



Education &
Communities

Public Schools NSW

1345

2012

Breadalbane Public School Annual School Report



Our school at a glance

Students

Breadalbane Public School has nine students from Year 1 to 6, drawn from rural properties around the village of Breadalbane. They are independent learners who also work collaboratively and cooperatively and take great pride in their school.



Staff

The school is staffed by a full time teaching principal and part time additional teaching staff, administrative staff, learning support officers and a general assistant. In 2012 these staff were:

Phillip Katen - Acting Principal (Term 1-3)

Marianne Powles - Acting Principal (Term 4)

Nancy Ball – Teacher Librarian

Carolyn Hannan – School Administrative Manager

Christine Katen – Learning and Support Teacher

Kathy Staples and Christine Apps – School Learning Support Officers

John Broadbent – General Assistant



Student achievement in 2012

Each of the students at Breadalbane Public School has made progress in each of the key learning areas during 2012. According to the privacy and personal information policies which govern the reporting of academic information in small schools, NAPLAN and other external data cannot be publicly reported. However, this data is used to continually refine and direct teaching and learning priorities in the school.

Messages

Principal's message

I have only been the acting principal at Breadalbane for a short time but already I have come to recognise some of the things that make this such a special school and community.

Firstly, I have been struck by the commitment of the dedicated, hardworking staff. They have encyclopedic memories of the school's traditions and yet are flexible and open to change and enthusiastic about the future.

At Breadalbane, staff have the chance to work extremely closely with each of the students. As teachers, we are genuinely able to teach each student individually. We can give them time and attention and actively move each student along a continuum of learning, monitoring daily progress. I believe that the students here are receiving the best possible academic attention.

We are able to work in genuine partnership with parents. The parents' commitment to their children's education and support of the school is overwhelming. As well as a practical support, this is a fantastic model for the students, showing them how much education is valued.

The students of Breadalbane demonstrate the success of quality small school education. They are mature, independent workers who are also tremendously skilled cooperative learners. They are brave and persistent, always ready to have a go and take a risk. Here, where there are only nine students, there is no room for opting out. Everyone sings, everyone swims, everyone acts, everyone looks after the vegetable garden, everyone dances and everyone joins in. These are individuals learning in a community.

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.

Marianne Powles

P & C and/or School Council message

We have had a busy but successful fundraising year. We have conducted 2 pie drives again this year, they continue to be very popular.

We hosted 3 bike ride days for the Goulburn Cycle Club which proved to again be busy yet enjoyable. This year we were called upon to cater for the *Tour De Gunning* masters cycling championships during September and October. These also proved successful.

Breadalbane Public School also took part in the sports voucher promotion run by Coles supermarket. With help from our families, friends and the community, we collected a whopping 21,000 points. Not bad for a school of 9 students.

And our final fundraisers for the year were our Christmas hamper raffles and lolly drive. Once again, these were a great success.

With P&C profits we continue to sponsor Princess, our sponsor child. We also provide a Christmas package for Princess and her village in the Philippines. This year the children selected the gifts of 2 goats, 10 chickens, 2 water filters and 3 mosquito nets.

We also purchased some top soil so the children could enjoy growing their own fruit and vegetables in the veggie garden. This is going well.

The P&C subsidised an overnight excursion to Mogo, which included panning for gold at the Mogo gold fields and a visit to the Mogo Zoo. This was a fantastic trip and enjoyed by all. A big thank you to Miss Powles for taking them and Mr Broadbent for accompanying them and driving them safely on the bus.

We are very lucky that our children have such a wonderful and well equipped school that enables

them to learn and thrive.

Sue Arcus and Amanda Evans



Student representative's message

In 2012 we learnt a lot and did *Fast Forward*. We had fun at the athletics carnival, the swimming carnival and cross country and some of us made it to district. We went on lots of excursions. For example, with Mr Katen we went to the Sydney Opera House and with Ms Powles we went to Mogo and stayed for a night. We also went to Goulburn East for Musica Viva and we went to see *Pearl Versus the World* in Canberra and *The Magic Pudding* in Goulburn. Last year for a little while we had Mr Katen, then we got Mrs Powles. We had to help move all of Mr Katen's stuff out and help move Mrs Powles's stuff in.

My favourite part of 2012 was making it to district carnivals.

Elizabeth Norton, Year 3



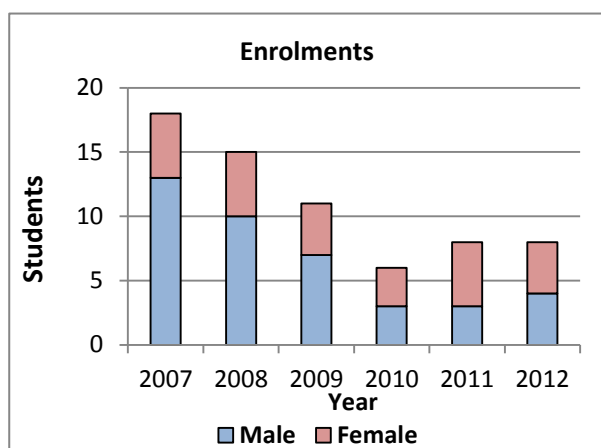
School context

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 Enrolment



Student attendance profile

Year	2008	2009	2010	2011	2012
K		87.4	98.9	95.7	na
1		na	93.5	100.0	95.7
2		100.0	94.6	na	100.0
3		95.0	100.0	na	100.0
4		93.2	95.0	na	na
5		na	91.4	96.7	93.5
6		96.8	na	91.3	96.0
Total	98.3	94.7	95.1	96.3	96.6

Management of non-attendance

Attendance is monitored through daily roll checks and unsatisfactory attendance addressed, in the first instance, through personal contact with parents.

Staff information

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

Breadalbane Public School has one full time staff member and a large part time teaching and support staff attending the school at different times.

Staff establishment

Position	Number
Principal	1
Support Teacher Learning Assistance	0.1
Teacher Librarian/RFF	0.2
Counsellor	As required
School Administrative & Support Staff	0.9
Total	0.13



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

Breadalbane Public School does not have any staff members who identify as indigenous.

Staff retention

In 2012, the previous Support Teacher Learning Assistance, Mrs Beverley Henman was replaced by Mrs Christine Katen.

In Term 3, 2012 the acting principal, Phillip Katen was appointed to a permanent principal's position at Tarago Public School. He was replaced by Marianne Powles.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	



Financial summary

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

Date of financial summary	30/11/2012
Income	\$
Balance brought forward	35417.64
Global funds	31723.00
Tied funds	8651.38
School & community sources	2572.14
Interest	1619.35
Trust receipts	368.50
Canteen	0.00
Total income	80352.01
Expenditure	
Teaching & learning	
Key learning areas	4705.80
Excursions	1147.27
Extracurricular dissections	3019.90
Library	2360.59
Training & development	1864.65
Tied funds	8758.76
Casual relief teachers	2620
Administration & office	9326.35
School-operated canteen	0.00
Utilities	5387.05
Maintenance	946.95
Trust accounts	368.50
Capital programs	0.00
Total expenditure	40505.82
Balance carried forward	39846.19

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

In March, Breadalbane Public School travelled with Tarago Public School, Tirranna Public School and Windellama Public School to the Sydney Opera House for a performance of Vivaldi's *Four Seasons*. This performance and workshop was designed for primary school students and addressed a number of outcomes in the creative and performing arts syllabus in a meaningful and memorable way. It was also a fantastic opportunity for students to experience classical music live in a historical and beautiful venue.



In May we travelled to Canberra for the Jigsaw Theatre Company's production of *Pearl Versus the World*. All students enjoyed this taste of live theatre. The acting and set designs were both excellent and the students were able to discuss with the actors and the creative director how the show was put together. A small audience allowed for the actors to engage with the students throughout the performance.

In October we were invited to visit Goulburn East Public School to share in their Musica Viva performance of *Hercules* by *Sounds Baroque*. This was a truly exquisite piece of baroque opera adapted hilariously for a primary school audience, with a bit of audience participation thrown in. It was a fantastic experience.



During October we also joined other schools across Australia to learn a song for *Music Count Us In*.

On Monday November 26 the students from Tirranna Public School joined us for a creative arts day. In the morning the students created beautiful summer inspired artwork then participated in drama and percussion workshops.

The day finished with a performance from a string quartet who gave the students an opportunity to try playing an instrument.



In December we travelled to the Lieder Theatre in Goulburn to enjoy a production of *The Magic Pudding* which combined drama, music and puppetry.

We spent much of Term 4 working on writing and rehearsing an original production of our own – *Bushrangers! The Musical* - which was performed as part of presentation day. This production involved writing, acting, singing dancing, set painting and design and each of the students took a major role in its success.



Sport

The first sporting event of the year was the Goulburn Community of Small Schools (GCOSS) swimming carnival. Joshua Hannan came 3rd overall in the senior boys' championship.

Joshua also represented the school at the district tennis trials in Term 1.

At the (GCOSS) athletics carnival, we had some notable successes. Joshua Hannan had a busy and successful day culminating in being awarded Senior Boys Champion. He was 1st in Long Jump and Discus, 2nd in Shot Put and 100m and 3rd in 800m and High Jump. Other notable performers were Elizabeth Norton, 3rd in 100m and 800m, Jack Evans 3rd in Long Jump, Kate Arcus 3rd in Long Jump and our mighty relay team who finished 2nd in 4x100m relay.



At the GCOSS Cross Country, six of our eight students finished in the top six of their age group. Elizabeth Norton won the 8/9 year old girls race by a commanding margin, even after a fall. Zayne finished a strong 4th in the 11 years boy's race while Hannah was 6th in the 12 years girls. In the 12/13 years boys race Joshua and Jack filled 2nd and 5th respectively.

Joshua, Jack and Zayne were invited to take part in the Goulburn Soccer Gala day as part of a combined small schools team. This was a great chance for the boys to meet with senior students from the Goulburn area and to take part in a challenging and enjoyable day.

In August, Breadalbane students again combined with other small schools students for the GCOSS Mini Olympics at Tarago. This was a great chance to learn about other countries, develop some new sporting skills and prepare for the 2012 London Olympics.

In Term 4 the whole school participated in weekly tennis lessons with a visiting tennis coach, Kevin Murphy. He was able to meet the needs of the different age and skill levels in the group and everyone improved and had a great time.

In Term 4, we travelled to Goulburn with Collector Public School for two weeks of intensive swimming lessons as part of the NSW Department of Sport and Recreation's Learn to Swim program.



Other

In March, we entered the Goulburn Show's school display section which called for a model to celebrate 2012 The Year of the Farmer. Breadalbane Public School was awarded 2nd place for a magnificent display.



Students participated in the CWA research competition, this year looking at Timor Leste. The completed projects were presented at Collector Public School and prizes were awarded. Father Michael Bourke spoke to the children about his connection with Timor Leste.

In March we travelled to Tarago for a small schools maths fun day. This was a great opportunity for some hands-on learning and problem solving and a chance to learn cooperatively with other students.

Transition to high school for those students moving to Mulwaree High School started with a peer support day in Term 3.

For National Tree Planting Day in August we planted trees. Bunnings (Fyshwick) was very generous in its support of our school in providing 40 trees to plant around the grounds. This was followed by a visit from staff from Bunnings in Goulburn who helped the students establish a vegetable garden in early Term 4.



In the last week of Term 3 Breadalbane students joined with students from all over Goulburn for the Sports and Cultural Expo (SPACEXpo) at Carr Confoy Oval. As usual, a great time was had by all.

At the beginning of Term 4, we began our Kindergarten Orientation program, with Kindergarten 2013 students attending school every Monday morning. They were even able to stay for the whole day to join in the CAPA fun day with Tirranna Public School.

In November we travelled to Mogo for an overnight excursion to the Gold Mining Village and Mogo Zoo. This supported studies in HSIE and Science and staff and students had a marvellous time.



Academic

Throughout the year, quality teaching and learning across each of the key learning areas and rigorous assessment practices ensured the ongoing progress of each student. The literacy and numeracy continuums were used to monitor the development of skills and ensure that each student is making measurable academic progress.

In Term 2 and 3 all students in the school participated daily in the commercial *Fast ForWord* program based on the latest neuroscientific research. Each student made progress on the program, and its benefits were noted across other learning areas.

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)

Reading – NAPLAN Year 3

In 2012, 1 Year 3 student undertook NAPLAN in Literacy. Results cannot be reported.

Numeracy – NAPLAN Year 3

In 2012, 1 Year 3 student undertook NAPLAN in Numeracy. Results cannot be reported.

Reading – NAPLAN Year 5

In 2012, no Year 5 students undertook NAPLAN in Literacy. Results cannot be reported.

Numeracy – NAPLAN Year 5

In 2012, no Year 5 student undertook NAPLAN in Numeracy. Results cannot be reported.

Progress in reading

Progress in Literacy cannot be reported due to small sample size.

Progress in numeracy

Progress in Numeracy cannot be reported due to small sample size.

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

Aboriginal perspectives have a key place in studies of Human Society in Its Environment and inform studies of literacy and literature at Breadalbane Public School.

Our 2012 excursion to Mogo included an important Aboriginal cultural studies component

that was enthusiastically received by all the students.



In 2012, staff began their training in the *No Gaps, No Excuses* cultural awareness training initiative. This training will continue during 2013.

There were no students enrolled at the school in 2012 who identify as Aboriginal or Torres Strait Islander.

Multicultural education

Multicultural education has been woven into classroom and extracurricular activities throughout 2012.

The CWA projects on Timor Leste allowed students to focus on one specific culture while the Tarago mini Olympics gave the students an opportunity to research and discover a variety of other countries.

A number of cooking and craft activities encouraged students to share their own and learn about one another's heritage.

Progress on 2012 targets

Target 1

Increased proportion of students achieving school based reading, writing and numeracy standard.

Our achievements include:

- development of Breadalbane Public School Assessment Schedule including school based standards in reading, writing and numeracy;
- student progress monitored using the literacy and numeracy continuums;
- quality Teaching Framework elements used to develop assessment tasks;

- completion of the *Fast ForWord* program with all students making measurable progress.

Target 2

Strengthened family and community participation

Our achievements include:

- increased parental engagement through the development of partnerships for learning;
- establishment of links with community organisations including Gunning Lions Club, Landcare, CWA and Upper Lachlan Shire Council;
- development of programs to support students and their families in the transition from preschool to school including playgroup and extended Kindergarten orientation;
- development of links with high schools to foster communication to ensure effective transition from Year 6 to Year 7;
- development of the Goulburn Community of Small Schools network to provide students with a wide range of learning opportunities.



School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of mathematics teaching and learning.

Mathematics Teaching and Learning

Background

Parents, staff and students were surveyed to determine attitudes towards mathematics teaching and learning in the school. They were

asked to comment on group work, teacher feedback, hands-on strategies, use of text book and computer resources and progress across space, measurement, number and working mathematically strands of the syllabus.

Findings and conclusions

All stakeholders agreed on the importance of mathematics. There was a generally positive view of the way mathematics is taught at Breadalbane Public School.

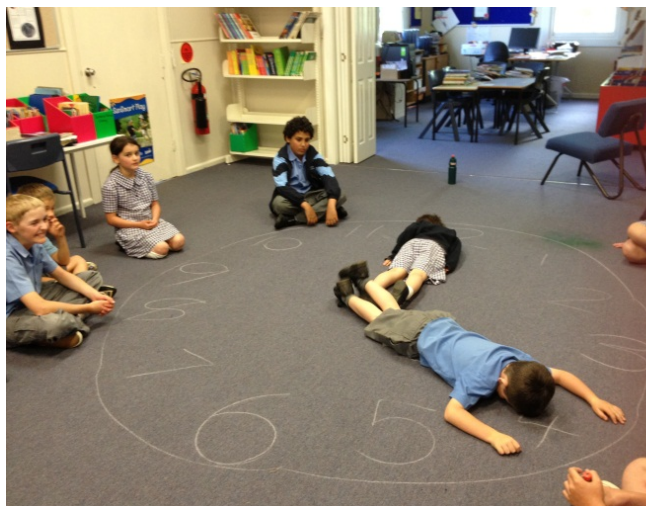
Students emphasised how much they enjoy working with other students, with concrete materials and on the computer. Almost all students commented that the most negative thing about mathematics learning is finding it difficult to understand a new concept or to complete a task when it is 'too hard'.

Parents were generally positive about the teaching and learning of mathematics in the school. They indicated a lack of knowledge of the content of the mathematics syllabus.

Future directions

The clear message from the evaluation is that student progress must be carefully monitored to ensure that tasks set are always within each student's capacity to be successful.

Parent information sessions could be offered to allow parents to become more familiar with the content of the mathematics syllabus. Obviously, the introduction of the new syllabus incorporating the Australian Curriculum Mathematics will provide an excellent opportunity to develop parent engagement and understanding.



Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

They were asked to comment on resourcing, school culture and values, student welfare, discipline, uniform, extracurricular programs, technology, administration, communication, expectations and the recognition of achievement. They were also asked to nominate priorities for the future of the school.

There is a very high level of satisfaction at Breadalbane Public School with no respondents strongly disagreeing with any of the positive statements.

The area of most significant concern was the provision of extra-curricular activities and this is to become a priority in 2013.



Professional learning

During 2012, the principal attended the Illawarra and South East Region Principals' Conference.

The Learning and Support Teacher commenced training in the *Every Student Every School* program.

All staff commenced training in the *No Gaps No Excuses* program and Mrs Ball received ongoing training in the *Live Life Well* program.

The principal began the initial training for the implementation of the new syllabuses for the Australian Curriculum.

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 / Numeracy

- Students will achieve a level of growth in writing and reading as measured by Year 5 NAPLAN and school assessment data.
- Students will achieve a level of growth in Space, Measurement and Number as measured by NAPLAN and school assessment data.

2013 Targets to achieve this outcome include:

- Best Start entry to school assessment data is used to improve literacy and numeracy achievement of students in Kindergarten.
- Spelling, grammar and punctuation are taught explicitly.
- Space, measurement, and place value are taught explicitly.

Strategies to achieve these targets include:

- Best Start assessment data will be used to develop individual literacy and numeracy programs to maximise the learning of Kindergarten students.
- Progress on the literacy continuum monitored by Learning and Support team

and used to inform and direct literacy learning K-6.

- Progress on the numeracy continuum monitored by Learning and Support team and used to inform and direct numeracy learning K-6.
- Classroom teacher to be trained in the *Language, Learning and Literacy (L3)* program.
- Plan and deliver quality early years literacy and numeracy teaching informed by current research.

School priority 2

Outcome for 2012–2014

Curriculum and Assessment

- Staff will successfully begin to implement new syllabus documents for the Australian Curriculum.
- Staff will develop consistent assessment practices.
- Quality Teaching elements evident in all teaching and learning programs.

2013 Targets to achieve this outcome include:

- Staff will become familiar with new syllabus documents through staff development days and targeted professional learning.
- Scope and sequence developed for the NSW syllabus for Australian Curriculum English.
- Assessment framework developed for each KLA for each semester.

Strategies to achieve these targets include:

- Staff become familiar with new syllabus documents through staff development days and targeted professional learning in collaboration with the Goulburn Community of Public Schools.
- Development of Scope and Sequence documents in collaboration with Goulburn Community of Small Schools.
- Staff begin to use programming tool to incorporate elements from new English syllabus into teaching and learning programs.

- Use of Literacy and Numeracy continuum documents to guide the development of whole school assessment framework.
- COG documents used to inform assessment strategies for HSIE, Science and Technology, PDHPE and Creative Arts.

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.

Marianne Powles - Acting Principal

Carolyn Hannan – School Administrative Manager

Sue Arcus – P&C President

Amanda Evans – P&C Treasurer

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:

<http://www.schools.nsw.edu.au/asr>