2010 Annual School Report
Breadalbane Public School

Public Schools – Leading the way
Our school at a glance

Breadalbane Public School (BPS) is a small, rural school situated 25kms south of Goulburn just off the Hume highway to Yass. It is set in a quiet rural farming area.

Students

The students of Breadalbane Public School are delightful, cooperative rural children who are proud of their school, always showing great respect and enthusiasm when representing it. The students are supported in all areas of educational, personal and social endeavours. Students strive to achieve and always do their best. This year has seen a great many opportunities for the students to engage with many extra curricula activities outside of the school. The students have great pleasure in personal achievements they have made.

Staff

Staff of Breadalbane Public School, are very much committed to the educational needs of the students that we represent. We are dedicated to providing a happy environment where children feel safe, where risk taking is encouraged and each child’s individualism is valued with high expectations for all students to meet their full potential.

Principal – Mr Bede Darcey
Relieving Principal – Donna Edworthy
Teacher/Librarian - Nancy Ball
School Administrative Manager - Carolyn Hannan
SLST – Beverley Henman

Student Learning Support - Christine Apps – Janna House – Kathy Staples
General Assistant - Christopher Greenwood

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

Student achievement in 2010

Literacy and Numeracy – NAPLAN Year 3
In 2010 no Year 3 students sat the NAPLAN Tests.

Literacy and Numeracy – NAPLAN Year 5
In 2010 one Year 5 student sat the NAPLAN Test.

Messages

Our Mission Statement

Look to your Goals

Principal’s message

It is with a great deal of pleasure that I present the Annual School Report for Breadalbane Public School for 2010.

Our school continues to address the needs of all students, in a warm, caring and stimulating environment, embracing all Key Learning Areas whilst offering varying and exciting experiences outside the school environment to support and increase learning opportunities in a variety of contexts.

Through the provision of quality education we are positively shaping and developing the individual talents, interests and abilities of all our students.

Students at Breadalbane Public School are encouraged to view education as a life-long learning experience. The school is a place of friendship and exploration, with the staff as trusted partners in learning where there are high expectations for all.

The school community works together to ensure that every child is confident, motivated, challenged and successful in their learning.
An open door policy operates within the school securing good communication with parents and the wider school community.

It has been a very busy year with a lot of rich extra curricula activities happening.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Donna Edworthy Relieving Principal

P & C message

Once again this year has passed us by. Well as always, P&C have had a very busy year, starting the year off with the March Bike Ride and another 2 day bike ride in May. We had the Bushranger Hotel pub raffle at Collector and the Arcus Clearing Sale. June saw us having a pie drive with great success. We had a Christmas Hamper/lolly drive.

To believe all this hard work is only achieved by six families. Our purchases and contributions for the year have been our continuing sponsorship of Princess our sponsor child, purchases of a new urn, PM Readers and Bug Box readers. We subsidized the snow trip which the kids thoroughly enjoyed, we purchased a new sports equipment shed and subsidized the hiring of the bus for swim school. Once again a great effort by all! Small schools are great schools, with the ongoing support from the parents, families and community members we hope the school continues on a successful path.

Donna Foord - P&C President

Student representative’s message

At the beginning of the year Mr Darcey went to another school and Mrs Edworthy came. We miss Mr Darcey. We have started lots of new fun things. Now we come in to a song everyday and we do brain gym and it really makes us smarter. Not that we need to be smarter! Mrs Ball always does library and she does lots of fun art and computer work. Next year it will be really sad because Deci and Mrs Edworthy are leaving we are really, really, really going to miss them.

There have been some new teachers coming to our school this year. It’s always good to meet new teachers and show them our school. Of course, we always look forward to our days with Miss Kennedy.

We’ve had a fabulous year.

Samantha Apps – Year 5 School Leader

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>13</td>
<td>10</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>K</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>
Management of non-attendance
Management of continual non-attendance of students is not an issue at Breadalbane Public School. Rigorous monitoring of daily absences currently exists.

Structure of classes
Breadalbane PS is classified as a PP6 school which means that it has a one teacher/principal. All students, K-6 are educated in the same educational setting.

Staff information
Staffing
The teaching principal is supported by one day a week teacher/librarian.

A two day a week School Administrator Manager. Three Learning Support Officers who are employed as the second adult in the school when the Teacher/Librarian and School Administration Manager isn’t on the school site. An SLST has been employed once a fortnight as part of a trial that is being conducted in the Illawarra South East Region. This is to support the teaching staff and students of Breadalbane Public School.

B.P.S has a General Assistant who maintains grounds and facilities (one day per week).

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>On Request</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

In 2010 there were no staff members who were from Aboriginal or Torres Strait Islander background.

Staff retention

Mr Darcey is the principal of Breadalbane Public School. In term 2 he began a relieving principal position at a PP5 school. Mrs Edworthy then began the relieving principal position for the rest of the 2010 school year.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>24589.41</td>
</tr>
<tr>
<td>Global funds</td>
<td>36102.35</td>
</tr>
<tr>
<td>Tied funds</td>
<td>16183.93</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10370.92</td>
</tr>
<tr>
<td>Interest</td>
<td>1291.86</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7003.36</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>95541.83</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>9762.35</td>
</tr>
<tr>
<td>Excursions</td>
<td>6738.80</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2422.56</td>
</tr>
<tr>
<td>Library</td>
<td>1343.64</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1222.85</td>
</tr>
<tr>
<td>Tied funds</td>
<td>9241.73</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>326.96</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>13982.19</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4866.92</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4579.01</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6983.36</td>
</tr>
<tr>
<td>Capital programs</td>
<td>2312.11</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>63783.48</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>31758.35</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

This year has seen the continuation of very diverse opportunities for the students of Breadalbane Public School. They have engaged fully in all KLA’s and have done extremely well and achieved their personal best.

Achievements

Arts

The students in Years 2-5 participated in the combined choir at the Goulburn Community of Public Schools Concert. They also enjoyed singing songs and using percussion instruments at assembly and the end of year presentation.

This year we attended two Musica Viva performances at Gunning Public School with the students from Collector and Gunning Public Schools.

Again this year we engaged with the Goulburn Regional Art Gallery, going to two exhibitions and engaging in workshops to produce artworks.

Students enjoyed learning lines, dressing up and acting in a variety of plays we performed to parents and community members at assembly afternoons.

At our annual end of year Presentation students performed ‘The Twits’ by Roald Dahl with great enthusiasm and hilarity. They had the audience enthralled and thoroughly entertained with their interpretation and great acting skills.
Students had the wonderful opportunity to attend the Potters Society in Canberra where they learnt about clay models and then produced their own pieces of work.

**Sport**

The students participated in the Small schools swimming, athletics and cross country carnivals.

Two students, Samantha Apps (Year 5) and Danny Fraietta (Year 4) participated in the Goulburn District PSSA athletics carnival.

Two students, Joshua Hannan (Year 4) and Samantha Apps (Year 5) made it into the Goulburn District PSSA cross country at Wollondilly.

Students attended Collector Public School to engage with their students in an intensive Gymnastics Program at Collector Public School.

All students attended a Netball Gala Day with students from the other small schools (GCoSS). Students went through drills which culminated in netball games throughout the day.

All Students took part in the school swimming scheme with excellent results, with all students making improvement.

The students attended the Taralga Sports Day again this year with all students competing in a variety of events.

**Other**

Breadalbane P.S hosted students in stage 1 for a writing day at the school where the focus was on narrative writing.

In Term 1, students’ participated in Harmony Day, sporting their orange clothes.

All students participated in the CWA project on Scotland. Samantha Apps (Year 5) was successful in having her project progress to the next level.

The students attended the Sports and Cultural Expo (SPACExpo) in Goulburn. They were able to
participate in sporting, fitness and cultural activities.

The Year 2 – 5 students attended a two night excursion to the snow with students from Collector Public School.

Danny Fraietta and Samantha Apps represented the school in Public Speaking at the Gunning Country Women’s Association Public Speaking Contest where the topic was Australian Prime Ministers.

Students participated in the ‘Big Dino Day’ at Tarago with Tarago P.S, Collector P.S and Windellama P.S where they shared their terms work on Dinosaurs, including performing songs, dance, paper maiche dinosaur hats, games, trivia and dioramas they had designed and made.

As part of the Science festival all students attended events at the CSIRO engaging in fun activities where science was brought to life. They also attended the Space Centre in Canberra.

As part of studies on Dinosaurs students attended the National Dinosaur Museum in Canberra and a Dinosaur exhibit at the Australian Museum in Sydney.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In 2010 there were no students at Breadalbane Public School that were in Year 3.

Numeracy – NAPLAN Year 3

In 2010 there were no students at Breadalbane Public School that were in Year 3.

Literacy – NAPLAN Year 5

In 2010 there was only one student in Year 5 who sat the NAPLAN Literacy assessment. Results can’t be reported.

Numeracy – NAPLAN Year 5

In 2010 there was only one student in Year 5 who sat the NAPLAN Literacy and Numeracy assessment. Results can’t be reported.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

Department of Education and Training state that where there are fewer than 10 students, schools will report in the narrative form and ensure that due consideration is given to privacy and personal information policies.
Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>#N/A</td>
</tr>
<tr>
<td>Writing</td>
<td>#N/A</td>
</tr>
<tr>
<td>Spelling</td>
<td>#N/A</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>#N/A</td>
</tr>
<tr>
<td>Numeracy</td>
<td>#N/A</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>#N/A</td>
</tr>
<tr>
<td>Writing</td>
<td>#N/A</td>
</tr>
<tr>
<td>Spelling</td>
<td>#N/A</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>#N/A</td>
</tr>
<tr>
<td>Numeracy</td>
<td>#N/A</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

The Live Life Well program was thoroughly implemented this year by Mrs Ball and Mrs Edworthy. The students worked on a Bloom’s Taxonomy unit on healthy eating. Crunch and Sip continued to be successful and students engaged in cooking healthy meals each week.

Aboriginal education

This year along with students from Collector P.S, Tarago P.S, Tirranna P.S and Windellama P.S attended a NAIDOC Day Celebration at Tarago P.S. It was a great day where students were fully immersed in Aboriginal culture in a ‘hands on’ day, students tried bush tucker, threw boomerangs, had their face painted with ochre, learned and performed Aboriginal dance and made jewellery out of native grass. They learnt about women’s and men’s business and played Aboriginal musical instruments.

There were no Aboriginal students enrolled at Breadalbane PS throughout 2010. We continue to acknowledge the place of the Aboriginal culture in our nation through the incorporation of ‘Welcome to Country’ at our many assemblies.

All children study Aboriginal Education perspectives as part of a cross curriculum approach with the aim of full integration across Key Learning Areas.

Multicultural education

Multicultural perspectives are integrated into all Key Learning Areas. This ensures that our students develop the necessary skills and attitude to be successful citizens in a global context. Cultural awareness is promoted by the CWA country of study project on Scotland.

Students studied India and its diverse cultures as part of a H.S.I.E unit on the Commonwealth Games.

Our school continues to sponsor a child in the Philippines, keeping in regular contact.

As part of Anti poverty week awareness, students studied a variety of cultures focusing on the difficulties experienced by others.

At the end of the year students participated in a campaign called ‘Bags of Hope’ a Cambodian Children Project. They brought in their old school bags to donate to Cambodian school children. They researched Cambodian culture.

Respect and responsibility

Respect and responsibility is at the forefront of our small rural school. These two important traits and characteristics are taught explicitly through our Peer Support Program. Students from as early as Kindergarten are given opportunities of responsibility. It is vital in our small school setting that each and every child is respectful of the diversity of one another. This year has seen the students engage in many activities outside of the school and respect of others is always expected, it also shows the importance of pride that the students have in themselves and the school they represent. This year the students have been given weekly ‘chores’ to do.

Other programs

Kindergarten Orientation Program

Background

Our Kindergarten Orientation Program is a well established annual practice at Breadalbane Public School. We have implemented a program that provides an excellent opportunity for our new students to participate in a number of different activities, thus contributing to a successful and easier transition from home to the classroom.
Findings and conclusions

Our new students become familiar with the physical environment of the school, gain some experience in both interacting with and participating with our student community during the Orientation Program.

Our program runs for a four-week period during October and November in Term 4 of each school year. It is on a weekly basis, for three half-days at school, followed by a full day’s attendance in the fourth week. These children and their families are invited to our end of year presentation night and are recognized with a graduation certificate.

Progress on 2010 targets

Target 1

80% of children achieve or better stage outcome in literacy

Our achievements include:

- Results indicate that 85% of the students were reading at stage appropriate levels.
- Continuous assessment throughout the year has enabled teaching programs to be closely monitored throughout the year by the class teacher and the SLST to determine the areas of need.
- The development of a strategic and systematic K-6 literacy assessment program.
- End of semester assessments in reading indicate 95% of students achieving stage outcomes.
Introduction of a specific talking and listening program.

Writing continues to be an area needing priority. Writing Rubrics will need to be devised- this will be of emphasis in the small schools network.

**Target 2**

80% of children achieve or better stage outcome in numeracy

Our achievements include:

- End of term assessments where 80% of students were performing at stage outcomes.
- Students actively engaged in numeracy lessons and activities.
- Students making full use of numeracy through technology

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

**Educational and management practice**

**Student Leadership**

**Background**

The educational and management practice area selected for evaluation was student leadership. A peer support program was implemented in Term 2 to ensure the students had appropriate strategies to work cohesively with each other. The Peer Support program has focused on developing communication skills, self confidence, self esteem and resilience.

**Findings and conclusions**

The program has encouraged group members to develop personal and social skills such as learning to negotiate with one another and learning to ask for help and support. It has provided the students the opportunity to experience different roles and responsibilities and to learn leadership skills and team work.

**Future directions**

To continue the Peer Support program and actively support student leadership engagement.

Give students the opportunity to participate in Public Speaking competitions in Gunning and Goulburn.

Encourage students to partake in dance and drama activities that they perform for their wider community.

Have students actively participate in school decision making.

Give students the opportunity to engage with larger groups of students in the small school network in PDHPE.

**Curriculum**

Personal Development/Health/Physical Education (PDHPE)

**Background**

Staff at Breadalbane Public School wanted to improve and enhance the current health and physical education program. The students participated in a Bloom’s Taxonomy unit on Healthy living and Fundamental Movements were taught. Staff and students took ownership of Friday lunch that was normally done by parent volunteers.

**Findings and conclusions**

The students enthusiastically engaged in fundamental movement lessons and were able to make specific changes to improve their skills.

All students participated in Crunch and Sip each day bringing in a variety of healthy fruit and vegetables.
Students enthusiastically tried new healthy food that they helped prepare and cook.

There was an overall awareness of making better health choices.

Students actively engaged in sporting activities that were sometimes modified to ensure all students were succeeding.

100% of parents surveyed believe that the school promotes a healthy lifestyle.

**Future directions**

Explicit teaching of fundamental movements to new students beginning at Breadalbane Public School and continued assessment of fundamental movements for current students.

Students will be encouraged to compete in gala days and interschool sports days to enhance skills development.

Ensure that students are having a positive input into healthy options for Friday lunch.

Make sure that there is diversity in sporting activities and that all students are able to succeed and have fun.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of stakeholders about the school. The responses of those surveys completed are presented below.

- 100% of responses agree that the school knows the community it serves and school leaders and teachers have a positive influence on school culture
- 100% of responses indicate that the parents support what is happening at the school and that the school encourages everyone to learn
- 100% of responses strongly agree that the school is a friendly place that is tolerant and accepting of all students, where parental involved is welcomed
- 100% of responses strongly believe that the school maintains a focus on literacy and numeracy while still teaching and promoting core values.
- 100% of responses strongly believe that Breadalbane Public School has competent teachers who set high standards of achievement
- 100% of responses strongly believe that there are strong technology programs and resources

Overall the surveys show that stakeholders are extremely satisfied with the educational programs and the way they are delivered to students. Stakeholders feel the school knows the community well and parents feel their involvement and contribution is valued. The surveys show that Breadalbane Public School is a wonderful place to be, where rich educational experiences are occurring.

**Professional learning**

Professional learning areas that were covered this year at Breadalbane Public School included; School Management (Finances) training, Curriculum Vitae, Professional Development training, Best Start Year 1 & 2 Literacy and Numeracy Assessment Implementation and A Small Schools Literacy K-6 Continuum workshop.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

**Literacy**

95% of students achieve or better stage outcomes in literacy.

Strategies to achieve this target include:

- Implementation of Best Start and improved diagnostic assessment in Kindergarten.
- Training and development for staff in the literacy continuum K-6.
- The use of the SLSP (School Learning Support Program) will enhance the student learning and teaching knowledge.

Our success will be measured by:

- Analysing the data generated by Best Start and NAPLAN.
- Analysing results of continuous school assessments.
• Improved teacher knowledge of the K-6 literacy continuum and plotting all students on the continuum.

**Target 2**

**Numeracy**

85% of students achieve or better stage outcomes in numeracy.

Strategies to achieve this target include:

• Implementation of Best Start.
• Training and development for staff in the numeracy continuum K-6.
• Plot students on the K-6 numeracy continuum.
• The use of the SLSP (School Learning Support Program), enhancing student learning and the capacity to move middle students to the top.
• Assess resources within the school and purchase new resources as needed.

Our success will be measured by:

• Increased proportion of students meeting or exceeding numeracy standards.
• Improved teacher knowledge of the K-6 numeracy continuum.
• Movement of middle student to achieve their best.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Donna Edworthy – Relieving Principal
Nancy Ball – Teacher/Librarian
Carolyn Hannan – School Administration Manager
Donna Foord – P&C President

**School contact information**

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Email: breadalban-p@det.nsw.edu.au
School Code: 1345

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: