2010 Annual School Report
Milbrodale Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

Milbrodale Public School is located in the western part of the Hunter Valley and has an enrolment of twelve students organised into one K-6 class. The school is twenty-five kilometres south of Singleton. The children live in the neighbouring village of Bulga and the surrounding rural district, some travelling as far as 30 kilometres each way to reach the school.

Staff

The staff consists of a teaching principal supported by part time RFF staff; a full-time Senior Administrative Manager (SAM); two part time General Assistants and a part time School Learning Support Officer. Casual library staff are also engaged as needed.

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

Significant programs and initiatives

- Individual piano lessons to students throughout the year;
- Environmental Education including the completion of the frog pond native bush area;
- excursions to a number of locations, including visits to local schools and an excursion to Sydney;
- participation in the Newcastle Herald writing competition and
- participation in the Picasso Cows art project.

Student achievement in 2010

Four Year 4 students took part in the 2010 NAPLAN. Benchmarking, observation and work samples showed that a very small proportion of students did not reach benchmarks for their stage in some areas. However many students were working above their stage competence in some areas of English, Mathematics, Creative and Performing Arts and Technology.

Messages

Principal’s message

The staff at Milbrodale provide a safe and stimulating learning environment that caters for the needs of all students. As leader of the school I am proactive in identifying and meeting the needs of all students and constantly seeking to improve teaching and learning experiences. Improved student outcomes have demonstrated that this approach is working.

I would like to express my sincere gratitude to all parents, grandparents and caregivers who have made a significant contribution to the success of the students and the running of the school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Sue Piggott

P & C and/or School Council message

The P&C has had a great year of fund raising and giving support to the school. Our major fundraising programs are manning the gate at events such as Tuff Trucks, The Milbrodale Classic and Show’n’Shine in Singleton. We raised funds through Mother’s and Father’s Day gifts, cake stalls and the canteen. This year we also ran a trash and treasure sale at the school.

Our support for the school has been demonstrated by our participation in manning the canteen, and repairing the canteen kitchen bench, providing a barbecue lunch at NAIDOC and partially funding a School Learning Support Officer for two hours each day. The P&C also provided funds for Mathletics, an on-line maths program.

Christine Wyborn, P&C President.
Student representative’s message

We have had a good year here at Milbrodalen Public School. Some of the activities we enjoy are art, science, music and Mathematics.

The Sydney excursion was cool.

Emily Parkinson, School Captain and Mitchell Lamb, Vice Captain.

School context

Student information

Due to the small cohort it is not possible to report on student NAPLAN results, or the results in specific areas of NAPLAN.

Student enrolment profile

Student enrolment has shown a small decrease with small increases expected to continue for the foreseeable future.

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State DET</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
</tr>
<tr>
<td>K</td>
<td>93.5</td>
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<td>4</td>
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<td>93.8</td>
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<td>94.0</td>
<td>96.9</td>
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<td>94.6</td>
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</tr>
<tr>
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<td>93.6</td>
<td>93.9</td>
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<tr>
<td>2</td>
<td>93.7</td>
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<td>93.7</td>
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<td>6</td>
<td>93.0</td>
<td>93.3</td>
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<td>Total</td>
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<td>K</td>
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<td>1</td>
<td>93.7</td>
<td>94.2</td>
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<td>2</td>
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<td>93.6</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
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</table>

Student attendance profile

Student attendance is excellent and above state average.

Management of non-attendance

Student non-attendance is managed by direct contact with parents/caregivers on the day of the absence if the reason is not known. Persistent late arrival is referred to the Home School Liaison Officer to follow up.

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.

The school has students from Kindergarten to Year 4 in one class.
Structure of classes

<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>MILBRODALE</td>
<td>3</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>MILBRODALE</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>MILBRODALE</td>
<td>3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>MILBRODALE</td>
<td>5</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>MILBRODALE K</td>
<td>2</td>
<td>10</td>
<td></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>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>.2</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>2.2</td>
</tr>
</tbody>
</table>

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

There are no staff at the school who are part of Australia’s Indigenous population.

Staff retention

There have been some changes in part–time ancillary staff. The number of teaching staff remains stable.

Teacher qualifications

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

Qualifications

<table>
<thead>
<tr>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
</tr>
<tr>
<td>Postgraduate</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>Income</td>
<td>$ 88072.60</td>
</tr>
</tbody>
</table>

Balance brought forward | 28,196.30 |
Global funds            | 42,132.62 |
Tied funds              | 9,010.36  |
School & community sources | 7,269.37 |
Interest                | 1,265.45  |
Trust receipts           | 198.5     |
Canteen                 | 0.00      |
Total income             | 88072.60  |

Expenditure

| Key learning areas | 9,776.13 |
|--------------------|--|--------|
| Excursions         | 2,360.39 |
| Extracurricular dissections | 1,681.12 |
| Library            | 2,038.19 |
| Training & development | 841.56  |
| Tied funds         | 8,436.99 |
| Casual relief teachers | 3,642.53 |
| Administration & office | 21,051.02 |
| School-operated canteen | 4,856.20 |
| Utilities          | 4,856.20 |
| Maintenance        | 9,693.72 |
| Trust accounts     | 198.5    |
| Capital programs   | 2,309.09 |
| Total expenditure  | 71741.64 |
| Balance carried forward | 16330.96 |

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

The school went from strength to strength in 2010.

Achievements

Arts

Creative and performing (CAPA) is an area of excellence for Milbrodale Public School. Students combined with children from Wollombi Public School to take part in the performance of ‘Bobby the Musical.’ The children performed to a high standard and the audience thoroughly enjoyed the entertainment. Students produced beautiful artwork and entered works in the Singleton Art Prize.

As part of the drama program students performed an end of year readers’ theatre production entitled ‘Ananse the spider.’ The students and staff were given warm praise by all who saw them perform.

Sport

Miss Chontelle Brown the PDHPE teacher at the school provided students with an excellent sports program. They participated in the Small Schools Swimming Carnival and the Small Schools Athletics Carnival. Daily fitness is part of the regular school routine and includes running, yoga, active games and flexibility.

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)

Literacy and Numeracy – NAPLAN Year 3

Graphs of achievement

The small cohort makes this information unavailable due to privacy regulations.

Significant programs and initiatives

Aboriginal education

An Aboriginal perspective is integrated across the curriculum. In addition students completed a unit of work on early Australian and Aboriginal history and participated in NAIDOC activities held at the Bajamie Cave sacred site and at the school.

Multicultural education

An integrated approach is taken to multicultural education with students learning about other cultures through HSIE, English and music.

Students also participated in a year of learning Indonesian with one of the parents who is an Indonesian speaker assisting in the classroom once a week.

Respect and responsibility

Respect and responsibility are promoted in the school through a targeted PDHPE program focusing on friendship and positive relationships.

Connected learning

Milbrodale public school has an extremely high level of technical education. The electronic whiteboard is used consistently across the curriculum and each student has their own laptop or desktop computer. Younger students undertake work and learning games on Apple computers while older students use Windows computers. Students learn to type, access the Internet for research, use email, create PowerPoint presentations, make videos and take digital photographs. A connected classroom was due to be installed but has been postponed until 2011.
Progress on 2010 targets

Targets for 2010 come from the school’s strategic plan.

Target 1

Elements of the quality teaching framework can be seen to underpin the pedagogical practices within the school.

Our achievements include:

• A high level of engagement, deeper understanding and knowledge, and individual recognition of their own learning is demonstrated by the enthusiasm students have for their work. Enthusiastic students can be observed starting work before they are requested to do so, choosing learning activities when their work is finished and in their increased application to assessment tasks.

• Student achievement as measured by benchmarking and observation has gradually increased. Benchmarked reading levels have all gone up by three or more levels and students demonstrate the use of skills they have learned in PDHPE in their relationships with each other.

Target 2

No student lower than Band 2 in the NAPLAN assessment.

• A focus on comprehension in reading.
• A focus on problem solving in numeracy.

Our success was demonstrated by:
A majority of students in Years 3 and 5 achieving a score above band two and in a number of areas bands 4, 5 and 6 were achieved. Observation, work samples and children’s engagement in literacy have demonstrated success in comprehension and problem solving.

Target 3

Student in numeracy will be consolidated and they will gain further mastery of the instruments that they play. The

Our success was demonstrated by:

• Continuing to employ the specialist music teachers in the school;
• ensuring time for individual lessons with each student by the teaching principal and
• an increase in the number of musical instruments students play.

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 Enter text here

Educational and management practice

School Culture

Background

The school is developing a more cohesive culture among the school community as a whole.

Findings and conclusions

Seventy percent of families responded to the schools survey on School Culture.

One hundred percent of respondents agreed that the school knows about the families and community in which it serves and that school leaders have a positive influence on the school culture and that the school often praises and rewards individuals. Respondents agreed that students are the school's main concern and the parents support what is happening in the school.

Respondents said they were proud of the school and that it encouraged new families to be involved in school activities. They said that the school encourages students to achieve their best and appreciates the students.

Respondents agreed that the school encourages everyone to learn and is continually finding ways to improve. They said that when necessary the school makes important changes to what it does.
Future directions

The school staff will continue to work closely with the community and the students to provide a friendly and happy culture that promotes learning in the school.

Curriculum

Mathematics

Background

Mathematics and numeracy have a strong focus in the school by the teaching principal. A few students find Mathematics unappealing and lack confidence in this area. Basic skills in numeration and operations need development.

Findings and conclusions

Seventy percent of families responded to the schools survey on Mathematics.

Future directions

All respondents agreed that Mathematics is an important subject and that their child has developed new skills. They agreed that they are informed about their child's progress and all were willing to assist with special activities in Mathematics. They believe that there were sufficient resources in the school for this subject and that they are aware of what is taught.

Parent, student, and teacher satisfaction

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

Seventy percent of parents/caregivers and ninety percent of students responded to the school life questionnaire.

Most parents agreed that the students like to go to school and that students were successful and happy. They agreed that students could cope with the work and that the things that the students learn are important to them. They felt that the children were proud to be students at the school. A small number of parents thought that their child did not learn to get along with other people and did not find their work a good preparation for the future.

Most students agreed that they like to go to school and that they were successful and happy. They agreed that they could cope with the work and that the things that they learn are important to them. They said that they were proud to be students at the school. A small number of students thought that they did not find their work a good preparation for the future.

Professional learning

Professional learning by the Teaching Principal included numeracy, ARCO (Anti-racism contact officer) ‘Best Start,’ WEIL (Women in Educational Leadership, the Primary Principals’ Conference and attendance at Local Management Group, Aboriginal Education Consultative Group and principals’ meetings.)
School development 2009 – 2011

Target for 2011

Target 1
All students achieve their stage outcomes for writing

Target 2
No student is below band 3 for writing in NAPLAN

Our target for 2011 is to improve the writing ability of all students across a variety of text types, including spelling, grammar and punctuation.

Strategies to achieve this target include:

- engage students in writing by providing them with authentic reasons to write including a variety of audiences that require them to use different techniques;
- give students rubrics to use as a guide to evaluate their writing;
- continue to teach spelling strategies intensively and
- ensure that students know how to edit their punctuation and grammar for publication.

Our success will be measured by:

- No student being below band 3 for writing in NAPLAN;
- work samples annotated using outcome indicators show students are achieving outcomes;

Target 3
All students improve their understanding of mathematical concepts

Target 4
No student is below band 3 for numeracy in NAPLAN

Strategies to achieve these targets include:

- giving students an understanding of some of the Big Ideas in mathematics and
- teaching problem solving strategies intensively

Our success will be measured by:

- No student being below band 3 for numeracy in NAPLAN;
- no student being below band 3 for numeracy in NAPLAN and
- work samples annotated using outcome indicators show students are achieving outcomes;

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.

Enter team member and position
Sue Piggott, Principal
Margaret Forbes, School Administrative Manager
Christine Wyborn, P&C President

School contact information
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Web: www.milbrodale-p.schools.nsw.edu.au
School Code: 2550

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: http://www.schools.nsw.edu.au/asr