Blayney Public School
Annual School Report 2013
School context
Blayney Public School, with an enrolment of 225 students, is located in the central west of NSW. The school has a very supportive community and a highly motivated staff. The school prides itself on the wide range of activities in which students are able to take part. The school is committed to delivering a progressive education through innovative programs in literacy and numeracy and the continuous implementation of state-of-the-art technology. Blayney Public School is proud to be a Heritage Country School and an active member of pre2.

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 2013, the Heritage Country Schools collaborated to conduct:

- 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 Mathematics 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.

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 2013, 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.

Principal’s message
Our school plan is a key living document that directs our work. It is written to respond to the needs of our students.

Our school management plan is based on four key platforms.

The first is Supportive Communities. The Blayney community is very supportive of our school. It is supportive in terms of time, energy, finance and commitment to learning. High levels of parent participation in the many curricula and extracurricula 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. 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. As a learning community the Blayney Public School staff support one another in their pursuit of continuous improvement.

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. Students have a high level of self-regulation in their behaviour and their engagement with learning. Blayney Public School students demonstrate our core values as they engage in a contemporary learning environment. The school maintains high expectations of those who work and learn here, with an acknowledged proven record of achievement.

Our third key platform is Exceptional Opportunities. 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.

Our final key platform is Progressive Education. Blayney Public School is committed to delivering a progressive education. Our 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 them to be capable learners now and in the future.

2013 seems to have gone by faster than most. Here are just some of the many achievements we have had this year as we worked to achieve the goals of our school plan.

We started off the school year with nine classes. By Term 3 it became evident that we would continue to grow and were able to establish a tenth class. Our student population at the start of the year was 230. Over the year we had significant growth, ending with 255 students enrolled.

Our school year started off with some working bees to install the playground equipment purchased by our Parent Club. I would like to express my gratitude to those who helped to put the equipment together over the two weekends and especially acknowledge the extra work that Darryl Bennett put in. Our Parent Club also donated a new soundfield system for use in the library. We also had a wonderful Family Fun Night to welcome all our families to the school. Everyone who came along really enjoyed themselves.

I would also like to express my thanks to the Blayney Junior Cricket Association for the work they have done and continue to do to upgrade the school’s cricket nets.

I would like to take this opportunity to congratulate all our students for their efforts in the Premier’s Sporting Challenge. This year, we have 26 Silver awards, 74 Gold awards and 49 Diamond awards. This is a huge increase on last year’s results. The overall effect of our students’ efforts has resulted in the school being awarded a Diamond Award.

Our School Swimming team competed in the Heritage Country Schools District Swimming Carnival with Jake Ryan being declared the senior boy champion. As a result of their efforts, Henry Wakem, Daniel Adams, Megan Fraser, Jake Ryan,
Nicholas Corbett, Caitlyn Speirs, Sarah Markut, Mayson McPaul, Aden Prosper and William Schmarr went on to the western regional carnival.

A contingent of students competed in the Heritage Country Schools District Cross Country at the Blayney Golf Course. Based on their results, Josh Scopelliti, Georgina Gray, Dayna McKay, Anthony Pond, Ella Tilburg, Christina Brown, Jake Lynch and Thomas Dale went on to compete in the Western Region Carnival in Wellington.

On the athletics field, 62 of our students took part in the Heritage Country Schools District Athletics carnival. Blayney Public School was well represented in the ribbon tally. Mayson McPaul; Dylan Marmion and Gabby Wright were declared the Carnival Champions for their age groups and our school was declared the winning team. As a result of their efforts, twenty-five students competed at the Western Region Athletics Carnival in Dubbo. Amongst those, Zoe Lewis came 2nd in her discus event and Dylan Marmion came 2nd in his discus event. Both Zoe and Dylan went on to the state 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 Boys Touch team proved to be the most successful this year advancing to the semi-finals of competition.

Individual students also represented our school in various sports.

- Anthony Pond was chosen in the Western Region Boys Touch team
- Mayson McPaul was chosen in the Western Region Rugby League team.
- Abby Stammers was chosen in the Western Region Softball team.
- Luke Cheney represented the school at horse sports days and came away with 11 ribbons.
- Zack Farr and Mayson McPaul have been selected into the 2014 Western Region Boys Cricket Team
- And to cap off the year, Maddison Marmion, Montana Marmion, Dimitry Parton, Abbie Uhr, Taylor Hobby and Peyton Toshack have all been selected into the 2014 Western Region Girls Cricket team. That is half the Western Region Girls Cricket team.

Our school hosted over one hundred and twenty visiting students from across the central west in an inter-school chess tournament.

It was wonderful to see over sixty 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.

There was plenty of Red Carpet glamour and glitz at our school Variety Night Concert where as a community we packed this centre to watch our students performing on stage.

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 including Lyndhurst’s own self-made millionaire Creel Price, Jessica Fox and Nathan Hindmarsh talking about leadership.

Blayney Public School staff volunteered their time to run the Reading Tent at the inaugural Blayney Festival. 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 band claimed the First place trophy at the Cowra Eisteddfod and a Highly Commended at the Bathurst Eisteddfod. Four of our school
band members, Jake Ryan, Lachlan Price, Lachlan Little and Nicholas Corbett also joined the elite Serious Fun Stage Band this year. The band has also provided their services to community events such as the Blayney Festival and Carols at Carrington.

Sixty-four of our students took part in the Artist in Residence component of the Heritage Country Schools art program. The students worked with Melissa Gersbach who assisted them to create two composite artworks which were on display at 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. Nicholas Corbett, Sarah Markut, Lee Frost and Maddy Prosper each received prizes at the Art Show for their efforts.

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 mathematics workshops.

Jack Vanderhel, Gemma Garner, Thomas Dale and Amber Forster competed against teams from across NSW to answer questions and solve challenges based on literature in the Kids Lit Quiz.

Eighteen students sat the University of NSW Computer Skills assessment with fourteen students receiving Participation Certificates, Michael Gray, Thomas Dale and Henry Wakem receiving Credit Certificates and Amelie Robinson receiving a Distinction Certificate.

Eighteen students sat the Science assessment with 16 students receiving Participation Certificates, Thomas Dale receiving a Credit Certificate and Amelie Robinson, receiving a High Distinction Certificate.

Nine students took part in the Writing assessment with three students receiving Participation certificates; Brielle Fogarty and Zoe Lewis reeeiving Credit Certificates; Orlando Dabner and Amelie Robinson receiving Distinction Certificates and Henry Wakem receiving a High Distinction certificates.

Twenty-one students took part in the Mathematics assessment with 17 students receiving Participation certificates; Henry Wakem, Sami-Rose Mitchell and Amber Forster receiving Credit certificates and Amelie Robinson receiving a Distinction Certificate.

In the National Assessment Program for Literacy And Numeracy NAPLAN results showed that in 2013:

- For both Year 3 and Year 5 we increased the percentage of students being placed in the top two bands in Reading, Writing, Spelling, Grammar and Punctuation 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 that were in excess of the rates of growth for all schools in NSW, for all DEC schools and for the Orange School Education Group in Reading, Spelling, Grammar and Punctuation and Numeracy.

This is an outstanding list of achievements for our school. I would like to pay special tribute to our highly committed staff. Their hard work and enthusiasm has benefitted all of our students. The teaching staff have developed and implemented programs and activities which have resulted in the cognitive development, social development, physical development, emotional development and creative development of the children enrolled in Blayney Public School.

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

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.
As is evidenced in the table above, Blayney Public School attendance rates are better than regional attendance rates and equal to or better than state 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. Students with perfect attendance were acknowledged and provided with appropriate recognition at the end of each school term.

Workforce information

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

Our staffing entitlement changed as the year progressed. Our initial entitlement at the start of the year was 12.993 teaching staff, however, by July enrolments had increased and our entitlement rose to 14.035.

Workforce composition

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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<td>Relief from Face to Face</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td><strong>Total</strong></td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal 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.

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</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>Canteen</td>
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<td><strong>Total income</strong></td>
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<table>
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<th><strong>Expenditure</strong></th>
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<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><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the Parent Club. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

**Academic achievements**

**NAPLAN**

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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 to access the school data.

**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 partnerships and significant Commonwealth initiatives (participating schools only)**

- In 2013, Blayney Public School was included in the Improving Literacy and Numeracy National Partnership. This is a two-year partnership designed to improve student outcomes in the key areas of literacy and numeracy.

- Blayney Public School chose to focus on the key area of numeracy with a special focus on the programs in Stage 1. As part of the initiative, maths groups were
established across Stage 1, with an emphasis on grouping students based on need as determined through the Best Start assessments and the clusters of the numeracy continuum.

- Technology in the form of ipads was purchased to enhance the learning experiences of the students. Early progress has been noted, with students developing their numeracy skills. The full impact of the program will be measured at the conclusion of the 2014 school year.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Regular staff meetings to evaluate the effectiveness of school plan strategies;
- Regular consultation with the Parent Club on the implementation of the school plan;
- Feedback from surveys.

School planning 2012—2014: progress in 2013

School priority 1
Supportive Communities

Outcomes from 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.

Evidence of progress towards outcomes in 2013:

- Student enrolments increased throughout the year.
- Attendance rates were equal to or better than state attendance rates.
- There was an increase in the participation of staff and students in activities conducted by the Heritage Country Schools and the pre2 learning communities.

Strategies to achieve these outcomes in 2014

- Engage with Early Childhood providers in Blayney to discuss the needs of students prior to entry.
- Promote and celebrate school achievements within the community
through local media and activities and initiatives within the community.

- Encourage staff to initiate and take the lead in Heritage Country School and pre2 initiatives by providing preparation time.
- Seek support through the application for grants/produce/resources including time offered by businesses and experts within the wider community.

**School priority 2**

**Progressive Education**

**Outcomes from 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.

**Evidence of progress towards outcomes in 2013:**

- Active participation of all staff in professional learning around the new Board of Studies English syllabus.
- Effective and engaging teaching practices are being developed especially in terms of Stage 1 Maths. Rich assessment tasks are being utilised to increase student achievement. This is evident in the number of Stage based assessments that are being developed using criteria based on learning outcomes and the moderation practices undertaken prior to the allocation of grades.
- Support has been provided for students who have been identified as potentially being in the lower two bands on NAPLAN. LAST has provided opportunities to support students through MultiLit & MiniLit. Partnerships funding has assisted in Stage 1 Maths and a strong group of parents have given their time.

**Strategies to achieve these outcomes in 2014:**

- Professional learning for all staff in the new Board of Studies Mathematics syllabus.
- Professional learning for all staff in the Literacy and Numeracy continuums and the PLAN software.
- Professional learning for all staff in current and emerging technologies to enhance teaching and learning.

**School priority 3**

**Exceptional Opportunities**

**Outcomes from 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.

**Evidence of progress towards outcomes in 2013:**

- A large range of extra curricula activities have been offered to students with many students taking the opportunity to
engage in these activities. E.g. Variety Night, KLA day, Artist in Residence, Chess, Art in the Park, Tour de Cure, Socials, excursions etc

- A range of virtual excursions, excursions and incursions have been provided to support classroom programs. The Connected Classroom has been utilised across Stages, all Stages have been on excursions and some incursions have occurred.

- Support for students with special learning needs has been pursued. There are a high number of students who are receiving support and specialised programs such as Reading Recovery and Speech Programs have been operating successfully.

**Strategies to achieve these outcomes in 2014:**

- Strengthen the school’s approaches to develop Personalised Learning Plans
- Identify and provide support for students who would potentially be placed in the lower two bands in NAPLAN.
- Make greater use of the learning continuums in monitoring student progress.
- Implement a variety of extra-curricula activities to engage students and expand the opportunities available to students.

**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
- Anaphylaxis awareness
- Local Schools Local Decisions update
- Progress on our school plans and programs
- Reports for Parents
- Schools portfolio realignment
- The new English syllabus

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 2013 stemmed from the initiatives of the school plan and included literacy and numeracy, connected learning and student welfare.

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

The DEC allocated $13066.20 to the school for professional learning. The average expenditure per teacher on professional learning provided through DEC allocated funds at the school level was $871.08.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

There is significant evidence from students that they are actively engaged in the teaching and learning programs offered at Blayney Public School. This is shown through the small number of students receiving classroom notifications for off-task behaviours. Of note however, is the rise in these behaviours when the regular teacher is not on class and a casual relief teacher is engaged. Further, it is evident that the students enjoy high levels of satisfaction with the extra-curricula opportunities provided.

Parents appear to be satisfied with the programs being offered in classes. At open-days and special functions the principal and executive have sought parent opinions about classroom programs. There is evidence in these opinions to suggest that parents are happy with the programs their children are engaged in and they are happy with the additional programs being offered to support learning needs.
The school staff continues to express satisfaction with the structures and systems in place at Blayney Public School.

**Program evaluations**

**Background**

Blayney Public School has implemented the Reading Recovery program for 17 years. There has been no fewer than five staff members trained as Reading Recovery teachers during that time. This evaluation is focussed on the four years of the program from 2010 to 2013.

Reading Recovery is a research-based intervention with the prime goals of accelerating literacy learning and reducing reading and writing failure difficulties by targeting those students performing in the lowest 20% of Year One.

Reading Recovery implementation is systematic and comprehensive. It encompasses professional development for teachers, a network of professional support for teachers and administrators, and a research and evaluation component to monitor program effectiveness and ensure accountability.

Reading Recovery:

- identifies students experiencing reading and writing difficulties after their first year of school
- provides an intensive, individually designed and individually delivered series of lessons for 30 minutes each day
- is supplementary to the ongoing literacy activities in the classroom

By intervening in Year 1, the second year of school, Reading Recovery can prevent a cycle of failure for students at risk and, through intensive daily instruction, generally brings the lowest literacy performers up to average classroom levels within as short a time as possible.

Reading Recovery’s goal is for students to fully participate in classroom activities with their average peers. Therefore, Reading Recovery is not a remedial reading program. Rather, it is based on early identification to prevent reading failure occurring.

Over the period 2010 – 2013, Blayney Public School provided Reading Recovery lessons for twenty-seven Year 1 students, with eight students in 2010, 7 students in 2011 and 6 students in both 2012 and 2013.

The success of a student in Reading Recovery is measured through a number of assessments:

- Book Level
- Letter Identification
- Concepts of Print
- Word Test
- Burt Reading
- Writing Vocabulary
- Hearing and Recording Sounds in Words

The Reading Recovery teacher delivers one to one instruction for 30 minutes a day. The 30 minute lesson is individually designed to meet the student’s literacy and learning needs. Reading Recovery at Blayney Public School is timetabled in the morning and mid-morning sessions, alongside the school’s regular classroom literacy sessions.

**Findings and conclusions**

Of the twenty-seven students who participated in the program, eleven were discontinued, meaning they met the required exit point standards of the program after completing the full allocation of time; fourteen were discontinued after being found to have met the exit point standards of the program at the end of a calendar year but who had not completed the full allocation of time for the program; and two students were referred off the program into an alternative support mechanism.

The average number of lessons for students participating in Reading Recovery at Blayney Public School is 68.92 over an average period of 16.6 weeks. In 2010, NSW students participating in Reading Recovery achieved the target of “catching up” to their peers, on average, in 14 weeks.

**Book Level Measures**

The average start level for the 25 students who were discontinued from the program was 4.6. The average end level was 18.56 with an average growth in book levels of 13.96.

**Letter Identification Measures**

The average start level for the 25 students who were discontinued from the program was 49.08. The average end level was 53.48 with an average growth in letter identification of 4.4. The
maximum possible score for letter identification is 54. Fourteen of the 25 students attained this score. The remaining 11 students had an endpoint score of 53 or 52.

**Concepts of Print Measures**
The average start level for the 25 students who were discontinued from the program was 16.64. The average end level was 22 with an average growth in concepts of print of 5.36. The maximum possible score for concepts of print is 24. Three of the 25 students attained this score. Thirteen students scored 23 or 22. The remaining 9 students had an endpoint score of 20 or 21.

**Word Test Measures**
The average start level for the 25 students who were discontinued from the program was 7.68. The average end level was 14.36 with an average growth in word test of 6.68. The maximum possible score for concepts of print is 15. Twelve of the 25 students attained this score. Eleven students scored 14. The remaining students had an endpoint score of 12 or 13.

**Burt Reading Measures**
The average start level for the 25 students who were discontinued from the program was 14.44. The average end level was 32.28 with an average growth in Burt Reading of 17.84. Burt Reading scores are used to monitor students’ progress after discontinuing from Reading Recovery. The average rate of growth for those students who have discontinued is 8.66.

**Writing Vocabulary Measures**
The average start level for the 25 students who were discontinued from the program was 23.04. The average end level was 63.16 with an average growth in writing vocabulary of 40.12.

**Hearing and Recording Sounds in Words Measures**
The average start level for the 25 students who were discontinued from the program was 26.32. The average end level was 36.76 with an average growth in hearing and recording sounds in words of 10.44. The maximum possible score for hearing and recording sounds in words is 37. Twenty-two of the 25 students attained this score. The remaining three students scored 36.

**Future directions**
The Reading Recovery program has been successful at Blayney Public School. On average it takes a little longer for Reading Recovery students at Blayney Public School to meet the exit point standards but there is a high rate of success for the students in the program.

The majority of students exceed the minimum exit-point standards at the time of discontinuation.

Students who have participated in Reading Recovery have demonstrated reading skill levels consistent with their peers when measured at the end of Year 2 and Year 3.

Blayney Public School will commit to the continued involvement with the Reading Recovery program.

**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.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: