Messages

Principal’s message

Bribbaree Public School (BPS) had an enrolment of 23 students in 2012. Of these, 11 were boys and 12 were girls. No students identified as Aboriginal.

Bribbaree Public School is a P6 school and is an important part of the Bribbaree Community and parental involvement is strong.

Our aim is to ensure that all of our students are provided with strong foundations in literacy, numeracy and technology. We also enable the students to grow and develop in physical, social, emotional and creative areas.

Bribbaree Public School is a Priority Schools Program funded school and also a Country Areas Program School. The funds from these programs enable employing an additional teacher 5 days a fortnight to support literacy and numeracy programs throughout the school.

The school continued to benefit from specialist teaching of the music program, with a visiting tutor attending the school each week to support lessons in both infants and primary classrooms.

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.

Margaret Mansfield

P & C message

On behalf of Bribbaree Public School P & C, I would like to thank the committee, parents, families and local community for their continued support of our school and its students. 2012 was a very busy and productive year for the Bribbaree Public School P & C.

The fundraising events for the year included:

- Canteen and meal deals. P & C provides a canteen facility for students and staff one day a week. This is voluntary run by parents.
- Fortnightly meat raffles at Bribbaree Railway Hotel.
- BBQ breakfast for Bribbaree Team Penning.
- A School Cookbook.
- BBQ’s at Mad Harry’s Sales.
- Bribbaree Show BBQ
- Parent Direct/Chalk catalogue fundraiser.
- Annual Raffle.
- Funds were also received from the collection of drums for Drum Muster. Thank you to all parents and community for supporting these events, the money raised from these created wonderful opportunities for the students. The P & C was then able to provide contributions towards costs for students attending
- Small Schools Snow Excursion years 3-6.
- Sydney Whole School Excursion.
- Supporting our students to attend Regional level for athletics and swimming carnivals.
- Students being transported to various functions. The P & C also contributed too many school improvements which were
- The new artwork at the school.
- A chicken coop for the new 6 chickens.
- 4 new vegetable patches for the gardens. P & C purchased Premium Accident Insurance for each student at the school.

Donations by the P & C were made to:

- Cystic Fibrosis Foundation.
- Bribbaree Show Society.
- Genes for Jeans Day.
- The Biggest Morning Tea.

The P & C look forward to another successful year in 2013.

Finally, I would like to thank the staff, both teaching and support, for their efforts and their genuine care for our children, also the group of dedicated people who strive to make our little school a better place. We hope to see lots of happy faces (and some new ones) in 2013.

Allison Hunter -Secretary 2012
Student representative’s message

Students were given opportunities to participate in a wide variety of both sporting and educational activities throughout 2012.

Sarah, Grace and Courtney participated in the school’s Olympics fun day.

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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>16</td>
<td>15</td>
<td>11</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>16</td>
<td>16</td>
<td>19</td>
<td>13</td>
<td>12</td>
</tr>
</tbody>
</table>

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 at weekly assemblies. Students with 100% attendance each term are recognized and rewarded at whole school assemblies.

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>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.65</td>
</tr>
<tr>
<td>Total</td>
<td>3.65</td>
</tr>
</tbody>
</table>

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

Bribbaree Public School has no Indigenous staff in the school workforce.

Staff retention

The school’s retention rate for 2012 was 100%

Teacher qualifications

All teaching staff met 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 30/11/2012

Income
- Balance brought forward $68998.08
- Global funds 48718.19
- Tied funds 47383.88
- School & community sources 28572.77
- Interest 3551.93
- Trust receipts 1630.45
- Canteen 0.00
- Total income 198855.30

Expenditure
- Teaching & learning
  - Key learning areas 4994.21
  - Excursions 23091.58
  - Extracurricular dissections 2338.38
- Library 125.00
- Training & development 482.61
- Tied funds 53108.45
- Casual relief teachers 1043.58
- Administration & office 19745.56
- School-operated canteen 0.00
- Utilities 10510.56
- Maintenance 4890.49
- Trust accounts 1728.95
- Capital programs 12070.00
- Total expenditure 134129.37
- Balance carried forward 64725.93

A full copy of the school’s 2012 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 2012

Achievements

Arts

BPS provides opportunities for all students to develop skills in creative arts areas. Highlights for 2012 include;

- The Infants and primary school Drum Corp ensemble received an honorable mention at the Forbes Eisteddfod.
- All students had the opportunity to perform in the schools end of year presentation night. With evidence of excellent skills in music, singing and dance.
- In Term 2, five of our students were awarded prizes for their artwork entries in the Henry Lawson Festival
- In term 4, seven of our students were awarded prizes for their exhibits displayed at the Bribbaree Annual Show. Two students Charlie Hunter and Courtney Petherbridge received best show exhibitors.

Sport

Sport is an important part of the curriculum at BPS. All students are encouraged to participate to the best of their ability in both fitness and sporting activities. Skills are developed in a range of sports and students have the opportunity to demonstrate their skills development in both individual and team sports. Students participated in the swimming, athletics and cross country carnivals. From these carnivals many students represented the school at Regional level.

There were 2 students that represented the school in Riverina Regional in athletics in Albury.

There were 4 students that represented Riverina Regional in swimming in Albury.

Term 4 saw Bribbaree Public School compete in the annual Bland Sports carnival against Caragabal and Quandialla School with fantastic results seeing Bribbaree take out all events.
The swim Safe swimming lessons were offered to all students. Survival and safety aspects, was also provided for all stage 2/3 students.

2012 Student leaders and their parents

Other

- We held our ANZAC Assembly at the town Memorial Park. Also students marched on Anzac Day with the school. Representatives also attended the Remembrance Day Service.
- During Education Week we held an open day where parents were invited into the classroom to look at students work. We also held a special assembly where awards were handed out and various student groups performed
- All students from K-6 attended an excursion to Sydney for a week in Term 3.
- Student in 3-5 participated in the Carpet Court Storybook Challenge where they had to write about “What I love about my community”. Alex Newell was the winner of the challenge and won $1000 worth of books and a colourful reading mat for the school as well as $250 worth of books to take home.
- Students from our school participated in various University of N.S.W competitions to test their skills.

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.

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

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

Literacy- NAPLAN Year 3

Four students in year 3 sat for NAPLAN literacy. This represents 100% of Year 3 students enrolled at Bribbaree Public School. Results cannot be reported due to the small cohort of students.

Literacy- NAPLAN Year 5

Four students in year 5 sat for NAPLAN literacy. This represents 100% of students in Year 5 enrolled at Bribbaree Public School. Results cannot be reported due to the small cohort of students.

Numeracy- NAPLAN Year 5

Four students in year 5 sat for NAPLAN numeracy. This represents 100% of students in Year 5 enrolled at Bribbaree Public School. Results cannot be reported due to the small cohort of students.

Progress in reading

The percentage of students in each skill band could not be reported on because the numbers fall below the threshold for reporting NAPLAN yearly data.

Progress in numeracy

The percentage of students in each skill band could not be reported on because the numbers fall below the threshold for reporting NAPLAN yearly data.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.
Significant programs and initiatives

Aboriginal education
The school embraces Aboriginal history and culture through teaching programs across all KLAs and as an integral perspective of the whole school.

Within Human Society and Its Environment (HSIE) and Personal Development (PD) units of work on “Identity and Values” have specific links to our Aboriginal history and culture. A variety of resources have been accessed to support classroom program.

Multicultural education
Australia’s Multicultural Heritage is an integral component of lessons in Personal Development and Health and in HSIE.

The school has a dedicated Anti- Racism Contact Officer and tolerance and equity are regularly promoted and acknowledged within the school.

Other programs
Bribbaree Public School received Priority Schools Funding in 2012 which was targeted towards literacy and numeracy programs. ‘Get Reading Right’ was a priority for reading in Early Stage 1 and Stage 1

Progress on 2012 targets

Target 1 - Literacy
- Improved student achievement in spelling and reading comprehension demonstrating growth in NAPLAN spelling and reading comprehension.
- Improved student achievement in mathematics demonstrating growth in number and working mathematically.
- Develop teaching and learning programs that incorporate Aboriginal Education and establish relationships with local Aboriginal community.
- Successful implementation of the new Australian Curriculum by 2014.

Our achievements include:
- 65% of students achieved school based outcomes in spelling and reading comprehension.

Target 2 - Numeracy
- Improved student achievement in mathematics demonstrating growth in number and working mathematically.

Our achievements include:
- 60% of students achieved school based outcomes in number and working mathematically.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of learning and science.

Educational - Learning

Background
Learning is dependent upon the opportunities provided through access to a wide range of quality resources, the provision of stimulating and secure environments and a positive relationship between home and school. The school is committed to providing the best possible learning environment combined with relevant learning opportunities to ensure all students can achieve their full potential.

Findings and conclusions

All parents responding to the survey agree that:
- the students’ classrooms are interesting learning environments equipped with stimulating equipment;
- teachers provide a balance of independent and group learning activities; and
- the school expects the students to achieve to the best of their ability and students from the school demonstrate pride in their learning.

Teachers agree that:
- stimulating and secure environments with appropriate resources are provided for all students;
- the school has high expectations of students;
- upgrading teaching skills and knowledge greatly improves learning.

All students agree that:
the classrooms are interesting places to learn with good equipment; and

the school expects them to do their best and to take pride in their work.

Future directions

The staff will strive to maintain and improve upon the stimulating learning environment existing within the school. Reporting to parents will be reviewed to improve the lines of communication between staff and parents.

Curriculum - Science

Background

Bribbaree Public School focused on improving parent’s knowledge and understanding of the way science was taught at school in 2012. The staff and whole school community worked hard to increase student science skills over the year. A survey on science was distributed to parents, staff and students with 100% of these surveys returned.

Findings and conclusions

All students surveyed recognized science as being an important subject to learn. Student surveys reported that 100% of students try to do their best and take pride in their learning of science. Students felt that the activities used by their class teachers help support their learning of new skills in science.

Parents recognize that science is supported by technology in their children’s classrooms. However, parents indicate a desire for more information about their child’s progress in science.

All staff concur that the science syllabus informs their teaching program and that explicit criteria are used for assessing student work in science. Areas and providing opportunities for students to use higher order thinking skills in science lessons will be a focus for staff in 2012.

Future directions

The school will continue to provide parents with information in relation to the teaching of science, the meaning of science terminology and ideas for helping to support students at home. The staff will strive to communicate informally on a more regular basis with parents in relation to science skills being explored in the classroom and the progress of students. The school and staff will continue to provide parents with the opportunity to view and participate in classroom science lessons throughout 2012.

Parent, student, and teacher satisfaction

In Term 4, 2012 the school sought the opinions of parents, students and teachers about the school. The school used focus group questions.

The responses are presented below.

100% of parents responded to the questions with all responses reflecting favourably on the schools commitment to focusing on the students. The parents felt the school was connected to the community and agreed that it was tolerant and accepting of all students.

The students at Bribbaree Public school believed that the school was always looking for ways to improve what the school does, and in particular the understanding shown by staff in assisting students to do their best.

Staff felt that Bribbaree Public School responded positively to the leadership and support given to them in a positive environment.

Professional learning

Staff undertook Professional Learning throughout 2012 with all teachers participating in within school and external training opportunities to meet specific school and student needs, including:

- Mathletics and Spelladrome Training
- First Aid and CPR Update
- ARCO Training
- Understanding Autism and Autistic Spectrum Disorders
- Understanding Dyslexia and Significant difficulties in reading
- Dramatic CAP workshop with Colin Schumacher
- Digital story telling
- Get Reading right
- Merit Selection training
- Principal essential training
Aust swim swimming course

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

- Improved student achievement in spelling and reading comprehension demonstrating growth in NAPLAN spelling and reading comprehension.
- Improved student achievement in mathematics demonstrating growth in number and working mathematically.
- Develop teaching and learning programs that incorporate Aboriginal Education and establish relationships with local Aboriginal community.
- Successful implementation of the new Australian Curriculum by 2014.

2013 Targets to achieve this outcome include:

- 2013 – 70% of students achieving school based outcomes in spelling and reading comprehension.
- 2014 – 75% of students achieving school based outcomes in spelling and reading comprehension.

Strategies to achieve these targets include:

- Analyse school based data, NAPLAN results and students work against syllabus outcomes.
- Use Best Start analysis to inform individual student learning needs in Kindergarten.
- Regular benchmarking of students K-6 and introduction of “Get Reading Right” program to support reading, comprehension & spelling.
- Offer a series of reading strategy workshops to parents to assist with home reading.
- Implement spelling program ‘Sound Waves’ with focus on phonemic awareness.

Plan and implement spelling skills scope and sequence.

Increase time for discussion at staff meetings on spelling to allow for increased collaborative planning, building of consistency of teacher judgement, programming support and sharing of resources and assessment strategies.

School priority 2

Outcome for 2012–2014

- Improved student achievement in mathematics demonstrating growth in number and working mathematically.

2013 Targets to achieve this outcome include:

- 2013 – 65% of students achieving school based outcomes in number and working mathematically.
- 2014 – 70% of students achieving school based outcomes in number and working mathematically.

Strategies to achieve these targets include:

- Continued implementation of the Early Numeracy Continuum and the Early Learning Plan in numeracy.
- Analyse Best Start, NAPLAN numeracy results and students’ work against syllabus outcomes.
- Staff Professional learning in the use of the K-10 Numeracy continuum.
- PLP’s are developed for any students who are performing at or below national minimum standard or are “at risk.”
- Support for students “at risk” in achieving national minimum standards are targeted by SLST or teacher’s aide.
- Integrate “Mathletics” online mathematics program into daily teaching and learning activities.
- Staff continues to develop Consistent Teacher Judgement during staff meetings – using samples from Assessment Resource Centre, focused on mathematics.
- Professional learning in Mathematics is sought and provided to all teaching staff.
through staff meetings as well as identified professional development seminars.

- Provide parent/carers workshops in mathematics to support understanding of expected outcomes for students and how to support students at home in mathematics.

**School priority 3**

**Outcome for 2012–2014**

- All staff will successfully implement the new Australian Curriculum by 2014.

**2013 Targets to achieve this outcome include:**

- 2013 – 2014 Teaching programs, units of learning, teaching and learning resources and assessment tasks of all teachers will demonstrate a shift toward the new Australian curriculum by meeting the requirements of the new syllabus documents.

**Strategies to achieve these targets include:**

- All staff to receive professional development to support them to recognise and understand the features and changes of the new Australian Curriculum.
- Updates on the stages of implementation of the new curriculum are communicated clearly and consistently to all staff.
- All staff aware of resources accessible online and share resources with colleagues.
- Time is allocated for professional dialogue regarding the new curriculum during staff meetings.
- Parents and community are provided with information and access to information in relation to the changeover to the National Curriculum and how it will affect their child’s learning. Information to be communicated through newsletter, parent workshops, P&C meetings, open classrooms.

**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.

- Peter Dinnerville - Relieving Principal.
- Tracy Sheehan - 3-6 Teacher.
- Mandy Taylor - SAM.
- Alison Hunter - P & C Secretary.

**School contact information**

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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: