Bribbaree Public School
Annual School Report 2014
School context statement

Bribbaree Public school is situated in the Southern Tablelands of New South Wales. It is part of the Young Small Schools group. Bribbaree has a current enrolment of 14 students in 2014. Of these 8 are girls and 6 are boys.

The school has a strong, inclusive ethics program where values are promoted and practiced.

In 2014 Bribbaree Public school has one full time teaching staff and a temporary teacher to support literacy and numeracy, library and RFF. Bribbaree PS also has the support of a School Learning Support Teacher, a School Administrative Manager and a General Assistant.

Bribbaree Public School has excellent learning facilities with comfortable, well-equipped classrooms and spacious grounds. The school provides challenging learning opportunities for all students and individual learning programs to meet all student needs.

There is a very active P&C Committee who enthusiastically support and promote the school community.

The school has strong links with other schools in the Young Learning Community and participation in combined social, sporting and cultural experiences are encouraged and supported.

Principal’s Message

2014 proved to be a very active and productive year at Bribbaree Public School. In response to community consultation an extended Kindergarten Transition program was offered at the end of 2013. This proved to be very beneficial not only for programming specific outcomes for the new Kindergartens but it also took away that settling into school routine for Kindergarten that generally takes a couple of weeks.

A focus in 2014 has been strengthening ties between Bribbaree Public School and the local community. Parents and community members were invited throughout the year for Easter Hat Parade lunch, Mother’s Day Lunch, My Kitchen Rules Challenge, Mill to Mill charity bike ride, Variety Bash, Melbourne Cup luncheon, and a School Management Planning dinner with community consultation and involvement across a wide range of student welfare and planning areas.

Our one and only Year 6 student had the opportunity to attend a National Young Leaders Conference in Sydney. The student also attended Young High School’s transition program.

We have sought support for our students through the acquisition of services from local optometrists, speech pathologists and counsellors to ensure that our students are able to achieve the best possible social, emotional and academic outcomes.

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.

Craig McMahon
Principal

P & C Message

On behalf of the Bribbaree P & C, I would like to take this opportunity to say a huge Thank You, to the committee, staff, parents, families and local community for their help and support for our school and students.

2014 was a busy year for our small P & C.

The fundraising events for the year include:

*A morning tea for the Mill to Mill bike ride
*Cross Country Canteen
*Variety Bash Lunch
*Mother’s Day Raffle
*Canteen at the Bribbaree Show
*Camp Draft Dinner

Also funds were received from the collection of drums for Drum Muster.

The P & C was then able to provide contributions towards costs for students attending:

*Small Schools Primary Excursion to Ballarat
*Infants Excursion to Canberra
*Supporting our students to attend Regional Level for swimming and Athletics carnivals in Albury
*Purchase Year Six Rugby Tops
*Year Six Farewell
*Student Supplies for the school
We also operated a canteen, 1 day a week, providing freshly prepared food for the students
Finally I would like to thank the Staff, both teaching and support, for their effort and their genuine care for our children.
Many Thanks

Allison Hunter
P & C Secretary 2014

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td>Female</td>
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<td>16</td>
<td>19</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>8</td>
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</table>

Student attendance profile

Management of non-attendance
Bribbaree Public School informs parents of their legal obligations about enrolment and attendance. The school monitors student absences and identifies when a student is absent for three or more consecutive days, or where there is a pattern of persistent unexplained absences, or where a student’s attendance rate is considered unsatisfactory. The school takes reasonable steps to follow-up unexplained absences as soon as possible, or ideally within three days of the absence.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<th>2014</th>
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<tbody>
<tr>
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<td>19</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

Workforce composition

Position                  | Number  |
-------------------------|---------|
Principal                | 1       |
Deputy Principal(s)      |         |
Assistant Principal(s)   |         |
Head Teachers            |         |
Classroom Teacher(s)     | 0.41    |
Teacher of Reading Recovery|      |
Learning and Support Teacher(s) | |
Teacher Librarian        |         |
Teacher of ESL           |         |
School Counsellor        |         |
School Administrative & Support Staff | 0.706 |
Total                    |         |

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Bribbaree Public School has no Indigenous staff in the school workforce.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
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<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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</table>

Professional learning and teacher accreditation
We are lucky to have such wonderful, dedicated teachers at Bribbaree Public School. During 2014 the staff of Bribbaree Public School undertook numerous Professional Learning opportunities.

- TEN (Teaching Early Number)
- Seven Steps to Successful Writing
- Core Financial Literacy and Strategic Financial Management
- EAFS (Early Action For Success)
- Live Life Well
- School Management Plan
- Robotics
- Young Small School Staff Network Days.

Beginning Teachers
During 2014 Bribbaree Public School had no permanent beginning teachers. However, Ms Heidi Brown was Temporary for 4 days and was also a beginning teacher. Ms Heidi Brown was very well supported and mentored throughout the year and gained a lot of experience, knowledge and skills by teaching in a small rural school.

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 30/11/2014

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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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<table>
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<th>Expenditure</th>
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<td>Teaching &amp; learning</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<td>Total expenditure</td>
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<td>Balance carried forward</td>
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A full copy of the school’s 2014 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 2014

Achievements

War Memorial Diorama- The Bribbaree Public School in conjunction with the Bribbaree War Memorial Trust Committee produced a diorama depicting the epic battle between the Emden and the HMAS Sydney. The Diorama was placed on display at the War Memorial Hall and unveiled on ANZAC Day 2014.

Our School was strongly represented at the Bribbaree community ANZAC Day March and Rememberance Day ceremony in 2014.

Musica Viva- as in previous years we have been fortunate enough to attend the live performances. These are always exciting and unique performances.

Aspire- In 2014 Bribbaree Public School attended Quandialla Central School for an Aspire workshop. ASPIRE Ambassadors are current UNSW students who have completed at least one semester of university. They are people who understand the barriers that can discourange young people from accessing higher education. They relate to and inspire young people and believe in the potential of all school students.

Science Camp- 5 students travelled to Murringo Public School for a Science Camp. The Science Camp involved Robotics, Engineering, Astronomy, and bridge building. It was a very hands-on camp where all students were mixed up into groups named from the periodic table. I would like to commend the students of Bribbaree Public school on the way they conducted themselves over the two days.

My Kitchen Rules- 2014 was the inaugural MKR challenge. We found ourselves with 3 teams of highly motivated, aspiring young chefs. Not only did our guests receive a fantastic sit down 3 course taste but also live performances from the primary (Ned Kelly Trial) and the infants (The Three Little Pigs shadow puppets) students.

Bribbaree Public School was fortunate enough to have the Variety Bash call into the school for lunch. The P&C catered lunch for 240 people from all over NSW. The Variety Bash donated 4 EV3 robots and 2 WEDO robots to the students of Bribbaree Public School.

Sport

Sport is an important part of the curriculum at Bribbaree Public School. Students are encouraged to be active every day. Daily Physical activity stimulates growth and leads to improved physical and emotional health.
Skills are developed in a range of sports and students have the opportunity to demonstrate their skills and development in both individual and team sports.

Premiers Sporting Challenge- Miss Brown and the students from Years 2 to 6 attended the Premiers Sporting Challenge. This was a great experience for our students to participate in a variety of sporting activities. The venue was the Young High School.

Bribbaree Public School has been strongly represented in the sporting arena in 2014. There were 5 students that represented the school in Riverina Regional Athletics in Albury.

There were 4 students that represented the school at Riverina Regional Swimming in Albury.

Term 4 Bribbaree Public school competes in the Annual Bland Sports carnival against Caragabal and Quandialla.

Term 4 saw students from Bribbaree Public School join small schools from the area to field teams for the Boorowa Touch and Netball carnival

Infants Excursion- The Infant students ventured to Canberra for a day to look at the beautiful display of flowers at Floriade and the pristine gardens of Cockington Green.

Young Small Schools Excursion- Staff and students of Bribbaree Public School joined other students from the Young Small Schools Network on an excursion to Victoria. The excursion looked at the early history of Ballarat, Bendigo, and Echuca over a week. The students had a wonderful time.

Academic achievements

NAPLAN

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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 and enter the school name in the Find a school and select GO to access the school data.

Small Schools or small school cohorts

The reporting of information must be consistent with privacy and personal information policies. Summary statistics or graphical representation of student performance must not be used for cohorts of less than 10 students. Where there are fewer than 10 students, schools will report in the narrative form.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

One student 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

NAPLAN Year 3 - Numeracy

One student sat for NAPLAN numeracy. This represents 100% of Year 3 students enrolled at Bribbaree Public School. Results cannot be reported due to the small cohort of students

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

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

NAPLAN Year 5 - Numeracy

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

Other achievements

The National Young Leaders Day is an annual event founded in 1997 to develop strong leadership values amongst young Australians. The Program consists of keynote speakers, multimedia presentations and interactive learning that seeks a range of specific outcomes for young people who aspire to lead themselves & others well. In 2014 our School Captain represented Bribbaree Public School

Significant programs and initiatives – policy

Aboriginal education

Teachers at Bribbaree Public School are familiar with the policy and procedures outlined in the Aboriginal Education and Training Policy.

Aboriginal education is clearly embedded in teaching and learning programs. ‘Acknowledgement of Country’ is said at all assemblies and community meetings. Students and community are educated as to the significance of this practice.

Multicultural education and anti-racism

Bribbaree Public School provides teaching and learning programs that enable students from all cultures and communities to identify as Australians within a democratic multicultural society and to develop the knowledge, skills and values for participation as active citizens in the community.
Bribbaree Public School promotes positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by encouraging their active engagement in the life of the school.

Principals are required to nominate a member of the teaching staff to be the school’s Anti-Racism Contact Officer (ARCO). In larger schools the ARCO needs to be an experienced teacher:

- with good communication and mediation skills
- with the trust of parents, teachers and students
- preferably without an advocacy role in the school.

Bribbaree Public School being a PP6 Public School the training was undertaken by the Principal Craig McMahon. The ARCO is the contact between students, staff, parents and community members who wish to make a complaint regarding racism and the appropriate procedure that will be used to resolve the complaint, including the person who will have responsibility for dealing with the complaint - the delegate.

**Significant programs and initiatives – equity funding**

**EAFS–Early Action for Success–** Bribbaree Public School has been selected to participate in the Early Action for Success small and isolated schools strategy from Term 4 2014. Schools were prioritised to take part in the strategy based on an Index of Need. The Index of Need was developed by the High Performance Unit using Best Start Kindergarten Assessment data, NAPLAN data and school contextual characteristics. We will be working with an Instructional Leader located in the Educational Services team to the end of 2016.

In addition to an Instructional Leader position, Bribbaree Public School was provided with an additional teacher allocation to deliver interventions in literacy and numeracy, and a training allocation to strengthen personalised learning for K-2 students. The funding has been allocated towards teacher release for planning, data analysis and evaluation of programs implemented.

**Socio-economic background**

The funding received for low socio-economic backgrounds in 2014 went towards employing a teacher for 4 days a week. This allowed for smaller class sizes in infants K-2 (5) and primary 3-6 (9) and a consistent uninterrupted approach to literacy and numeracy blocks over the 4 days. Learning and Support plans were put in place for the at risk students. A 3-way interview was conducted outlining the areas of concerns and setting short term and long term goals. The Learning Support Plans were reviewed at the end of Term 3. The results helped strengthen partnerships between the school, families and community organisations.

Bribbaree Public School enhanced students’ access to a wider range of curriculum learning experiences through hands on specialist teachers. The School employed a music teacher from the ‘Young School of Music’ that targeted music interests. The students were taught the guitar each Friday and were learning contemporary music that increased the level of student participation and engagement. The result of having students in a consistent routine from Monday to Friday improved the quality of teaching and learning as well as increased the overall effectiveness of the organisation of the school.

Bribbaree Public School had two students attend Stewart House in Sydney. Every year 1,800 public school children attend Stewart House next to Curl Curl beach at no cost to their parents or carers. During a 12 day stay they are provided with dental, optical, hearing and medical screening and treatment. The students participated in
educational programs and excursions designed to develop their social and emotional skills, build self-esteem and improve their overall well-being. This experience provides children with a much needed break from their current circumstance. The students were inspired to see beyond the present and to have real hope and positive aspirations for their future.

Other significant programs and initiatives

Robotics- Bribbaree Public school is very fortunate to have 8 robots donated from the Variety Club. Much has been written on what learning and learning environments should look like in the 21st Century. As teachers we know that learning is best when it is active, self-directed, goal orientated, authentic, interest driven and just-in-time. We are living and learning in a technology rich world. It is widely recognised in literature that 21st century learners need to be technologically fluent, to develop essential skills to live work and operate in the learning environments of today. Engaging students in an inquiry based approach where they are encouraged to collaborate and be creative in solving open ended robotics challenges offers a unique platform to address many areas of 21st century learning. In 2015 I have had enquiries from other small schools about our Robotics program and I would like to think that our students will become well skilled to teach others (students teaching students).

Healthy Harold- Bribbaree Public School was fortunate enough to gain a visit from Healthy Harold. It is always a highlight having Harold in the school and the students were really engaged with the programs Mrs Rae Mitchell delivered.

Aquaponics- The students looked at all types of hands on learning within aquaponics from design and technology, water filtration, plumbing, planting and putting together a timetable that outlines planting and harvesting dates.

Aquaponics is a combination of aquaculture (fish farming) and hydroponics (soilless plant farming). It utilises fish wastewater as a resource by circulating it through hydroponic grow beds where plants take up its nutrients. This differs from conventional closed-system aquaculture where fish wastewater is treated using various types of bio-filtration and then either returned to the fish-rearing tanks or discarded. In aquaponics, a symbiotic relationship is formed between fish and plants. The fish provide most of the plants’ required nutrients and the plants clean the water for the fish. So in lamens terms- the fish feed the vegetables and the vegetables feed the fish!

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysing school based data, NAPLAN results, literacy continuum (clusters), numeracy continuum and students work against syllabus outcomes.
- Students ‘at risk’ in achieving national minimum standards will have a Personalised Learning Plan developed in consultation with parents and /or caregivers
- Staff programs are reviewed, evaluated and feedback provided.
School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

Improved student achievement in spelling and reading comprehension demonstrating growth in NAPLAN spelling and reading comprehension

Evidence of achievement of outcomes in 2014:

- Running records show consistent improvement in students’ ability to read with accuracy, self-correct and increased fluency levels. Data collected to help with programming.
- Students are aware of where they are and what areas they need to focus on to improve comprehension.

Strategies to achieve these outcomes in 2014:

- Targeted students receive additional assistance during literacy sessions from SLST.
- Increased consistency and continuity in the teaching of spelling across the stages.
- Teachers share and discuss evidence of student achievement in spelling linking this to the relevant continuum and K-6 syllabus.

School priority 2

Numeracy

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- SENA 1 and SENA 2 assessments indicate improvement in Aspect 1 (counting sequences) of the Numeracy continuum
- Students ‘at risk’ from 2013 are drawing on a greater knowledge base and more confident when working mathematically.
- All student data placed into PLAN each Term for review

Strategies to achieve these outcomes in 2014:

- Early number teaching and learning strategies are informed by Best Start assessment and information from the Early Numeracy continuum.
- Targeted students receive additional support during numeracy sessions.
- Integrate “Mathletics” online mathematics program into daily teaching and learning activities.

School priority 3

Australian Curriculum

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- professional dialogue regarding the new curriculum during recess, lunch and staff meetings has increased
- Aboriginal education is clearly embedded in teaching and learning programs.
- ‘Acknowledgement of Country’ said at all assemblies and community meetings

Strategies to achieve these outcomes in 2014:

- All staff indicates they are confident to implement the new curriculum through programming, assessment and provision of teaching and learning opportunities.
- All staff to receive professional development to support them to recognise and understand the features
and changes of the new Australian Curriculum.

- All staff aware of resources accessible online and share resources with colleagues.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Programs that they would like to see continue in 2015 are:**

- Fruit Break continued
- A continued Whole school approach to literacy and numeracy blocks
- Positive School Culture behavior board developed

**Some suggestions for the future school planning were:**

- Teaching Learning nights for parents
  - Parent – numeracy, literacy, computers
- Attending larger events such as joining in with Young Small Schools for the Cherry Jam
- Implementing programs to attract students
- Providing the students with real life experiences - day excursions.

**A summary of the student responses**

- I like the way teachers play games with us at recess and lunch.
- I love coming to school each day
- Everybody is nice and caring

**Staff responses indicated:**

- Successful collegial support and communication amongst staff
- Fantastic professional learning opportunities
- Happy and relaxed environment - no pressure/ deadlines - makes you want to do the very best job for each and every student.

**Future Directions**

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The School Management Plan will have 3 Strategic Directions.

**Strategic Direction 1**

Student success as learners, leaders and responsible and productive community members.

**Purpose**

To develop a sense of accomplishment by providing students with challenging, stimulating learning experiences that enable all students to explore and build on their gifts and talents.

**Strategic Direction 2**

Staff leading innovative practice, learning about what works and connecting with others

**Purpose**

Staff members take responsibility for their own ongoing learning, strive for innovation and improvement and who make strong connections within and beyond the school.

**Strategic Direction 3**

Enhancing Community Engagement and Participation

**Purpose**

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership within community and organisational practices.
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.

Craig McMahon - Principal
Amanda Taylor - School Administrative Manager
Allison Hunter - P&C Secretary
Heidi Brown - Teacher

School contact information

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Web: www.bribbaree-p.schools.nsw.edu.au
School Code: 1354

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