

2023 Annual Report

Breadalbane Public School



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Introduction

The Annual Report for 2023 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 Strategic Improvement 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

At Breadalbane Public School all students are known, valued and cared for in a culture of high expectations. We empower all students to become confident, resilient, responsible and successful learners through collaborative partnerships.

School context

Breadalbane Public School is a small rural school situated 25 km from Goulburn with an enrolment of eight students. The school has a close working relationship with its students, families and the immediate community. At Breadalbane Public School students have access to a wide range of learning opportunities regardless of their geographical isolation. Alliances with other small schools across the Yass and TREC Networks ensure strong social connections for staff and students. Breadalbane Public School is an environment where students are challenged to learn and continually improve in a respectful, inclusive environment.

The high level areas for improvement for our school are student growth and attainment, wellbeing and educational leadership. These priorities have been identified through a rigorous, consultative situational analysis.

The Strategic Improvement Plan will be implemented through a range of equity funding including socio-economic background, low level adjustment for disability, school support allocation, literacy and numeracy, and Quality Teaching Successful Students.

Breadalbane Public School is a part of the Micro-Schools Network (MSN) encompassing Dalton PS, Rye Park PS and Breadalbane PS as a professional learning community and collaborative leadership team. This enhances student, staff and community wellbeing as well as building capacity for quality teaching and leadership.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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: Student growth and attainment

Purpose

To build strong literacy and numeracy foundations that underpin academic success so that all students are able to maximise their current and future learning outcomes in order to broaden their life opportunity.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data skills and use
- Effective classroom practice

Resources allocated to this strategic direction

Location

Low level adjustment for disability

AP Curriculum & Instruction

New Arrivals Program

QTSS release

Summary of progress

Data Skills and Use

Breadalbane Public School has utilised the RAG program, DCO and APC&I for the enhancement of student achievement and learning growth. Platforms have enhanced programming efficiency and the measurement and tracking of student growth.

Work on the Leading Secondary Numeracy (LSN) professional learning has provided the principal and then teaching staff with a thorough understanding of Scout data, Check in Assessment and NAPLAN results to determine next steps in individual learning.

The APC&I collected phonics data and instituted a shared working space to register student growth and competency. The APC&I attended termly Curriculum Reform Community meetings and shared key information with staff. The school has assessed students in numeracy using Essential Assessment and Check In Assessment.

The New Arrivals Program (NAP) funding supported individualised programs and close tracking of emergent literacy and numeracy skills for accelerated student growth.

Effective Classroom Practice

Surveys of staff following QTR Foundations training indicated a transformative effect, instilling teacher confidence to plan, deliver and evaluate increasingly dynamic lessons in a culture of shared responsibility and criterion based, collegial support. Teacher confidence to use Quality Teaching elements in ongoing teaching registered a 44% increase.

The content of Digital Classroom Officer (DCO) mentoring confirmed that Breadalbane Public School teachers were already embedding a good proportion of the digital technology applications in their practice. DCO facilitation was an effective initial consolidation and extension of existing knowledge with less familiar content being delivered as the year progressed.

Through demonstration and tailored support in tandem with the application of Quality Teaching elements, the APC&I improved teacher efficacy and ability to plan and deliver writing programs.

The Crookwell Academy of STEM Excellence program integrated literacy and numeracy learning in a highly relevant and engaging way and successive teacher and student surveys indicated a positive impact.

HIPL aligned staff development at Breadalbane Public School has improved teacher efficacy and practice translating to student success.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase % of students achieving expected growth in reading as evidenced by school based assessment data.	Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Increase % of students achieving expected growth in numeracy as evidenced by school based assessment data.	Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Wellbeing

Purpose

To ensure students gain the knowledge, skills, competencies and experiences necessary to succeed in life in ways that matter to them.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Planned Wellbeing Approach to Improve Attendance
- Social and Emotional Learning

Resources allocated to this strategic direction

Per capita

Socio-economic background

Summary of progress

Planned Wellbeing Approach to Improve Attendance

The Guided Attendance Workshops delivered strategies applied to increase student attendance. Tailored, individualised HPGE programs increased student engagement.

As part of the Breadalbane Public School's student voice, RAP and AECG/ACLO consultation the students created personal acknowledgement of country as a valued contribution to school assemblies and events demonstrating their connection to country.

GCOPS was measured a success for students and community connectedness.

The school is continually developing a partnership with the Aboriginal Education Strategic Delivery Officer to embed indigenous pedagogies and cultural practices which enhanced student voice sessions.

Breadalbane Public School has delivered a qualitatively rich and high frequency of extraordinary excursion and learning experiences to its students to harness their agency, boost motivation and promote enthusiasm for active school attendance.

Breadalbane Public School adapted the Student Re-engagement Program and surveyed stakeholders to investigate how individuals engaged in learning and school life. The principal took staff and parents through the drivers, lenses and enhanced a highly contextualised continuum of student engagement for later measures to boost engagement.

Social and Emotional Learning

Survey data showed in what ways the WeeDalBre STEM days facilitated by the Crookwell Academy of STEM Excellence throughout the year were effective in bringing together socially isolated students. Socialisation and a sense of belonging between schools was observed to be successful beyond that observed in previous years at MSN shared learning days.

Smooth transition to Kindergarten was promoted by a strong preschool transition program last year.

High School transition activities were supported through staffing and clear, persistent home/school communication. Individualised HPGE plans were carried for Year 6 transition students with positive engagement and enthusiasm from the students.

Breadalbane Public School's, Child Protection Education Program was delivered to empower students with the knowledge and skills necessary to recognise, prevent, and respond to various forms of abuse and exploitation. This reinforced the need for safe and supportive environments where children can thrive, fostering a sense of well-being and resilience.

Continued delivery of diverse social emotional learning occurred through the many rich opportunities aimed at boosting

students' social experience, engagement and aspirational efficacy for their future. These included a shearing excursion, 7x Goulburn Performing Arts Centre events, 4x Upper Lachlan Shire Council Library incursions, GRIP Leadership Day, 9x STEM Shared Learning Days, Harmony Day at Gunning Public School, Breadalbane ANZAC ceremony, Goulburn Community of Public Schools Performing Arts, Questacon Science, Breadalbane Community Reading program, Rocky Hill Theatre Company Performance, Didgeribone Aboriginal Performance-Gunning, Student reward day excursions, NAIDOC Children's Expo- Brungle, Australian Agricultural Centre's Wool Workshop, TREC Maths and Sport Shared Learning Day-Tarago, Arabin Cup Teeball Gala Day-Binalong and Astronomical Agriculture overnight excursion - Crookwell.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase the % of students attending school 90% of the time to a minimum of 60% (lower bound of the system negotiated target).	The measure was achieved.
Increase the % of students attending from 85% to of the time to show an upward trend towards the upper bound system negotiated target of 90%.	The measure was achieved.
To increase the % of students demonstrating positive wellbeing (sense of belonging, expectation for success and advocacy at school) to a minimum of 80%.	Success criteria achieved an aggregate measurement of 83%
The school will demonstrate the building descriptors in all dimensions of the Strengthening Family and Community Engagement Matrix.	Excursions, HPGE programs, Child Protection, STEM, Community sharing events and strengthened systems of community participation saw the school perform in the Building descriptors of all relevant indicators in the dimensions of the Strengthening Family and Community Engagement Matrix.

Strategic Direction 3: Educational leadership

Purpose

To embed a professional learning community between Breadalbane, Dalton and Rye Park schools to develop shared, whole school collaboration practices among students, teachers and administrative staff in a single culture of continuous improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Practice

Resources allocated to this strategic direction

Professional learning AP Curriculum & Instruction

Summary of progress

Breadalbane Public School teaching staff successfully engaged in QTR Foundations training and Quality Teaching Rounds.

The principal/Digital Classroom Officer (DCO) lead the delivery of professional learning to staff around new and evolving digital learning, resource creation and programming tools. The impact of the DCO/leadership role effected a 33% increase in the understanding and use of new platforms in and a 25% rise in new understandings of digital platforms with which staff were previously familiar.

The principal engaged in the professional learning, Leading Secondary Numeracy (LSN). The course highlighted areas for school improvement from the collation and study of internal data. SMART goals were developed to drive the improvement. Principal led Staff PL increased the capacity of teachers to effectively teach individualised and differentiation numeracy programs.

The APC&I has worked collaboratively alongside the principal in a number of identified areas this year utilising their skill strengths. Assessment and tracking of students has been a major area where leadership inquiry and collaborative improvement has occurred.

The principal lead professional learning to familiarise Breadalbane Public School staff with the High Impact Professional Learning (HIPL) framework. The school aligned professional learning to the HIPL framework across the five elements. How the school addresses and engages in professional learning across the five elements shows where the school can best turn its attention to improve practice. Breadalbane Public School is mostly performing in the Sustaining and Growing HIPL theme descriptors.

Breadalbane Public School staff used a case management approach for student learning support. Facilitation and promotion of involvement of all teaching staff in student case management processes increased understanding for the effective delivery of learning support.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The PLC will move from developing practice in the Key Practices for Instructional Collaboration Matrix.	Breadalbane Public School as an individual entity and as a members of the PLC have achieved movement from the Developing to the Accomplished descriptors in the six Key Practices of the Key Practices for Instructional Collaboration Matrix. In two practices the PLC is close to aligning with Expert practice descriptors.
The school (as a member of the PLC) will demonstrate emerging descriptors	Breadalbane Public School developed a professional learning plan that aligns with the school's strategic goals and the HIPL framework. The plan

in High Impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan.

emphasises sustained professional development opportunities for teachers to deepen their knowledge and skills.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$11,780.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Breadalbane Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • What did we do to support the new arrival student. <p>The allocation of this funding has resulted in the following impact: Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Socio-economic background</p> <p>\$1,290.85</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Breadalbane Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Social and Emotional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through QTR to support student learning • employment of additional staff to support Sounds Write program implementation. • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Teachers receiving additional release from face-to-face teaching to plan quality literacy and numeracy programs using assessment data. The school heavily invested in data and the evaluation of data to support students and their learning. Additional release time for professional learning to support identified students with learning and support needs.</p> <p>After evaluation, the next steps to support our students will be: Planning and implementing quality social and emotional learning programs.</p>
<p>Low level adjustment for disability</p> <p>\$17,187.94</p>	<p>Low level adjustment for disability equity loading provides support for students at Breadalbane Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use • Effective classroom practice <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$17,187.94</p>	<p>include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The Learning and Support Team (LST) consolidated learning and support procedures to ensure efficient and effective strategies were implemented for student support. Improved learning achievement outcomes for students increasing expected growth for students in reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the Learning and Support Team (LST), the school will provide support for identified students through the employment of trained School Learning and Support Officers (SLSOs).</p>
<p>Location</p> <p>\$899.97</p>	<p>The location funding allocation is provided to Breadalbane Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$4,967.18</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Breadalbane Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results. Increased capacity of all teachers to differentiate the curriculum to cater for students above and below the expectation in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To ensure that professional learning opportunities are linked closely to the school's strategic improvement plan. To ensure the school's professional learning cycle and mandatory requirements are met by all staff.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Breadalbane</p>

<p>\$1,183.68</p>	<p>Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Staff have displayed increased confidence and teaching practice when using data to support student learning and the development of teaching programs. Teachers embedding evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum.</p>
<p>COVID ILSP</p> <p>\$11,927.82</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: All students in the program achieving significant progress towards their personal learning goals. Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students will be: To monitor students who have been on the program in 2023 to ensure ongoing success. Ensure ongoing high impact professional learning takes place to enable consistent delivery of effective practice on student data to differentiate learning in literacy and numeracy.</p>
<p>Per capita</p> <p>\$1,821.82</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Breadalbane Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Planned Wellbeing Approach to Improve Attendance <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • A staff member attends the Guided Attendance Workshop to build an understanding of how to view attendance data and use it to formulate school wide strategies to boost attendance to ever higher levels. The staff member reports back to the leadership team and teaching staff to outline and follow up on attendance strategies and initiatives. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Per capita</p> <p>\$1,821.82</p>	<p>Improved attendance and engagement in learning.</p> <p>After evaluation, the next steps to support our students will be: Further promotion of good attendance through student engagement measures for learning and parent liaison.</p>
<p>AP Curriculum & Instruction</p> <p>\$31,017.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use • Effective classroom practice • Collaborative Practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: Increased staff effectiveness.</p> <p>After evaluation, the next steps to support our students will be: Curriculum integration across all KLA's</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	5	4	4	4
Girls	1	3	3	4

Student attendance profile

School				
Year	2020	2021	2022	2023
K				97.9
1	94.1	96.3		
2		94.3	91.1	95.8
3	98.7		91.7	97.9
4		95.9		92.6
5			92.7	
6				91.2
All Years	95.4	95.2	92.1	93.8
State DoE				
Year	2020	2021	2022	2023
K				91.1
1	91.7	92.7		
2		92.6	87.8	90.8
3	92.1		87.6	90.9
4		92.5		90.6
5			87.2	
6				89.8
All Years	91.9	92.6	87.5	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.18

*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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	64,146.20
Revenue	456,824.56
Appropriation	449,344.31
Sale of Goods and Services	110.27
Grants and contributions	6,217.50
Investment income	1,152.48
Expenses	-460,159.29
Employee related	-406,356.83
Operating expenses	-53,802.46
Surplus / deficit for the year	-3,334.73
Closing Balance	60,811.47

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	18,479
Equity - Aboriginal	0
Equity - Socio-economic	1,291
Equity - Language	0
Equity - Disability	17,188
Base Total	323,887
Base - Per Capita	1,822
Base - Location	900
Base - Other	321,165
Other Total	69,791
Grand Total	412,156

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Student Satisfaction

Wellbeing - From all survey questions relating to wellbeing, Breadalbane Public School students feel known, valued and cared for and all students strongly agree that they feel supported by staff who understand them.

Learning - From survey questions relating to learning, all students agree or strongly agree that school staff understand their interests, abilities and needs and has have expectations for their learning.

Parent Satisfaction

Communication - From survey questions relating to communication, all parents agree or strongly agree that the school communicates effectively and they are well informed about their child's learning.

Wellbeing - From survey questions relating to wellbeing, all parents agree or strongly agree that their child feels safe, cared for, confident and supported in learning at school.

Learning - From survey questions relating to learning, all parents agree or strongly agree that the school understands their child's interests, abilities and needs and has high expectations for their learning.

Teacher Satisfaction

All teachers agree or strongly agree that their efforts are valued by students, staff and community. All teachers agree or strongly agree that what they do contributes to student success at the school.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.