2008 Annual School Report
Breadalbane Public School

NSW Public Schools – Leading the way
**Principal's message**

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.

2008 has seen a number of changes take place at Breadalbane Public School. The first and most testing was the transfer of principal Mr Richard Giles in late term 1. Mr Giles gained appointment in a P5 school. Due to Mr Giles’ appointment taking place in term 1, I was appointed as relieving principal to fulfil term 2. I was successful in attaining the permanent position and was appointed mid term 3.

Breadalbane Public School works very closely with the ‘Goulburn Small Schools’ (GSS) and once again this year, this relationship has gone from strength to strength. We participated in a number of ‘GSS’ activities this year which were wonderful experiences for the children of our small school to take part in. We participated in all three GSS sports carnivals, the Drug Education forum, sports gala days and the end of year GSS Enviro Camp at Longbeach.

The children have had opportunities this year to attend leadership days in Sydney, sporting coaching clinics, experience a variety of musical performances through Musica Viva and a Sydney High School’s Big Band, participate in a writing workshop and engage in a wide range of activities through our involvement in the Active After School Care program.

This year saw the 140th Anniversary of Breadalbane Public School. The schools motivate P&C hosted a hugely successful anniversary celebration which saw previous students, staffs and community members come back to the school and share stories and have a walk down memory lane.

Our successes this year have been the result of a genuine team effort. The staff, students and parents all work together to ensure our students continue to look to their goals. All parties are committed to providing a dynamic learning environment for all.

I extend a sincere thank you to the students, staff and enthused parents of BPS for their contributions throughout 2008. The care, dedication and commitment is nothing but admirable. It is with great pleasure that I present my first ASR as principal of Breadalbane Public School.

*Bede Darcey- Principal*

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**P&C and/or School Council message**

2008 has been a very productive and successful year for our school’s P&C. Our key activities and achievements this year have been:

- Catering for two cycle club race meetings which raised $2024.
- Easter drive raising $200.
- Christmas hamper fundraiser
- Pink Ribbon day which saw all staff, students and parents dress in pink. Donations were made and sent off to the Jane McGrath foundation.
- Catered for and help organise the hugely successful 140th celebration day.
- Organised and sold Breadalbane School tea towels and aprons which were and will continue to be sold with the profits going to the P&C
- Subsidised the primary Enviro camp to Long Beach.
- With the profits of our small canteen we continue to sponsor Maricar, a young girl from the Philippines.

As Breadalbane PS is only a small school with 10 families, it makes the lives of us all much easier when everyone lends a hand and works as part of our unified team. To all those parents that have endlessly supported our P&C thank you.

*Christine Apps- P&C President*

**Student representative’s message**

This year has been a fantastic year for us as Breadalbane PS leaders. At Breadalbane, school leaders are responsible for the running of assemblies and other special ceremonies and being a good role model to all of the other children at the school. This year we went to the Young Leaders Day and took leadership roles in running the Drug Education Forum at Tarago school along with the other small schools leaders.

Our small school gives us many opportunities outside of the classroom. The students at our school were involved in many things from sporting activities like PSSA and Active After School Care to things such as Musica Viva and Writing Workshops.

We have had a fantastic time at Breadalbane PS. This is a great school! Best wishes to the Student Leaders of 2009.

**2008 School Leaders**

Thomas Foley
Tyson Greenwood
Shayne Hunt
Our school at a glance

Students
Our students are happy, cooperative rural children who are enthusiastic participants in all areas of school life. All of the students enjoy their learning experiences, strive to do their very best and represent their school with commitment and pride.

Staff
Principal - Bede Darcey
Teacher/Librarian - Nancy Ball
School Administrative Manager - Carolyn Hannan
Student Learning Support - Susan Greenwood - Christine Apps
General Assistant - Christopher Greenwood

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

Student achievement in 2008

Literacy – NAPLAN Year 3
Two students in year 3 sat the NAPLAN test in Literacy, 2008

Numeracy – NAPLAN Year 3
Two students in year 3 sat the NAPLAN test in Numeracy, 2008

Literacy – NAPLAN Year 5
Three students in year 5 sat the NAPLAN test in Literacy, 2008

Numeracy – NAPLAN Year 5
Three students in year 5 sat the NAPLAN test in Numeracy, 2008

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></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>7</td>
<td>12</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>98.4</td>
<td>95.0</td>
<td>98.0</td>
<td>98.3</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.7</td>
<td>93.5</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>3</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>3</td>
<td>17</td>
</tr>
</tbody>
</table>

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

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

Breadalbane PS is serviced by one teacher/principal and is supported by a teacher/librarian one day a week. Furthermore, under the two adults in schools policy, two Student Learning Support Officers are employed on those days the school is not serviced by the teacher/librarian or School Administrative Manager.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learn. Assist.</td>
<td>4 days</td>
</tr>
<tr>
<td>Teacher /Librarian/RFF</td>
<td>1 day per week</td>
</tr>
<tr>
<td>Counsellor</td>
<td>On request</td>
</tr>
</tbody>
</table>

Staff retention

At the end of term 1, Mr Richard Giles was successful in gaining a promotional appointment in a PP5 school. During term 2, Mr Bede Darcey was employed as relieving teacher/principal and was successful in attaining the position in a permanent capacity midway throughout term 3.

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>--</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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>42 868.65</td>
</tr>
<tr>
<td>Global funds</td>
<td>35 174.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>7 377.48</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13 617.69</td>
</tr>
<tr>
<td>Interest</td>
<td>2 237.27</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 533.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>104 808.80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 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.

Our SAM and Student Learning Support Officers

Outside the Chinese Gardens on our Sydney three day excursion

Our School supported ‘Pink Day’ to help fundraise money for the McGrath Breast Cancer Appeal
School performance 2008

Achievements

Our students are given many opportunities to participate and excel in a variety of individual, group, class, team and whole school activities. This year our students continued to excel in all areas of school life.

Arts

This year, our students have been involved in a number of artistic endeavours.

Our primary students sang as part of the Combined Choir at the Goulburn Community of Public School Choral Concert in term 2. This experience saw the children learn a number of songs and then combine with other schools to perform.

The children helped write and choreograph the end of year performance based on Santa’s Aussie Christmas. This invaluable experience allowed the children to take ownership over their end of year performance. The children assisted in every facet of the concert from costuming to the backdrops.

This year the children have engaged in many lessons to do with art appreciation. As part of the teaching program for CAPA, the children have investigated a number of differing artists. Some artists studied were Leonardo DaVinci, and Van Gough. They learnt about the particular artistic techniques and ideas each artist utilised to create their pieces. This investigative process opened the children’s eyes to the many vast ways ‘art’ is produced.

Sport

This year sport has had a major focus in our school. The school has a strong tradition of promoting participation and sportsmanship in all activities. Highlights this year include;

- Advancing to State level for both swimming relay and athletics relay. For the first time in small schools history has any school had the same team compete in two carnivals at State level. This is a mammoth achievement from such a small school.

- A number of our 3-6 students represented our school at PSSA carnivals and sports. This year we had representatives in swimming, athletics, cross country, tennis, league, union, soccer and touch football.

- Our school won the Small Schools shield for both swimming and cross country.

- Tyson Greenwood was awarded the Goulburn Small Schools Sportsman of the Year.

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 the 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)

The reporting of information must be consistent with privacy and personal information policies. Ten or more students must complete the NAPLAN testing for individual school percentage in band, three-year school average, and average growth information to be publicly reported. At Breadalbane PS there were two students in year 3 and three students in year 5 that sat the NAPLAN test in 2008. Therefore, results can not be advised in this report. All parents have been advised of their child’s achievements.

Should parents require any further advice or information regarding their child’s performance, they have been urged to contact the school principal.

Progress in literacy

Can not be reported on due to privacy restraints

Progress in numeracy

Cannot be reported on due to privacy restraints
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. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

It is pleasing to report that all students from Breadalbane PS achieved at or above the minimum standards in 2008.

Significant programs and initiatives

Aboriginal education

There were no aboriginal students enrolled at Breadalbane PS throughout 2008 however this year we have began acknowledging their place in our community’s history through the incorporation of ‘Welcome to Country’ at our many assemblies. Along with the rest of the nation, Breadalbane PS celebrated national ‘Sorry Day’ and stopped to watch the Prime Minister make his historic address to the Federal Parliament.

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

At Breadalbane PS all teaching staff recognise the need to focus on multicultural perspectives as part of a well-rounded curriculum. This ensures that our students develop the skills, knowledge and attitudes required to be successful citizens of a very diverse nation.

This year our students have;

-Completed the Country Women’s Association (CWA) poster competition and attended the Mexico cultural afternoon tea at the Collector Hall organised by the CWA. Thomas Foley’s and Joshua Hannan’s projects were selected to advance to CWA regional competitive level.

-Continued sponsoring of a child in the Philippines and keeping in regular communication with the child through such means as birthday cards and end of term letters.

Respect and Responsibility

Breadalbane PS continues to foster a culture of respect that underpins relationships amongst students, staff and community members. Breadalbane PS is respected by its community by providing students with a learning environment that is both safe and caring. Students are taught respect and responsibility throughout our learning programs.

Our discipline policy helps our children understand how their actions and behaviour impact on other children and has deepened their understanding that there are consequences for their actions.

As Breadalbane PS is a very small school, the children are heavily relied on to help one another and take active roles in the running of the school (for example, duty rosters for watering gardens and mail collection etc). This helps the children feel as though this is ‘their’ school, and take pride in it.

Other

Active After School Care

This year our school was involved in the AASC program. This program was run over two afternoon sessions per week which saw the children learn specific skills from a qualified instructor. This year, the children have had the opportunity to participate in Taik-Won-Do, Rock Climbing, Aquatic activities and Ball skills/games.
Along with the GSS, Breadalbane PS undertook the Life Life Well program in 2008. Through the implementation of this program, children have learnt about healthy nutrition choices and the immense importance of regular exercise. Furthermore, the program ‘Crunch N Sip’ was initiated this year. This program has been popular with both the students and parental community. This program sees the students bring in chopped fruit everyday to ‘crunch’ on at a designated period of the day and ‘sip’ on water.

Progress on 2008 targets

Target 1

To improve student outcomes in Literacy (reading) for Stage1 with the target of all students reading at an age appropriate level.

Our achievements include:

- End of term assessments indicate that 90% of students are reading at an age appropriate level. It appears that students in Early Stage 1 and Year 1 are not competently meeting the national benchmarks. This is something that will be of vital importance in the coming years.
- All students have been placed on individual reading learning plans/contracts.
- With the assistance of our STLA teacher, students that where identified as needing extra reading support engaged in regular one on one reading practice with parent helpers.

Target 2

To continue our commitment to improve student outcomes in the working mathematically strand.

Our achievements include:

- End of year assessments indicate that students understanding of ‘working mathematically’ has improved somewhat upon previous year/s.
- The teaching of mathematics K-6 has moved beyond using texted activities to include a more ‘hands-on’ approach. Furthermore, making students more accountable for their own mathematic learning is a on-going priority at Breadalbane PS. Real-life, problem solving activities have been introduced into the schools mathematic weekly timetable.

- A slight improvement in students being able to work independently on mathematical activities without consistent support/aide.

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. In 2008 our school carried out evaluations of Student Welfare and Mathematics.

Educational and management practice

Background

In 2008, the school surveyed the school community on the way student welfare is addressed and managed within the school.

Findings and conclusions

- All students at Breadalbane PS feel safe and valued and like coming to school;
- Staff at Breadalbane PS deal with discipline issues that arise efficiently and effectively;
- Students and parents at Breadalbane PS are treated with courtesy;
- The school merit system positively reinforces student achievement, motivation and behaviour;
- Parents felt that the school report provided detailed information about student strengths and areas for improvement;
- Strong support was given for the school’s Social Skills and Anti-bullying programs.

Future directions

The survey showed strong support for the Student Welfare Policy. All programs will continue in 2009 with an emphasis on promoting the Anti-bullying Policy.
Curriculum

Background

In 2008, the school surveyed the school community on their opinions on the way mathematics is taught, assessed and valued at Breadalbane PS.

Findings and conclusions

- All returned surveys agreed that the children at Breadalbane PS enjoy mathematical activities and that the school valued mathematics as a high priority;
- A small percentage of parents indicated that they did not understand how maths was being taught to their child/ren;
- A small percentage of parents indicated that times tables reinforcement is an area that they feel could be improved upon.

Future directions

To enhance mathematical understand and knowledge the school will assess different mathematical programs that incorporate a K-6 scope and sequence so that all children are provided with a comprehensive mathematical program that covers all departmental Syllabus strands.

Times tables will be need to play a more pivotal role in mathematic lessons. Times tables will be reinforced both at school, and will form part of the weekly homework program. Times table knowledge will be assessed with the support of the Student Learning Support Officer on a weekly basis.

The school will need to hold a parental information afternoon/evening and take the parents through how mathematics is taught at Breadalbane making sure parents are aware of the syllabus requirements for each stage and the texts/programs that are utilised at Breadalbane.

Parent, student, and teacher satisfaction

Background

In 2008, the school sought the opinions of parents about how the school encouraged, cared for and developed student expertise.

Findings and conclusions

Overwhelmingly, the parents responses indicated that they believe Breadalbane PS is a well-resourced, attractive school and that the students are the schools main concern. A very large percentage of the parents indicated that the school provides their child/ren with a wide range of extracurricular activities and that the school sets high standards of achievements.

A small percentage of parents outlined that the school website was not a user friendly or useful resource.

Professional learning

Breadalbane PS spent approximately $2488 on professional learning in 2008. Professional Learning areas covered this year include Literacy, Numeracy, Leadership and Career Development and Quality Teaching. All staff participated in professional learning activities.

School development 2009 – 2011

Targets for 2009

Target 1

80% of children achieve or better stage outcome in literacy

Strategies to achieve this target include:

- Analysis of individual students’ needs and provision of appropriate support
- Differentiated Professional Learning Program including
  - Guided reading (explicit and systematic)
  - Shared reading (explicit and systematic)
  - Explicit modelled and scaffolded teaching of text types
  - Professional learning in QT dimension – Intellectual Quality. Emphasis on Higher Order Thinking and Significance
- Teachers to access the Teaching and Learning Exchange (TaLe) as a strategy to enhance teaching practice
- Professional learning in Consistent Teacher Judgement with Small Schools
- Implementing focussed programs throughout the school including:
  - Home reading program (K-6)
  - Extra reading support programs for particular groups of students
- Ensure the teaching of HSIE and Science is aligned to the Quality Teaching framework and incorporates quality literacy strategies and Aboriginal Education
- Participation in Small Schools Network to facilitate sharing of expertise and resources, with focus on student writing improvement and authentic assessment
  - Develop writing rubrics with teachers.
  - Students self assess work samples against rubrics
  - Shared technology skills audit, programming and assessments
• Development of a strategic and systematic K-6 assessment program

• Partnership between the home and school to be strengthened through the provision of information via newsletters and parent information sessions
  - Parent meetings related to learning styles, home activities, reading and learning together

• Integration of technology strategies into writing
  - Structured connection to form “email buddy” links

• Ensure monitoring and evaluation processes are in place

• Participation in Regional conferences including Linking Conferences for teachers and principal to support literacy programs K-6

Our success will be measured by:

• Student based data will show each student achieving individual learning goals in relation to Stage outcomes for Literacy

• Teachers utilise Quality Teaching Framework as key instrument to improve student outcomes.

• Innovative Technology usage enhances learning and engagement in the classroom. Increased competency levels will be demonstrated by staff and students

Target 2
80% of children achieve or better stage outcomes in numeracy

Strategies to achieve this target include:

• Professional learning for teaching staff in analysis techniques and establishment of specific student goals
  - Participation in professional learning opportunities that develop numeracy expertise
  - Professional Learning in CMIT and Counting On to ensure the quality of implementation and assessment
  - Targeted support for individual learning needs determined by analysis of NAPLAN numeracy and school based data

• Identification of staff PL needs and planned individual programs to ensure implementation of QT framework in classroom
  - Quality teaching elements to be incorporated into all aspects of teaching numeracy
  - Continued PL to embed ‘working mathematically’ into teaching programs
  - Engagement of regional personnel to optimise staff learning
  - Individual programs developed and implemented for all students
  - Purchase resources to support the implementation of numeracy across K-6

• Structured opportunities for staff to participate in Small Schools Network to facilitate improved student engagement and learning
  - Work with staff from the Small Schools Network to ensure consistency in teacher judgement of work samples to measure achievement

• Ensure monitoring and evaluation processes are in place

• Participation in Regional conferences including Linking Conferences for teachers and principal to support numeracy programs K-6

Our success will be measured by:

• Based data will show each student achieving individual learning goals in relation to Stage outcomes for Numeracy

• Teachers utilise Quality Teaching Framework as key instrument to improve student outcomes
• Innovative Technology usage enhances learning and engagement in the classroom. Increased competency levels will be demonstrated by staff and students.

Our graduating Year 6’s

Our successful State Relay Team

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.

Bede Darcey- Principal
Nancy Ball- Teacher/Librarian
Carolyn Hannan- School Administrative Manager
Christine Apps- P&C President

School contact information

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Fax: (02) 4844 2223
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: