Breadalbane Public School

Annual School Report
Our school at a glance

Students
Breadalbane Public School students are predominantly from a rural environment. They take great pride in their school and have a well-developed sense of community. Breadalbane Public School students care for each other and take responsibility for their learning.

Staff
Breadalbane Public School has a dedicated, professional staff that rightfully place student learning as their major priority. Together they work as a cohesive unit providing a safe, stimulating and enjoyable environment for all students.
Relieving Principal – Phillip Katen
Teacher/Librarian - Nancy Ball
School Administrative Manager - Carolyn Hannan
SLST – Beverley Henman
Student Learning Support Officer- Christine Apps, Janna House, Kathy Staples
General Assistant – John Broadbent

Significant programs and initiatives
2011 saw Breadalbane Public School commence in a new classroom, with mid-year seeing the school’s Connected Classroom commissioned. This saw the implementation of an Interactive Whiteboard within the classroom. A major upgrade of the school computer network was undertaken, allowing one computer per student to be allocated within the classroom as well as improved operating speed.

The Breadalbane Community Playgroup was initiated in the latter half of the year. Funding for the Playgroup was acquired as part of the Goulburn SaCC (Schools as Community Centre) out-reach playgroups program.

Messages

Principal’s message

It is with great pleasure that I deliver the Breadalbane Public School Annual School Report for 2011. Breadalbane Public School has much to be proud of, and the dedicated support of parents and the local community means that our small school continues to deliver quality education in a warm and positive atmosphere.

My tenure as Relieving Principal began at the commencement of Term One 2011 and continued for the entire year. Throughout this time initiatives such as the establishment of the Breadalbane Community Playgroup and technology upgrade have made a strong positive impact on the school and community. Student participation in the Premier’s Reading Challenge, Young Leaders Day and an array of sporting activities have blended well with strong links and shared programs with other members of the Goulburn Community of Small Schools. This has included a combined ANZAC Service, Writing Day, Book Week activities and Science Day. These experiences have all contributed to a quality small school community.

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.

Phillip Katen - Relieving Principal
P & C message
Throughout 2011, the small and dedicated Breadalbane P & C worked very hard to support the school in as many ways as possible. Our key activities and achievements this year have been diverse and centred around fundraising. Beginning in March we catered for the Southern Regional Road Cycling Championships weekend. This was followed by the NSW Cycling Goulburn Junior Tour, both of these events proved very successful. We also catered for a Council function in the newly opened Breadalbane Community Hall. Our two pie drives both drew an excellent response, as did our Father’s Day fundraiser, Christmas Raffles & Hampers and Breadalbane Public School tea towels and aprons, which we will continue to sell with the profits going to the P & C. Finally the Collector Bushranger Hotel supported the P & C in their monthly raffles which we are truly grateful for.
With the money raised this year we have subsidised the primary camp to Point Wollastoncroft, covered the cost of hiring a mini bus to transport the children into Goulburn to attend swim school, the purchase of a reading scheme for the classroom and continued to sponsor “Princess” a young girl from the Philippines.
As Breadalbane Public School is a small school, it makes the lives of us all much easier when everyone lends a hand and works as part of our unified team. This was evident with the construction of a new shed to house school sports equipment. To all the parents that have endlessly supported our P & C, thank you.

Christine Apps - P&C President

Student representative’s message
Our journey at Breadalbane Public School has been a life changing experience for everyone. We have had kids that have come and gone through the years of primary school. In 2011 we experienced a significant event when Mr. Katen came to Breadalbane. Even though we have had many teaches come and go, Mr. Katen has been the best so far in our time at Breadalbane. We would like to thank the teachers, staff and parents for all the support they have given us. Mr. Katen has given us many opportunities to become good students and great leaders, so we thank you lots Mr. Katen.

Jack Evans and Hannah Nielsen

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
Management of non-attendance
Attendance is monitored within our school by daily roll checks and as a small school, personal contact with parents. Attendance at Breadalbane Public School during 2011 showed improvement to a point above both Regional and State levels.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>2</td>
<td>9</td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

Structure of classes
Throughout 2011 Breadalbane Public school remained a single class school, and is therefore classified PP6.
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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Teaching Principal 6</td>
<td>1</td>
</tr>
<tr>
<td>School Learning Support Teacher</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian/RFF</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>As required</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.9</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.13</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Breadalbane Public School does not have any staff who identify as Indigenous.

Staff retention

During 2011 Breadalbane Public School’s substantive Principal, Mr Bede Darcey, was appointed Principal of East Goulburn Public School. Mrs Donna Edworthy completed her role as Relieving Principal at the conclusion of 2010. Mr Phillip Katen commenced 2011 as Relieving Principal.

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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>31758.35</td>
</tr>
<tr>
<td>Global funds</td>
<td>33280.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>9088.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>3621.45</td>
</tr>
<tr>
<td>Interest</td>
<td>1630.21</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1750.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>81129.46</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>3140.59</td>
</tr>
<tr>
<td>Excursions</td>
<td>2892.14</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1003.41</td>
</tr>
<tr>
<td>Library</td>
<td>1392.02</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>890.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>12663.15</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1708.88</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>10839.52</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4239.05</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1171.69</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1770.95</td>
</tr>
<tr>
<td>Capital programs</td>
<td>4000.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>45711.82</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>35417.64</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011

Although a small school Breadalbane Public School had a very busy and varied 2011.

Achievements

Arts

Students explored technology in the Arts throughout 2011, culminating in the production of a “green screen” movie, which was screened as part of Presentation Evening. This project involved script creation, costuming, lighting, filming and editing. Earlier in the year students undertook activities designed to create stop motion animations. This resulted in the production of a series of short films.

Sport

2011 was a busy sporting year at Breadalbane Public School. At a school level students undertook an intensive swimming program during third term. This saw every student undertake a weekly swimming lesson from instructors at the Goulburn Aquatic Centre. The success of this was reflected in the excellent results students achieved at the Intensive Swimming Program in Term Four.

A Bowls program was undertaken, with instruction from Bowls N.S.W. This was a great opportunity for students to expand their skill base and experience a new sport. This program involved all students from Kinder to Year 6 and provided a great opportunity for all students to participate in sport together.

A whole school yoga program was also undertaken, again allowing all students to engage in sport together. Students found this a challenging experience and embraced these challenges and stretched their personal limits.

Being the smallest school in the Goulburn Community of Small Schools, Breadalbane students had to compete hard at the Goulburn Community of Small Schools Swimming, Athletics and Cross-Country Carnivals. Students embraced the challenge and delivered excellent results both personally and collectively, with a number of students progressing to district representation.
Technology

2011 saw Breadalbane Public School undergo a significant upgrade in technology. Within the new classroom, 8 workstations were installed to allow a 1:1 ratio with students. A new network server was installed replacing an outdated model which failed to cope with the new demands placed on it. The school’s Connected Classroom was also commissioned during the year. This included an Interactive Whiteboard within the classroom and a Video Conference facility.

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)

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 no students in year 3 and 3 students in year 5 that sat the NAPLAN test in 2011. Therefore, results cannot 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.

Literacy – NAPLAN Year 3

In 2011, no Year 3 students undertook NAPLAN in Literacy. Results cannot be reported.

Numeracy – NAPLAN Year 3

In 2011, no Year 3 students undertook NAPLAN in Numeracy. Results cannot be reported.

Literacy – NAPLAN Year 5

In 2011, 3 Year 5 students undertook NAPLAN in Literacy. Results cannot be reported.

Numeracy – NAPLAN Year 5

In 2011, 3 Year 5 students undertook NAPLAN in Numeracy. Results cannot be reported.

Progress in literacy

Progress in Literacy cannot be reported on due to the small sample size.

Progress in numeracy

Progress in Numeracy cannot be reported on due to the small sample size.

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 cannot be reported due to the small sample size.
Significant programs and initiatives

Aboriginal education

There were no students who identify as aboriginal enrolled at Breadalbane PS throughout 2011. 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

All teaching staff at Breadalbane Public School 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 within a diverse cultural nation.

This year our students have;
- Completed the Country Women’s Association (CWA) poster competition and attended the “Iceland” cultural afternoon tea at Collector Public School organised by the CWA.
- Continued sponsoring of a child in the Philippines and keeping in regular communication with the child.

Other programs

The Goulburn Community of Small Schools continued to develop throughout 2011. This network presented the opportunity for small schools students to undertake many and varied activities in a larger environment. Throughout 2011 Breadalbane students joined with Collector PS, Tarago PS, Tirranna PS and Windellama PS for sporting carnivals, annual camp and a Writing Day, focusing on persuasive text. We also combined with Tirranna PS for a Book Week celebration, “Stories From Around The World”, as well as a science day focusing on both robotics and colour. This involved input from the CSIRO. We also visited Questacon together. With Collector PS we shared our ANZAC Service and Life Education.

Progress on 2011 targets

Target 1

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

Due to the size of the cohort, at Breadalbane Public School, this target required review. With a cohort of 8, a target expressed as a percentage delivers a slanted view of progress, with each student equating to 12.5% of the population.

Our achievements include:
- Establishment of assessment schedule to ensure ongoing systematic assessment of all students at Breadalbane Public School in the area of Literacy.
- Development and implementation of student profiles to track progress and growth in Literacy.
- Regular formal meetings of Learning Support Team to identify student needs and plan strategies to address the learning needs of each individual.
- Developing and implementing Individual Learning Plans for each student in Literacy.

Target 2

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

As with Literacy, due to the size of the cohort, at Breadalbane Public School, this target required review. With a cohort of 8, a target expressed as a percentage delivers a slanted view of progress, with each student equating to 12.5% of the population.
Our achievements include:

- Establishment of assessment schedule to ensure ongoing systematic assessment of all students at Breadalbane Public School in the area of Numeracy.
- Development and implementation of student profiles to track progress and growth in Numeracy.
- Regular formal meetings of Learning Support Team to identify student needs and plan strategies to address the learning needs of each individual.
- Developing and implementing Individual Learning Plans for each student in Numeracy.

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 2011 our school carried out evaluations of Literacy/Numeracy Resourcing and Writing.

Educational and management practice

A stock-take and review of all Literacy and Numeracy resources was undertaken during 2011.

Background

Breadalbane Public School is a well resourced school in terms of Literacy and Numeracy. Due to a number of factors including the construction of a new classroom, and staff changes there appeared to be no central monitoring system in place.

Findings and conclusions

It was revealed that Breadalbane Public School had a vast collection of resources for both Literacy and Numeracy. It was also revealed that there was not a central system in place to identify and manage these collections. There was also no means of identifying areas of need.

Future directions

A systematic inventory for resources was created to identify school resources. From this inventory resources can be suitably allocated and areas of deficiency recognised addressed and resourced.

Curriculum

During 2011 a review of the teaching practice of Writing was undertaken at Breadalbane Public School.

Background

The teaching practice of Writing was identified as an area requiring review through 2011. This came from student results in this area and staff discussion, both within the school and across the Goulburn Community of Small Schools.

Findings and conclusions

Teachers expressed the view they felt the need for further professional development in the area of teaching writing, with particular emphasis on persuasive texts.
The predominant view of parents was that they felt they did not have a clear understanding of the expectations across differing text types.

Significant differences in the teaching of writing were identified across the Goulburn Community of Small Schools.

**Future directions**

Parents are to be given explicit instruction, through meetings and school newsletter, in the characteristics of the text type being treated in class.

As a group the Goulburn Community of Small Schools will focus on developing common strategies for the teaching of writing. This will involve regular Video Conferences, meetings, and shared assessment.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents unanimously expressed their approval in the stability created through having the teaching role at Breadalbane Public School filled by the same person for the entire year. They believed this allowed for continuity and developed confidence in the school, promoting a positive culture. Parents again unanimously expressed their approval at the emphasis placed on Teaching and Learning and the Welfare programs the school now demonstrates.

Students expressed very positive and enthusiastic attitudes towards their school and their learning. They were unanimous in their belief that they are learning in an environment that promotes and fosters them as individual learners.

**Professional learning**

Professional learning during 2011 was undertaken by all staff members and included School Management, Finance and Career Development. Professional learning remained an important component in ensuring the quality of teaching, learning and leadership at Breadalbane Public School.

---

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

- Increased levels of literacy achievement for all students.
- Increased levels of numeracy achievement for all students.
- Improved diagnostic assessment of literacy and numeracy learning.

**2012 Targets to achieve this outcome include:**

- Increased proportion of students achieving, school based, reading and writing standard.
- Increased proportion of students achieving, school based, numeracy standard.
- Quality teaching framework evident in all classroom programming and practices

**Strategies to achieve these targets include:**

- Breadalbane Public School Assessment Schedule is developed to include school based standards in reading, writing and numeracy.
- All students plotted on Learning Continuum in both Literacy and Numeracy.
- Quality Teaching Framework elements are identified in the development of assessment tasks.
School priority 2

Outcome for 2012–2014

Strengthened community participation and support for public education at Breadalbane Public School

2012 Targets to achieve this outcome include:

- Strengthened community participation and support for public education at Breadalbane Public School.
- Increased parental/carer engagement in supporting their child’s learning.
- Improved internal and external students’ performance and achievement data.

Strategies to achieve these targets include:

- Establish effective partnerships with families and community organisations to maximise student learning.
- Implement high quality transition programs to support students and their families from preschool to Kindergarten, (playgroup through Kinder Orientation) and Year 6 to Year 7 (Orientation, school visits).
- Facilitate learning opportunities for all students through the connected classroom strategy and through communities of schools.

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.

 Phillip Katen – Principal (Relieving)
 Carolyn Hannan – School Administrative Manager
 Christine Apps – President P&C

School contact information

Breadalbane Public School
Collector Road, Breadalbane NSW 2581
Ph: (02) 4844 2243
Fax: (02) 4844 2225
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: