2008 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 upper Hunter Valley and has an enrolment of 16 students organised in one K-6 class. The children live in the neighbouring village of Bulga and the surrounding rural district.

Staff

During 2008 a number of relieving principals looked after the needs of the students and the school, until the appointment of a permanent teaching principal in Term 4.

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

Significant programs and initiatives

Gymskool was a ten week program from Hunter Sports Centre, which gave the students a gym instructor each Wednesday in Term Two.

A piano teacher offered individual lessons to students at lunchtime on a Friday throughout the year.

The Songroom program, sponsored by Rio Tinto with a visiting music teacher, commenced in Term Three but did not continue in Term Four, to be taken up again in 2009.

Student achievement in 2008

Literacy – NAPLAN Year 3

One Year 3 student participated in the 2008 NAPLAN for literacy.

Literacy – NAPLAN Year 5

One Year 5 student participated in 2008 NAPLAN for literacy.

Numeracy – NAPLAN Year 3

One Year 3 student participated in the 2008 NAPLAN for literacy.

Numeracy – BST Year 5

One Year 3 student participated in the 2008 NAPLAN for literacy.

Messages

Principal's message

With great pleasure I accepted the role of principal at Milbrodale Public School in Term Four 2008, to commence in Term 1 2009.

I would like to thank the previous principal and the relieving principals for keeping the school on track and making my start in 2009 much easier.

This is a balanced and genuine account of the school's achievements and areas for development.

Sue Piggott

P&C and/or School Council message

- Easter and Mother’s Day Raffle;
- Mountain Classic gate entry and
- Tuff Trucks gate entry

The Parents and Citizens’ Association assisted the school by financing the following:

- Excursions;
- GymSkool entry and
- Readers for the classroom

Jan Hedley, P&C President

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>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>21</td>
<td>15</td>
<td>12</td>
<td>8</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>91.3</td>
<td>92.5</td>
<td>90.0</td>
<td>94.0</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.9</td>
<td>93.7</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>
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>MILBRODALE</td>
<td>6</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>MILBRODALE</td>
<td>1</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>MILBRODALE</td>
<td>2</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>MILBRODALE</td>
<td>3</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>MILBRODALE</td>
<td>4</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>MILBRODALE</td>
<td>5</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>MILBRODALE</td>
<td>K</td>
<td>3</td>
<td>16</td>
</tr>
</tbody>
</table>

Structure of classes

The school consists of one class K-6.

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>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>.2</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>On call</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Staff retention

With the exception of 2008 staff retention has been and will remain good.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was N/A.

Teacher qualifications

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

One Teaching Principal, .2 RFF teacher.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>100% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>Dip Teach, B ED,</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>Grad Dip T-Librarianship</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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>93 507.63</td>
</tr>
<tr>
<td>Global funds</td>
<td>42 415.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>7 496.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11 726.68</td>
</tr>
<tr>
<td>Interest</td>
<td>5 172.72</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>448.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>160 766.91</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</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>Balance carried forward</td>
</tr>
</tbody>
</table>

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
Students had individual piano lessons and music with Songroom in Term 3. They also performed in an end-of-year concert.

Sport
Students attended a swimming carnival, cross-country, small schools athletics carnival

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)

Due to the small cohorts completing the NAPLAN information on student's performance is available at the school to their parents or caregivers on an individual basis.

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 not reported due to the size of the cohorts.

Significant programs and initiatives

Aboriginal education
Students attended the NAIDOC celebration in Singleton, and completed a large painting in the Aboriginal ‘dot’ style.

Respect and responsibility
A number of programs were introduced by relieving principals in this area but were discontinued with staff changes.

Other programs
The Crunch’n’sip program was introduced in 2008 and continues in 2009.

Progress on 2008 targets
No information is available on 2008 targets due to the many staff changes which occurred.

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. Three surveys were returned at the end of 2008.

Educational and management practice

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Findings and conclusions
Generally parents commented on stability for students, promoting the school, sport and music. Parents recognised the good qualities of the school and that students were happy.

Curriculum

Findings and conclusions
Parents saw needs in the areas of literacy and numeracy, sport and music.

Future directions
With the appointment of a new principal in 2009 stability at the school is assured and improvements made in student welfare.

Professional learning
Professional learning was undertaken according to the needs of each relieving principal, in the areas of technology, literacy and numeracy.

School development 2009 – 2011
School based assessment, NAPLAN analysis, school community surveys and staff discussions showed that:

• 100% of students Years 2 and above have learning needs in problem solving and comprehension in literacy and numeracy;
• New staff, not trained in Quality Teaching Framework, have been employed and
• Students’ knowledge of the world beyond their homes is limited by rural isolation.
Targets for 2009

Target 1

Quality Teaching (QT) Practices to be applied across all KLA’s

Quality Teaching and learning programs exist across all KLA’s, integrating literacy and numeracy. Environmental education (area of need) becomes an area of strength for the school based on the QT framework.

Strategies to achieve this target include:
- Implementation of professional development through Staff Development Days with other small schools to ensure all sessions are fully aligned with the Quality Teaching Framework
- Ensure all staff are given the opportunity to participate in professional learning with the understanding and use of the Quality Teaching Framework

Our success will be measured by:
- Teachers reflect, analyse and plan activities utilising the QT skills and
- Evaluate assessment targets to review programming targets.

Target 2

Development of programs and resources to support students with special needs

Strategies to achieve this target include:
All teachers have increased knowledge of special needs students through:
- Professional development in special needs;
- Evaluation of special needs programs and
- Identification of special needs of students

Our success will be measured by:
- Analysis of NAPLAN results and school data;
- Demonstration of Teacher understandings through the TARS process and monitoring and
- School community surveys

Target 3

Strong development in the area of Creative and Performing Arts (CAPA)

Strategies to achieve this target include:
Staff gain understanding of CAPA through:
- Professional development in the arts (Musica Viva)
- Re-evaluation of the CAPA policy and expansion of it and
- Entering competitions and putting on performances

Our success will be measured by:
- Observation of students’ performances and displays;
- Demonstration of Teacher understandings through the TARS process and monitoring programs and
- School community surveys

Target 4

Students’ general and world knowledge is developed and expanded

Strategies to achieve this target include:
- Students visit places of interest and information which are not familiar to them and
- HSIE and Science scope and sequence plans reflect the needs of the students

Our success will be measured by:
- School based survey of community reaction;
- Record of all relevant excursions and
- Observation of HSIE work samples.

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.

Jan Hedley P&C, President
Sue Piggott, Principal
Helen Blasko, School Administrative Manager

School contact information

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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: