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 2010, the Heritage Country Schools collaborated to conduct:

- an Academic Challenge Program that saw four Heritage Country Schools teams compete in the Tournament of Minds;
- an artist-in-residence initiative which saw artists conducting workshops for students and an art show at Blayney High School; and
- an English Key Learning Area day, in which over 500 students participated in a series of activities in cross-school groups working with teachers from the Heritage Country Schools and visiting bush poets.

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. The pre2 learning community was officially launched on 16 June 2010 and Blayney Public School was represented at the launch.

Throughout the year, our students participated in the pre2 connected classrooms initiative, using video-conferencing technology to take part in combined lessons and executive staff attended a pre2 executive development network meeting.

Students

In 2010, the school student population was recorded as 123 males and 133 females.

Staff

In 2010, the school was serviced by an allocation of 14.862 teaching staff and 2.584 non-teaching staff. There were 11 classroom teacher positions and 3 Learning Assistance Program positions.

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

Student achievement in 2010

Literacy – NAPLAN Year 3

The school’s Year 3 average result was 62.9 points below the state average and 40.1 points below the like school group average for Reading.

The school’s Year 3 average result was 58.6 points below the state average and 47.2 points below the like school group average for Writing.

The school’s Year 3 average result was 69.9 points below the state average and 50.9 points below the like school group average for Spelling.

The school’s Year 3 average result was 76 points below the state average and 51.5 points below the like school group average for Grammar and Punctuation.

Numeracy – NAPLAN Year 3

The school’s Year 3 average result was 69.6 points below the state average and 52.9 points below the like school group average for Numeracy.

Literacy – NAPLAN Year 5

The school’s Year 5 average result was 18.7 points below the state average and the same as the like school group average for Reading.

The school’s Year 5 average result was 29.2 points below the state average and 15.8 points below the like school group average for Writing.

The school’s Year 5 average result was 45.3 points below the state average and 31.4 points below the like school group average for Spelling.

The school’s Year 5 average result was 43.4 points below the state average and 24.3 points below the like school group average for Grammar and Punctuation.
Numeracy – NAPLAN Year 5

The school’s Year 5 average result was 36.3 points below the state average and 19.6 points below the like school group average for Numeracy.

Messages

Principal’s message

Our School Plan for 2010 had four key strategic directions.

- To meet the students’ literacy needs.
- To meet the students’ numeracy needs.
- To develop effective practices in connected learning.
- To improve student engagement.

For their efforts in addressing these key strategies throughout the year, I want to thank our highly committed teaching and administrative staff. Their hard work and enthusiasm has paid off for our students. It has paid off in terms of cognitive development, social development, physical development, emotional development and creative development. In short, it has paid off in the development of the whole child.

Someone once said “It takes a village to raise a child”. As a school, we have been happily supported by our community and I pay tribute to those companies and individuals who have supported us with generous donations of energy and funds.

Educating a student is a collaborative venture between the school, the student and the student’s family. As part of our three-way conferences we include time to talk about future directions and what the teacher will do, what the student will do and what the family will do to achieve set goals. For your support and collaboration in educating your children this year, I thank the parents of our students.

Throughout 2010, the school watched as our Building the Education Revolution project of a new school hall took shape and and was completed.

During the year, in addressing our strategic directions, we provided excellent opportunities for our students and they responded with enthusiasm to those 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

Parent Club message

2010 has been a very busy year for the Parent Club. Our first event was to be the cake stall at the Billycart Bash, but rain put a stop to that. Our next event was a BBQ at the Parent information afternoon, despite the large crowd the afternoon came to an abrupt end as the rain came down. The year was not off to a good start but this was all about to change as we planned for our main event: The School Fete. After a lot of planning and hard work the Parent Club along with Staff, Students and Parents, and of course the good weather we put on a great afternoon of entertainment, food, and fun. Such a lot was achieved on many different levels. It was felt that the school community needed a lift and this was certainly achieved by the atmosphere generated at the fete. Not only did we have a huge crowd and make a large profit for the afternoon, I think the general feeling was that it had lifted the moral within the school community as we all united as a whole to host such a wonderful afternoon. As a result of the profits raised from the fete we were able to donate $5000 to the school to go directly into resources for each of the classroom, this was left to the staff as to what they thought best was needed for their classrooms.

During the course of the year some of our other fundraisers were, cookie dough orders, raffles, cake stall, community markets and of course our very successful Christmas stall. I would like to thank the Active Parents Group for their huge involvement with our fundraising. Your efforts certainly do not go unnoticed. This is the second year that the Active Parents Group has been meeting, and they have made valuable contributions to the Parent Club and the school community.
Two other valued groups within the Parent Club whose hard work and dedication is very much appreciated are all those who volunteer to help Jodie run the canteen and Julie run the Clothing pool. Without the help of these people we would not be able to provide these services within our school.

The School canteen is a major responsibility of the Parent Club, and even though this year the Parent Club have had to contributed approximately $4500 to the canteen in order to bring all accounts up to date for the end of the year, Jodie can certainly hold her head high as she along with all her hard working volunteers run a excellent canteen. We remain one of the few schools within the district that still run a canteen five days per week. Thank you Jodie for you continued hard work and dedication to our canteen.

My time at Blayney Public School is done. I know it has been a long time coming and at many stages I thought that I could not wait for the time to come. But now that it here I must admit that I am having a difficult time of letting go. It is very hard to let go of something that you have enjoyed being a part of. I have thoroughly enjoyed my many years as a parent at BPS, and in return have been able to promote and fulfill the roles of a P&C member, by:

- promoting the school by bringing together parents, citizens, staff and children, and
- encouraging parent and community participation.

I would like to wish the incoming committee the best for 2011, and remember in order to get the most out of the hard work you put into making BPS a better place for our students and staff, you need to be enjoying what you are doing. Enjoyment and purpose makes the task at hand seem a whole lot easier.

Finally I would like to thank all the Parent Club and Active Parents Group members, the Staff of BPS and especially Bruce for all their support during my time at BPS.

Kerry Adams - Parent Club President

Student representative’s message

The Student Representative Council (SRC) is comprised of two peer elected representatives from each of the Stage 2 and Stage 3 classes, plus the four school leaders.

During 2010, the Stage 3 representatives organised a flood relief fundraiser for Pakistan through a mufti day. They also organised a morning tea fundraiser as part of the Cancer Councils Biggest Morning Tea initiative and raised money for Stewart House. The SRC also ran and judged a book character parade and participated in the Impact Student Leadership conference held in Bathurst. They went down to the Early Learners Long Day Care Facility and the Blayney Pre School to read books to the younger children. They also operated a reading tent at the Blayney Show where younger children could listen to SRC members and teachers read books.

Ellen Brown & Sophie Stammers

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

In 2010, the school population was recorded as 133 girls and 123 boys. At the start of the school year, we commenced with ten classes but within a few weeks were able to establish an eleventh class. There was a significant decline in enrolments, as Year 6, the largest cohort of 2009, moved on to high school in 2010 and a smaller cohort of kindergarten students enrolled.
The table shows attendance rates as percentages for each Year cohort. The table shows that all Year cohorts have attendance rates lower than the state. In previous years, our attendance rates were above those of the region and the state.

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.

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.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>K</td>
<td>1</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>1S</td>
<td>K</td>
<td>1</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>11</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>1B</td>
<td>2</td>
<td>13</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>8</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>1C</td>
<td>2</td>
<td>16</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>15</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>1G</td>
<td>2</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2C</td>
<td>3</td>
<td>13</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>2C</td>
<td>4</td>
<td>14</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>2M</td>
<td>3</td>
<td>13</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>2M</td>
<td>4</td>
<td>13</td>
<td></td>
<td>28</td>
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<tr>
<td>2S</td>
<td>3</td>
<td>17</td>
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<td>28</td>
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<tr>
<td>2S</td>
<td>4</td>
<td>11</td>
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<td></td>
</tr>
<tr>
<td>3D</td>
<td>5</td>
<td>15</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>3D</td>
<td>6</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3I</td>
<td>5</td>
<td>14</td>
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<td>28</td>
</tr>
<tr>
<td>3I</td>
<td>6</td>
<td>14</td>
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<td></td>
</tr>
<tr>
<td>3L</td>
<td>5</td>
<td>16</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>3L</td>
<td>6</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

The NSW Board of Studies has developed a syllabus document for each of the six key learning areas. The syllabus documents identify the outcomes students are expected to achieve. The outcomes are presented in four developmental learning stages.

- Early Stage 1: Kindergarten
- Stage 1: Year 1 and Year 2
- Stage 2: Year 3 and Year 4
- Stage 3: Year 5 and Year 6

Blayney Public School structures its classes to reflect the developmental learning stages. In 2010, there were 11 classes at the school – two
Early Stage 1; three Stage 1; three Stage 2; and three Stage 3 classes. Classes were named using the stage number and a letter identifier. (For example, 2S is a stage 2 class, comprising Year 3 and Year 4 students, taught by Mrs Scott.)

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</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>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</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>2.584</td>
</tr>
<tr>
<td>Total</td>
<td>16.484</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>66</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>34</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>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of financial summary:</td>
<td>30/11/2010</td>
</tr>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>108,704.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>126,234.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>226,343.42</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>91,059.88</td>
</tr>
<tr>
<td>Interest</td>
<td>7,748.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7,923.67</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>558,014.59</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>38,639.34</td>
</tr>
<tr>
<td>Excursions</td>
<td>30,362.72</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>40,900.84</td>
</tr>
<tr>
<td>Library</td>
<td>7,243.20</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>165,548.86</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>25,013.01</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>27,121.30</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>33,239.53</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10,625.75</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6,294.13</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>394,038.67</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>173,975.72</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the Parent Club. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts
Twenty-seven of our students worked with Nyree Reynolds on an artwork which was displayed at
the Heritage Country Schools Art Show. The artwork, around the theme of Communicate, involved the students in cooperative activities. Ms Reynolds was full of praise for our students when I spoke to her. She complimented the students on their manners and the way in which they engaged with the project.

Our school band were awarded first place at the Cowra Eisteddfod and also performed at the Bathurst Eisteddfod and have entertained various audiences throughout the year.

A highlight of the Western Region Education Week launch was the Heritage Country Singers who received many, many compliments after their performance.

**Sport**

Blayney Public School takes pride in the achievements of its students on the sporting field. We are particularly proud of the manner in which our students conduct themselves in competition, demonstrating outstanding sportsmanship and respect for the games they play and their competitors.

In 2010, the students achieved remarkable results for the size of the school. Notably:

- 17 students represented our school at the Regional Swimming Carnival in Dubbo;
- 11 Students represented our school at the Regional Cross Country carnival in Wellington;
- 21 students represented our school at the Regional Athletics carnival in Dubbo with Sophie Stammers going on to represent us at the State Athletics Carnival in Sydney; and
- 34 of our students successfully participated in the Premier’s Sports Challenge Learning to Lead Program.

Our school fielded teams in the Primary School Sports Association knockout competitions in Cricket, Football, Netball, Softball, Tennis and Touch.

Our teams represented us with outstanding sportsmanship. While there was a mixed bag of results, the Boys Cricket team and The Tennis squad both advanced through to the fourth round of competition, while our Girls Touch team made it through to the Western Region Semi-finals and our Boys Softball Team were declared Western Region Runners Up!

A number of our students were selected into Western Region sides. Kayla England, Sophie Stammers and Eliza Ewin were all selected into the Western Region Girls Soccer Team and the Western Region Girls Softball team. Lochie Farr was selected into the Western Region Rugby League side and Matthew Reeks was selected into the Western Region Boys softball team. Congratulations to these students for representing Blayney Public School with pride and honour.

**Other**

Our state-of-the-art connected classroom technology allowed students in Stage 3 to take part in the inaugural Learning for Sustainability Video Conference Festival and students in Stage 3 and Stage 2 to participate in the pre2 connected classroom projects.

We hosted numerous visiting performers including The Colonial Show, Musica Viva, the CSIRO Lego Robotics workshop and the SMART Science workshop.

We also travelled away from Blayney so that our students could engage in studies. These visits included Canberra and the Snowy Mountains for Stage 3, Sydney for Stage 2 and the Bathurst Sheep and Cattle drome for Stage 1.

Closer to home, students from Blayney Public School took part in The ANZAC Day march, the CWA Public Speaking competition, the IMPACT Leadership Day, the inter-school chess competition and numerous Heritage Country Schools activities including NAIDOC celebrations the Gala Touch Day, the Key Learning Area English day the Art Show and the Tournament of Minds competition.

Laura O’Brien, Jaide Goodworth, Jordan Hobby, Lochlan Jones and Nicholas Tilburg won all five student prizes in the Millthorpe Museum Historical Writing Competition and the school was presented with the inaugural Lister and Tom Cup, which will be on display over the next twelve months in our trophy cabinet.

The school fete was an outstanding success on many levels. It gave the community of our school and the broader Blayney community an opportunity to come together for some real
family-based fun. This was very timely and because so many people enjoyed themselves the fete helped to lift the spirits of the town.

Our Stage 1 students visited the Lee hostel on a number of occasions, spreading good will and cheer to the residents as they shared some of their experiences at school.

**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 for Year 5)

**Literacy – NAPLAN Year 3**
Numeracy – NAPLAN Year 5

Progress in literacy

Average progress in reading between Year 3 and Year 5
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Standard</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Standard</th>
<th>School</th>
<th>SSG</th>
<th>State DET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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. The Aboriginal flag was flown alongside the national flag each day.

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.

Students in Stage 2 and Stage 3 delivered speeches to all classes on topics of racism and the contributions made by refugees and immigrants as part of the Multicultural Perspectives Public Speaking competition.

Respect and responsibility
Respect and responsibility are fundamental features of the curriculum offered at Blayney Public School. Engagement with the broader community and participation in community activities demonstrate respect and responsibility outside the school. Within the school, our peer support program focuses on assisting students to develop respect for themselves and others and to take responsibility as a confident well-equipped citizen.

Through the school’s peer support program, all our students engaged in the Clean Up Australia activities.

Our entire school took part in Harmony Day, to promote Australia’s culturally diverse and cohesive society. 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.

It was wonderful to see so many students take part in the Anzac Day March and Wreath Laying Service. Our school was represented by over 60 students who marched to show their respect for the Anzacs and those who serve in the armed forces.

Connected learning
Students in Stage 3 engaged in the pre2 connected classrooms initiative which involved students interacting with students from the other pre2 schools by means of video-conferencing and shared interactive whiteboard lessons through Bridgit.

Progress on 2010 targets

Target 1
*To reduce the percentage of students appearing in the bottom two bands on the NAPLAN assessments*

Our achievements include:

- A reduction of 24.2% of Year 5 students appearing in the bottom two bands in Reading;
- A reduction of 9.1% of Year 5 students appearing in the bottom two bands in Punctuation and Grammar;
- A reduction of 7.1% of Year 5 students appearing in the bottom two bands in Numeracy.
**Target 2**

**Promote early reading prior to school awareness**

Our achievements include:

- Hosting the Blayney Public School Reading Tent at the annual Blayney Show;
- Purchasing additional home readers for Stage 1;
- Conducting Best Start assessments and providing detailed reports to parents of Kindergarten students;
- Visiting the Blayney Pre-school and the Early Learners Long Day Care facilities on a regular basis to read to children.

**Target 3**

**To increase levels of student engagement in learning programs**

Our achievements include:

- Adapting and making amendments to the Connected Outcomes Group units of work in order to make them more flexible and engaging;
- Using stage-based rewards, such as free or low cost excursions, for students demonstrating positive behaviours in their learning and in the playground;
- Closely monitoring student attendance at school and providing rewards for attendance and pursuing non-attendance with families.

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**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 planning and English.

**Educational and management practice**

**Planning**

**Background**

School Planning can be described through three aspects – school purpose, setting targets and the planning process.

In keeping with the school’s cycle of evaluations, an evaluation of planning was conducted in 2010. The school used the Department of Education and Training SchoolMap best practice statements and survey instruments to ascertain the views of staff, parents and students.

**Findings and conclusions**

In the aspect of school purpose, staff, students and parents were in general agreement that the statement of school purpose is clear, responsive to changing needs and guides school activity. Students were less inclined to agree with staff and parents that the statement of school purpose was collaboratively developed and parents were less inclined to agree that the statement of school purpose guides school activity.

In the aspect of setting targets, staff, parents and students strongly believed that school priorities and targets to improve school performance were identified through planned evaluations and that the focus of school priorities and targets was to improve student learning outcomes. The aspect of setting targets was seen by all three respondent groups as the strongest aspect of the school.

In the aspect of the planning process, students were less inclined to think that school planning documents are developed with the support of staff, students and parents, although staff and parents felt this did happen. Parents were less inclined than staff and students to believe that the school implements a comprehensive management plan and students and staff were less inclined to agree that the processes used to allocate resources are open and understood.

**Future directions**

Based on the evaluation of planning, the school will continue to provide opportunities for students, staff and parents to take part in the planning process. The school will develop
strategies for informing parents and students about the school’s management plan and the part they play in formulating the plan.

**Curriculum**

**English**

**Background**

In late 2010, Blayney Public School was included as a National Partnership Extension Reform School. This gave the school the opportunity to conduct a detailed situational analysis in several areas including literacy. The situational analysis involved collecting information from a variety of sources to develop a detailed picture of student performance and school programs in English.

**Findings and conclusions**

Students enter school below expected standards. In the Best Start assessments, the majority of students are assessed as level 0 or level 1 for Reading Text. Approximately half of the cohort for phonics and phonemic awareness came in at level 0 with 25% at level 1. All but 1 student were at level 0 or 1 for concepts of print. In comprehension there were 24 at or below the Early Stage 1 starting point. 21 students were at level 0 or 1 for Aspects of Speaking. 28 (all) students were at level 0 for Aspects of Writing.

- Vocabulary is poor.

*Reading Benchmark data for 2010 shows that:*
  - 3 students (12%) from kindergarten are below level 5.
  - 9 students (25%) from Year 1 are at or below level 18.
  - 4 students (10.6%) from Year 2 are at level 21 with no students below.

Over the past three years, in Year 3, relative to the Orange SEG and the state, Blayney Public School is overrepresented in the bottom 2 bands in all aspects of NAPLAN but most so in Numeracy closely followed by Spelling and Grammar.

In Year 5, relative to the Orange SEG and the state, Blayney Public School is underrepresented in the top 2 bands in all aspects of NAPLAN but most so in Numeracy closely followed by Writing.

In Reading, 63.9% of students had growth greater than or equal to expected growth.

In Writing, 43.2% of students had growth greater than or equal to expected growth.

In Spelling, 45.9% of students had growth greater than or equal to expected growth.

In Punctuation and Grammar, 54.1% of students had growth greater than or equal to expected growth.

**Future directions**

Students need to be immersed in learning. There needs to be a focussed, concerted approach to teaching students in K-2 to get them up to standard before starting Year 3. There is a need for systematic and explicit teaching in Stage 1. A targeted teaching and learning program aimed at specific needs of individual students is a specific direction the school will follow.

Whilst there is exceptional growth between Year 3 and Year 5 as measured by NAPLAN in literacy, students enter school with very low skill levels and continue to experience difficulty particularly in spelling and grammar.

The school will develop a two phase approach to helping raise student standards. The first phase is to focus on class-based pedagogy and the second phase will focus on individual students.

**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.

Using the data from the surveys completed, the following graph is presented indicating the extent to which respondents were satisfied with the way in which the school addressed three aspects: The level of involvement of parents and students in determining school directions, the school’s focus
on priorities and targets and the responsiveness of the school in meeting student needs.

### Professional learning

Each staff member participated in professional learning activities held on school development days at the start of Term 1, Term 2 and Term 3. Additionally, all staff participated in professional learning activities each fortnight as part of the whole school staff development meetings.

Selected professional readings were posted on a staff wiki for staff to read and respond to in a virtual professional dialogue.

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

The focus for professional learning in 2010 stemmed from the initiatives of the school plan and included literacy and numeracy, connected learning and student welfare.

The average expenditure per teacher on professional learning at the school level was $784.

### School development 2009 – 2011

The School Plan focuses on six strategic directions over the next three years. They are: Literacy; Numeracy; Connected Learning; Teacher Quality; Student Engagement and Retention; and Aboriginal Education. These directions are in line with the directions of the NSW Office of Schools Plan, the Western Region Plan and the Orange Group of Schools Plan.

### Targets for 2011

Targets for 2011 are designed to:

- meet the students’ literacy needs;
- meet the students’ numeracy needs; and
- improve student engagement.

### Target 1

**To decrease the percentage of Year 3 and Year 5 students in the lower two bands of NAPLAN Spelling and Grammar to equal or better Orange SEG percentages by the end of 2012.**

Strategies to achieve this target include:

- Building a shared knowledge and understanding among all staff of explicit elements/strategies that contribute to an effective spelling program and an effective grammar program;
- Providing professional learning in syllabus documentation, visual, phonemic, etymological and morphemic components of spelling; and
- Facilitating professional learning to ensure teachers can teach explicit grammar through quality literacy teaching which reflects DET documents.

Our success will be measured by:

- Improvements in NAPLAN results;
- The extent of appropriate grammar activities being evident in class programs; and
- The extent to which teaching programs reflect a variety of effective literacy teaching strategies and relevant teaching elements.
Target 2

To increase the percentage of Year 3 and Year 5 students in the upper two bands of NAPLAN so that they are equal to or better than Orange SEG percentages by the end of 2012.

Strategies to achieve this target include:

- Building a shared knowledge and understanding among all staff of explicit elements/strategies that contribute to an effective numeracy program.
- Undertaking a detailed analysis of student NAPLAN results to inform stage/class programs.
- Facilitating professional learning to ensure teachers can teach numeracy through Quality Teaching which reflects DET documents.

Our success will be measured by:

- The extent to which class programs reflect the analysis of NAPLAN data;
- Appropriate numeracy activities being evident in class teaching programs; and
- Improved results in NAPLAN assessments.

Target 3

To reduce by 25% the number of students receiving in-class notifications due to off task behaviour in 2011 relative to the number in 2010 (53).

Strategies to achieve this target include:

- Developing teacher knowledge and understanding of a differentiated curriculum to meet the needs of all students;
- Utilising available technology in all classes and building links with other schools; and
- Implementing a variety of extra-curricula activities to engage students and expand the opportunities available to students.

Our success will be measured by:

- Evidence of a range of stimulating activities found in class teaching programs to cater for individual needs – G&T, learning styles, etc;
- Fluid grouping evident in class organisation and program delivery;
- Teaching programs demonstrating the inclusion of higher order skills involving technology (e.g. levels of implementation of smart board competencies.); and
- The number of students participating in Band, Recorder, Debating, Public Speaking, Vegie Patch, Chess, Lunchtime Games and PSSA Sport programs.

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 – Assistant Principal
Cherie Ferson – Assistant Principal
Cathy Bond – Classroom Teacher
Alison Lewis – Parent Representative
Tanya Tyrell – Parent Representative

School contact information

Blayney Public School
Lindsay Street BLAYNEY
Ph: 63682154
Fax: 63683019
Email: blayney-p.schools@det.nsw.edu.au
Web: www.blayney-p.school.nsw.edu.au
School Code: 1260

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