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 2011, 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;
- a dance item for the Blayney High Variety Night concert;
- an artist-in-residence initiative which saw artists conducting workshops for students and an art show at Blayney Public School; and
- a Human Society & It's Environment 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 performers.

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 2011, 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 2011, the school student population was recorded as 110 males and 121 females.

Staff

In 2011, the school was serviced by an allocation of 13,535 teaching staff and 2,454 non-teaching staff. There were 10 classroom teacher positions and 3 Learning Assistance Program positions. Additionally, a Highly Accomplished Teacher position was allocated to the school in 2011. 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, 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.

Student achievement in 2011

Literacy – NAPLAN Year 3

The school’s Year 3 average result was 29 points below the state average and 3.1 points below the
like school group average for Reading. The school’s Year 3 average result was 1.4 points above the state average and 10.4 points above the like school group average for Writing. The school’s Year 3 average result was 28.5 points below the state average and 13.3 points below the like school group average for Spelling. The school’s Year 3 average result was 24.7 points below the state average and 1.6 points below the like school group average for Grammar and Punctuation.

Numeracy – NAPLAN Year 3
The school’s Year 3 average result was 57.2 points below the state average and 36.9 points below the like school group average for Numeracy.

Literacy – NAPLAN Year 5
The school’s Year 5 average result was 16.5 points below the state average and 5.1 points above the like school group average for Reading. The school’s Year 5 average result was 4.4 points above the state average and 13.9 points above the like school group average for Writing. The school’s Year 5 average result was 13.1 points below the state average and 1 point above the like school group average for Spelling. The school’s Year 5 average result was 25.4 points below the state average and 2.6 points below the like school group average for Grammar and Punctuation.

Numeracy – NAPLAN Year 5
The school’s Year 5 average result was 23.2 points below the state average and 6.2 points below the like school group average for Numeracy.

Messages

Principal’s message
I would like to pay special tribute to our highly committed teaching, non-teaching and administrative staff. Their hard work and enthusiasm has benefitted all of our students. During the course of 2011, the teaching staff at Blayney Public School developed and implemented programs and extra-curricular activities which resulted in cognitive development, social development, physical development, emotional development and creative development for our students. Our school learning support officers and school administrative support staff have ensured a high level of service to students, staff and parents, allowing the school to run smoothly and efficiently.

As a school, we have been well supported by our community and I pay tribute to those companies and individuals who have supported us with generous donations of energy and funds.

Providing a progressive education is a collaborative venture between the school, the student and the student’s family. As part of our three-way conferences we included 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 their support and collaboration in educating their children in 2011, I thank the parents of our students.

A bonus for the school in 2011 and continuing again in 2012 is our involvement as a National Partnerships Low SES Reform Extension School. Within that program, Sue Scott took on a new role as a Highly Accomplished Teacher. This is a senior position in the school executive involving a 50% teaching component and a 50% teacher mentoring component.

During the year, we provided exceptional opportunities for our students and they responded with enthusiasm to those opportunities.

I extend my congratulations to all the students who represented our school at functions and events away from the school site as well as at the school. The feedback I received was exceptionally positive with people commenting on the high levels of civic responsibility demonstrated. The
manner in which our students conducted themselves when they were representing our school fills me with pride.

Our school is not just a good school. It is a great school.

Blayney Public School’s mission is to develop confident well-equipped citizens who have a positive attitude towards continued learning and an active concern for the world. In 2011, we were able to celebrate another year of achieving our mission and living up to our school motto of “Success With Honour”.

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

Prior to taking the role of President of the Parent Club around 12 months ago I had limited involvement with the School. I have been extremely impressed with the dedication, commitment and innovation shown by the core group of parents who regularly attend the Parent Club and Active Parent Club meetings and give up their time to participate in and promote the various fundraising activities of the Parent Club.

It is clear to me that everyone is involved for all of the right reasons – i.e. to act in the best interests of the school and give as much as possible to the students.

I have seen that Bruce Inwood is a passionate and progressive principal who is heavily involved in and supportive of all of the fundraising activities.

In 2011, we held various fundraisers including lamington sales, raffles, a post Bathurst 1000 BBQ and other catering activities. Some of these were more successful than others but definitely overall a very good year for raising funds for the school.

An important achievement in 2011 was to maintain the school canteen and combine the canteen and clothing pool into one business unit. Hopefully this will ensure that these vital services continue long into the future. Jodie continues to run the canteen like a well oiled machine.

Congratulations to the new president for 2012 Kate Hamson, who has been a driving force with both the Parent Club and Active Parent Club and has driven many of the fundraising activities to ensure they have been a success.

Kate, Bruce and all of the other Parent Club members will continue to have my support as we go forward.

Whilst our core group of parents do a fantastic job it would also be great to see new faces – as well as some male ones!!

Craig McLeod – President

Student representative’s message

In Term 1, the Student Representative Council (SRC) had a mufti day wearing maroon clothing for the Queensland Flood Relief Appeal and raised $300 using posters around the school. The SRC also showed their support for local Kayleen McInnes by having a Whacky Hair Mufti Day for the Leukaemia Foundation, donating $253.85 in sponsorship for her head shaving initiative.

Stage One enjoyed their Term 1 visit to the Australian Fossil and Mineral Museum in Bathurst, describing the day as ‘awesome’. They also participated in dancing for the Lee Hostel in Blayney, a memorable and enthusiastic performance by all!

Stage Two visited the skeleton at Blayney High School. The students were excited to venture into the science labs with Mrs Woolfe. They also had an excursion to Heritage Park as a reward for their fantastic efforts earlier in the term.

Stage Three were very busy visiting Abercrombie Caves, the Bathurst Regional Art Gallery and Chifley Cottage. They enjoyed all excursions and should be proud of the way they represented the school. Stage 3 also had a school social and were able to enjoy an evening of dancing and socialising in the school hall.

In Term 2, the SRC purchased new Tidy Classroom Trophies and commenced their awards for each of the classes.

Stage One participated in a Bike Education Day as part of their Moving Unit. They also thoroughly enjoyed Musica Viva and Dinosaurs Galore. Stage One were fortunate in having a visiting practicum student from Charles Sturt University and a work experience student from Blayney High School.
Stage Two helped plant some trees with the Blayney Council next to IGA and grew some seedlings in their class. They also had the Blayney Fire Brigade visit as part of their Safety in the Environment topic and were even allowed to climb into the truck!

Stage Three attended the Eisteddfod in Cowra and participated in debating activities with Mrs Hatch. They were also part of the Kids Teaching Kids conference and tried hard in their CWA Speeches. Stage Three enjoyed the snow day and being part of the Monster Band. The highlight may have been their Year 6 orientation at the Blayney High School.

In Term 3, the SRC started collecting food scrap buckets from each of the classes to add to the garden compost. This has been very successful and the garden has produced some delicious fruits and vegetables as a result. We also assisted with the 2011 Book Fair and helped organise a fabulous Book Character Parade which was enjoyed by all!

Stage One participated in dancing activities throughout the term and showcased their talents on various occasions. They were excited to have an Open Morning and share their work with Blayney community and friends. Stage One also used the new key pads with Mrs Scott.

Stage Two participated in Education Week by demonstrating and performing at Blayney IGA. They performed poetry on assembly and keenly participated in the Learn to Swim scheme. Stage Two also worked on a body percussion performance which was presented in their Stage Assembly in Week 10.

Stage Three participated in various PSSA sports such as softball, netball, touch football and rugby league. They performed on Variety Night and painted a mural at Art in the Park. Stage Three enjoyed an excursion to the Cowra Japanese Gardens and the Bathurst Eisteddfod. Some students participated in Tournament of the Minds and Chess. The Year 6 students enjoyed their orientation experience and look forward to next year.

Sophie Stammers, Jack Standing, Grace Hodder, Connor Smith

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 2011, the school population was recorded as 121 girls and 110 boys. Throughout 2011 the school maintained ten classes. There has been a significant decline in enrolments over the past few years, as large Year 6 cohorts move on to high school and smaller cohorts of kindergarten students enrol.
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 but higher than or equal to the Western NSW region.

**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**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>1L</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1A</td>
<td>K 1</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>1B</td>
<td>1 2</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>1C</td>
<td>1 2</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>2C</td>
<td>3 4</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>2M</td>
<td>3 4</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>2S</td>
<td>3 4</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>3D</td>
<td>5 6</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>3H</td>
<td>5 6</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>3I</td>
<td>5 6</td>
<td>13</td>
<td>27</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 10 classes at the school – one Early Stage 1; one Early Stage 1/Stage 1; two Stage 1; three Stage 2; and three Stage 3 classes. Classes were named using the stage number and a letter identifier. (For example, 25 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>Highly Accomplished Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</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>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.454</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16.369</strong></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>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>173975.72</td>
</tr>
<tr>
<td>Global funds</td>
<td>120624.49</td>
</tr>
<tr>
<td>Tied funds</td>
<td>115572.25</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>70224.86</td>
</tr>
<tr>
<td>Interest</td>
<td>7775.14</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7260.99</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>495433.45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>27327.42</td>
</tr>
<tr>
<td>Excursions</td>
<td>7297.08</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>36905.08</td>
</tr>
<tr>
<td>Library</td>
<td>5479.13</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>10768.65</td>
</tr>
<tr>
<td>Tied funds</td>
<td>183329.52</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>44005.90</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>21612.30</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>39170.67</td>
</tr>
<tr>
<td>Maintenance</td>
<td>12160.08</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4468.09</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>392523.92</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>102909.53</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011**

**Achievements**

**Arts**

Cultural experiences whether they be in music, art, dance or drama play an important part in developing confident well-rounded citizens. In 2011, the school continued to provide a wide range of cultural experiences.

Our School Band were awarded first place at the Cowra Eisteddfod. They also performed at the Bathurst Eisteddfod and were only 6 points away from the first placed band. The band has also entertained audiences at IGA, the Lee Hostel, our Variety Night and Presentation Night.

Mrs Bond, Tahnia Parker, Nicola Abbot, Monique Garner, Jack Wakem, Thomas Dale, Lilly Pusterla
and Alicia Connor were part of a massed recorder ensemble that played at the Festival of Instrumental Music Jacaranda Concert at the Sydney Opera House.

Thomas Dale, Abby Stammers, Patrick Standing and Freya Webster-Hawes spoke at the Country Women’s Association Public Speaking competition in Bathurst, having been chosen through class and stage selection processes as part of the school’s talking and listening programs.

The Heritage Country Schools Annual Art Show was hosted by Blayney Public School this year. Our new school hall looked fantastic with outstanding student artworks from Head Start through to HSC major works. Patrons at the show enjoyed the art as well as light refreshments provided by our school canteen. Ella Tilburg and Savannah Rollans both received prizes in the art competition and a group of twenty-five students worked with local artist Liz Darmody to create the mural which adorns our canteen.

Six students from 2C entered the Central West Catchment Authority Photographic competition. Each student received a letter commending their efforts, and were told their photos were of the highest calibre. The photos submitted by students in 2C have been catalogued and could be used in publications of the Central West Catchment Authority.

**Sport**

Sport and physical fitness have always featured high on the community’s agenda. In 2011, we had many fine achievements.

At our school swimming carnival no less than ten records were broken by Brandon Fraser, Logan Claypole, Morgan Fuller, Sophie Stammers and the Fitzgerald Senior Boys Relay team.

The School’s Swimming team competed in the Heritage Country Schools District Swimming Carnival with four of the six age champions coming from Blayney.

Our school representatives performed wonderfully at the Western Regional carnival in Dubbo with many posting personal bests. Our senior boys relay team of Connor Smith, Logan Claypole, Morgan Fuller and Brandon Fraser came in third overall and secured a spot at the State Swimming Carnival. Morgan Fuller also competed in the State 11 years boys 50m butterfly having placed third in the region and Brandon Fraser went on to the State carnival having placed first in the region in the 100m freestyle, the 50m freestyle, the 50 m backstroke, the 50m butterfly, the senior boys medley and second in the 50m breaststroke.

Thirty-eight students participated in the School Swimming Scheme.

**Pre Scheme Results**

<table>
<thead>
<tr>
<th></th>
<th>0 m</th>
<th>1 – 5 m</th>
<th>6 – 10 m</th>
<th>11 – 20 m</th>
<th>20 – 25 m</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>11</td>
<td>16</td>
<td>11</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Post Scheme Results

<table>
<thead>
<tr>
<th></th>
<th>0 m</th>
<th>1 – 5 m</th>
<th>6 – 10 m</th>
<th>11 – 20 m</th>
<th>20 – 25+ m</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>14</td>
<td>17</td>
</tr>
</tbody>
</table>

A contingent of twenty-five students competed in the Heritage Country Schools District Cross Country at Macquarie Wood. Our students were very competitive with ten students (Caitlin Spiers, Holly Farr, Grace Hodder, Sophie Stammers, Freya Webster-Hawes, Anthony Pond, Jake Lynch, Logan Claypole, Brandon Fraser and Kailen Graham) going on to compete at the Western Regional Carnival in Wellington in June. Brandon Fraser went on to run in the State Cross-Country Carnival.

On the athletics field, many of our students took part in the Heritage Country Schools District Athletics carnival. Blayney Public School was well represented in the ribbon tally and Logan Claypole, Kailen Graham and Sophie Stammers were declared the Carnival Champions for their age groups. As a result of their efforts at the carnival twenty-eight students competed at the Western Region Athletics Carnival in Dubbo. Sophie Stammers came second in the long jump; second in the 200m age race and second in the 100m age race. As a result of her efforts, Sophie took part in the state athletics carnival at Homebush and was selected as captain of the Western Region Athletics team.

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

The Rugby League team and the Girls Touch team made it through to the Western Region Semi-Finals while the Netball team and the Boys Softball team played in the Western Region Finals and were declared the Regional Runners-Up.

Many of our students were selected to play in Western Region teams at State Carnivals.

- Kailen Graham was chosen in the Western Region Boys Cricket team.
- Sophie Stammers and Monique Garner were chosen in the Western Region Girls soccer team.
- Joey Hobby and Nick Tilburg were chosen in the Western Region 11 Years Rugby League team.
- Dara Kelly, was chosen in the Western Region Girls Softball team.
- Nick Tilburg and Kailen Graham were chosen in the Western Region Boys Touch team.
- Sophie Stammers was chosen in the Western Region Netball team.
- Matthew Reeks, Brandon Fraser and Jordan Little were chosen in the Western Region Boys Softball team.

And finally in sport, Mrs Connor was presented with a Western School Sports Association Service Medal recognising her exceptional service over a minimum period of ten years. With all the work done by Mrs Connor as a PSSA Knockout team coach and her involvement with sports carnivals, she was a worthy recipient.

Civics and Citizenship

In addressing our mission to develop confident well-equipped citizens we undertook many activities within our class programs and beyond the classroom.

It was wonderful to see over forty-five students represent the school at the ANZAC day march and wreath laying ceremony. The whole school community was very proud of Sophie Stammers, Connor Smith and Jack Standing as they presented the commemorative speech at the service in Carrington Park following the wreath-laying. The school was also represented at the Remembrance Day service at the Gates to Carrington Park, where we laid a wreath in memory of all those who have lost their lives in war and peace-keeping efforts.

Blayney Public School hosted a combined SRC meeting in our new school hall. The event was specifically for high school student representative council members and the schools attending came from the Bathurst, Orange, Lachlan and Warrumbungles school education groups. Our Year 6 SRC members attended and impressed those present with their level of involvement with the Year 8 students and the activities of the day. The first session involved facilitators from the Christian, Jewish and Muslim faiths conducting workshops for students to learn about diversity, commonality and question assumptions about identity.
The Year 6 student leaders and SRC members also travelled to Sydney to take part in the National Young Leaders Day.

Some of our Stage 3 students travelled to Neville Public School to deliver a presentation on the impact of visitors to the native fauna at Abercrombie Caves, as part of the Kids Teaching Kids initiative.

Stage 2 planted native trees at Daker’s Oval. The students provided a helping hand to the council and got some valuable environmental sustainability lessons at the same time.

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. The school hosted two Book Fairs which were very well supported by the parents and ensured that quality reading material was being enjoyed by families throughout the town.

Each year, our school community shows its support of others. We have been particularly busy this year.

The Student Representative Council held a maroon mufti day to raise $300 in support of the Queensland Flood Appeal.

Our Stage 3 students wrote letters to the children of Japan to express their concern and hopes for a brighter future following the disaster of the earthquake and tsunami. The letters were sent to the Japanese Embassy in Canberra for distribution to students affected by this natural disaster.

In our Peer Support sessions, students decorated craft items and baked treats with a Japanese theme. These items were sold and another mufti-day was held. $320 was raised and contributed to help the people of Okuma rebuild their lives following the relocation of the entire town after the devastating earthquake, tsunami and nuclear disaster.

Our Whaky Hair Day raised $254 for research into Leukemia and our Biggest Morning Tea raised $100 for the Cancer Council.

The SRC held a Dance-A-Thon which raised $200 for the Uralba Nursing Home in Carcoar.

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

Percentage in bands: Year 3 Reading

Percentage in bands: Year 3 Writing

Percentage in bands: Year 3 Spelling

Percentage in bands: Year 3 Grammar & Punctuation
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5

Percentage in bands:
Year 3 Numeracy

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Spelling
Numeracy – NAPLAN Year 5

Percentage in bands:
Year 5 Grammar & Punctuation

- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011

Average progress in Reading between Year 3 and 5

- School
- SSG
- State DEC

Average progress in Spelling between Year 3 and 5

- School
- SSG
- State DEC

Average progress in Grammar & Punctuation between Year 3 and 5

- School
- SSG
- State DEC

Average progress in Numeracy between Year 3 and 5

- School
- SSG
- State DEC
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 minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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 students 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.
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.

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.

Progress on 2011 targets

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.

Our achievements include:

- In 2011, 16% of Year 3 students at Blayney PS were placed in the bottom two bands of NAPLAN Grammar (being 5% in Band 1 and 11% in Band 2) compared to 13% of students in the Orange SEG (being 6% in Band 1 and 7% in Band 2).
- In 2011, 21% of Year 5 students at Blayney PS were placed in the bottom two bands of NAPLAN Grammar (being 12% in Band 3 and 9% in Band 4) compared to 26% of students in the Orange SEG (being 15% in Band 3 and 11% in Band 4).

While our target was not met in absolute terms for Year 3, significant progress toward the target has been made.

The target set for Year 5 has been achieved.
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.

Our achievements include:

- In 2011, 19% of Year 3 students at Blayney PS were placed in the top two bands of NAPLAN Numeracy (being 16% in Band 5 and 3% in Band 6) compared to 33% of students in the Orange SEG (being 21% in Band 5 and 12% in Band 6).

- In 2011, 13% of Year 5 students at Blayney PS were placed in the top two bands of NAPLAN Numeracy (being 13% in Band 7 and 0% in Band 8) compared to 14% of students in the Orange SEG (being 8% in Band 7 and 6% in Band 8).

- In 2011, 38% of Year 3 students at Blayney PS were placed in the top two bands of NAPLAN Reading (being 19% in Band 5 and 19% in Band 6) compared to 41% of students in the Orange SEG (being 16% in Band 5 and 25% in Band 6).

- In 2011, 27% of Year 5 students at Blayney PS were placed in the top two bands of NAPLAN Writing (being 18% in Band 7 and 9% in Band 8) compared to 17% of students in the Orange SEG (being 12% in Band 7 and 5% in Band 8).

While our target was not met in absolute terms, significant progress toward the target has been made.

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).

In 2010, 53 students received a total of 70 notifications for off-task behaviour.

In 2011, 23 students received a total of 57 notifications for off-task behaviour.

This equates to a reduction greater than 50%. The target set has been achieved.

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 2011 our school carried out evaluations of Teaching and the Personal Development/Health and Physical Education programs.

Educational and management practice

Teaching

Background

There are three key aspects of teaching - Planning & Implementation; Assessment & Reporting; and Reflection & Evaluation.

In keeping with the school’s cycle of evaluations, an evaluation of teaching was conducted in 2011. 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 planning and implementation, staff, students and parents were in general agreement that almost always or usually:

- students are provided with a relevant curriculum;
- teaching programs are designed to respond to students' interests, needs and abilities;
- the teacher collaborates with students in the learning process; and
- classroom management strategies maximise student learning.

In the aspect of assessment and reporting, staff, students and parents were in general agreement that almost always or usually:
assessment processes are ongoing and provide information on students' strengths and areas for further development;

- assessment processes are formative and summative; and

- reporting clearly communicates information about student achievement and development.

Staff, parents and students responded that assessment strategies are not always well-understood by students and parents/caregivers but that they are aligned with the school’s policy on assessment.

In the aspect of reflection and evaluation, teachers and staff were in agreement that assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching programs, while students were less inclined to think so.

Future directions

As part of the school’s management plan for 2012, professional development opportunities will be provided to explore innovative practices in teaching.

Curriculum

Personal Development/Health/Physical Education (PD/H/PE)

Background

In 2011, the school undertook an in-house evaluation of its PD/H/PE programs. Staff attended workshops as part of the Live Life Well at School program.

Findings and conclusions

Staff sometimes found it difficult to source equipment for physical education and fitness activities.

Not all physical education sessions were programmed for development of skills.

There is a need for a focused developmental program.

Future directions

Resources purchased through the Premier’s Sporting Challenge seeding grant will be stored in twelve portable bins according to the twelve fundamental movement skills, for ease of use by teachers with their classes.

All teachers will be issued with a set of cards providing strategies and activities for the twelve fundamental movement skills.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

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. Two Saturdays were used for professional learning activities in lieu of the school development days at the end of Term 4. The first focused on persuasive writing and comprehension, and the second looked at successful spelling strategies.

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

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

The focus for professional learning in 2011 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 $795.

**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**

**Outcome for 2012–2014**

Blayney Public School prides itself on its provision of exceptional opportunities through the wide range of activities in which students are able to take part.

The school conducts enrichment programs to foster individual abilities and interests 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.

Of particular note are the outstanding sporting and cultural programs which provide willing students with school, district, regional and state representation opportunities.

In each of the extra-curricula activities the school provides, student leadership skills are enhanced.

**2012 Targets to achieve this outcome include:**

- to develop a Personalised Learning Plan for all Aboriginal students; all students receiving integration funding support; all students in out-of-home care.
- to increase the number of students engaging in extra-curricula activities by 10% relative to 2011 figures.
- to increase the number of students receiving A and B grades for achievement and effort in the HSIE and Science key learning areas by 5% when compared to 2011 data.
- to increase the usage rate of the Connected Classroom for interactive lessons by 10% in 2012, relative to the usage rate in 2011.

**Strategies to achieve these targets include:**

- providing opportunities for all teachers to strengthen quality teaching practices;
- developing and sharing effective teaching practices and rich assessment tasks to increase student achievement; and
- providing focused professional development, through the HAT position, to teaching staff on differentiating teaching and learning experiences.

**School priority 2**

**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.

**2012 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 5% in 2012, 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 three years; and
- 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.

**Strategies to achieve these targets include:**

- providing additional release from face-to-face teaching to allow teachers to engage in action research projects around evidence-based innovative literacy and numeracy teaching practice;
- providing professional development around the integration of Cross Curriculum Areas in teaching and learning programs; and
- conducting regular assessments of learning to inform stage and class 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 – Highly Accomplished Teacher
Cathy Bond - Teacher
Alison Lewis - Parent
Tanya Tyrrell - Parent

**School contact information**

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

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: