

2020 Annual Report

Breadalbane Public School



1345

Introduction

The Annual Report for 2020 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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School vision

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. 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.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
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 in the top two NAPLAN bands by 8% by 2020.

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

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)
Breadalbane staff worked collaboratively to deliver comprehensive learning opportunities to students during the COVID quarantine period. All students were provided access to learning through work packs with online support, monitoring of learning at home, feedback and continual adjustment for individual needs. Professional Learning in technology was an area of growth in capacity with new iPads and online platforms utilised to bolster student engagement and learning. Outdoor and environmental education and science were areas where much growth in infrastructure and capacity was developed and the Kitchen Garden is a valuable program ongoing. Breadalbane Public School is partnered with Rye Park and Dalton Small Schools and a number of special days and excursions were able to be held towards the end of the year. The professional learning community will be expanded next year with weekly shared learning days at Dalton Public School. This will see students and staff collaborating and pooling ideas, professional learning and resources to deliver a dynamic education to its students ongoing from 2021 as the Strategic Improvement Plan is implemented.	\$2800

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)
The individual learning needs of Breadalbane's students have been optimised through online platform which allow for guided, self paced learning. In all learning the progress of students was mapped to the literacy and numeracy learning progressions and gaps in learning addressed. Learning Support allocation of one day per fortnight was bolstered by employing a learning support teacher to make up for a day per week. This allowed for a more comprehensive understanding of student growth. This understanding fed directly into the development of the school's situational analysis and will be used to develop the Strategic Improvement Plan 2021-2024.	Casual Days Principal Release Additional Learning Support

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)
<p>The ability to follow and use existing TREC scope and sequences was not developed enough collaboratively to cater for the learning continuum of the multi stage classroom. Learning programs, an updated assessment schedule and units of work were revised and adapted by Breadalbane teaching staff. The COVID period limited the ability for partner schools and Breadalbane school to collaborate on planning improvement. Future growth in capacity is sought through the collaboration with 2020 establishment of the Dalton and Rye Park professional learning community and its shared learning days. Activity with the PLC was restricted but meetings during shared learning days in 2021 will bring about targeted improvement in all elements of the School Excellence Framework.</p> <p>The Dalton, Rye Park and Breadalbane PLC were able to collaboratively develop wellbeing lessons around the International Baccalaureate Learner Profile, emotional literacy student check in and data and evaluation and improvement through tailored support with the Director for Educational Leadership around the wellbeing framework. This will was used to develop the school's situational analysis and will feed into the 2021 creation of the Strategic Improvement Plan and its four year cycle.</p>	<p>3500</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

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)

Progress towards achieving improvement measures

There was increased difficulty and ability for the Tablelands Rural Educational Community to function as it has in previous years due to restrictions during the COVID quarantining period and the ensuing restrictions on gatherings. The group kept limited contact through online meeting platforms. With no sports carnivals, excursions or curriculum days allowed the community had limited scope in 2020. The newly established professional learning community with Dalton and Rye Park public schools and the planned weekly shared learning days were unable to take place however toward the end of the year some excursions and special days were able to be undertaken and students were able to connect in readiness for weekly shared learning days in 2021. The collaboration will pool its resources to deliver in house professional learning, instructional leadership, COVID funding allocation to literacy consultancy and small group intensive learning. Contact has been established with the Goulburn Aboriginal Education Consultative Group (AECG) and associate membership will be sought in 2021. Aboriginal perspectives were embedded throughout the curriculum.

500

Funding Sources:

- (\$0.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$414 Funding Sources: • Socio-economic background (\$414.00)	As allowed towards the end of the year we had an inflatable sports day, excursion with Tirranna PS to Taralga Wildlife Park and Canberra excursion with partner schools. These enriched and enhanced learning programs and addressed equity for geographic isolation.
Quality Teaching, Successful Students (QTSS)	\$1866 Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$1 866.00)	PBL enhanced the students engagement in being successful school citizens. New processes and programs around behaviour and wellbeing were supported through QTSS funding.
Socio-economic background	\$13185 Funding Sources: • Low level adjustment for disability (\$13 185.00)	Additional funding for Breadalbane's learning support program employed an learning support teacher from a day per fortnight up to a day per week which allowed for a more comprehensive understanding of student growth and formative and summative assessment could be developed further increasing capacity.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	1	1	5	5
Girls	6	5	5	1

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	85.2	92	
1		92.7		94.1
2	100		97.6	
3		93.7		98.7
4	95.8	95.3	92.7	
5	95.7	95.4		
6	98.9	93.7	96.9	
All Years	97.3	92.6	94.2	95.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	
1		93.4		91.7
2	94		93	
3		93.6		92.1
4	93.9	93.4	92.9	
5	93.8	93.2		
6	93.3	92.5	92.1	
All Years	93.9	93.3	92.8	91.9

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	56,790
Revenue	352,017
Appropriation	350,671
Grants and contributions	1,236
Investment income	110
Expenses	-308,711
Employee related	-278,170
Operating expenses	-30,541
Surplus / deficit for the year	43,306
Closing Balance	100,096

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	13,599
Equity - Aboriginal	0
Equity - Socio-economic	414
Equity - Language	0
Equity - Disability	13,185
Base Total	298,810
Base - Per Capita	2,405
Base - Location	1,165
Base - Other	295,240
Other Total	37,754
Grand Total	350,163

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

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

This year our school designed a new survey that aligned with aspects of the Tell Them From Me (TTFM) survey. This way of measuring school performance was sought because Breadalbane Public School was unable to participate in the survey due to both its size, (below ten eligible students), the young age of its students (below Year 4) and the inability for it to harvest data pertinent to its unique context. The literacy deficit that Breadalbane's young students faced in completing the survey was mitigated by all students having questions centrally displayed, read out and interpreted for them, with all students completing each question concurrently and in anonymity in a separate space on laptops.

Questions for the student and parent surveys were designed to cover the most important aspects of the TTFM survey and all students and parents completed one.

Nearly all questions asked for a response that rated the aspect on a scale of 1 to 10. The responses were averaged to obtain the percentages below. Questions are ranked from lowest to highest percentage to help establish areas of greatest need.

Student Survey

Q How often do you ask for help? 50%

Q How comfortable are you in telling friends how you feel? 50%

Q How much do you get involved in talking and answering questions during lessons? 52%

Q How well does your teacher tell about how you have done and show you ways to improve? 54%

Q How proud of your school are you? 58%

Q How much does your teacher care about you? 62%

Q How well does your teacher tell you about what is expected before you do your work? 64%

Q How much do you feel like you belong at Breadalbane Public School? 68%

Q How much do you like learning? 72%

Q How much does your teacher encourage you to do well at school? 72%

Q How well do you know the reasons why you learn things at school? 72%

Q How well do you get along with your classmates at school? 76%

Q How hard does your teacher expect you to work? 76%

Q How much does your teacher talk to you about how you are doing at school? 76%

Q How much does your teacher expect you to do your best in learning? 78%

Q How much do you enjoy coming to school? 80%

Q How much does your teacher listen to what you have to say? 82%

Q How much do you feel as though you have friends you can trust at school? 84%

Q How interested is your teacher in what you do at school? 84%

Q How well does your teacher explain things that are hard to understand? 88%

Q How important, useful and meaningful are the things you learn at school? 90%

Statement: There is someone I can go to at school if I feel bad or unsafe. (Leikert scale)

Agree A Lot 40%, Agree 20%, Neither Agree or Disagree 40%, Disagree 0%, Disagree a lot 0%

Statement: There is someone I can go to at school if I have a problem. (Leikert scale)

Agree A Lot 20%, Agree 80%, Neither Agree or Disagree 0%, Disagree 0%, Disagree a lot 0%

Implications - Areas of greatest need indicate that the students feel less willing or comfortable to ask for assistance. There may be an issue with mutual trust among students with Peer Support and wellbeing programs as possible improvement measures for development. Another area of possible concern is a need for improvement in explicit feedback and a boosting of student understanding of where to next for their incremental development. Questions that addressed the teaching staff's performance at the school are mixed from some of the lowest performing indicators to some of the highest. Students are quite satisfied with the way teachers explain difficult concepts and they feel as though they have strong friendships at school. There is high student importance placed on the meaningful nature of learning at school.

Parent Survey

Q How well informed are you about school activities? 68%

Q How well informed are you about your child's behavioural, social and emotional development? 74%

Q How easy is it to understand how your child is performing at school based on the written report? 84%

Q How effective do you find the current modes of home/school communication to be. These currently include face to face, Class Dojo, You Tube, text, newsletter, phone and reports? 84%

Q To what extent does the school support positive behaviour from your child? 84%

Q How easy and convenient was it to support your child's learning at home during the quarantine given the resources and planning that the school provided? 84%

Q How well informed are you about your child's academic progress? 86%

Q To what extent do you believe the teacher has high expectations for your child to succeed? 88%

Q How likely are you to respond to requests for your input into future school planning including the development of the Strategic Improvement Plan for Breadalbane Public School's future from 2021-2024? 88%

Q How confident are you that the school is a safe place and that the teacher deals with behavioural issues for your child to feel safe? 90%

Q How inclusive is the school at catering for your child's individual academic and social needs? 90%

Q How much do you feel the **social** learning your child engages in presently at school impacts upon the person they will become? 90%

Q How well does the teacher take into account your child's needs, interests and abilities? 92%

Q How easy is it to speak to your child's teacher? 94%

Q How much do you feel the **academic** learning your child engages in presently at school impacts upon the person they will become? 96%

Q How likely would you be to recommend Breadalbane Public School to other parents? 96%

Implications - Parents are quite satisfied with home school communication, however, the lowest indicator suggests that parents were least satisfied with how well informed they were with school activities. This may be addressed through greater diversification of pictures and information in the newsletter to include core learning apart from special events and the inclusion of student voice in newsletter text. Parent teacher meetings and less formal conversations may uncover the nature of the communication they feel could be most improved. More comprehensive information around students' behavioural, social and emotional development is another key area for improvement. Their understanding of academic growth was higher. Parents feel strongly that Breadalbane Public School is a school they would recommend to other parents and place high importance on the academic learning undertaken at the school for their children's future.

Teacher Survey

Breadalbane Public School has two, on class teaching staff, one of whom is the acting principal. As both staff members are on site together for two days per week it is possible for the team to engage in frequent, professional conversations as

to the performance and evaluation of staff, school systems and student performance. Indeed it is one of the advantages of the small school to be able to have such a strong knowledge of its students, parents, non teaching staff and teaching staff.

This year as the COVID-19 threat continues to abate we have been able to put into practice our plans to engage each Wednesday in shared learning days at Dalton Public school along with Dalton and Rye Park Schools. This Micro Schools Network (MSN) allows for focussed school improvement and the three schools combine their professional expertise and assess staff and student performance collaboratively. MSN performs the role of a larger school's Learning Support Team. By pooling its resources MSN meets the challenge of isolation and rural disadvantage. A future focus is to develop a survey of staff for both the school and MSN-network levels.

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.