Our school at a glance

Students
Bribbaree Public School had an enrolment of 28 students in 2010. Of these 10 were boys and 18 girls with 1 student identified as Aboriginal.

The school has a strong inclusive ethics program, where values are promoted and practiced at all levels of school operation. The school provides engaging teaching and learning programs for the students, with all students demonstrating enthusiasm for all aspects of school life.

Staff
In 2010 Bribbaree Public School had two full time teaching staff and three casual teachers who provided library, release and support lessons. We were supported by two School Learning Support Officers, a School Administration Manager and a general assistant.

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

Significant programs and initiatives
Bribbaree Public School is a Priority Schools Program funded school and also a Country Areas Program school. The funds from these programs enable employing a part time teacher to support literacy and numeracy programs throughout the school.

The staffing allocation was supplemented with school funds to employ a teacher one day each week to support the Accelerated Literacy program and classroom reading program in the Lower Division room and also supporting the numeracy programs in the Upper Division room.

The BER program saw the completion of a new school library and the old library has been converted to a meeting room, resource room, small group learning space and community area. It has been a welcome added space to the school’s physical appearance.

Student achievement in 2010

Literacy – NAPLAN Year 3
Six students in Year 3 sat for NAPLAN Literacy. This represents 100% of students enrolled at Bribbaree Public School.

Numeracy – NAPLAN Year 3
Six students in Year 3 sat for NAPLAN Numeracy. This represents 100% of students enrolled at Bribbaree Public School.

Literacy – NAPLAN Year 5
Five students in Year 5 sat for NAPLAN Literacy. This represents 100% of students enrolled at Bribbaree Public School.

Numeracy – NAPLAN Year 5
Four students in Year 5 sat for NAPLAN Literacy. This represents 80% of students enrolled at Bribbaree Public School.

Messages

Principal’s message
Bribbaree Public School prides itself on being the focus of the Bribbaree community. The school strives to:

- provide students with quality educational programs;
- emphasise the importance of learning, particularly in literacy and numeracy;
- maintain high expectations of student learning and behaviour;
- celebrate success with students, staff and the community; and
- create a happy, positive and safe school environment.

The school is supported by an active and enthusiastic Parents and Citizens Association whose dedication to meeting our students’ needs is outstanding.

As a result of the BER building program our new library complements the high quality teaching and learning programs we implement at Bribbaree Public School.
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.

Kathy Nott, Principal

P & C message

2010 has been a very busy and rewarding year for the P&C. Our biggest project starting in late 2009 has been “The Rent A Farm House Program”. We formed a committee with parents and community members to attract families to our district and local school. The aim of this was to keep our P5 Status, after sourcing houses and interviewing families we had two families come, maintained our two teachers and we still have these families within our school community.

Fundraising has seen many families willing to help, it has covered a wide range of activities including, Fortnightly Meat Raffles, Theatre Night, Show BBQ and a Major Raffle. With this money we have been able to support the students, our school and community. A contribution was given to each student to attend the upper division excursion to Ballarat; a donation was given to the local hall to help with the kitchen upgrade. The school library received a large sum of money to purchase books specifically for the Premiers Reading Challenge. The sports uniform was changed and the P&C paid for each student to receive a new sports shirt.

The P&C also provides a canteen facility for students one day per week; this is run by parents as volunteers. The P&C has also assisted in running sport days, transporting students and BBQ’s at the school. In December we will host the Year Six Farewell and School Disco.

The year of 2010 has been a busy, but rewarding year and I would like to acknowledge the input of parents that have helped make these activities successful.

Sondra Lehane, President

Student representative’s message

Over the years that I have attended Bribbaree Public School I have been offered many wonderful learning and social opportunities.

This year our school, K-6, travelled to Canberra to attend Questacon. Whilst there we explored the different exhibits in our fitness groups. As the leader of my group I enjoyed the responsibility of ensuring my group stayed together with our teacher and we were able to get to as many different exhibits as possible. The best part of the day was the ‘Track Attack’. I enjoyed being with my fitness group.

Whilst I have been at Bribbaree Public School I have had many opportunities to attend and participate in a variety of activities. I enjoyed attending the Impact Leadership Day in Canberra. Whilst there we learnt how to be a good leader and that there is no ‘I’ in team.

Attending the Environmental Science Day at Riverina Environmental Educational Centre, Wagga Wagga, was a great experience. We studied water from the dams and the different types of bugs which lived in them. We also used microscopes to help us with our investigations. I made friends from different schools and participated in a variety of challenges along the obstacle course.

Whilst at Bribbaree Public School I have had a wonderful opportunity of being a student leader and showing my peers how important it is to be one of the leaders.

During Term 3 all the girl students attended ‘Girl Power’ at Young High School. We joined with all the other girls from the Young Small Schools, Young North and Young Public Schools. This was a great opportunity for us to learn how to assert ourselves, how to be a friend and lots of other good tips about being a girl in today’s society.

Tiarnah Maddams, Jane Lehane, Meg Johnson, Natasha Bridger and Brandon Frost.
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>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>9</td>
<td>16</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>12</td>
<td>16</td>
<td>16</td>
<td>19</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

Student attendance is regularly monitored by staff and the Home School Liaison Officer. Families and students are regularly advised of the importance of good attendance at school via the school newsletter and school assemblies.

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>3-6</td>
<td>3</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>8</td>
<td>14</td>
</tr>
</tbody>
</table>

Staff information

The school has had the same number of staff in 2010 as in 2009.

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>Primary Part-time teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Total</td>
<td>2.436</td>
</tr>
</tbody>
</table>

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

There are no indigenous staff members at the school.

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.

Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>79672.39</td>
</tr>
<tr>
<td>Global funds</td>
<td>51625.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>56015.28</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10611.12</td>
</tr>
<tr>
<td>Interest</td>
<td>3419.09</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18404.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>219747.58</strong></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>5469.28</td>
</tr>
<tr>
<td>Excursions</td>
<td>1931.35</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>28161.66</td>
</tr>
<tr>
<td>Library</td>
<td>4041.55</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>598.47</td>
</tr>
<tr>
<td>Tied funds</td>
<td>58903.81</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1379.36</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>16717.96</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8790.28</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3822.09</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>18307.20</td>
</tr>
<tr>
<td>Capital programs</td>
<td>1991.08</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>150114.09</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>69633.49</strong></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

Achievements

Arts

Throughout the year the students have travelled to Quandialla Central School to attend the Musica Viva concerts. These concerts provide opportunities for the students to participate in programs which their city and larger rural counterparts are exposed to more regularly and frequently. The students enjoy the concerts and the opportunities to mix with their friends at the other schools.

In 2010 the Young Small Schools once again joined together to produce their biannual concert extravaganza. Students met regularly throughout Term 2 and 3 to practice their items, learning new songs, marimba items and dance routines leading to their major performance at the end of Term 3 for parents, family members, regional staff and other community members. Each year the student’s performance becomes more polished and comments from parents and grandparents indicate that the concerts only get better.

Sport

The Bribbaree Public School sport program focuses not only on competitive sporting opportunities but also encouraging students to make informed decisions related to health and physical attitude which leads toward students participating in a healthy and active lifestyle.

In 2010, students were offered opportunities to participate in the following activities:

- Swimming Carnival
- Cross Country
- Athletics Carnival
- Active After School Community Sports in Schools Program
- Intensive Swimming Program
- Daily fitness program run by the school leaders
Other

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)

Small schools or small student cohorts.

The reporting of information must be consistent with privacy and personal information policies. It is recommended that the determination of appropriate reporting strategies for small schools or small school cohorts is made following consultation between the Principal and the School Education Director (SED). The professional judgement of both the Principal and the SED are valued as they are applied to the unique nature of the school and its community. Summary statistics or graphical representation of student performance must not be used for cohorts of less than 10 students in the course or subject. 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.

Progress in literacy

Too few students to report because of the small number of students.

Progress in numeracy

Too few students to report because of the small number of students.

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 2010

Too few students to report because of the small number of students.

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

Too few students to report because of the small number of students.

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are taught across the key learning areas. Aboriginal education is highlighted in human society and its environment focusing on a shared history and Aboriginal culture. Aboriginal perspectives are also highlighted in the creative arts program. The school participates in the ‘Aboriginal for a day’ program in association with other schools in the area.

Multicultural education

Teaching and learning programs at Bribbaree Public School are culturally inclusive and develop an understanding of cultural, linguistic and religious differences. The use of COGs (Connected Outcome Groups) provide many opportunities for students to increase their knowledge and understanding of the multicultural society in which we live.

All students participated in Harmony Day activities which was a community barbecue held...
at the school and students versus parents and community members cricket match.

Respect and responsibility
The values of respect and responsibility are taught throughout the school and focused on through our student welfare and leadership programs.

Our School Leaders attended the Leaders Conference in Canberra along with the leaders from the Young Small Schools.

The school continued with a Values program with students being recognised for demonstrating the value of the week.

Students participated in the Bribbaree ANZAC Day march and Remembrance Day ceremonies.

Connected learning
The school has two Interactive Whiteboards in both classrooms which are used on a daily basis. We also have a Video conferencing unit and it is used regularly for professional development, meetings and for students to have trivia quizzes with other schools in the Young Small School Learning Community.

Other programs
Country Areas Program
The Country Areas Program is designed to enhance the learning outcomes for students in isolated areas. In 2010 the students were offered opportunities to enhance their learning via:

- Attending Young Small School excursion to Ballarat, Bendigo and Echuca.
- Employment of another teacher to enhance literacy, numeracy and engagement for all students.

- Schools in the Young Small Schools cohort accessed Digi-ed to participate in digital animated movie making facilities.

Priority School Programs
The Priority Schools Program is designed to improve the learning outcomes for students from low socio-economic backgrounds by raising expectations in order to achieve quality education for all.

The staffing allocation was again supplemented with school funds to employ a teacher one day each week to support the Count Me In Too mathematics program and provide small group support for targeted students in the areas of comprehension and spelling.

An aid was also employed to support the students in the Lower Division with literacy and numeracy programs.

Progress on 2010 targets
Target 1
85% of students achieve stage based outcomes in reading.

Our achievements include:

- Staff have a greater understanding of Consistent Teacher Judgement and apply this knowledge when assessing and setting tasks for all activities.
- Use of strategies explicitly taught in Accelerated Literacy demonstrate the students have a greater understanding or comprehension.
- NAPLAN results indicate a growth in the students achievements in stage based outcomes.
Target 2

90% of students achieve stage based outcomes in Numeracy.

Our achievements include:

- Parents have been informed via newsletter articles and a mathematics workshop about explicit teaching of mathematics.
- Staff have used Newman’s Error Analysis to assess students ability to apply working mathematically processes and have included more focus teaching and learning strategies to ensure students have a greater understanding of applying the processes in their problem solving.

Target 3

All students K-6 will produce an animated movie by the end of 2010.

- All students made a movie at the Digi-ed workshop and have consolidated their understanding of digital movie making.
- Students have a greater understanding of using components of technology in movie making.

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 2010 our school carried out evaluations of Satisfaction, Student Welfare and Mathematics.

Educational and management practice

Student Welfare

Background

Parents, students and teachers were surveyed in Term 4 2010 to find out what their views were on the planning for the school. 65% of family surveys were returned.

Findings and conclusions

- All parents, staff and students believe that the school responds efficiently to the needs of the students, the school answers requests promptly and adequately.
- 91% of parents and 70% of students believe that they speak nicely to and treat staff with respect.
- 50% of staff believes that they are treated with respect by parents and 75% believe that they are treated courteously by students.
- Most parents, students and staff believe the students are safe at school and their concerns are treated promptly and with consideration.

Future directions

The school will continue to focus on their Values program to ensure students understand the definitions of the values and how to demonstrate these values in their actions and behaviours. The Values and their definitions should also be included in the newsletter to foster a better understanding for parents and the community.

The school will continue to promote the school and what’s happening with articles in the local newspaper.

Curriculum

Mathematics

Background

The review was conducted using a survey on numeracy, for families, students and staff. 70% of surveys were returned.

Findings and conclusions

The majority of families surveyed agreed that the school has provided adequate information about the teaching of mathematics at the school. Some parents did comment that they did not feel confident assisting their children with mathematics in the home.

Students in the lower division room all agreed that they enjoyed mathematics, however students in the upper division room didn’t enjoy learning in mathematics, especially the times tables.

Staff believe that they have excellent resources to help with implementing quality teaching and learning programs in mathematics.
Future directions
The school will continue to send home articles on how they teach different concepts in mathematics along with items in the newsletter depicting the students participating in class lessons to foster conversations in the home. The school will purchase mathematics text books for the students to use in the everyday mathematics lessons in 2011.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A survey was sent to all families and 12 surveys were returned. 92% of families agree that our school is an attractive and well resourced school. 83% of parents agreed that the students are the school’s main concern. All students believe that the school is friendly and accepts all students and has good learning programs. All students also believe that the school has good teachers who work hard for the school and students. Staff indicated that they believe the school is well-resourced, offers challenging programs for the students and promotes a positive image to the community.

Professional learning
Teachers at Bribbaree Public School value the opportunity to keep abreast of current educational trends and as a result participate regularly in Teacher professional learning activities throughout the year.

These Teacher Professional Learning (TPL) activities are conducted during school time, after hours and in holiday periods.

Professional learning that staff experienced throughout the year include:

- CPR update,
- Numeracy & literacy updates,
- Aboriginal Education,
- Consistent Teacher Judgement,
- Mandatory Child Protection,
- Code Of Conduct,
- Moodle Training,
- Principal Conferences and essential training.

Support staff also attended professional learning activities through their small school network and other department courses.

School development 2009 – 2011

Targets for 2011
Our school has the following targets for the 2011 school year.

Target 1
80% of students achieve stage based outcomes in Reading

Strategies to achieve this target include:

- Accelerated Literacy will be a focus of both Lower Division and Upper Division classrooms.
- Analyse data from NAPLAN to ensure students are reaching stage appropriate outcomes.
- Use of Best start data to monitor student’s progress.
Our success will be measured by:

- Staff continuing to implement Accelerated Literacy in literacy lessons with an emphasis on reading and comprehension.
- NAPLAN data showing an increase in student’s data demonstrating a growth in understanding of what is read.

**Target 2**

85% of students achieve stage based outcomes in Numeracy

Strategies to achieve this target include:

- Use best start analysis to inform student learning in Kindergarten.
- Staff participation at PSP working mathematically workshops, analyzing student’s results in Newman’s analysis.
- Ensure intellectual quality of Quality Teaching Framework is evident in teaching and learning programs and this is carried through to classroom lessons.
- Ensure consistency in teacher judgement is evident in students work samples to measure achievement.

Our success will be measured by:

- Data demonstrating growth in student achievement.
- NAPLAN results show growth in student’s numeracy skills.
- Teachers providing effective feedback to students to encourage engagement and recall of number facts.

**Target 3**

All students will demonstrate competence in the stage appropriate outcomes in the ICT scope and sequence.

Strategies to achieve this target include:

- Implement school technology scope and sequence and ensure it is embedded throughout the schools teaching and learning programs.
- Students in upper division will use computers as a way of recording their work, relying less on pen/pencils to record their responses.
- Integrate engagement elements of the Quality Teaching framework into teaching and learning programs.

Our success will be measured by:

- Students increased knowledge and awareness of technology.
- Student’s increased use of computer programs to present their work.
- Evidence of Quality Teaching framework elements being included in all teaching and learning programs and evidence of student engagement in lessons.

**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.

Kathy Nott, Principal
Kate Parry-Ewing, Classroom Teacher
Sondra Lehane, P&C President
Michele Mundy, SAM

**School contact information**

**Bribbaree Public School**

47 Weedallion St
Bribbaree, NSW 2594
Ph: 63832308
Fax: 63832248
Email: bribbaree-p.school@det.nsw.edu.au
Web: www.bribbaree-p.nsw.edu.au

School Code: 1354

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: