Our school at a glance
Bredbo Public School is a small rural school situated on the Monaro Highway between Cooma and Canberra. We have a proud tradition of pursuing academic, sporting and cultural excellence and our school provides a wide range of comprehensive programs with strong emphasis on improving students’ literacy and numeracy. The commitment to provide a culture of thinking and inquiry at Bredbo Public School is evident in all class programs and practice. Bredbo Public School has a dedicated team of students, staff and community working together for the benefit of the whole school community.

Significant programs and initiatives

“Learning to think – Thinking to learn”
Bredbo Public School has ‘thinking’ and creating a culture of inquiry as one of its main priorities. We offer a variety of instructional approaches and our students are engaged in a range of analytical, critical and creative thinking opportunities across all Key Learning Areas. Students learn to:

- expand their use of the language of thinking;
- develop, practise and refine their thinking skills;
- share and celebrate thinking in a variety of ways;
- manage, organise and record their thinking;
- develop their productive thinking into higher order skills.

Life-long learning and the application of thinking skills to everyday situations in the real world is a major goal of this program.

Better Buddies
At Bredbo Public School, students are always encouraged to be considerate, courteous and responsible. Through compassion and self-control, students and staff create an atmosphere of support, trust and encouragement. Staff and students at Bredbo Public School do not tolerate bullying in any form. Our Student Welfare policy underpins one of our most important programs – “Better Buddies”
This is a whole school initiative, sponsored by the Allannah and Madeline Foundation (a National Charity keeping children safe from violence). Better Buddies is designed to create friendly and caring school communities.

Our students are formed into Buddy Groups (K-6) and learn the values: caring for others; friendliness; respect; valuing difference; including others and responsibility. Younger students feel safe and cared for while older students feel valued and respected.

Environmental Education
One of the school targets at Bredbo Public School has been to . . . continue to provide sound environmental practices and educational awareness within the school context.
To this end, we have established an “Enivro Club” for students at Bredbo Public School. This program has been coordinated by a dedicated community member who volunteers her time regularly to support our school. Although this program is still in its infancy, there are plans to expand the learning opportunities for students in the future.

Monaro Small Schools Network
Bredbo Public School is one of seven small schools that belong to the Monaro Small Schools Network. This initiative supports sharing of resources; the provision of enriching learning opportunities for students; and professional learning for staff.
Aboriginal education

Indigenous perspectives are incorporated into all learning and class programs at Bredbo Public School. An awareness of and sensitivity to the traditions of the local Indigenous people is reflected in our policies and practice, including an Acknowledgement of Country at the beginning of our weekly assembly. Our Literacy program includes the use of Indigenous resources and celebrates the work of Indigenous authors and artists. We offer a contextual Mathematics program which encompasses all syllabus requirements. As part of this program, students travelled to the South Coast for learning experiences which included the use of Mathematics in the traditional contexts of the beach and fishing. Local Indigenous Elders shared their knowledge and culture with us all. Our NAIDOC celebrations involved the creation of symbolic pavement art and a ‘sea of hands’, as well as immersion in traditional stories and art.

Multicultural education

Australia is a culturally diverse society and at Bredbo Public School our policies and programs reflect this important aspect of our identity. We foster the knowledge, skills and attitudes that value this diversity. An annual project, sponsored by the CWA, on a country of study immerses students in the culture and history of that country. In 2009, the focus was on Egypt.

Messages

Principal's message

Bredbo Public School has a rich history, with some of our students from fourth generation families. It has been an honour to take on the role of Principal in 2009 and continue the proud traditions established by my predecessors, while leading our school into the future.

Our school has two classes, a Junior class (Early Stage One and Stage One) and a Senior class (Stage Two and Three).

A positive home-school partnership is the vital element in each student’s success in all aspects of school life. To this end, we have offered fortnightly Parent Information Sessions throughout the year which have had a focus on Literacy, Numeracy, Assessing and Reporting. The support that Bredbo Public School receives from its community is a reflection of the strong partnerships that are now well established.

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.

Meg Couvee

P&C message

2009 continued the very busy activity of the P&C in its role of raising funds so our children’s education benefits, where government funds are not enough or cannot support the activity, and where the cost of these activities might prevent many families and their children from participating.

This year we raised around $10,000 through a range of activities including

- those that are now surely part of an annual ritual (Cooma show, Bunnings BBQ, pub raffles, chocolate sales),
- those we do for the community by request (Vietnam Veterans Motorcycle Club annual poker run, and this year the Snowy Mountains 60th Reunion in Cooma)
- and those we do to be part of the community and to keep the school’s profile out there—this year the monthly Bredbo markets have provided a great opportunity for us to do this.

And there are others that are fun in their own right, such as the chocolate sales and the golden circle fun run.
This year, aside from paying for the playground equipment ordered last year, we have spent around $5000. We provided funds for around $3000 on school resources in numeracy and literacy; subsidising the Stage 3 camp and paying the entire cost of the swimming bus for a fortnight so families only had to cover the cost of pool entry – in effect halving the cost of swimming this year for every child.

Thanks to those families who strongly support the P&Cs at meetings, in key roles on the committee and those who are always there organising events, setting up, cooking cakes, slices and biscuits, preparing and serving hotdogs and sausages. Without you there would be no funds raised and no fun in what we do. The 2009 office holders and regular members of the committee deserve special recognition.

This year saw the handing over of the longstanding Treasurer role. We wish to thank the outgoing Treasurer for many years of service to the P&C and diligent management of the bank accounts and books.

This year we were lucky to have a new, energetic and lovely Principal join our school. As always we worked closely with the Principal, Meg Couvee in 2009 and appreciate her ideas, structured approach and obvious and genuine affection for each and every child at our school. We also have to recognise other teaching staff and offer profound thanks to them. And we are not forgetting those who relief teach, or assist at the school in other ways. They definitely make an impression on our children.

Louise Clarke

Student Leadership Team’s message

It has been a great year and we have enjoyed having a new Principal, with new ideas and unlimited enthusiasm. Our school has improved a lot with the Better Buddies program, we are now a happy school where everyone cooperates and treats each other nicely.

We have enjoyed the chance to be leaders at Bredbo Public School. We feel we have made a difference and are now ready to take on the challenges of High School.

Bredbo Public School has experienced amazing events and excursions in 2009. The Moruya trip to the beach was really fun and all the students enjoyed it (except for the bus trip!) The Stage 2 students travelled to Canberra for a fantastic day exploring the National Museum, National Gallery and the AIS. The Stage 3 Camp at Cooba challenged us to extend our abilities – it was funny to see Tammy scream on the Big Swing! . . . and much more.

We would like to thank our wonderful Principal, Mrs Couvee, and Ms Salvestro for teaching us important lessons, helping with our academic and sporting achievements, and caring for each and every one of us. All the other staff and helpers are the best at being there for us.

We are confident that the 2010 School Leadership Team will continue to make this school a better place and provide role models for the younger students.

When have gone on to High School, we hope you will keep enjoying your experiences at Bredbo Public School.
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

Enrolments at Bredbo Public School remained stable during 2009. Eight Kindergarten students were enrolled, with a total of 27 students across all grades. This reflects the enrolments at Bredbo Public School at the census date in February. As the year progressed, two students left the school, while three new enrolments were received.

The following graph indicates our enrolment data for 2009.

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 2009 class size audit conducted in March 2009.

<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>1</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>INFANTS</td>
<td>2</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>INFANTS</td>
<td>K</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>3</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>4</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>5</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>6</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

At Bredbo Public School we have two classes, the Junior class consisting of Early Stage One and Stage One students, and the Senior class comprising students from Stage Two and Three.

Staff information & Retention

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

Staffing at Bredbo Public School has remained stable throughout 2009. Mrs Meg Couvee was appointed as Principal from the beginning of the year, Mrs Shannan Salvestro continued to replace Mrs Rachel Fergusson during her Maternity Leave, and Mrs Fergusson worked part-time throughout the year replacing Mrs Cindy Gardiner, who is also on Maternity Leave. Mrs Alison Bond has remained in her position of Teacher’s Aide and Mrs Keryn Barnes has retained her role as School Administration Manager. Mr Peter Kain has taken extended Leave and Mr Alan Nash has replaced him as General Assistant. Mr Martin Roach is our Cleaner.

Bredbo Public School is extremely fortunate to have such a dedicated, professional team of quality educators. All teaching staff meet the professional requirements for teaching in New South Wales public schools.
## School performance 2009

### Achievements

#### Arts

Bredbo Public School achieved amazing credit at the Annual Cooma Show with their many and varied pieces of art. Students contributed, both individually and in group presentations, taking out a host of prestigious awards (including produce and vegetables).

One of our talented Stage 3 students won First Place in the local Feast of Poetry competition, with her poem created as part of a unit of work on Poetry in Term 3. She was recognised in a special ceremony, at which, she was presented with her award. All students from the Senior class wrote original poems for entry in the competition, and can be very proud of their efforts.

#### Sport

2009 has been another year of outstanding sporting achievement for students at Bredbo Public School. Many of our students have represented at Local, District, Regional and State levels in PSSA competitions. Our successes have been in the areas of Swimming, Cross Country, and Athletics.

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

### 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>30/11/2009</th>
</tr>
</thead>
</table>

### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>44 594.92</td>
</tr>
<tr>
<td>Global funds</td>
<td>44 750.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>33 840.78</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>20 658.32</td>
</tr>
<tr>
<td>Interest</td>
<td>1 570.04</td>
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<tr>
<td>Trust receipts</td>
<td>4 094.54</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>104 913.94</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13 382.43</td>
</tr>
<tr>
<td>Excursions</td>
<td>8 397.10</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>557.12</td>
</tr>
<tr>
<td>Library</td>
<td>2 806.35</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5 300.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>34 310.30</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5 471.43</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>11 407.22</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9 994.12</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2 332.17</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1 926.82</td>
</tr>
<tr>
<td>Capital programs</td>
<td>10 697.57</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>106 582.94</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>42 925.92</strong></td>
</tr>
</tbody>
</table>

### Table of Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Meg Couvee</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>Meg Couvee</td>
</tr>
<tr>
<td>Teacher Librarian / RFF</td>
<td>Rachel Fergusson</td>
</tr>
<tr>
<td>Administration</td>
<td>Keryn Barnes</td>
</tr>
<tr>
<td>General Assistant</td>
<td>Al Nash</td>
</tr>
<tr>
<td>Cleaner</td>
<td>Martin Roach</td>
</tr>
<tr>
<td>RTA Crossing</td>
<td>Jean Crimmins</td>
</tr>
<tr>
<td></td>
<td>Kylie Nicholas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Aide</td>
<td>Alison Bond</td>
</tr>
<tr>
<td>Teacher Librarian / RFF</td>
<td>Rachel Fergusson</td>
</tr>
<tr>
<td>Administration</td>
<td>Keryn Barnes</td>
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<tr>
<td>General Assistant</td>
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<td>Jean Crimmins</td>
</tr>
<tr>
<td></td>
<td>Kylie Nicholas</td>
</tr>
</tbody>
</table>
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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

All students in NSW primary schools sit for the NAPLAN test in Year 3 and Year 5. The tests assess skills in Literacy and Numeracy.

As Bredbo Public School is a small school, where students can be identified by their results, this report will be in general terms to respect the confidentiality of all students. It should be noted that all Year 3 and 5 students enrolled at Bredbo Public School participated in the NAPLAN testing in 2009.

Literacy – NAPLAN Year 3

Year 3 results are extremely pleasing this year. Reading results are above the Regional level and on an upward trend towards State level. Overall Literacy levels are also showing an upward trend, although slightly below Regional and State levels. Writing is the area identified for improvement in 2010, with results below both Regional and State levels.

Numeracy – NAPLAN Year 3

There is a significant upward trend in the Year 3 Numeracy results, with levels higher than the 2008 data for Bredbo Public School. The overall Numeracy results are slightly below Regional and State levels. Number, Patterns and Algebra will need to be the areas of focus in 2010.

Literacy – NAPLAN Year 5

The Year 5 Literacy results are showing significant downwards trends in all areas, particularly Writing. Our results are well below both Regional and State levels. In terms of growth for individual students from Year 3 to Year 5, however, our results are more positive. Our students demonstrated growth significantly higher than Regional and State average in Reading.
Overall Numeracy results for Year 5 students are also showing a significant downward trend. The main area for improvement is in Number, Patterns and Algebra.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above the minimum standard in 2009.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

Progress on 2009 targets

Bredbo Public School has a three year Management Plan in place which outlines, in detail, the educational aims that have been set for our school. Each year targets for improvement are identified and these provide the directions for the school in terms of management practice and curriculum.

Target 1

*To develop student achievement in reading and comprehension.*

Our achievements include:

- Analysis of individual students’ needs and provision of support
- Development of a strategic and systematic K-6 Literacy assessment program, across Monaro schools, to enhance Consistent Teacher Judgement
- Strengthened home-school partnership through provision of information and support through newsletters and information sessions.
- 80% of students achieved expected Stage outcomes in Literacy, our target was 84%.
- All Year 5 students achieved an average of 132 points growth in aspects of Reading in the NAPLAN testing, our target was 80 points.
Target 2

To improve student achievement in the Mathematical strand of Space and Measurement.

Our achievements include:

- Analysis of individual student’s needs and establishment of specific learning goals
- Implementation of focused programs, including contextual Mathematics units.
- Initiatives to increase parent involvement in their child’s learning in Mathematics.
- 77% of students achieved expected Stage outcomes in Numeracy, our target was 78%.
- Year 5 students achieved an average of 117 points growth in aspects of Numeracy in the NAPLAN testing, our target was 80 points.

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 2009 our school carried out evaluations of Teaching and the curriculum area of Personal Development, Health and Physical Education (PDHPE).

Educational and management practice

TEACHING

Background

The area of Teaching involved the review of both practice and programs. These were evaluated by:

- Classroom program review (through the TARS process)
- Review of Teaching and Learning plans (through consultation with relevant staff)
- Classroom observations
- Staff reflection on practice (aligned to syllabus requirements, Quality Teaching Model and The NSW Professional Teaching Standards)
- Student work samples and moderated assessment tasks
- Focus / forum discussion group
- External performance indicators / standardised testing data

The specific aspects addressed through this evaluation were:

Teaching strategies; Catering for individual needs; Expectations; Collaboration; Classroom management; Lesson structure; Classroom environment; Teacher reflection; Use of time; Technology; and Literacy and Numeracy.

Findings and conclusions

Analysis of the data reveals that the strengths of Teaching at Bredbo Public School are:

Classroom management

* Student roles and responsibilities are negotiated, accepted and create a cohesive learning environment.
* Teacher and students negotiate parameters for behaviour, which encourage learning and reflect school policy.
* Teachers model and promote tolerance, sensitivity to and appreciation of the diversity of students.

Catering for individual needs

* The classroom environment caters for a wide range of learning styles.
* Students are supported in pursuing self-directed learning.
* Teacher planning incorporates strategies to address equity issues.
* Teachers construct learning experiences which allow all students to demonstrate achievement of syllabus outcomes.

Future directions

The areas for improvement identified in the data are:

Use of time

* That more time is allocated to some areas of the curriculum (particularly Creative Arts).
* Student input into time allocation to curriculum areas to be considered where appropriate.
Technology
* Student access and use of technology as an integral part of their learning.
* Students learn with, about and through the use of relevant technology.

Curriculum
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Background
The curriculum area of PDHPE was evaluated by:

- Analysis of school-based data (including Fundamental Movement Skills, Health and Personal Development knowledge and skills).
- Review of policies and programs
- Teacher observations
- Student self assessments
- Focus / forum discussion group

The specific aspects addressed through this evaluation were:

Leadership; Attitudes; Teaching practice; Teaching programs; Organisation; Resources; Assessing and reporting; and Student achievement.

Findings and conclusions
Analysis of the data reveals the areas of strength in the curriculum area of PDHPE are:

Attitudes
* Teachers, students and parents speak positively about this curriculum area.
* Students and parents value this curriculum area and see it as important.

Teaching programs
* Healthy lifestyles and positive health choices are promoted in classroom learning, practice (eg Fruit Fix), programs (eg Better Buddies) and reflect school policy.

Future directions
The areas for improvement identified in the data are:

Resources
* A catalogue of current resources is available for staff, students and community.
* Equipment and resources are stored in an orderly manner, and there is an effective process for the use / management of equipment.

Leadership
* School leader uses effective communication and interpersonal skills to raise awareness of and promote this curriculum area.

Professional learning
Throughout 2009, the staff at Bredbo Public School have been actively involved in a wide range of professional learning opportunities. These have included the focus areas of Literacy, Numeracy, Technology, PDHPE, Assessing & Reporting, Thinking Models and Leadership.

School development 2010 – 2011

Targets for 2010
Bredbo Public School has established targets for 2010 in consultation with the school community.

The following targets will be the major focus in our School Management Plan.

Target 1
To improve student achievement in Writing, both literary and factual.

Strategies to achieve this target include:

- Analysis of individual students’ needs and provision of appropriate support.
- Differentiated professional learning programs in Writing.
- Implementation of focused programs in literary and factual writing.
- Incorporation of Quality Literacy strategies in the teaching of the Connected Outcome group units.
- Participation in the Monaro Small Schools Network to share expertise and resources with focus on Writing and authentic assessment.
Our success will be measured by:

- Spelling age commensurate with chronological age
- Best Start tracking of student achievement
- Moderated Writing assessment tasks
- NAPLAN data in aspects of Writing

Year 3 NAPLAN data will demonstrate a school mean of 400 points in Writing compared to a mean of 393 in 2009.

Our success will be measured by:

- Best Start tracking of student achievement
- SENA testing data
- NAPLAN data in aspects of Numeracy

Year 3 NAPLAN data will demonstrate a school mean of 400 points in Overall Numeracy compared to a mean of 380 in 2009.

Target 2

To improve student achievement in Mathematics, through developing knowledge, skills and understanding of the Working Mathematically strand.

Strategies to achieve this target include:

- Analysis of individual students’ needs and provision of appropriate support.
- Differentiated professional learning in Working Mathematically and problem-solving strategies.
- Implementation of focused programs in Working Mathematically.
- Structured opportunities for staff and parents to participate in the Monaro Small Schools Network to improve student engagement and learning in Mathematics.
- Initiatives to increase parent involvement in the learning process for Mathematics.
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.

Meg Couvee  Principal
Shannan Salvestro  Class teacher
Marlene Miller  P & C
Annette Pavese  Community
Jodie Umback  Community
Amanda Brodrick  Community
Keryn Barnes  Administration
Bob Aston  School Education Director

School contact information

Bredbo Public School
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Ph: 02 64544107
Fax: 02 64544007
Email: bredbo-p.school@det.nsw.edu.au
Web: www.bredbo-p.school.det.nsw.edu.au
School Code: 1347

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: