | 7616.31 |
| Canteen | 0.00 |
| Total income | 116525.60 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 7721.66 |
| Excursions | 5634.73 |
| Extracurricular dissections | 10875.03 |
| Library | 1934.90 |
| Training & development | 2298.52 |
| Tied funds | 18262.94 |
| Casual relief teachers | 1193.63 |
| Administration & office | 12931.04 |
| School-operated canteen | 0.00 |
| Utilities | 5856.42 |
| Maintenance | 693.66 |
| Trust accounts | 7616.31 |
| Capital programs | 0.00 |
| Total expenditure | 75018.84 |
| Balance carried forward | 41506.76 |

School performance

NAPLAN

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

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their feedback and responses are presented below.

- Parents were satisfied with the amount of technology and technological resources students at Breadalbane Public School have access to.
- The community would like to see spelling to continue to be a focus and priority for 2016.
- Parents felt that the school newsletter was useful in keeping parents informed about upcoming events.
- Parents felt that improved collaboration around student welfare programs and policies was a focus for the future.

Policy requirements

Aboriginal education

At Breadalbane Public School we strive to embrace accurate and relevant Aboriginal and Torres Strait Islander perspectives in all teaching and learning programs. Aboriginal and Torres Strait Islander education is taught in an inclusive and consistent way across all key learning areas.

Multicultural Education and Anti-racism

Breadalbane Public School aligns its policies and practices with the NSW department of Education and Training policies and is committed to the elimination of racial discrimination in NSW Government schools.

Breadalbane Public School is committed to providing inclusive teaching practices which recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views.

This year we have studied various cultures and traditions and participated in a joint unit of work which culminated in term 2 this year with a joint multicultural day.