2010 Annual School Report
Brocklesby Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

Brocklesby Public School is a dynamic small rural school ideally situated in the village of Brocklesby. The school is committed to providing all students with a well-balanced, caring and positive learning environment.

Literacy and numeracy remained Brocklesby Public School’s core teaching and learning focus with an emphasis on quality teaching, the teaching of values and integrating technology into everyday teaching and learning.

Again this year the Premiers Sporting Grant provided funds to purchase new sports equipment for the school and the Building an Educational Revolution project saw the installation of the new library.

Staff and students continued to participate in the Walbundrie Network of School activities which provided opportunities to be involved in Climate Clever and Creative Catchment Kids environmental projects, additional staged learning days for PDHPE at Walla Walla Public School, mathematical thinking and drama at Rand Public School.

I would like to express my appreciation to the School Council, Parents and Citizens Association and Staff for their continued support through their year.

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.

Julie Hamilton

P&C message

The Brocklesby Parents and Citizens Association was again very active throughout 2010.

Our focus this year was fundraising. All fundraising we do directly benefits our students. This year the P&C were able to subsidise the Yr. 3/4 Sovereign Hill excursion, Yr. 5/6 Canberra excursion and the whole school swimming scheme costs. The fundraising activities involved a Bunning’s BBQ, pie, bulb and Christmas pudding drive and various raffles.

I would like to express my appreciation to all of the P & C members who contributed their time and hard work throughout the year as well as to the community members who assisted the school during 2010.

Antonia Joss
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>11</td>
<td>9</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>9</td>
<td>12</td>
<td>13</td>
<td>12</td>
</tr>
</tbody>
</table>

Management of non-attendance
Due to Brocklesby Public School having an attendance rate above the state and regional levels student non-attendance is not required to be managed in a formal manner. The school maintains open and close contact with parents that foster positive communications and working relationships if an attendance issue arose.

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.

Note: Class size data are as provided by schools in the annual class size audit.

<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>INFANTS</td>
<td>K</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>INFANTS</td>
<td>1</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>INFANTS</td>
<td>2</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>3</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>4</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>5</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>6</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>

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>Teaching Principal</td>
<td>5 days</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3 days</td>
</tr>
<tr>
<td>Primary teacher RFF</td>
<td>1 day</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4 days</td>
</tr>
<tr>
<td>Total</td>
<td>2.38</td>
</tr>
</tbody>
</table>

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

Brocklesby Public School does not employ any indigenous employees.
Staff retention

Due to reduced student enrolments in 2010 the staffing allocation was also reduced. Ms Hamilton remained as the Teaching Principal, Mrs Christensen was replaced by Miss Vanzella in term 2. Mrs Packer remained the Principal’s Release teacher for the year.

Teacher qualifications

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

Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>42977.01</td>
</tr>
<tr>
<td>Global funds</td>
<td>42783.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>20150.43</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10669.54</td>
</tr>
<tr>
<td>Interest</td>
<td>2363.68</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1296.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>120241.08</td>
</tr>
</tbody>
</table>

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

During the year all students participated in weekly dance lessons taught by Tanya Rixon from BodyBasics Dance Studio. In Term 3 the students competed in their first dance eisteddfod in Albury and received a highly commended for their performance. The students also performed at the Brocklesby School of Arts Hall for parents and community members at the annual school concert.

The students also joined together with the Walbundrie Small School Network of schools during Education Week and participated in the Bushwayzhee production and concert at Rand Public School.

2010 was a very successful year for commendations and prizes awarded for art and craft entries in the Walbundrie Show in term 3.

Sport

Brocklesby Public School students competed well in school houses competitions and against the Walbundrie Small School Network of schools throughout 2010. The students participated in school and interschool swimming, cross country and athletics carnivals.

Daniel Heagney and Lachlan Boyd represented the school at PSSA level for swimming.

Brocklesby parents once again supported an intensive 10 day swimming program that was attended by all students at the Jindera Pool.

Other

Environmental Education

Grow What You Eat program continued during 2010 with the students growing a productive vegetable garden. With the assistance of Mrs Packer and Ms Antonia Joss the students travelled to Burrumbuttock and utilised their Stephanie Alexander kitchen to cook fresh and organic meals. The aim of the project is to increase student awareness of sustainability,
healthy eating choices, increase their knowledge how food is grown and how it can be cooked in a variety of healthy ways. The project has gained momentum with parent support and the further development of the school orchard.

The Climate Clever Energy Savers was a project undertaken by Year 3-6 during 2010. It involved engaging in a sustainability action process to investigate and identify energy concerns within their school environment and develop proposals for action that can be implemented. The project and energy saving action was to monitor and assess the comfortable temperature levels during winter. The students purchased a digital thermometer for the classrooms and adjusted the heater levels to maintain a comfortable learning environment and therefore reduce greenhouse gasses.

Tasha Pitman, Dharma McIntyre and Grace Benoy participated in the 2010 Creative Catchment Kids Program. The highly successful 2010 Creative Catchment Kids program provided these students with opportunities for positive and authentic ventures that encourage them to create their own solutions to environmental issues in their school. The students undertook a rejuvenation project planting native grasses, bushes and shrubs in and around the “Australia” garden.

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)

Literacy – NAPLAN Year 3

Brocklesby Public School has too small a cohort to report on individual results however, students in general performed above the state average in literacy.

Numeracy – NAPLAN Year 3

Brocklesby Public School has too small a cohort to report on individual results however, students in general performed above the state average in numeracy.

Literacy – NAPLAN Year 5

Brocklesby Public School has too small a cohort to report on results for Year 5.

Numeracy – NAPLAN Year 5

Brocklesby Public School has too small a cohort to report on results for Year 5.

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. Due to privacy and personal information policies the percentages of our students achieving at or above these benchmarks cannot be reported.

Significant programs and initiatives

Brocklesby Public School undertook a variety of programs to support student learning during 2010. As a member of the Walbundrie Small School network of schools our students benefited from the following combined school initiatives:

- Year 5/6 excursion to Canberra
- Year 3/4 excursion to Sovereign Hill
- Year 3/6 Border Stargaze excursion with Walbundrie Public School
- PDHPE day at Walla Walla Public School
- Three Year 6 students participated in the Creative Catchment Kids Program

Aboriginal education

School programs supporting Aboriginal Education and aspects of Aboriginal perspectives, culture and history are taught in the school.

Aboriginal Education is integrated across all Key learning areas with particular emphasis across the Connected Outcomes Groups.
Multicultural education

Whilst there are no students from non-English speaking backgrounds (NESB) enrolled at Brocklesby Public School, the cultural diversity of our nation continues to be recognised and celebrated in the school across various KLA’s.

Connected Outcomes Groups units provide a vehicle to study other cultures and encourage attitudes of tolerance and respect for those from different cultures. The Year 3/6 also students participated in the Country of Study CWA project that focussed on learning about life in East Timor.

Respect and responsibility

During 2010 students at Brocklesby Public school continued to engage in the Six Kinds of Values Education Program. It frames and supports the DET core values in a way that students, teachers and parents can remember and apply in everyday situations. The school held a Friendship Day to celebrate positive relationships between students and adults.

Connected learning

Staff completed training in the use of Connected Classroom facilities in 2010. The connected Classroom suite will be installed into the new library building early 2011.

Progress on 2010 targets

Target 1

*Improve the Literacy skills of all students, with an emphasis on reading comprehension.*

Our achievements include:

- NAPLAN and Best Start data were analysed and teaching programs were evaluated to inform teaching and learning programs student needs
- Staff engaged in Professional Learning through the Best Start Leaders program and implemented Talking and Listening strategies into classroom programs to enhance comprehension in K-2 programs
- Accelerated Literacy pedagogy continued to drive the Year 3/6 teaching and learning literacy program and resulted in improved comprehension results

Target 2

*To improve working mathematically skills with an emphasis on space and number.*

Our achievements include:

- Implementation of the North Coast Region Mathematics scope and continuum and teaching program across K-6
- Explicit teaching of Working Mathematically skills resulted in improved mathematical thinking by the primary students.

Target 3

*Use of interactive technology to enhance teaching and learning across all KLA’s*

Our achievements include:

- At the time of writing this report the Connected Classroom had not yet been installed into the school. Therefore, the target that focussed on the use of video conferencing equipment by students in interactive forums has not been met and will remain a target for 2011
- Staff participated in Regional Professional Learning for Connected Classroom equipment
- The use of interactive whiteboards became an embedded part of daily teaching and learning
- Weekly reports showed large increases in the number of visitors to the Brocklesby Public School website.

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 School Management and English

Educational and management practice

Staff and parents were surveyed about school management in 2010 to better inform future planning processes. 100% of staff and 38% of parents returned the school designed survey.

Findings and conclusions
87% of returned parent surveys strongly agree or agree the school is always looking at ways to improve its performance and 75% felt these changes were either minor or major.

87% of returned parent surveys strongly agree or agree the school meets the educational needs of the students and that the students are cared for.

100% of returned parent surveys strongly agree or agree that school staff are valued and supported and they undertake professional learning to continually improve their teaching.

**Future directions**
From the survey results Brocklesby Public School will focus on:
- better informing parents about how the school measures and plans future improvements.

**Curriculum**

**English**

**Background**
The key focus for curriculum evaluation for 2010 was English. 100% of staff and students and 38% of parents returned the school designed survey. The survey focused on several areas of English including its importance, teaching, assessment and attitudes.

**Findings and conclusions**
Analysis of the survey responses indicated that:
- 100% of returned parent surveys strongly agree or agree that English is an important subject
- There were mixed responses from the returned parent surveys regarding how English is planned and taught.
- 100% of both boys and girls strongly agree or agree that English is an important subject and enjoy using computer technology to assist their learning.
- 96% of both boys and girls strongly agree or agree that they are getting better at reading and writing.
- Sample student survey comments: writing and reading are fun, it is fun and helps me learn a lot, I am having challenges and having a go
- 100% of teachers strongly agreed English is an important subject that is assessed, planned and taught explicitly.
- 100% of teachers strongly agreed they knew what their students knew in English and what they needed to teach.

**Future directions**
From the survey results Brocklesby Public School will focus on:
- better informing parents about the teaching and assessment of English
- providing students with more informative feedback on their learning of English

**Parent, student, and teacher satisfaction**
In 2010 the school sought the opinions of parents, students and teachers about the school. 100% of staff and students and 38% of parents returned the school designed survey.

Their responses are presented below.
- 100% of returned parent surveys strongly agree or agree that the school maintains a focus on Literacy and Numeracy along with providing a wide range of extracurricular programs
- 100% of returned parent surveys strongly agree or agree that the school is a friendly school that is tolerant and accepting of all students and promotes positive core values
- There were mixed responses from the returned parent surveys regarding student academic standards and the provision of challenging programs
- 100% of students strongly agree or agree that Brocklesby Public School is a good school with teachers who teach them well and believe students are important
- 91% of all students strongly agree or agree that Brocklesby Public School is a friendly school with a fair discipline and reward system with students who are well behaved and respectful
- 100% of teachers strongly agree they incorporate quality teaching strategies into their classroom practices
- 100% of teachers strongly agree the school is well resourced and has a fair and positive welfare policy

Future directions
From the survey results Brocklesby Public School will focus on:
- better communication with parents regarding the achievements of their children

Professional learning
Staff at Brocklesby Public School participated in a range of high quality professional learning activities in 2010. They include:
- Leadership
- Literacy
- Best Start Assessment
- Technology
- OH&S
- CPR
- Emergency Care
Training took place inside and out of school hours.
The average expenditure on professional learning for each teacher was: $700.00. A large majority of professional learning was funded by the Department of Education and Training through regional initiatives.

School development 2009 – 2011

Targets for 2011

Target 1

*Improve the Literacy skills of all students, with an emphasis on reading comprehension.*

Strategies to achieve this target include:
- Provide Accelerated Literacy training for the Stage 2 and Stage 3 classroom teacher
- Continue implementing of Best Start Literacy strategies and individual teaching program from Best Start data into Early Stage 1 and Stage 1 teaching and learning.
- Further enhance the use of Interactive Whiteboard technology

Our success will be measured by:
- student writing and assessments will show evidence of improved grammar and text structure
- improved student performance in reading comprehension reflected in school and NAPLAN assessment tasks
- inclusion of Accelerated Literacy pedagogy in the balanced literacy session
- evidence of the Best Start strategies and program in the Early Stage 1 and Stage 1 balanced literacy session
- implementation of balanced literacy sessions that reflect the concepts of the Best Start program.

Target 2

*To improve working mathematically skills with an emphasis on space and number.*

Strategies to achieve this target include:
- continue to allocate adequate time for the teaching and learning of space and number strands
- further embed working mathematically skills and knowledge in the teaching and learning of mathematics strands
- the explicit teaching of the Newman’s error Analysis prompts to enhance student problem solving skills.

Our success will be measured by:
- Principals from the Walbundrie Small School Network evaluate and revise the current mathematics scope and continuum and teaching programs
- the inclusion of department of education resources and personnel and NAPLAN teaching and learning strategies into teaching programs
- improved student results across Space and Numeracy in school based assessment tasks.
Target 3

*Use of interactive technology to enhance teaching and learning across all KLA’s*

Strategies to achieve this target include:

- All staff participate in Professional Learning activities supported by DET in the operation of and use of interactive technology and video conferencing.
- Engage all students and staff in the effective use of interactive activities and technologies in classroom practices.
- Develop stronger links within Walbundrie Small Schools Network using Video Conferencing technologies.

Our success will be measured by:

- Regular use of Interactive Whiteboard technology by staff and students.
- Using video conferencing technologies for students to participate in interactive forums with other schools.
- The use of video conferencing for Walbundrie Small School Network meetings and program development.

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.

Julie Hamilton  Principal
Sara Vanzella  Temporary Teacher
Antonia Joss  P&C President

School contact information

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Web: www.brocklesby-p.school@det.nsw.edu.au
School Code: 1363

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: