

Breadalbane Public School Annual School Report 2013



School context

Students

Breadalbane Public School has twelve students from Kindergarten to Year 6, drawn from rural properties around the village of Breadalbane. They are motivated learners who are engaged in a wide range of collaborative and independent learning activities across each of the Key Learning Areas and enthusiastic participants in extra-curricular learning.



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 2013 these staff members were:

Marianne Powles - Acting Principal

Nancy Ball - Teacher Librarian

Christine Bentley – Learning and Support Teacher

Carolyn Hannan/Kathy Staples - School Administrative Manager

Christine Apps/Kathy Staples - School Learning Support Officer

John Broadbent - General Assistant

Principal's message

2013 has been an exciting year of growth and learning for the students and staff of Breadalbane Public School. During the year we grew from a projected enrolment of 7, to 12 by the end of 2013.

Students participated in a wide range of learning activities in the classroom and beyond, including an intensive focus on literacy and numeracy (particularly writing skills), creative and performing arts experiences, including

performing at the GCOPS concert and attending Schools Spectacular in Sydney, sporting contests with the other Goulburn small schools and the wider community of schools, the introduction of a kitchen garden program and environmental education programs in partnership with the local Landcare group.

The culture of the school is positive and supportive, with staff, parents and students dedicated to the shared goal of maximising educational opportunities and achievement.

During 2013, the Breadalbane community formulated a statement for our shared vision of the school:

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

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, and two days for the masters cycling.

Funds raised were able to contribute to the upgrade of the school kitchen, subsidised camp for primary students, subsidised the trip to Sydney for the Schools Spectacular and other excursions and continued sponsorship for Princess, our sponsor child in the Philippines.

Amanda Evans – P&C Treasurer



Student representative's message

Throughout the year Breadalbane Public School has participated in many fun, educational activities, such as the Country Women's Association poster competition on Morocco. The CWA comp was enjoyable and three of the students at our school went extremely well and won a prize.

Beth and Zara competed in the Gunning Lion's Club public speaking competition. Sadly they didn't win but went very well and were very proud of themselves.

We enjoyed hosting Dalton and Tirranna Public Schools for debating. The competition was satisfactory and lots of fun and we had two high school students come to be our adjudicators. We won our debate and the second debate went very well and had lots of rebuttal.

We had two people from Landcare N.S.W. come to our school to help us plant trees for the birds and the soil and then we did some bird watching. We all enjoyed the expertise of our bird watching guide.

Other highlights include the small schools science day at Captains Flat, traveling to Tirranna for a photography day, Possum Magic in Term 2, the GCOPS concert, a creative arts day at Tarago Public School, Music Count Us In, Schools Spectacular, the carnivals and tennis with Kevin every Friday. We had a great year!

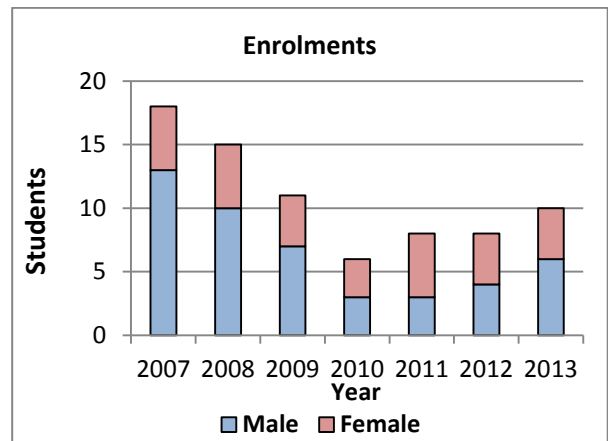
Elizabeth Norton and Zara Bonet



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 attendance profile

	2009	2010	2011	2012	2013
School	94.7	95.1	96.3	96.6	97.9
Region	91.8	94.0	93.7	93.9	94.3
State	92.1	94.4	94.3	94.2	94.7

Management of non-attendance

Attendance is monitored through daily roll checks. During 2013, there were no cases of unsatisfactory attendance at Breadalbane Public School.

Workforce 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, the teaching principal. There are a number of part-time teaching and support staff members.

Workforce composition

Position	Number
Teaching Principal	1
Learning and Support Teacher(s)	0.1
Teacher Librarian/RFF	0.2
School Counsellor	As required
School Administrative & Support Staff	0.9
Total	2.2

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Breadalbane Public School has no staff members who identify as indigenous.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	
NSW Institute of Teachers Accreditation	

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	30/11/2013
Income	\$
Balance brought forward	39846.19
Global funds	33966.50
Tied funds	8003.44
School & community sources	7924.35
Interest	1236.96
Trust receipts	2700.17
Canteen	0.00
Total income	93677.61
Expenditure	
Teaching & learning	
Key learning areas	7053.59
Excursions	2930.20
Extracurricular dissections	8858.04
Library	1338.37
Training & development	3949.47
Tied funds	11844.25

Casual relief teachers	356.56
Administration & office	9269.86
School-operated canteen	0.00
Utilities	6094.53
Maintenance	913
Trust accounts	2700.17
Capital programs	0.00
Total expenditure	55308.04
Balance carried forward	38369.57

A full copy of the school's 2013 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 2013

Academic achievements

Throughout the year, each of the students made significant progress in literacy, numeracy and each of the Key Learning Areas of the NSW curriculum. Classroom assessment regularly informed teaching practices and confirmed the progress of each student. To ensure the privacy of all students in such a small school, detailed assessment data cannot be reported but some significant achievements include:

- all students improving by at least one year in Reading Age during 2013
- most students improving by at least one year in Spelling Age during 2013 (and some students improving by up to two years)
- Kindergarten students meeting reading and writing benchmarks of the *Language, Literacy and Learning* program
- All students moving along the numeracy continuum in each of the aspects



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.

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

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

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* to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013, two students undertook NAPLAN in Literacy. Results cannot be reported

NAPLAN Year 3 - Numeracy

In 2013, two students undertook NAPLAN in Numeracy. Results cannot be reported

Other achievements

Throughout the year, the school participated in a series of research projects on classroom talk and talk for writing that were conducted by the teaching principal as part of postgraduate studies. As action research, the projects recorded the results of a classroom intervention explicitly teaching students the skills of dialogic learning. The results were a dramatic improvement in the spoken language and writing skills of the students as well as an increased engagement with literature and language.

The school also became an 'L3' (*Language, Learning and Literacy*) school. The program is based on explicit teaching of literacy skills in Kindergarten. It has had a powerful impact on the progress of not only the kindergarten students but all the K-2 students.

During the first half of the year the whole school worked hard towards a shared home reading goal – 1001 nights of home reading. Our reward was a

bonfire night with a professional magician *The Magic Jester*. The whole school community enjoyed the night, a well-earned reward for some hard work!



We had an opportunity to further celebrate our love of reading during our book fair and book character assembly in November.

HSIE



In preparing a history project for the Goulburn Show, we invited some past students who attended the school in the 1940s to come back and tell us about what school life was like. This was a powerful learning experience and a great way to reinforce our relationship with the local community.

K-2 students travelled to Goulburn East for a video conference and craft activities tied in with learning about bilbies. This was a great opportunity to build relationships with students from another, larger school.



In April we travelled to Canberra with Collector Public School to visit Parliament House and the Australian War Memorial.



In Term 3, many of our students entered the Country Women's Association poster competition on Morocco. The unit of study was brought to life by visiting pre-service teacher, Miss Kearns, who helped the students prepare a Moroccan style assembly.

In Term 3 Elizabeth Norton and Zara Bonet represented the school in the Gunning Lions Club Public Speaking competition. Both girls spoke very well on the subject 'My Village'.

In Term 4 we hosted Dalton and Tirranna Public Schools for the first local PP6 interschool debating competition. The students worked incredibly hard to prepare and develop their persuasive speaking skills. We were very fortunate to have students from Goulburn High School attend on the day to adjudicate and coach our teams.

Science

Term 2 was devoted to learning about energy, movement and machines. The students conducted experiments with marble runs and made cars from recycled materials.



During National Science Week 11-17 August we conducted experiments every day, exploring chemistry, physics and biology. The students discovered that not every experiment turns out the way you expect!

In Term 3 we began working with the local Landcare group on tree planting and bird monitoring in the local area. There are plans for this program to expand in 2014.

In Term 4 we participated in a small schools science day at Captains Flat exploring flight, technology and making goo!

Arts

In February, we travelled to Tirranna Public School for a photography day, introducing the students to photographic concepts like composition, perspective and lighting and learning about ways of communicating beyond language.

Early in Term 2 the school travelled to Canberra to attend a performance of the musical *Possum Magic*.

The school participated in the Goulburn Community of Public Schools concert in Education Week as part of the massed choir, in the combined dance group and with an individual item. All students from 3-6 participated in all three capacities and this extended each of them – it being the first time some of them had ever performed on stage. Singing and playing ukulele in front of a packed auditorium was a huge achievement for the whole school.

We joined the Goulburn Community of Small Schools for a creative and performing arts day at Tarago Public School and in August visited the Goulburn Regional Art Gallery to view the touring *Archibald Prize* exhibition.

In the second half of the year, the school began offering private violin lessons from a visiting tutor, Geoff Stewart-Richardson.

Along with thousands of school students across Australia, we participated in the *Music Count Us In* program, culminating in a nationwide sing-along on October 31.

A highlight of the year for many of the students was our trip to Sydney to watch the schools performance of the Schools Spectacular in November.

The culmination of our performing arts experience for the year was our end of year musical performed at presentation day. The students were magnificent in this jungle production *Giraffes Can't Dance*.



Sport

As usual, in first term the school participated in Swimming, Athletics and Cross Country Carnivals with the Goulburn Community of Small Schools. Michael and Jayden Jeffree represented the school at the district athletics carnival and they were joined by Zayne Dokmak, Elizabeth Norton and Kate Arcus in representing the school at district athletics. Our school relay team of Jayden, Zayne, Beth and Michael was very strong and went on to compete in the PP6 relay at the regional athletics carnival in August.



Breadalbane Public School had an outstanding day at the Goulburn Community of small schools cross country carnival, winning Champion Aggregate School. Jayden, Zayne, Elizabeth, Kate and Sara all went on to represent the small schools at the district cross country carnival.



In May we had a soccer gala day at Tarago Public School to select boys and girls small schools soccer teams. Jayden, Zayne and Elizabeth represented the school and had a great day competing against the other Goulburn teams.

In Term 3 the school travelled every week to the Goulburn Aquatic Centre for swimming lessons with Jo Price. This was great preparation for swim school in Term 4 and lots of fun for everyone.



In Term 4 we again had our visiting tennis coach, Kevin Murphy for sport every Friday. We also joined with other Goulburn schools for a one day Milo cricket day at Carr Confoy oval in October.

Kitchen Garden Program

Over the course of the year, the students began to expand the range of vegetables grown in our new vegetable garden and to experiment with cooking using the produce from the garden. With the help of a grant from the Acciona Gunning Wind Farm and some extra help from the P&C the school invested in some new flooring, an oven, new fridge and pantry cupboard for the kitchen.

Camp

In September the 3-6 students joined nine other small schools for the biennial Small Schools sport and recreation camp at Milson Island. This was a wonderful week full of physical challenges, new friendships and fun. This was the highlight of the year for many of the students.



While the primary students were away, the K-2 students joined with Tirranna Public School for 'Frog Week' organised by Mrs Ball and Mrs Bentley.

Leadership

The two school leaders for 2013 were Jayden Jeffree and Zayne Dokmak. The boys did an outstanding job leading the school and guiding the younger students. In March they travelled to Sydney with other Goulburn school leaders to attend the Young Leaders' day at the Sydney Entertainment Centre.

In the second half of the year, they worked hard to raise money for a Year 6 gift, holding events such as a crazy hair day and joining with the Year 6 students of Goulburn West Public School, making fairy floss at their fundraising mini fete.

Significant programs and initiatives

2013 saw the introduction of the *Language, Learning and Literacy program* at Breadalbane Public School. The program required 12 half day training sessions and visits from the trainer. The teaching principal was trained in implementing this dramatically successful literacy intervention for Kindergarten students. It is hoped that the program will continue in 2014.

