

Breadalbane Public School Annual Report



2016



1345

Introduction

The Annual Report for **2016** 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 school community

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

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 and cold but successful. We ran a Bunnings BBQ 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 school outings and swim school. Our big purchase for the year was a new interactive panel for the classroom. We continued sponsorship for Princess, our sponsor child in the Philippines and provide food and fresh water for a 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 a community.

School context

Breadalbane Public School (BPS) is a small, rural school situated 25kms south of Goulburn with current enrolment of 10 students. The school is very well resourced providing innovative, engaging and individualised learning opportunities 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 variety of local school networks including the Tablelands Regional Educational Community. This provides opportunities for students to engage in learning experiences within the broader community as well as an opportunity for teachers and staff to develop professional learning networks.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

In the domain of 'Learning' our school community rating was one of 'sustaining and growing' as we competently deliver quality teaching and learning programs with 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 implement the 'Focus On Reading' strategy throughout the school with a specific focus on improving reading comprehension across the years, this has been a great success. This year we have continued to grow and develop our relationship with the Tablelands Rural Educational Community (TREC) to provide collaborative and rich learning tasks that enabled students to self assess their learning with peers from 4 other schools. Work across the TREC network also gave students at Breadalbane Public School an opportunity to develop peer friendships and social strategies, the value of this was significantly evident when we held 'High School for a Day' at Breadalbane Public School. This year Breadalbane Public School participated in a variety of curricula and extra curricula programs that enhanced student learning experiences and allowed students to collaborate with other schools these included: participation in Swimming and Tennis programs, Gymnastics, public speaking events, the GCOPS concert, Robotics, peer support with Goulburn North Public School, genius hour with Goulburn Public School and Ukulele lessons with the Goulburn Conservatorium of Music. Robotics has been another focus for our school this year and students have been lucky enough to compete in two RoboCup competitions.

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. The biggest shift in teacher professional learning this year was a shift to complete professional learning as a learning network with the TREC schools, this enabled teachers to undertake more professional learning days with pooled resources and then allowed teachers to bring knowledge back to the network and share their learning. This has created a community culture for learning and developing and has allowed teachers to share their expertise to develop the professional learning of colleagues. A focus for professional learning was Focus On Reading which was embedded into classroom practice as a focal teaching method for students.

In the domain of 'Leading' our school community rating was one of 'delivering' as we re evaluated and further developed school systems and procedures to meet the evolving needs of our school community. The focus for Breadalbane Public School this year was to develop the commitment of the school community to the strategic directions of the school and drive school collaboration and future planning. We worked consistently on developing the understanding and involvement of all stakeholders to develop the vision and plan for the school. A significant focus was placed on

developing the leadership skills of the Principals of the schools in the TREC network as we collaborated to strategically plan for our shared staff, ourselves and our network as a learning community. Breadalbane Public School is an active member of the Goulburn Community of Public Schools and continued to work with these schools to set goals to achieve the Premier's Priorities as a learning community. 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.

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For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality teaching and learning practices to achieve optimal learning outcomes for individuals

Purpose

Deliver innovative teaching and learning programs in literacy and numeracy to equip learners with 21st Century skills.

Overall summary of progress

This year our main goal for strategic direction one was to develop teaching and learning practices across our learning community. This involved collaborative planning, programming, assessing, data collection and analysing and professional development. This allowed our teachers to develop an in depth understanding of student needs and how to more effectively set targets and goals for individual learning. This development and collaborative approach has made a significant impact on teaching and learning at Breadalbane Public School. After collecting and analysing data it was evident that there was a particular need to focus on reading comprehension for our students, this resulted in staff undertaking professional learning with the 'Focus On Reading' program. This was then implemented in the classroom and changed the language and understanding around making meaning from a text and improved student results in internal assessment tasks. This year another focus was to further individualise learning in Mathematics, learning and support teacher funding was utilised to develop individual learning tasks based on individuals assessment results and NAPLAN data. This resulted in students setting and achieving realistic and personalised learning goals in Mathematics. Continuous parental dialogue and the use of three way conferences allowed parents to be continuously involved in the planning and reviewing of their child's learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students improving at expected rates of growth as measured against Literacy and Numeracy outcomes on the Literacy and Numeracy Continuums	Employed a Learning and Support Teacher for an additional day a fortnight to facilitate and assess individual learning programs for all students. This enabled students to set and work towards individualised learning goals with a completely personalised approach to learning. Staff training in the 'Focus On Reading' program resulted in students improving reading comprehension and all students improving their benchmark reading results and reading comprehension accuracy at or above expected growth rates.	\$7289.40 \$2854
The school community is committed to the school's strategic directions and practices to achieve educational priorities.	Parents were continually informed of student learning through the use of Class Dojo and through three way conferences. A 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.	N/A \$1493.00 (Transition Funding)
Increase the percentage of students in the top two NAPLAN bands by 8% by 2019.	50% of year 3 and 5 students achieved in the top two bands in 2016. This was an increase from 0% of year 3 students achieving in the top two bands in 2015 to 50% in 2016.	N/A

Next Steps

- 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)
- Further develop student skills in Robotics through additional professional learning and participating in competitions.
- Enhance genius hour.
- Allow students to enhance their educational experiences and engagement through participation in extra curricula activities.
- Continue to improve student comprehension strategies through the introduction of Focus on Reading
- Update the data wall and use assessment and continue to track students along the learning continuums.
- Build teachers knowledge through continued professional learning.
- Continue to develop processes to individualise learning goals and targets.

Strategic Direction 2

Create a positive and collaborative school environment to promote student engagement and wellbeing.

Purpose

To engage the entirety of the school community in an inclusive, positive and collaborative school environment that promotes happy, resilient, independent and motivated learners.

Overall summary of progress

A priority this year was to build partnerships with the school community. Students, staff, parents and community members worked together on a variety of projects this year including our end of year play and presentation night, community bike rides, celebration days and a Bunnings BBQ. All stake holders also began to work together to gather history for our schools 150th celebration in 2018. This year parents became more involved in student learning with the introduction of class dojo, learning goals and three way conferences this built a holistic attitude towards their learning. This year the new merit system was implemented and integrated with class dojo to ensure students, staff and parents were all aware of and notified of wellbeing issues and achievements. During P&C meetings this year we had 100% of families represented on most occasions and for fundraising events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school community is able to identify the values and directions of the school and is able to understand, acknowledge and is engaged with the schools directions	<p>Continuous planning meetings were held with the P&C to ensure that goals were clear and each terms focus areas and milestones were collaboratively planned and reported on.</p> <p>A community play group was established funded through Schools as Community funding.</p>	N/A
Students are able to articulate behavioural expectations, reward systems and process of consequences	<p>Class dojo was integrated into the new merit system. Posters were used to display rewards and consequences for behaviour. All students can articulate this and parents are keep informed through the Class dojo application.</p> <p>Began research into the Positive Behaviour for Learning program.</p>	N/A
Increased student engagement and independence	<p>Daily 5 program was introduced and students used the program to gain independence and decision making in their learning.</p> <p>Individual learning goals were established and students began tracking their learning across the literacy and numeracy continuums.</p> <p>Students Participated in a variety of programs aimed at increasing engagement these included; interest group program at Goulburn PS, peer support program with Goulburn North PS, Ukuleles, Robotics and collaborative units with other schools.</p>	<p>\$80.12</p> <p>\$39.50</p>

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.

- Continue to 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 Mathematics learning through the introduction of Daily 5 Maths and new Math Mentals program.
- Develop homework policy with community.
- Continue to engage in collaborative learning programs with a variety of local public schools.
- Collaborate with the community to create a movie under the stars fundraiser and community fair.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	<p>Employed a Learning and Support Teacher for an additional day a fortnight to facilitate and assess individual learning programs for all students. This enabled students to set and work towards individualised learning goals with a completely personalised approach to learning.</p> <p>Sensory aides were purchased. This purchase enhance the focus of students on the Autism Spectrum allowing them to participate in optimally in learning tasks.</p>	\$1331
Socio-economic background	<p>Robots and RoboCup mats were purchased. This allowed students to participate in design, make and appraise tasks to test the effectiveness of the Robots they have built. This has also given students an opportunity to participate in lessons around coding and programming, skills that are essential in the 21st Century and that students have been able to develop due to our strategic budgeting.</p> <p>Employed a Learning and Support Teacher to facilitate the MultiLit program.</p>	<p>\$1452.29 (Robotics)</p> <p>\$1979.17 (LST)</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	6	4	3	5
Girls	4	10	9	5

Student attendance profile

School				
Year	2013	2014	2015	2016
K	100		98.9	100
1	96.6	97.8		96.8
2	92.1	100	96.7	
3	100	95.9	97.8	96.2
4	100	98.4	97.6	97.8
5		97.8	94.5	95.7
6	98.9	98.9	94.5	92.8
All Years	97.9	97.4	96.8	95.5
State DoE				
Year	2013	2014	2015	2016
K	95		94.4	94.4
1	94.5	94.7		93.9
2	94.7	94.9	94	
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5		94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
K-6	9

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.68
Other Positions	0

*Full Time Equivalent

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.

Teacher qualifications

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 Focus On Reading. This year all staff completed their Professional Learning Plans and we had staff members complete their maintenance of accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	41 506.76
Global funds	41 340.98
Tied funds	13 209.02
School & community sources	7 688.90
Interest	763.87
Trust receipts	208.50
Canteen	0.00
Total income	104 718.03
Expenditure	
Teaching & learning	
Key learning areas	8 245.38
Excursions	3 852.50
Extracurricular dissections	10 774.08
Library	1 862.11
Training & development	3 816.50
Tied funds	18 691.59
Short term relief	3 281.92
Administration & office	14 225.09
School-operated canteen	0.00
Utilities	5 309.73
Maintenance	1 130.37
Trust accounts	208.50
Capital programs	0.00
Total expenditure	71 397.77
Balance carried forward	33 320.26

A full copy of the school's 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.

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 <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In 2016 the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands

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 would like to be involved in developing a homework policy for the school
- The community would like to see writing and comprehension as a focus 2016 in line with the school plan
- Parents felt that staff were approachable
- Parents felt that communication between school and home had improved significantly with the additional of Class Dojo

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 and anti-racism education

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 collaborative harmony day festival to celebrate diverse cultures and our learning.