

Breadalbane Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increase the percentage of students, including Aboriginal students, who achieve year appropriate level or higher and meet expected growth in Literacy and Numeracy.

Increase the percentage of students in the top two NAPLAN bands by 8% by 2020.

Progress towards achieving improvement measures

Process 1: Innovative teaching and learning –

Implement innovative teaching and learning programs to develop the knowledge, understanding and skills of all students.

Evaluation	Funds Expended (Resources)
Growth Mindset surveys indicate that students have further developed their understanding of Growth Mindset and are applying their knowledge to classroom learning and when approaching new concepts. Students can self reflect and can express their level of understanding through where they place themselves within the Learning Pit. Students have demonstrated anticipated growth and understanding of technology. They have formed solid skills in and use of coding through platforms such as Grok learning, Lightbot, Bits and Bricks and Beebots, with students learning differentiated to cater for individual movement along the their learning journey. Staff have further developed their technology skills and understanding with shared collaborative learning afternoons focusing on the sharing of Coding, Robotics and Technology skills with other schools in the Tablelands Rural Education Community; this has enabled staff to facilitate a greater range of technology based learning within the classroom. Community members have gained a greater understanding of Technology used within the school through our Technology Showcase.	\$250 – Professional Development \$366.75 – Resources and Furniture (Operational Funding)

Process 2: Individual learning needs–

Individualise learning experiences to develop independence and engagement.

Increase exposure to and understanding of Aboriginal culture through an integrated perspective throughout the curriculum.

Utilise formative assessment data to monitor achievement and gaps in student learning to inform teaching and learning programs that target individual needs.

Evaluation	Funds Expended (Resources)
Learning Intentions have been successfully used during mathematics sessions in Semester 2. Students can use Learning Intentions, pre assessment results and student–teacher conferencing to identify and articulate individual learning goals and needs. Quality writing samples have been used to provide students with success criteria for their writing. All students K–6 are able to identify and articulate appropriate individual learning goals.	\$192.56 – Individual Learning Needs resources (Operational Funding) \$560 – Swim School (Operational Funding) Total – \$752.56 (Operational Funding)

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.

Improvement Measures

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.

Surveys indicate an increased level of student, staff and community, wellbeing, engagement and satisfaction

Progress towards achieving improvement measures

Process 1: A Planned approach to learning and wellbeing–

Students participate in collaborative learning programs, integrated units and experiences across the learning networks including TREC and other learning communities.

Student resilience and wellbeing is supported through school programs such as Positive Behaviour for Learning and How 2 Learn.

Involvement of students in a variety of peer networking, leadership and transitional activities K–6 to support social relationships beyond our school.

Evaluation	Funds Expended (Resources)
Surveys indicate that students, staff and parent members can identify the benefits of and support the involvement of Breadalbane Public Schools in the TREC network. Student engagement in collaborative learning opportunities with TREC has enriched learning outcomes for all students. Student and staff wellbeing has been enhanced through the broadening of social networks and relationships. Whole-school resilience and wellbeing processes indicate PBL and How2Learn are embedded in whole school procedures.	PBL – \$177.26 (Operational Funding), \$1000 (Professional Development) TREC Activities – \$822.68 (Operational Funding) Camp – \$283 (Operational Funding) Wellbeing Programs – \$435.49 (Operational Funding) GCOPS – \$250 (Operational Funding) Berry St PD – \$2400 (Professional Development) Total Operational Funding – \$1986.43 Total Professional Development – \$3400

Process 2: Continuous improvement–

Integrated staff meetings and professional learning across the networks are used to support the embedding of explicit leadership, quality teaching and learning and community practices.

Collaborative STEM programs

Develop relationships and networks with parents, school community and the local Indigenous community through participating in and engaging with the newly established AECG in Goulburn.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Surveys indicate that all stakeholders identify and appreciate the benefits of the TREC network. Students benefit from and enjoy the opportunity to collaborate and socialise with students from other schools of which we did regularly throughout 2019. Students and parents express appreciation for the opportunities which are made available to them through Breadalbane Public school being a part of the TREC network and our involvement in the GCOPS such as the GCOPS concert.. Staff surveys indicate that the TREC network provides positive opportunities for staff to build capacity, collaborate with teachers outside their own school and access further Professional Development with a wide range of colleagues. All stakeholders share responsibility for student, staff and community involvement in other networks and can clearly identify the wellbeing benefits of involvement.

\$1125 – Professional Development

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$12711 \$10672 – Staffing LaST (0.1FTE) \$2039 – Flexible Funding	<p>\$10672 – Staffing LaST 1/2 day per week. LaST focus for Semester 1 on implementing intensive reading program and multilit. LaST focus for Semester 2 assisting with Kindergarten Reading and Writing sessions while continuing Multi– Lit Program, conducting end of year one on one summative assessments in mathematics and literacy.</p> <p>\$2039 – Additional day per week SLSO support (Term 2) to assist in implementing intensive Reading Program and multilit for students experiencing difficulties in reading and support one on one Learning opportunities for Kindergarten students. Internal data and formative assessment indicates that Intensive reading program resulted in above average growth for those students involved. Results indicate that students involved in the program are now reading and comprehending at a grade appropriate Reading level.</p>
Quality Teaching, Successful Students (QTSS)	\$1067	<p>The QTSS funding was used to up–skill staff and provide time to implement the use of the Learning Progressions and entering Data into PLAN2. This was an area of focus for 2019. Kindergarten students were a focus for 2019 with ongoing assessment and tracking in the areas of Quantifying Numbers and Phonological Awareness. The Learning Progressions have been used as a tool to assist staff in differentiating for individual students and targeting individual needs. It has resulted in staff and students being able to identify specific, individual learning needs and goals.</p>
Socio–economic background	\$299	<p>Online Subscriptions (\$299 Socio – Economic Background added with \$305.56 Operational Funding)</p> <ul style="list-style-type: none"> – Mathletics \$342.10 – Reading Eggs \$262.46 <p>Online subscriptions for Reading and Mathematics were purchased to assist with the reinforcement of concepts being taught in the classroom . Students progression is individually paced. Students have accessed their Reading Eggs and Mathletics accounts at home as an optional homework activity to follow on from class learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	5	1	1	5
Girls	5	6	5	5

Student attendance profile

School				
Year	2016	2017	2018	2019
K	100	96.1	85.2	92
1	96.8		92.7	
2		100		97.6
3	96.2		93.7	
4	97.8	95.8	95.3	92.7
5	95.7	95.7	95.4	
6	92.8	98.9	93.7	96.9
All Years	95.5	97.3	92.6	94.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9		93.4	
2		94		93
3	94.2		93.6	
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.3	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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	1.08

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	34,214
Revenue	347,738
Appropriation	340,642
Grants and contributions	6,746
Investment income	350
Expenses	-325,163
Employee related	-292,785
Operating expenses	-32,378
Surplus / deficit for the year	22,575

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	13,009
Equity - Aboriginal	0
Equity - Socio-economic	299
Equity - Language	0
Equity - Disability	12,711
Base Total	288,632
Base - Per Capita	1,408
Base - Location	1,289
Base - Other	285,936
Other Total	33,396
Grand Total	335,038

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its community.

This year our school sought feedback through a connecting at home and at school parent survey and end of year parent and students satisfaction surveys.

The findings from the connecting at home and at school parent survey include;

- Breadalbane Public School celebrates the achievements of its student: 9.5/10
- I feel that there are a number of ways that I can communicate with my child's teacher: 8.5/10
- Breadalbane Public School shares information with parents and the community through a variety of platforms: 7.5/10
- My child is given opportunities to participate in a variety of activities in various settings: 8.3/10
- Staff at Breadalbane Public School share information about what students are learning on an ongoing basis: 7.8/10

- Staff at Breadalbane Public School know my child well and identify and communicate their learning needs: 8.5/10
- I feel welcome to participate in school activities and meet other students and families: 9.5/10

This indicates that parents feel welcome to participate and that satisfaction around celebrating student achievement is high. Improvement around communication delivery is an area for improvement.

The parent satisfaction survey asked parents 21 Likert scale questions about a range of opinions about Breadalbane Public School.

100% of respondents either Strongly Agreed or Agreed to the positive that Breadalbane PS provides a supportive well resourced, environment where students are known, valued and cared for and that the school and it's staff are approachable, set high expectations for students and provide a variety of valuable learning experiences in different settings. 25% of the responses indicated that when asked whether the students were the school's main priority and whether it had a friendly atmosphere, that work in this area could be of focus into the future..

Students were surveyed on 10 aspects their experiences and satisfaction at school and indicated either a happy face, positive (+ive) neutral face (~) or sad face, negative (-ive) to each aspect.

The aspects are ranked below from most to least positive.

+ive 88% ~ 12% -ive 0% My school is well resourced.

+ive 75% ~ 19% -ive 6% My teacher helps me if I need help with my work. AND My teacher helps me by telling me how I can improve my learning and work.

+ive 63% ~ 37% -ive 0% I feel confident asking my teacher for help.

+ive 50% ~ 50% -ive 0% I get along well with my classmates. AND My teacher encourages me to do my best.

+ive 50% ~ 38% -ive 12% I feel safe at school.

+ive 50% ~ 25% -ive 25% I get opportunities to participate in extracurricular activities at my school.

+ive 38% ~ 50% -ive 12% I get along well with my teachers.

+ive 25% ~ 37.5% -ive 37.5% I enjoy going to school.

Future development of wellbeing programs will aim to improve students' overall engagement at Breadalbane Public School. This area of focus will include embedding the effective use of technology to support learning and flexible learning spaces to enhance student satisfaction and create a more welcoming and inclusive learning environment. Individualised learning, goal setting, PBL and Growth Mindset learning will continue as primary focuses at BPS into 2020..

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.