

Breadalbane Public School

Annual Report



2018



1345

Introduction

The Annual Report for **2018** 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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Principal and Relieving Principal

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School background

School vision statement

Breadalbane Public School— A small school with big opportunities. Breadalbane Public School is committed to catering to the diverse needs of every student. Breadalbane Public School prides itself on providing the best of both worlds, with intensive individualised learning that our small school nurtures collaborative social and extra curricula learning opportunities and vast educational experiences within our schools learning networks.

School context

Breadalbane Public School is a small, rural school situated 25kms south of Goulburn with current enrolment of 8 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 and Goulburn Community of Public Schools. 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 'HOW2Learn' program throughout the school with a specific focus on developing life long learning habits, 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 during our collaborative Learning Units and combined school camp this year. 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, the GCOPS concert, TREC spelling bee and STEM day, TEN sessions combined with Collector Public School and writing lessons with a literacy consultant. We continued music lessons with the Goulburn Regional 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 teaching staff further developed their Professional Learning Plans. This year we have further developed our collaborative professional learning practices with the TREC network, this was evident through Mrs McLean (Breadalbane PS) leading the HOW2Learning training for our TREC network this year. The continued process of pooling resources and expertise from our learning network has continued to develop and embed a community culture for learning and professional excellence. A focus for professional learning was HOW2Learn. Other professional learning this year included; Learning Progressions, TEN, writing, Positive Behaviour for Learning(PBL). Our training in Quality Teaching Rounds this year has enabled us to implement professional reflective practices for our current teaching and learning programs. This year we utilised our QTSS funds to focus on increasing outcomes for students and embedding Indigenous perspective into our curriculum and NADOC celebrations.

In the domain of 'Leading' our school community rating was one of 'Sustaining and Growing' as we continued to develop our school systems and procedures to meet the evolving needs of our school community. Our leadership focus for 2019 was the engagement of our Local Community through the lead up, fundraising for and hosting of our 150th Sesquicentennial. The school collaborated with our local community to plan and deliver a day which was beneficial for both the school and the local community. TREC school principals continued to deliver Professional Development across

TREC school staff that supported quality teaching practices and encouraged all staff to improve their performance. Collaborative planning and delivery of quality teaching and learning units across History, Geography and Science was a key focus for our TREC group this year.

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 with intent to provide targeted, individualised teaching to move students along the learning progressions.

Overall summary of progress

This year our main goal for Strategic Direction 1 was to begin to implement and imbed the skills of HOW2Learn across the TREC network of schools. Breadalbane Public School completed the HOW2Learn Training Professional Development and teachers across the TREC network then completed Phase 1 Training over the 2018 school year. Students at Breadalbane Public School began to establish the skills of life long learners through the implementation of the HOW2Learn program in the school. Student surveys and teacher observations indicated an Increase in Growth Mindset across the school, with students becoming more intrinsically motivated to achieve excellence. Teaching staff at Breadalbane Public School completed one day training in TEN (Targeting Early Numeracy) on Staff Development Day Term 1. Students and teachers from Breadalbane Public School visited Collector Public School on a regular basis over Semester one to participate in ongoing TEN training and lessons. TEN was incorporated into the school planning and program and has become part of daily teaching and learning activities. SENA assessments showed growth for all students in the areas of number. Writing continued to be a focus with students and teachers from Breadalbane Public School attending Collector Public School across Semester Two to work with a Literacy Consultant on improving student independent creative writing skills. Teachers at Breadalbane Public School also participated in Training and Professional Development in Learning Progressions and PLAN 2 in preparation for tracking students in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students, including Aboriginal students, who achieve year appropriate level or higher and meet expected growth in Literacy and Numeracy.		All Year 3 and Year 5 students performed above the National Minimum standard in all areas of the 2018 NAPLAN test. Year 5 students displayed expected or above expected areas of growth in 80% of NAPLAN areas. Grammar and Punctuation will be a focus area for growth moving into 2019.
Increase the percentage of students in the top two NAPLAN bands by 8% by 2020.		Average percentage of students achieving in the Top 2 Bands for Reading and Numeracy increased from 0% in 2017 to 50% in 2018.

Next Steps

- Parent consultation to establish Individual Learning Plans for all students
- Individualise student learning through student, parent and teacher goal setting
- Collaborate as a TREC network to implement collaborative units of work, focus days and excursions
- Track students progress using Learning Progressions and PLAN 2
- Use Data from PLAN 2 to differentiate Teaching and Learning Activities for each child

Strategic Direction 2

Effective network to facilitate learning and wellbeing

Purpose

To successfully engage and collaborate with all stakeholders. In order to create interconnected learning, professional and community networks that support student learning and holistic wellbeing.

Overall summary of progress

A priority for 2018 was to optimise student learning and wellbeing by continuing to develop teaching and learning programs and extra curricular opportunities across the TREC network. Students across the school were given opportunities to work on collaborative units with students from other TREC schools. Google classrooms was utilised as a way for students to continue ongoing communication and planning for their shared unit culmination days. TREC schools came together on a number of occasions throughout the year such as the TREC Spelling Bee and STEM day, an overnight TREC group camp, World of Maths Day and Sports Carnivals. These shared experiences increased student exposure to extracurricular activities and allowed students the opportunity to socialise with students across a variety of schools and stages. Senior students developed leadership skills which they used in the day to day school context through participation in the Young Leaders and GRIP Leadership days. A focus for Breadalbane Public School in 2018 was the Training of Staff and the Initial implementation of PBL across the school. Breadalbane Public School Staff worked in Consultation with our school community and students to decide on the School Values of Respect, Responsibility and Initiative for Breadalbane Public School. All stakeholders worked together to plan and prepare for our 150th Celebrations held in October which was a successful day attended by past and present students, families and staff.

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.		All families, students and staff were consulted in the decision making process and establishment of the Breadalbane Public School Values. Staff, parent and student surveys indicate a positive attitude towards teaching, learning and well being activities within the TREC and Goulburn Communities of Schools with all stakeholders identifying a clear academic and social benefit for these networks.
Surveys indicate an increased level of student, staff and community, wellbeing, engagement and satisfaction		Parent surveys indicate that 100% of parents surveyed support the school values of Respect, Responsibility and Initiative. Parents indicated that their children felt safe, cared for and supported in their learning at Breadalbane Public School. Student surveys indicate an improvement in Growth Mindset, student engagement and the skills necessary to equip students to be life long learners. Students are more intrinsically motivated to improve their results and meet learning goals.

Next Steps

- Professional Learning across TREC network in effective use of Robotics and Technology and HOW2Learn
- TREC network schools will collaborate each term to plan and implement a collaborative unit, KLA focus day or excursion
- Focus and Extension days to extend and cater for interested students such as debating, spelling bees, robotics days
- Goulburn Community of Public Schools PSSA and Education Week activities
- GRIP leadership and PBL

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$1720	Evidence indicates that students requiring additional support have made significant progress and met individual learning goals and targets. Data also indicates that teachers are assessing frequently and that student needs are driving whole school planning and programming.
Quality Teaching, Successful Students (QTSS)	\$1562	The TREC network continues to be a strong and essential asset in developing our staff and students. Students indicate an increased engagement, increased motivation and challenge when working with students across our learning network in our collaborative units of learning. Communication and social skills have increased through this practice.
Socio-economic background	\$1451	Community, student and staff surveys indicated the need for a holistic approach to wellbeing and teaching Positive Behaviour for Learning. Evaluative processes indicated that students social and emotional wellbeing were enhanced through the programs (swim school, PBL, Young Leaders Day and GRIP and Soundwaves) delivered this year.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	3	5	1	1
Girls	9	5	6	5

Student attendance profile

School				
Year	2015	2016	2017	2018
K	98.9	100	96.1	85.2
1		96.8		92.7
2	96.7		100	
3	97.8	96.2		93.7
4	97.6	97.8	95.8	95.3
5	94.5	95.7	95.7	95.4
6	94.5	92.8	98.9	93.7
All Years	96.8	95.5	97.3	92.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1		93.9		93.4
2	94		94	
3	94.1	94.2		93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.3

Management of non-attendance

Breadalbane Public School uses "EBS ontrack Student Management" to record daily student attendance. Our Home School Liaison Officer can monitor attendance off site. All absences must be explained within 7 days or they are recorded as "unjustified". If a large number of unexplained absences occurs the Home School Liaison Officer becomes involved.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.68

*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	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 HOW2Learn. Teaching Staff at Breadalbane Public School and across the TREC network completed Phase 1, Modules 1–6 of HOW2Learn training, with the focus of changing the school culture to promote and encourage students who are life long learners. HOW2Learn will continue to be a Professional Development Focus in 2019. Learning Progressions and the use of PLAN 2 were areas of focus for Professional Learning, with a number of Sub Elements from Reading and Viewing and Number Sense and Algebra Elements to be used to track students in 2019. Positive Behaviour for Learning, TEN and Quality Teaching Rounds were also areas of Professional Learning in 2018. All teachers at Breadalbane Public School are in the Maintenance Phase of the Accreditation Cycle.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	39,938
Revenue	319,024
Appropriation	306,978
Sale of Goods and Services	18
Grants and Contributions	11,515
Gain and Loss	0
Other Revenue	0
Investment Income	512
Expenses	-324,748
Recurrent Expenses	-324,748
Employee Related	-291,357
Operating Expenses	-33,391
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-5,724
Balance Carried Forward	34,214

School Executive and Administrations Staff meet regularly to discuss current budget and expenditure. Finance and Expenditure of Equity Funds is discussed regularly at P&C Meetings. In 2018 –2019 Breadalbane Public School will contribute \$10000 (\$5000 from school funds, \$5000 being donated by Breadalbane Public School P&C) to the Building of a New School COLA.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	265,807
Base Per Capita	1,354
Base Location	1,432
Other Base	263,021
Equity Total	13,583
Equity Aboriginal	0
Equity Socio economic	1,451
Equity Language	0
Equity Disability	12,132
Targeted Total	0
Other Total	1,569
Grand Total	280,958

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to the small cohort size, it is inappropriate to comment on student performance.

Due to the small cohort size, it is inappropriate to comment on student performance.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

At Breadalbane Public School all Year 3 and Year 5 students performed above the National Minimum standard in all areas of the 2018 NAPLAN test. Year 5 students displayed expected or above expected areas of growth in 80% of NAPLAN areas. The average percentage of students achieving in the Top 2 Bands for Reading and Numeracy increased from 0% in 2017 to 50% in 2018.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In response to Self Evaluation Surveys, 100 percent of parents who responded indicated that:

* They share the schools values of "Respect / Responsibility / Initiative"

* They value the work and dedication of the staff at Breadalbane Public School

* Their children feel safe, cared for and supported in their learning at Breadalbane Public School

* Their contributions are valued by the school community

When asked to respond to their likeliness to recommend or promote Breadalbane Public School to others, all parents reflected on the benefits of their children attending a small school and the ability for the school to nurture students on a one to one, or more personal basis.

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. In Term 2 Breadalbane Public School focussed specifically on Indigenous authors and artists – culminating in our School Reconciliation Week Assembly. In Term 3, TREC schools came together to spend a day acknowledging and celebrating Naidoc Week. The day was held at Breadalbane Public School and hi-lighted the 2018 Naidoc theme "Because of Her, We Can." In 2018 the Goulburn AECG was established, with staff from Breadalbane Public School attending regular AECG meetings. .

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.