2008 Annual School Report
Brocklesby Public School

NSW Public Schools – Leading the way
**Principal's message**

2008 proved to be another busy and productive year. One highlight being the attendance of 60 past students and dignitaries to the opening of the COLA, toilets and paved lunch area in October. Staff and students continued to enjoy the support of the local community throughout the year. 2008 was a happy year for the school and I would like to express my appreciation to the School Council, Parents and Citizens Association and Staff for their hard work during the 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.

_Mrs Raylee Levey_

**P&C message**

The Brocklesby Parents and Citizens Association had another very active and successful year. We held numerous fundraising events; being three street stalls at Howlong which included three major raffles, a Bunnings BBQ and a BBQ at the small schools swimming carnival. With some of the money raised we were able to contribute towards the students’ swimming lessons, excursions and the Life Education Van. We also gave every student a gift voucher to purchase any school needs for the following year and a new sports shirt.

The major project for the year was the completion of the paving and seating under the sail shade area. This was funded by a grant from the Foundation for Rural and Regional Renewal and the sale of named pavers to local families. The whole project was celebrated with a very successful opening day attended by past students, families and local community members.

This being the 110th year of schooling at Brocklesby we decided to update and extend the P&C Cookbook which is now on sale. The final achievement for the year was the updating and improvement of the school uniform with some very smart and attractive clothing to choose from.

I would like to express my appreciation to all the P&C members for their hard work and dedication during 2008 and to also thank the school staff and community members who were such a support throughout the year.

_Ron Koschitzke (P&C President)_

**Student representative's message**

Brocklesby Student Representative Council held regular meetings during 2008. The Council held many fundraising days throughout the year; a cake stall at the Athletics Carnival, Out of Uniform day and Jeans for Genes Day. A donation was made to the Medical Research for Diabetes Australia. I would like to thank all the students and their parents for all their support this year.

_Rachel Koschitzke (School Leader for 2008)_

**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**

Total school enrolment in December 2008 was 23 students. Expected enrolment for 2009 is 21.
During 2008 student attendance was satisfactory. Most absences were explained by either a written note or telephone call to the school.

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>3</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>K-6</td>
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<td>3</td>
<td>20</td>
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<td>K-6</td>
<td>1</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>4</td>
<td>20</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>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.126</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Total</td>
<td>1.210</td>
</tr>
</tbody>
</table>

Staff retention
During the year we gained further teaching time due to the Primary Smaller School Supplement. Our Teacher Librarian took Maternity Leave in Term 4 and our Principal moved on at the end of the year because of the reclassification of our school from a PP5 to a PP6.

Staff attendance
Staff have access to leave entitlements such as sick leave. Staff numbers are too small to report the staff attendance rate.

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>0</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: 30/11/2008

**Income**

- Balance brought forward: $95,785.42
- Global funds: $44,165.31
- Tied funds: $15,995.00
- School & community sources: $11,464.34
- Interest: $4,683.78
- Trust receipts: $5,697.57
- Canteen: $0.00
- **Total income**: $177,791.42

**Expenditure**

- Teaching & learning
  - Key learning areas: $14,630.24
  - Excursions: $1,839.69
  - Extracurricular dissections: $2,434.77
- Library: $1,010.40
- Training & development: $1,340.54
- Tied funds: $69,823.53
- Casual relief teachers: $2,277.89
- Administration & office: $17,738.72
- School-operated canteen: $0.00
- Utilities: $4,327.83
- Maintenance: $1,504.44
- Trust accounts: $5,908.39
- Capital programs: $11,602.72
- **Total expenditure**: $134,439.16

**Balance carried forward**: $43,352.26

A full copy of the school's 2008 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 2008

**Achievements**

**Arts**

A feature of 2008 was the end of year concert ‘Who Wants to be the Most Important Australian’. All students were involved in singing, dancing and acting. Much time was also spent designing and creating costumes, scenes and props. A great activity to compliment learning in the Creative Arts area.

All students participated in a weekly Murray Conservatorium outreach music program conducted by Mrs Krowicky.

**Sport**

Brocklesby students tried their best during school and interschool swimming, cross country and athletics carnivals. Two students going on to represent at the Riverina level in Athletics and Cross Country. Rachel Koschitzke was also selected to play for the Riverina Netball team.

The school also participated in a half day gymnastics program held in Albury.

Brocklesby parents once again supported an Intensive Swimming Program that was attended by all students at GT Aquatics in Albury.

**Other**

To compliment the COGS unit ‘Chinese Heritage’ the Primary Students travelled to Beechworth to visit the Chinese Graveyard. They also spent time exploring the museum.

Two over night camps were held during the year; one for years three and four to Ballarat and one to Canberra for years five and six. The students gained great knowledge and experience from these trips.

A visit to the new Albury Library and Museum will be remembered for some time as it provided great hands on activities with the Fruit Fly Circus. Activities like dressing up, juggling and acrobatics.

**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 the 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**

All Year 3 students performed above the National Minimum Standard in Literacy. Results in Reading and Writing were significantly above the state average.
Numeracy – NAPLAN Year 3
All year 3 students achieved between bands 4 and 5. Students’ results were significantly higher than the state and region.

Literacy – NAPLAN Year 5
Year 5 student’s results were above region and state average in Reading.
Students achieved between bands 5 and 6 for writing.

Numeracy – NAPLAN Year 5
Students achieved results between bands 5 and 6 in numeracy, these results closely reflect the state average.

Progress in literacy
Brocklesby students achieved excellent growth in reading between years 3 and 5.

Progress in numeracy
Brocklesby students showed a negative growth between years 3 and 5 in numeracy.

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 2008

| Percentage of Year 3 students achieving at and above minimum standard |
|---|---|
| Reading | 100 |
| Writing | 100 |
| Spelling | 100 |
| Punctuation and grammar | 100 |
| Numeracy | 100 |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

| Percentage of Year 5 students achieving at and above minimum standard |
|---|---|
| Reading | 100 |
| Writing | 100 |
| Spelling | 100 |
| Punctuation and grammar | 100 |
| Numeracy | 100 |

Significant programs and initiatives

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 different to ourselves.

Respect and responsibility
Brocklesby Public School places a major emphasis on Respect and Responsibility across the school and wider school community. Students are encouraged to participate in local Anzac Day Services. The staff and students negotiate school rules, promoting fairness for all and consequences for actions. These rules complement the Department of Educations Core Rules.

Progress on 2008 targets

Target 1
To improve the literacy skills of all students, particularly in the areas of reading and writing.
Our achievements include:
- 2007 BST results were analysed and teaching programs were adapted to reflect the students’ needs.
• Reading and writing resources have been purchased by the school and used effectively in the classroom. This has resulted in motivated students during comprehension activities, improved comprehension assessment results and a wider variety of resources for the teachers to utilise in the classroom.
• The attendance of staff at the Starting Points conference and NAPLAN writing training. Staff also trained in the use of Interactive Whiteboards to support the literacy program. Teachers across the Walbundrie Small Schools Network have shared their knowledge and expertise.

**Target 2**

To improve students ability to think and work mathematically with emphasis on the number strand.

Our achievements include:
• The majority of students have achieved stage appropriate outcomes in numeracy due to thorough analysis of student assessment results and improved teaching practices.
• Adaptation of the mathematics program to reflect the needs of a multistage class.
• The implementation of effective oral and written daily mental mathematics program.
• The development and implementation of teaching strategies that have lead to improved practices.

**Target 3**

To continue the implementation of the Connected Outcome Groups Statements (COGS)

Our achievements include:
• The collation and organisation of COGS resources so that they are readily available for use in the classroom.
• The organisation of excursions and field trips supported the outcomes of the COGS units.
• The sharing of information with parents about the content and organisation related to COGS units.
• Enhanced opportunities for schools in the local area to share their learning experiences in relation to COGS units.

**Educational and management practice**

**Teaching**

**Background**
The area nominated for evaluation this year is Teaching. School Map Best Practice Surveys regarding Teaching were issued to staff, parents and students.

**Findings and conclusions**
Parents, staff and students were surveyed. Parents responded positively to the survey and the overall majority of respondents concluded;
• Class activities are interesting and appropriate;
• Classroom management is excellent;
• Parents understand students will be assessed on their progress.

**Future directions**
• Teachers will continue to enhance their teaching skills through training and development;
• Teachers will continue to recognise the importance of communicating to students what they are learning and why;
• Clear information about student achievement needs to reach Parents through the school’s reporting process.

**Curriculum**

**PD/H/PE**

**Background**
Personal Development, Health and Physical Education is one of the six key learning areas in the NSW primary curriculum. PD/H/PE is based on the broad notion of health that encompasses all aspects of an individual’s wellbeing, inclusive of social, mental, physical and spiritual health. Students, parents and teachers were surveyed about the teaching of PD/H/PE.

**Findings and conclusions**
The majority of parents and students responded to the survey. Parents strongly agreed that;
• Student skills, games, sport, gymnastics are taught to a very high standard in the school;
• PDHPE is a crucial part of school curriculum;
• Personal health and safety should be a focus;
• Staff and students see co-operative team play as important.

**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 2008 our school carried out evaluations of:
Future directions
- The school could provide more individual feedback about individual performance;
- Some parents were unsure about assessment procedures for certain skills;
- More equipment and resources would enhance the program;

Professional learning
All staff had access to high quality professional learning during the year. Staff attended activities relating to: Technology, environmental education, assessment and reporting, literacy, numeracy and the Live Life Well program.
Training took place during school hours and outside school hours.

School development 2009 – 2011
The 2009-2011 Plan was developed by the staff in consultation with the school community following the mandatory guidelines. The plan was discussed with and approved by the Riverina South School Education Director.

Targets for 2009

Target 1
Literacy - 80% of students achieve stage based outcomes in Spelling and Grammar

Strategies to achieve this target include:
- Benchmarking of ES1, Stage 1 and Stage 2 students
- Explicit teaching of the 100 most frequently used words and homonyms. Assess Years 1 to 6 each term to identify words requiring further practice.
- Analyse student writing to identify problem areas with grammar and spelling. Develop and teach lessons to address specific needs
- Teachers attend Professional Learning activities to enhance their teaching skills

Our success will be measured by:
- Students writing and assessment will show evidence of improved spelling and grammar usage.
- Classroom practice demonstrates Quality Teaching elements in all programs and lesson delivery
- NAPLAN data will indicate improved outcomes for Year 3 and 5 students

Target 2
Numeracy - 80% of students achieve stage foundation statements in the fractions, decimals and the Measurement strand.

Strategies to achieve this target include:
- The organisation of the teaching program and timetable to reflect adequate time allocation for the teaching of fractions, decimals and the Measurement strand
- Teachers in the Walbundrie Small Schools network regularly sharing best practice and evaluating current teaching methods
- The implementation of Count Me in Too in K-2 and the tracking of Sena data
- Teachers will attend Professional Learning activities to enhance their teaching and planning skills
- The explicit teaching of Newman’s Error Analysis prompts to enhance children’s problem solving skills

Our success will be measured by:
- Improved student performance in fractions and decimals reflected in school assessment and NAPLAN results;
- The inclusion of Departmental resources and NAPLAN Teaching Strategies in the school’s teaching program, resulting in more effective classroom teaching;
- Students’ understanding of the Newman’s Error Analysis and their use of the strategy in problem solving;
- The sharing of knowledge and expertise between Walbundrie Small Schools Network teachers.

Target 3
Technology – teachers using electronic whiteboards for planning and implementing lessons

Strategies to achieve this target include:
- The development of a technology plan within the Walbundrie Small Schools Network;
- The training of staff at targeted professional learning activities supported by DET staff;
- The development of a current technology skills matrix in consultation with DET Technology staff;
- The formation of teacher focus groups across the Walbundrie Small Schools Network to share expertise and provide support in using Active Studio and other interactive whiteboard software;
Our success will be measured by:

- The existence and effective use of a suitable technology plan within the Walbundrie Small Schools Network;
- The training of staff and their ability to utilise technology effectively as a tool to support teaching and learning;
- The existence of a current technology skills matrix.
- The effective operation of teacher focus groups across the Walbundrie Small Schools Network to share expertise and provide support in using Active Studio and other interactive whiteboard software.

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.

Mrs Raylee Levey  Relieving Principal
Mrs Lorraine Koschitzke  Administrative Manager
Mr Ron Koschitzke  P&C Representative
Mr John Heagney  School Council President

School contact information

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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: