Our school at a glance

Heritage Country Schools
Blayney Public School is proud to be a Heritage Country School.

The Heritage Country Schools consist of Blayney High School and the public primary schools of Blayney, Carcoar, Errowanbang, Lyndhurst, Mandurama, Millthorpe, Neville and Trunkey.

Heritage Country Schools work together to ensure outstanding educational opportunities for the communities they serve.

In 2012, the Heritage Country Schools collaborated to conduct:

- an Academic Challenge Program that saw four Heritage Country Schools teams compete in the Tournament of Minds;
- Naidoc celebration activities;
- combined excursions;
- an artist-in-residence initiative which saw artists conducting workshops for students and an art show at the Blayney Community Centre; and
- a Performing Arts Key Learning Area day, in which over 500 students participated in a series of singing, dancing and costuming activities in cross-school groups working with teachers from the Heritage Country Schools and visiting presenters.

pre2
Blayney Public School is an active member of the pre2 learning community.

The pre2 learning community consists of the ten larger primary schools in the Orange School Education Group, Anson Street, Blayney, Bletchington, Bowen, Calare, Glenroi Heights, Orange, Orange East, Millthorpe and Molong.

The learning community was formed with the intention of providing an educational experience that connects teachers, classrooms, curriculum, excursions and students to a greater learning experience.

Throughout 2012, our students participated in: the pre2 connected classrooms initiative, using video-conferencing technology to take part in combined lessons; combined special events such as a trans-Tasman ANZAC service; and combined excursions. Our executive staff attended pre2 executive development network meetings and numerous staff participated in combined professional development activities.

Students
In 2012, the student population was recorded as 118 males and 113 females.

Staff
In 2012, the school was serviced by an allocation of 13.215 teaching staff and 2.422 non-teaching staff. There were 9 classroom teacher positions and 1.3 Learning Assistance Support Teacher positions. Additionally, a Highly Accomplished Teacher position continued at the school throughout 2012. This position was made available through the Commonwealth Government National Partnerships initiative.

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

Significant programs and initiatives
At the end of 2010, Blayney Public School was selected to be a National Partnership Low SES School Community Reform Extension Initiative school.

As a result, in 2011 and again in 2012, the school received some additional staffing, in the establishment of a Highly Accomplished Teacher, and some additional funding to support two key reform areas, namely:

- incentives to attract high-performing teachers and principals; and
- providing innovative and tailored learning opportunities.

Student achievement in 2012
Blayney Public School reports student progress to parents with written reports twice a year and through three-way conferences, interviews or
meetings. The written reports generated for Semester 1 and Semester 2 provide information about an individual student’s achievement and effort on each of the six key learning areas. The grades used to report achievement are as follows.

A – Outstanding Achievement: The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B – High Achievement: The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C – Sound Achievement: The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D – Basic Achievement: The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.

E – Limited Achievement: The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

The following graphs show the percentage of students in each of the achievement levels for each of the six key learning areas for the Semester 2 reporting period.

Messages

Principal’s message

Our school management plan is based on four key platforms.

The first is Supportive Communities. The Blayney community is very supportive of the school in terms of time, energy, finance and commitment to learning. High levels of parent participation means the school can run successful initiatives. The school is proud to be a Heritage Country School and an active member of pre2. Membership of these learning communities allows our school to provide a greater educational experience for our students. Though healthy partnerships with parents, community, business and sporting organizations numerous programs are developed and implemented, leading to great learning opportunities for students.

The second key platform is Traditional Values. Blayney Public School holds to the values of NSW Public Schools. These values are actively demonstrated by the staff and promoted and developed in students. The school has strong pastoral care and student management programs which provide safe, inclusive and nurturing learning environments. There is a focus on developing social skills, decision-making and citizenship in each student.

Our third key platform is Exceptional Opportunities. Our school prides itself on providing exceptional opportunities through the wide range of activities. The school conducts enrichment programs and coordinates dynamic excursion and visiting performance programs. The school provides a differentiated curriculum to meet the learning needs of all students. There is a strong learning support team that develops personalised learning plans for students with specialised learning needs.

Our final key platform is Progressive Education. Blayney Public School is committed to delivering a progressive education. Our teachers are committed to implementing quality programs. They ensure the use of available technologies by all classes and have developed innovative programs in literacy and numeracy using state-of-the-art technology to equip students as capable learners now and in the future.
During 2012, we worked hard to address the goals of our school plan. We started off the school year with a community bushdance and while the weather was not great, everyone who came along really enjoyed themselves.

Our school hosted over one hundred visiting students from across the central west in an interschool chess tournament. Our Blayney students not only played for our team but were able to offer their services to teams who were not able to bring a full team.

It was wonderful to see over fifty students represent the school at the ANZAC day march and wreath laying ceremony. Our student leaders also represented our school at a special cross-Tasman event in which the pre2 schools linked up via video-conference with a school in New Zealand to conduct a combined ANZAC ceremony. This was a first of its kind event and we were declared the national winners of the Best Innovative Event for ANZAC Day 2012.

Twelve of our Year 6 students travelled to Sydney to take part in the National Young Leaders Day Conference where close to 7000 students from across NSW gathered to listen to inspirational speakers talking about leadership.

Several students from Year 6 were involved in a pre2 initiative around their hopes and dreams for the future. The students prepared a 1 minute speech each which was filmed and collated into a documentary which was shown during Education Week at the Odeon cinema in Orange.

Blayney Public School staff volunteered their time to run the Reading Tent at the Blayney Show. The reading tent is a great way of getting the message out in the community about how important it is to read to your children from birth, on a daily basis. And speaking of reading, we hosted two Book Fairs at the school which were very well supported by the parents and ensured that quality reading material was being enjoyed by families throughout the town.

Our school hosted pre2 Stage 1 Harmony Day activities with over 180 students as a culmination event following a series of video-conference lessons in our connected classroom.

While this was happening 2/3H and 3I were hosting a film crew from Korea’s National Assembly Television. The crew was in Australia to film a documentary about the teaching of democracy. Blayney was chosen as one of four schools in NSW to be part of the project. This was a wonderful opportunity to showcase our school on the international stage.

Our SRC held a number of fundraisers throughout the year to support charities such as the Cancer Council and the Salvation Army as well as buying additional sand for our sandpit.

Our school took part in the Jump Rope for Heart initiative. The students enjoyed a session of skipping and raised over 1000 dollars for the National Heart Foundation in the process.

All of our students actively engaged in the Heritage Country Schools KLA day. Whether they were in Stage 1 at Millthorpe, Stage 2 at Blayney or Stage 3 at the high school they all took part in singing and dancing workshops which culminated in a simultaneous performance.

Our playground got a much needed facelift with a synthetic surface being laid over top flat. The Parent Club worked hard throughout the year to raise funds for playground equipment which is to be installed before the start of the 2013 school year.
Some classes made use of a set of iPads on loan from pre2. The students in 1C and 2S were excited by the opportunity to practise their numeracy and literacy skills with this technology.

Jack Vanderhel, Gemma Garner, Anthony Pond and Tia Davis competed against eleven teams from across NSW, including two Canberra teams, to answer questions and solve challenges based on literature in the inaugural Kids Lit Quiz.

Our school hosted the Heritage Country Schools Tournament of Minds (TOM) program in which, selected Year 5 and 6 students met at the school to prepare for the Tournament of Minds challenge. The students focused on developing solutions to a maths engineering, literacy, and social sciences challenge. At the end of two weeks, the students presented their solutions at the Western Region TOM Challenge in Orange.

This report highlights some of the outstanding achievements of our school. I would like to pay special tribute to our highly committed teaching and administrative staff. Their hard work and enthusiasm benefitted all of our students. The teaching staff developed and implemented programs and activities which resulted in the cognitive development, social development, physical development, emotional development and creative development for our students.

Blayney Public School, with its supportive community and our traditional values will continue to provide a progressive education and exceptional opportunities.

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.

Bruce Inwood - Principal

Parent Club message

2012 was a very busy year for the Parent Club and Active Parent Club, with fundraising events such as Cycling NSW BBQ, Easter Egg Raffle & Cake stall, Body Shop Fundraiser for Mothers’ Day, Walk of Fame Pavers, The Spring Twilight Fair and of course our annual Christmas Stall.

It was decided to focus our fundraising efforts on purchasing a big ticket item for the school in 2012, this being the much needed playground equipment. Therefore we set ourselves (or I set the goal for myself) to raise $20,000 by the end of the year to make this dream a reality. It is with great pride and satisfaction that we achieved it with a cheque for that amount presented to the school in early February, and even better seeing the equipment now standing in our playground.

This was all made possible due to the brilliant success of our school fete. After a lot of planning and hard work by the Active Parent Group, who under my direction helped coordinate and organise the Fair. Apart from the cold September afternoon we put on a great afternoon of entertainment, food and fun. Not only did we have a big crowd but we also made a large profit of $11,000. This was largely due to the generous donation by Nestle Purina whom donated $2,500 to the Parent Club which meant all our expenses were covered and every dollar spent was profit on the day.

As mention above there were many other fundraising events for the year with the Easter Egg Raffle and Cake Stalls at IGA being another highlight for the Active Parent’s Club. They raised $2,990 from this fundraiser with an amazing response from the school community of Easter eggs and cakes etc. As a result the Parent Club then donated $2,000 of this to the school which helped purchase Readers for Stage 1. Overall the Parent Club for 2012 donated a massive $22,000 to the school, an amount which I hope we will be able to repeat in the future.

Before moving on I would like to take this opportunity to thank the small but dedicated team that is the Active Parent Club consisting of Belinda Jones, Janine Tatchell, Leanne Baldwin, Sara Hollis-Watts, Bec McLeod and Kim Burns, it has been a pleasure to lead these amazing volunteers and now that I will be focussing my time at Parent Club level, I hope someone new will step up to take the reins and steer this group to even bigger and better things in the future.

I would also like to thank two other valued groups within the Parent Club, whose hard work and dedication is much appreciated, and it is those volunteer’s that help Tanya & Kirsty run the
canteen and help Julie run the Clothing Pool. Without the help of these people we would not be able to provide these services to our school.

The Canteen has always been and will continue to remain a major responsibility of the Parent Club and in 2012 we had a change in management with Tanya Tyrrell and Kirsty Gosewisch taking over from Jodie Bowers in June. While the canteen always performed well under Jodie’s supervision I think it is safe to say that both Tanya and Kirsty’s Co-Managership of the Canteen has injected new life into our canteen with their creative ideas, enthusiasm for our school community and passion for food. They both should be proud of the fact that Parent Club was not required to help subsidise it in any way in 2012 and I wish them continued success in 2013.

I have thoroughly enjoyed my first year as President and feel privileged to lead such a professional and supportive Executive team and Parent club members. I hope that my leadership has helped to promote and encourage parent and community participation within our school.

Finally I would like to thank the Staff of BPS and especially Bruce for their support this year and make special mention of Sharon Bird & Janet Toohey for all that they both do to help the Parent Club communicate with staff, parents and students of Blayney Public School.

Kate Hamson – President Blayney Parent Club

Student representative’s message

In Term 1, the SRC were involved in Young Leaders Day and really learnt heaps at the event in Sydney. They also participated in activities at school such as raising money for the Red Shield Appeal, the Easter Hat Parade and the Book Fair. The SRC really enjoyed putting on these events to help our school and community.

Stage 1 enjoyed the Community Bushdance and kicked up their heels with friends and family. Year 2 had a Harmony Day Video conference and loved performing on the day. They settled into Stage One well and this was seen at their Stage Assemblies in Week 4 and Week 8.

Stage 2 also watched a Colonial Day Show and the school band played at Centrepoint for Scooter Mobility Awareness Week (Senior Citizen’s Week). The school band and choir also performed in a Senior Citizen’s Week Concert in the hall.

Stage 3 led the school in various chanting rituals in their houses at the Swimming Carnival. Harmony Day was a big success again this year and most students showed their skills to friends from other schools. Year 5 & 6 also participated in the Premier’s Sporting Challenge at Blayney High School. A high school transition program commenced for Year 6 in two groups.

The SRC was very busy in Term 2 and began by joining fellow peers and teachers in the Anzac Day march in town. They assisted with our Biggest Morning Tea by bringing goodies in and sharing them with parents, teachers and community members. The fundraiser was a success and raised over $150 for cancer. The SRC also worked hard on a pre 2 charity fundraiser, “Hopes & Dreams”, and were filmed giving their speeches. These were transferred into a movie and shown at Odeon Theatre in Orange.

Stage 1 participated in our Athletics carnival and really enjoyed their novelty events. They tried hard in Jump Rope for Heart and enjoyed a specialty class about 8 Ways in the Maths Classroom. Stage 1 also had an excursion to the Sheep and Cattle Drome in Bathurst later in the term.

Stage 2 took part in the Heritage Country Schools District Cross Country and Jump Rope for Heart. Year Three participated in NAPLAN early in the term and enjoyed an 8 Ways lesson in Maths with their teacher. Stage 2 went on an excursion to Sydney and it was described as “the best experience ever”!

Stage 3 also participated in the Heritage Country Schools District Cross Country and Jump Rope for
Heart. Many funds were raised and prizes were given to individual students and the school. Year 6 also continued their High School Transition and ventured over to Blayney High School in 2 groups. Year 5 participated in NAPLAN also. Stage 3 worked with their teachers on various Aboriginal learning styles and 2/3H invited the community to share in a Narnia tea party.

In term 3, our student leaders attended a luncheon in Carcoar with Mr Inwood for Education Week. The SRC continued to meet weekly and discuss general business, upcoming events and tidy classroom awards.

Stage 1 attended Musica Viva- Earth, Wind & Sea-in the school hall. Some Year 2 students participated in the Special Swimming Scheme and enjoyed learning some new skills. Stage 1 also had a visit from Responsible Pet Ownership and learnt about the correct ways to care for a pet and/or approach other people’s animals.

Stage 2 attended Musica Viva and the Special Swimming Scheme. They attended a Heritage Country Schools Gala Touch Day and participated in the Chess Day in Week 7. The School Fete was a popular event at the end of the term and thoroughly enjoyed by all.

Stage 3 continued with their Transition to High School visits. They also attended Musica Viva and the Special Swimming Scheme. Stage 3 enjoyed the Heritage Country Schools Gala Touch Day and took on many roles in preparation for our School Fete.

In Term 4, the SRC had lots of fun organising the Book Character Parade for the book fair in Week 3. They also conducted surveys within each class to gain a better idea about the types of rewards students prefer and took turns reporting in the meeting. The SRC ran a Dance for Sand late in Term 3 to raise funds for the new sand in the sandpit. They held an Ice-Cream Day in Week 10 to thank the students of Blayney Public for their support through the year.

Stage 1 participated in a Heritage Country Schools KLA Day in Millthorpe. They performed some drama activities to the song “Oh What a Feeling”. Parents were invited to watch the final production after lunch. Stage 1 enjoyed the Book Fair Parade and there were some very detailed costumes. They each participated throughout the terms at their Stage Assemblies and each student received an award for outstanding areas. Year 2 participated in the blow tests with Mr Dickson to determine new band members for next year.

Stage 2 participated in the Heritage Country Schools KLA Day in Blayney. Workshops consisted of singing and drama opportunities with peers and neighbouring schools. Stage 2 also participated in the Book Fair and Character Parade mid-term. A Stage 2 & 3 Halloween Social was held in Week 4 and students also took part in a Maths Fundraiser.

Stage 3 had an excursion to Canberra and visited many historical and exciting landmarks. They participated in the 2/3 Social and Maths Fundraiser in Week 4 and some students also went to a Dream Cricket Gala Day in Orange. Stage 3 participated in the Heritage Country Schools KLA Day at Blayney High School and enjoyed the drama and singing workshops. The CSIRO Science Presentation was shown in the hall and enjoyed by all.

Ella Lewis; Abby Standing; Morgan Fuller; Max McLeod – Student Leaders

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

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<tr>
<th>Gender</th>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>164</td>
<td>150</td>
<td>123</td>
<td>110</td>
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<td>Female</td>
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<td>132</td>
<td>137</td>
<td>133</td>
<td>121</td>
<td>113</td>
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In 2012, 231 students were enrolled at the school which secured nine classes.
Student attendance profile

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<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>K</td>
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<td>92.0</td>
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<tr>
<td>1</td>
<td>94.5</td>
<td>93.0</td>
<td>92.8</td>
<td>95.2</td>
<td></td>
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<td>2</td>
<td>92.0</td>
<td>93.1</td>
<td>92.5</td>
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<td>3</td>
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<td>92.2</td>
<td>93.3</td>
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<td>92.7</td>
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<td>6</td>
<td>94.6</td>
<td>90.3</td>
<td>92.4</td>
<td>93.2</td>
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<td>93.3</td>
<td>92.2</td>
<td>93.1</td>
<td>94.4</td>
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Student attendance rates improved in 2012. Our attendance rate is better than state and regional attendance rates.

Management of non-attendance

All children over the age of six are required to attend school on each day that instruction is provided. The school recorded daily attendances. It is a parent or caregiver’s duty to ensure regular school attendance. The school informed parents where it was concerned about unexplained absences or excessive absence. Where non-attendance was deemed to be an issue, the family was referred to the Home School Liaison Officer.

Staff information

Staff establishment

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<tr>
<th>Position</th>
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<td>Principal</td>
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<tr>
<td>Highly Accomplished Teacher</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
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<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.422</td>
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<td>Total</td>
<td>15.637</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

One member of staff at Blayney Public School identifies as indigenous.

Staff retention

There were some minor changes to staff in 2012. Mrs De Britt returned to Blayney following an extended period of leave, Mrs Pearson left us after accepting a position in Orange and Miss Cooper accepted a position in Bathurst.

Teacher qualifications

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

<table>
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<th>Qualifications</th>
<th>% of staff</th>
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<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Maintenance</td>
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<td>Total expenditure</td>
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<td>Balance carried forward</td>
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A full copy of the school’s 2012 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 2012

Achievements

Arts

Our school band claimed the First Place trophy and an adjudicator’s score of 84 at the Cowra Eisteddfod. They also performed well at the Bathurst Eisteddfod. Our band enjoyed workshops with other school bands including Liechhardt, Millthorpe, Bathurst West and Bathurst High. They were joined by our school choir to take part in music workshops with Jazz vocalist, Jackie Cooper and John Morrison, the Jazz Drummer and former Blayney student.

The band and choir held a concert for the residents of Lee Hostel and our school choir travelled to Bathurst to take part in a combined choral workshop at All Saints Cathedral.

Our Stage 2 students took part in the Artist in Residence component of the Heritage Country Schools art program. The students worked with Loretta Goodacre who assisted them to create still life paintings using acrylic paint and charcoal. Three of the artworks were chosen to be included in the Heritage Country Schools Art Show. The Annual Art Show at the community centre looked fantastic with outstanding student artworks from Head Start through to HSC major works. Chloe Taylor, Tia Davis and Caitlyn Speirs each received prizes at the Art Show for their efforts.

Sport

All of our students are to be congratulated for their efforts in the Premier’s Sporting Challenge. We had some outstanding results with 13 Encouragement awards, 28 Bronze awards, 26 Silver awards, 31 Gold awards and 33 Diamond awards. The overall effect of our students’ and our staff’s efforts resulted in the school being awarded a Gold Award.

Our School Swimming team of 49 students competed in the Heritage Country Schools District Swimming Carnival with Morgan Fuller and Ella Lewis being declared the senior boy and senior girl champions. As a result of their efforts, Morgan Fuller, Henry Wakem, Mayson McPaul, Ainsley Hamson, Ella Lewis, Logan Claypole, Daniel Adams, Jake Ryan, Chloe Robertson, Sarah Markut, Joey Hobby, and Jack Oresic went on to the Western Regional Carnival in Dubbo.

A contingent of twenty-eight students competed in the Heritage Country Schools District Cross Country at the Blayney Golf Course. Based on
their results, Anthony Pond; Jake Lynch; James Read; Ella Lewis; Ciara Connor; Holly Farr; Sophie Tilburg; Madison Marmion; Thomas Dale; and Dayna McKay went on to compete in the Western Region Carnival in Wellington.

On the athletics field, 72 of our students took part in the Heritage Country Schools District Athletics carnival. Blayney Public School was well represented in the ribbon tally and Patrick Standing and Ella Lewis were declared the Carnival Champions for their age groups. As a result of their efforts, twenty students competed at the Western Region Athletics Carnival in Dubbo. Amongst those, Ella Lewis came 2nd in the senior girls discus; Thomas Dale came 2nd in the 800m and Zoe Lewis came 3rd in the discus. All three students went on to the State Athletics Carnival in Homebush.

Our school fielded teams in primary school sports association knockout competitions in tennis, softball, cricket, soccer, rugby league, netball and touch.

Our tennis team proved to be the most successful this year advancing to the fourth round of competition.

Individual students also represented our school in various sports.

- Morgan Fuller was chosen in the Western Region Tennis team and the Western Region Softball team
- Jessica Jones was chosen as a reserve for the Western Girls Football team and went on to play for the Barrier team at the state carnival
- Luke Cheney represented the school at two school horse sports days and came away with a staggering 18 ribbons.
- Ailish Shepherd, Stewart Lee and Zac McInness also represented our school at the Bradman Foundation Dream Cricket workshops in Orange.

**Academic**

Twenty-seven students sat the University of NSW Computer Skills assessment with 23 students receiving Participation Certificates, and Lilly Pusterla, Amber Forster, Thomas Dale and Jack Wakem receiving Credit Certificates.

Twenty students sat the Science assessment with 17 students receiving Participation Certificates, Thomas Dale and Amber Forster receiving a Credit Certificate and Jack Wakem, receiving a Distinction Certificate.

Fourteen students took part in Writing assessment with ten students being awarded Participation certificates and Nicholas Corbett, Brielle Fogarty, Zoe Lewis and Jack Wakem were awarded Credit certificates.

Twenty-four students took part in the Mathematics assessment with 23 students being awarded Participation certificates and Jack Wakem being awarded a Credit certificate.

The 2012 Primary Research Project was completed by our Stage 3 students and involved each student using a variety of research techniques to answer a series of questions. Results are reported as a percentage, with students above 92% awarded a distinction; students above 85% awarded a credit; and students above 72 awarded a merit.

Blayney Public School received 14 merits, 6 credits and Logan Claypole and Sarah Bradley each received distinctions.

In the National Assessment Program for Literacy And Numeracy (NAPLAN) results showed that in 2012...

- We increased the percentage of students being placed in the top two bands in both literacy and numeracy.
- We significantly reduced the percentage of students being placed in the lower two bands in literacy and numeracy
- We achieved rates of growth for our students from Year 3 to Year 5 in both literacy and numeracy that were in excess of the rates of growth for the state and the region.
Progress in reading

Average progress in Reading between Year 3 and 5*

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<thead>
<tr>
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<tbody>
<tr>
<td>School</td>
<td>84.3</td>
<td>97.2</td>
<td>116.1</td>
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<tr>
<td>SSG</td>
<td>85.0</td>
<td>71.1</td>
<td>77.6</td>
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<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
</tr>
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</table>

* Average progress data is for matched students from within the school.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

## Significant programs and initiatives

### Aboriginal education

Each class program incorporated elements designed to educate all students about Aboriginal history, culture and current Aboriginal Australia.

The school acknowledged the Wiradjuri people as the traditional custodians of the land at all parent assemblies, presentation night and other community events.

A group of students travelled to Mandurama to help celebrate NAIDOC Day by participating in activities such as traditional cooking, art, literacy and dance.

Two students were included in the Wambinya program, designed to improve their literacy skills, based on performance in the Best Start assessments.

### Multicultural education

All students in the school participated in Harmony Day events to promote the success of our multicultural society and to commit to respect, goodwill and understanding among all Australians.

During our Peer Support program we introduced the students to the concepts and ideas behind Harmony Day and throughout the year we continued to emphasise the importance of getting along with each other.

### National partnership programs

At the end of 2010, Blayney Public School was selected to be a National Partnership Low SES School Community Reform Extension Initiative school.

As a result, in 2011, the school received some additional staffing, in the establishment of a Highly Accomplished Teacher, and some additional funding to support two key reform areas, namely:
• Incentives to attract high-performing teachers and principals;
• Providing innovative and tailored learning opportunities.

The initiative continued throughout 2012. A detailed evaluation of the program is located on the Blayney Public School website.

Progress on 2012 targets

Target 1
To develop a Personalised Learning Plan for all Aboriginal students; all students receiving integration funding support; all students in out-of-home care.

Our achievements include:
• Personalised Learning Plans were developed and implemented for: all students receiving integration funding support; all students in out-of-home care; and three of our eight Aboriginal students.

Target 2
To increase the number of students engaging in extra-curricula activities by 10% relative to 2011 figures.

Our achievements include:
• 981 instances of students engaging in extra-curricula activities in 2012 compared to 841 in 2011. This represents an increase of 15%.

Target 3
To reduce the number of literacy and numeracy items in the Year 3 and Year 5 NAPLAN that have a state difference greater than 10% by 5% in 2012, when compared to 2011 results.

Our achievements include:
• A reduction of 12% for Year 3 in Literacy. In 2011 there were 39 out of 111 items (35%) and in 2012 there were 26 out of 113 items (23%).
• A reduction of 40% for Year 3 in Numeracy. In 2011 there were 27 out of 35 items (77%) and in 2012 there were 13 out of 35 items (37%).

Target 4
To decrease the percentage of Year 3 and Year 5 students in the lower two bands of NAPLAN in Spelling, Grammar and Numeracy to equal or better Orange SEG percentages over the next three years.

Our achievements include:
• For Year 3 in Spelling there were 11.1% of Blayney students in the lower two bands compared to 18.2% of Orange SEG students.
• For Year 3 in Grammar there were 7.4% of Blayney students in the lower two bands compared to 16.3% of Orange SEG students.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of our numeracy programs as part of the Low SES National Partnership.

Background

A situational analysis conducted at the commencement of the Low SES National Partnership program showed:
A large proportion of students traditionally enter Kindergarten with a language deficit of 18 months + below their chronological age.

Student engagement is limited – education is not valued in some homes.

Teaching strategies used in some classrooms do not always meet the needs of all students.

Traditionally we have a low socio-economic clientele and we have a high transient population.

Findings and conclusions

From the analysis, it was determined that:

- literacy, especially Writing, was a key area requiring improvement;
- Numeracy was a key area requiring improvement; and
- Targets were to increase the percentages in the upper bands of NAPLAN to equal or better Orange SEG percentages by the end of 2012.

An intended outcome of our plan was to improve teacher quality through a focus on the Quality Teaching Framework, the Institute of Teachers Professional Standards, attendance at accredited courses and professional dialogue amongst staff.

The Highly Accomplished Teacher was used to provide:

- in-class support;
- an initial focus on the teaching of writing;
- a focus on mathematics teaching;
- teaching strategies to support other aspects of literacy and numeracy;
- demonstration/modelled lessons;
- professional development; and
- mentoring for staff engaged in action research in:
  - RATS
  - 8 Ways of Learning to Improve Numeracy Outcomes
  - Using Assessment to Inform Teaching & Learning
  - Technology in the Classroom
  - Student Engagement in Numeracy
  - Correlation between Sight Word Knowledge and Success in Reading.

Future directions

Blayney Public School will continue to pursue Action Research with staff. We will maintain our focus on professional development and continue in the pursuit of quality teaching that is responsive to the needs of our students. As we continue our journey we will maintain our focus on improving the teaching and learning experiences in literacy and numeracy.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Parents were asked to respond to a series of statements about the school’s reporting and three way conference processes, by indicating the extent to which they agreed. Levels of satisfaction about the reporting process, our report information and the three way conferences can be drawn from the responses.
Their responses are presented below.

1. BPS is a school where information about student’s progress is clearly communicated to parents and carers.
2. School reports are set out in a clear, easy to follow format.
3. School reports provide me with accurate information about my child’s progress.
4. School reports provide me with all the information I need to have about my child’s learning.
5. Teachers use language that is easily understood when reporting on student achievement.
6. The School Report provides information on all facets of school life i.e. academic, social
7. Teachers and parents discuss ways in which parents can assist their child’s future learning.
8. Students, parents and teachers play an important role in Blayney Public School’s reporting process.
9. Teachers ensure a variety of interview times are available so all parents have an opportunity to attend three way conferences.
10. Teachers, parents and students work together to put strategies in place to ensure student learning is maximised.
11. The school’s reporting process (including 3 Way Conferencing) allows me to participate in my child’s learning.
12. Valuable learning goals are set for my child during the conference based on my child’s strengths and areas of need.
13. Three way conferences provide an opportunity to gain further information about my child’s progress.
14. I am satisfied with the standard of information provided to me through Blayney Public School’s Report and Three Way Conference process.

Professional learning

All staff members participated in professional learning activities held on school development days at the start of Term 1, Term 2 and Term 3; and at the end of Term 4.

The content of these days is as follows:

- Code of Conduct
- Child Protection Update
- CPR training
- Local Schools Local Decisions update
- An evaluation of mathematics
- Progress on our school plans and programs
- Quality Teaching and the work of Stephen Dingham, John Hattie and Sir Ken Robinson
- Action Learning projects

One Saturday was used for professional learning activities in lieu of one of the two school development days at the end of Term 4. This school development day focused on using the OneNote computer software program for the purpose of classroom programming.

Additionally, all staff participated in professional learning activities each fortnight as part of the whole school staff development meetings.

Six staff members engaged in action learning projects throughout the year, making use of the Highly Accomplished Teacher as a mentor.

Other opportunities arose for individual staff members who attended regional and state teacher workshops.

The focus for professional learning in 2012 stemmed from the initiatives of the school plan and included literacy and numeracy, connected learning and student welfare.

Three members of staff, who are new scheme teachers, were working towards accreditation at the proficient level and three members of staff, who are new scheme teachers, were engaged in maintaining their accreditation at proficient level. One member of staff was working towards accreditation at the highly accomplished level.

The DEC allocated $9145.85 to the school for professional learning. An addition sum of $63737.00 from National Partnership funds in the form of staffing was also used to provide time for additional professional development. The
average expenditure per teacher on professional learning provided through DEC allocated funds at the school level was $653.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.


**School priority 1: Supportive Communities**

**Outcome for 2012–2014**

The Blayney community is very supportive of the school. It is supportive in terms of time, energy, finance and commitment to learning. High levels of parent participation in the many curricula and extra-curricula programs mean that the school can run successful initiatives.

There is a strong support base in the broader community that actively acknowledges the quality contributions Blayney Public School makes to the education of its students.

There is also a strong network of schools, early childhood providers and communities across the Blayney area and these networks make for a welcoming, friendly school community.

The school is proud to be a Heritage Country School and an active member of pre2. The Heritage Country Schools encompass Blayney High School and the primary schools servicing Blayney, Carcoar, Errowanbang, Lyndhurst, Mandurama, Millthorpe, Neville and Trunkey. The pre2 learning community encompasses the larger primary schools in the Orange School Education Group, namely:- Anson Street, Blayney, Bletchington, Bowen, Calare, Glenroi Heights, Millthorpe, Molong, Orange and Orange East. Membership of these learning communities allows our school to provide a greater educational experience for our students.

Healthy partnerships with parents, community, business and sporting organizations numerous numerous programs are developed and implemented, leading to great learning opportunities for students.

As a learning community the Blayney Public School staff support one another in their pursuit of continuous improvement.

The school is seen as the preferred provider of primary education for the residents of the town of Blayney.

**2013 Targets to achieve this outcome include:**

- To increase student attendance rates to be equal to or better than state attendance rates.
- To stabilise whole-school enrolments at not less than 225.
- To increase the number of classes participating in pre2 initiatives to 75% in 2013.
- To increase the number of staff leading pre2 initiatives to 3 in 2013.

**Strategies to achieve these targets include:**

- engaging with Early Childhood providers in Blayney to discuss the needs of students prior to entry;
- developing and implementing initiatives to encourage greater interaction with early childhood providers and children of pre-school age;
- encouraging student attendance by providing a reward on a term basis for students who have 100% attendance;
- encouraging student attendance by responding to high rates of absenteeism and partial attendance through communication with parents; and
- encouraging staff to actively engage with their classes in Heritage Country School and pre2 initiatives.
School priority 2: Progressive Education

Outcome for 2012–2014

Blayney Public School is committed to delivering a progressive education.

Our tertiary-accredited teachers are committed to ongoing learning and the development and implementation of quality teaching programs delivering diverse learning experiences.

Our teachers continuously improve their competency in available technologies and ensure the use of available technologies by all classes to ensure equity of access for all students.

Innovative programs in literacy and numeracy and the continuous implementation of state-of-the-art technology mean that our students learning needs are addressed in such a way as to equip students to be capable learners now and in the future.

The school provides specialised support for students with difficulties in learning and for those requiring stronger academic challenges.

The school is well-equipped to implement the Australian Curriculum through Board of Studies syllabuses.

2013 Targets to achieve this outcome include:

- To reduce the number of literacy and numeracy items in the Year 3 and Year 5 NAPLAN that have a state difference greater than 10% by 10% in 2013, when compared to 2011 results.

- To increase the percentage of Year 3 and Year 5 students in the upper two bands of NAPLAN in Reading, Writing and Numeracy to equal or better Orange SEG percentages over the next two years.

- To decrease the percentage of Year 3 and Year 5 students in the lower two bands of NAPLAN in Spelling, Grammar and Numeracy to equal or better Orange SEG percentages over the next two years.

- To increase the proportion of students in Year 3 and Year 5 achieving at or above the minimum standards in Reading and Numeracy.

Strategies to achieve these targets include:

- providing professional development around the implementation of the new Board of Studies English syllabus;

- conducting regular assessments of learning to inform stage and class programs; and

- implementing effective evidence-based innovative practices in teaching literacy and numeracy and providing opportunities to share practices.

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.

Bruce Inwood - Principal

Sue Scott - HAT

Kate Hamson – Parent Club President

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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: