

Breadalbane Public School

Annual Report



Breadalbane Public School



2017

2017



1345

Introduction

The Annual Report for **2017** 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.

Paul Martin

Relieving Principal

School contact details

Breadalbane Public School

Collector Road

Breadalbane, 2581

www.breadalban-p.schools.nsw.edu.au

breadalban-p.School@det.nsw.edu.au

4844 2243

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 a successful pie drives and organized catering for two days of cycle racing for the cycle club, which proved to again be busy but successful. Funds raised were used to subsidise school excursions, cultural days, buses, camp and swim school. We are planning to support the school in a purchase of an Covered Outdoor Learning Area. We have 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 Rural 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

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 'Writing in the Middle Years' strategy throughout the school with a specific focus on improving writing across the years, this has been a great success. This year we have implemented Sound Waves a program based on phonological awareness to improve spelling results. We 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 came together for an Indigenous cultural day and an Indonesian Cultural day where students presented their learning. 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 Bunning's sustainability program, STEM GCoPS project, beautification program of the school grounds, Public Speaking, Gymnastics, the GCoPS concert, Swim School, Questacon and Arboretum excursion, Carnivals, Harmony day, Pirate day and Strings and Percussion lessons with the Goulburn Conservatorium of Music.

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 staff developed Professional Learning Plans. We continued to undertake teacher professional learning this year 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. Writing in the Middle Years was a perfect example of this, this year, and was embedded into classrooms across the network. Teaching at Breadalbane Public School this year really focused on implementing Sound Waves and tracking student progress as well as researching best practice and findings in Mathematics teaching strategies. The next step for Breadalbane Public School is in researching, implementing and embedding PBL and visible learning as an overarching framework.

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 new school plan through consultation from the community and staff collaboration. We worked consistently on developing the understanding and involvement of all stake holders to develop the vision and plan for the school. A significant focus was placed on continuing to develop 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 are committed to the development of school processes and goals and are driven to continuously push the envelope to improve school practices. Another focus this year for leading and school planning was the introduction of the new finance systems and the training undertaken by staff in strategic financial planning and budgeting, to align processes with new systems.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 writing and spelling for our students, this resulted in the implementation of Sound Waves and staff undertaking professional learning with the 'Writing in the Middle Years' program. This was then implemented in the classroom and enhanced literature writing in the school. This year another focus was to implement consistent and continuous assessment and planning in Mathematics, learning and support teacher funding was utilised to develop an assessment schedule, assess students and plan learning tasks based on individuals assessment results using SENA. This resulted in more targeted approach to teaching and learning in Mathematics and intensive tracking of students along the learning continuum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students improving at expected rates of growth as measured against Literacy and Numeracy outcomes on the Literacy and Numeracy Continuums	\$6557.00 N/A	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 'Writing in the Middle Years' program resulted in students improving writing and all students improving their chronological writing age and spelling accuracy at or above expected growth rates.
The school community is committed to the school's strategic directions and practices to achieve educational priorities.	N/A	Parents were continually informed of student learning through the use of Class Dojo and parent/teacher discussions.
Increase the percentage of students in the top two NAPLAN bands by 8% by 2019.	N/A	According to NAPLAN data 100% of students in 2017 achieved greater than or equal to expected growth from year 3 to year 5 in writing.

Next Steps

- Consult with community to continue to engage them in the process of creating the new School Plan.
- Align School Plan with TREC network to support student learning and teacher development.
- Implement iMaths to support student learning in practical learning of Mathematical concepts.
- Update and use data wall and Plan to track student learning.
- Continue to individualise student learning through goal setting and tracker books.

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 annual fund raising for community bike rides, celebration days and general P&C meetings and activities. All stake holders also continued to work together in organising and preparing meetings to begin planning and preparation for our schools 150th celebration in 2018. This year parents became involved in the classroom with parents helping with reading to students, parents continued to share in their child's day through class dojo. We had a big turn over of new families and new members of our P&C this year with all new members being very active in participation in school events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	N/A	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. The community play group continued to run through Schools as Community funding.
Students are able to articulate behavioural expectations, reward systems and process of consequences	\$420	Initial teacher training for PBL was completed with a PBL consultant.
Increased student engagement and independence	N/A	Daily 5 program continued to run and be developed in the classroom. Individual learning goals were established and students continued to track their learning across the literacy and numeracy continuums. Students participated in a variety of programs aimed at increasing engagement these included; TREC sharing units and days, the Indigenous Education program day, Ukuleles, Gymnastics and Tennis.

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 through the introduction of HOW2Learn next year

- 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	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$844 (Online programs) \$308 \$422	Invested in additional classroom programs to support teaching and learning– <ul style="list-style-type: none"> • Sound waves (\$108.00) • Mathletics (\$379.00) • Reading Eggs (\$249.00) • iMaths (\$108.00) New take home readers. iMaths student and teacher books
Socio–economic background	\$6557	Learning Support Teacher extra half day per week– 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.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	4	3	5	1
Girls	10	9	5	6

Student attendance profile

School				
Year	2014	2015	2016	2017
K		98.9	100	96.1
1	97.8		96.8	
2	100	96.7		100
3	95.9	97.8	96.2	
4	98.4	97.6	97.8	95.8
5	97.8	94.5	95.7	95.7
6	98.9	94.5	92.8	98.9
All Years	97.4	96.8	95.5	97.3
State DoE				
Year	2014	2015	2016	2017
K		94.4	94.4	94.4
1	94.7		93.9	
2	94.9	94		94
3	95	94.1	94.2	
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.13
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.68
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
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 Writing in the Middle Years and Visible Learning. This year all staff completed their Professional Learning Plans and we had a staff member begin their maintenance of accreditation report.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	33,320
Global funds	30,072
Tied funds	6,133
School & community sources	1,430
Interest	261
Trust receipts	1,593
Canteen	0
Total Receipts	39,489
Payments	
Teaching & learning	
Key Learning Areas	3,154
Excursions	277
Extracurricular dissections	1,333
Library	775
Training & Development	867
Tied Funds Payments	2,424
Short Term Relief	1,142
Administration & Office	6,388
Canteen Payments	0
Utilities	2,212
Maintenance	1,471
Trust Payments	1,593
Capital Programs	0
Total Payments	21,637
Balance carried forward	51,173

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	83,398
Appropriation	81,169
Sale of Goods and Services	0
Grants and Contributions	2,093
Gain and Loss	0
Other Revenue	0
Investment Income	136
Expenses	-43,460
Recurrent Expenses	-43,460
Employee Related	-19,284
Operating Expenses	-24,175
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	39,938
Balance Carried Forward	39,938

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	247,813
Base Per Capita	1,528
Base Location	1,591
Other Base	244,694
Equity Total	18,046
Equity Aboriginal	0
Equity Socio economic	6,557
Equity Language	0
Equity Disability	11,489
Targeted Total	0
Other Total	718
Grand Total	266,577

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 2017 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 feel a great sense of school pride and value this.
- Parents would like to see more ongoing written feedback on their child's learning.
- Parents would like to see day to day connections with learning and our natural local environment.
- Parents value the interschool relationships and learning opportunities our school has across the GCoPS and TREC networks.
- Parents would like a shade over the playground play equipment.
- Parents would like to see a continued focus on reading and writing.

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.