Aboriginal education

Aboriginal perspectives continue to be crucial in all studies of history, society and environment. Staff continued in their training of the *No Gaps, No Excuses* program and it is hoped that cultural awareness informs all teaching and learning programs. With the introduction of the Australian Curriculum: English from Semester two, studies of Aboriginal literature and storytelling have been more central in the teaching of English.

There were no students enrolled in the school in 2013 who identify as Aboriginal or Torres Strait Islander.

Multicultural education

Multicultural perspectives were provided throughout the year through literature from other countries and explicitly taught during the Term 3 unit on Morocco.

With two (of seven) families in the school who have languages other than English spoken at home, there have been many opportunities throughout the year to informally discuss cultural and religious differences and make different family and cultural traditions accessible to each other at stage appropriate levels.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Evaluation of writing program
- Evaluation of school excursions
- School satisfaction survey

Writing Program

Students and parents were surveyed and interviewed (formally and informally) to determine attitudes to the effectiveness of the 2013 Talk for Writing intervention conducted by the teaching principal as part of a postgraduate research project.

Overall, parents and students reported a strong belief in the importance of learning writing skills and agreed that the students' skills had improved over the year. Parents reported that they were satisfied with the way writing is being taught and that they feel well informed about their children's progress. Most parents felt confident in their ability to assist their own children. The students all demonstrated an improved confidence in their own writing skills and a deeper understanding of the many elements that contribute to quality writing.

Excursions

As a small school, we must travel more often than larger schools in order to access equivalent educational opportunities. Parents were surveyed to determine their attitudes to the number of excursions the school had been on in 2013, to assess whether parents felt we were having too much time out of the classroom.

The surveys were universally positive about the excursion program with all the parents who returned a survey agreeing that out of school experiences are particularly important for these students. None of the parents felt that any of the excursions this year had been a mistake. The most highly regarded excursions were those to camp, to the theatre and to Schools Spectacular.



School Satisfaction

Parents were surveyed and students interviewed to discover overall satisfaction levels with Breadalbane Public School. Parents were asked whether they strongly agree, agree, disagree or strongly disagree with statements about the resourcing, atmosphere, priorities and values of the school. All returned surveys either agreed or strongly agreed with the positive statements about the school, indicating that the parents are generally very happy with the way the school operates and communicates with them.

Students were equally positive about the school. Breadalbane Public School is very lucky to be a happy and positive place, with a very supportive community.

School planning 2012—2014: progress in 2013

School priority 1

Outcomes from 2012–2014

Literacy/Numeracy

- Students will achieve a level of growth in writing and reading as measured by 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.

Evidence of progress towards outcomes in 2013:

- Most students from K-6 reading at grade level with improved comprehension
- All students from K-6 increased reading age by at least one year during 2013

- Students K-6 are composing more detailed and complex texts
- All students are moving along the numeracy continuum in all aspects

Strategies to achieve these outcomes in 2014

- Continue to access L3 program to support K-2 students' literacy development
- Teaching principal to continue postgraduate professional studies in literacy pedagogy and implement language intervention
- Access Count Me In Too Online program to support number development K-6

School priority 2

Curriculum and Assessment

Outcomes from 2012–2014

- 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.

Evidence of progress towards outcomes in 2013:

- Staff underwent training in the new NSW syllabus for the Australian Curriculum.
- Teaching principal completed further postgraduate study incorporating a unit on Language in the Australian Curriculum: English.
- New English syllabus implemented from Term 3.
- Reading Benchmarking, Standardised spelling/ numeracy assessment implemented

Strategies to achieve these outcomes in 2014:

- Staff training in the use of PLAN software
- Regular plotting of student progress using PLAN software K-6
- Collaborative planning and programming by teaching principal, LAST and teacher-librarian

Professional learning

As well as the teaching principal's work towards a Master of Education Degree with a focus on language and literacy, staff have made professional learning a priority.

Teaching staff have been involved in extensive training and development around the new syllabuses for the Australian Curriculum, face to face and through Adobe Connect sessions, and training on supporting children with dyslexia and language difficulties.

In addition, the teaching principal has been involved in setting up the Goulburn Community of Schools Teaching and Learning group to foster collaboration between schools on instructional leadership and professional learning.

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 – Teaching Principal

Christine Bentley – Learning and Support Teacher

Carolyn Hannan – School Administrative Manager

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>