School context statement

Blayney Public School, with an enrolment of 251 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.

Principal’s message

2014 has been an extremely busy and challenging year educationally with all staff engaged in extensive professional learning activities around the 2014 implementation of the Australian Curriculum.

Students as usual performed outstandingly across areas of the Arts, Sport and Academic. Highlights for 2014 were Western Area Champions in Girls Netball and Cricket. The Korea /Australian Bridge Program and Korean Sports Day. Participation in the Film Festival with students working the red carpet and Master Chef, just to name a few of the diverse and engaging activities.

To support whole school technological initiatives our school started its rollout of ipads into the Early Stage 1 and Stage 1 classrooms. This will continue in 2015 as we expand into Stage 2 and Stage 3.

In 2014 we farewelled our long serving principal Mr Bruce Inwood who has been succeded into the high performance unit as Principal, School Leadership for the next 2 years.

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.

Jaime Medbury
Relieving Principal

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 2014, the Heritage Country Schools collaborated to conduct:

- NAIDOC celebration activities;
- combined excursions;
- Tournament of the Minds challenge;
- Kids teaching Kids;
- an artist-in-residence initiative which saw artists conducting workshops for students and an art show at the Blayney Community Centre; and
- a PDHPE 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 2014, 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 Film Festival, Master Chef and combined excursions. Our executive staff attended pre2 executive development network meetings and numerous staff participated in combined professional development activities.
Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>123</td>
<td>110</td>
<td>118</td>
<td>128</td>
<td>139</td>
</tr>
<tr>
<td>Female</td>
<td>133</td>
<td>121</td>
<td>113</td>
<td>113</td>
<td>117</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.7</td>
<td>94.7</td>
<td>95.6</td>
<td>94.8</td>
</tr>
<tr>
<td>1</td>
<td>92.8</td>
<td>95.2</td>
<td>94.9</td>
<td>95.3</td>
</tr>
<tr>
<td>2</td>
<td>92.5</td>
<td>95.1</td>
<td>94.9</td>
<td>95.6</td>
</tr>
<tr>
<td>3</td>
<td>93.3</td>
<td>94.8</td>
<td>94.9</td>
<td>96.3</td>
</tr>
<tr>
<td>4</td>
<td>92.7</td>
<td>94.5</td>
<td>93.8</td>
<td>95.8</td>
</tr>
<tr>
<td>5</td>
<td>94.1</td>
<td>93.6</td>
<td>95.5</td>
<td>96.2</td>
</tr>
<tr>
<td>6</td>
<td>92.4</td>
<td>93.2</td>
<td>93.8</td>
<td>95.2</td>
</tr>
<tr>
<td>Total</td>
<td>93.1</td>
<td>94.4</td>
<td>94.8</td>
<td>95.6</td>
</tr>
</tbody>
</table>

As is evidenced in the table above, Blayney Public School attendance rates are 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 records 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.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.3</td>
</tr>
<tr>
<td>Relief from Face to Face</td>
<td>0.82</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.572</td>
</tr>
<tr>
<td>Total</td>
<td>16.792</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 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.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>36%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

100% of staff were engaged in professional learning initiatives throughout 2014. Expertise within the pre2 schools as well as from within Heritage Country Schools were used to support staff in professional learning. Professional Learning activities in 2014 included:

- Code of Conduct
- Child Protection Update & CPR training
- Anaphylaxis awareness
- Local Schools Local Decisions update
- Progress on our school plans and programs
- The new English, math and science syllabus training
- National School Improvement Tool
- Numeracy Continuum
- Planning for Literacy and Numeracy (PLAN)
- Program Builder

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>128652.68</td>
</tr>
<tr>
<td>Global funds</td>
<td>167155.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>165582.46</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>63282.19</td>
</tr>
<tr>
<td>Interest</td>
<td>3077.95</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5363.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>533114.12</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>22136.05</td>
</tr>
<tr>
<td>Excursions</td>
<td>7037.22</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>31215.09</td>
</tr>
<tr>
<td>Library</td>
<td>5927.06</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>72401.74</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>28776.50</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>21292.73</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>32542.77</td>
</tr>
<tr>
<td>Maintenance</td>
<td>30090.43</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2093.09</td>
</tr>
<tr>
<td>Capital programs</td>
<td>14974</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>268486.68</td>
</tr>
</tbody>
</table>

Balance carried forward 264627.44

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
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 and enter the school name in the Find a school and select GO to access the school data.

Significant programs and initiatives – Policy and equity funding

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.
Students celebrated NAIDOC Day by listening to guest speakers ‘Beatie Clan’ and participating in activities such as traditional cooking, art, literacy, games and dance.

Multicultural education and anti-racism
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 ideas and values of respect and the importance of getting along with each other.
Students celebrated and recognised our multicultural society through a range of activities these included:
- Chinese New Year with a special Dragon parade and cultural activities
- Korean Sport Day
- Participation in the Bridge Program
- Musica Viva
- Korean cultural and Language Program

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:
- An analysis of progress in NAPLAN testing and a range of other student data sets that included classroom based assessment tasks;
- Reading Recovery results;
- Best Start results;
- Student placement on the Literacy and numeracy continuums;
- Multilit assessment progress;
- PM benchmarking in Reading; and
- Parent and student focus groups.

School planning 2012-2014:

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 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 achievement of outcomes in 2014:

- Student enrolments increased throughout the year.
- Attendance rates were equal to or better than state attendance rates.
- There was an increase in the participation in activities conducted by the Heritage Country Schools and the pre2 learning communities.
- Increase variety of high interest and engaging activities offered to students and staff to increase opportunities.
- Large increase in promotion and celebration of students and staff achievements through school sign, radio, 10 news, land newspaper, prime 7 presentation night and education week.

Strategies to achieve these outcomes in 2014

- Engaged 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 Schools 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 2014:

- Active participation of all staff in professional learning around the new Board of Studies English, maths and science syllabus.
- Effective and engaging teaching practices are being developed especially in terms of Stage 1 and Stage 2 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 an increase group of parents who have given their time.

Strategies to achieve these outcomes in 2014:

- Professional learning for all staff in the new Board of 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.
- Increased access to technology through the purchase of ipads to utilise for innovative classroom programs.

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 2014:

- 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, 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.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Student satisfaction

A sample of the student responses are presented below. A full report can be found on the school website.

Students with a positive sense of belonging
Students feel accepted and valued by their peers and by others at their school.

- 92% of students in this school had a high sense of belonging; the NSW pilot norm for these years is 84%.
- 96% of the girls and 89% of the boys in this school had a high sense of belonging. The NSW pilot norm for girls is 85% and for boys is 84%.

Students with positive relationships
Students have friends at school they can trust and who encourage them to make positive choices.

- In this school, 91% of students had positive relationships; the NSW pilot norm for these years is 82%.
- 94% of the girls and 89% of the boys in this school had positive relationships. The NSW pilot norm for girls is 85% and for boys is 80%.

Students that value schooling outcomes
Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.
• 96% of students in this school valued School Outcomes; the NSW pilot norm for these years is 94%.
• 96% of the girls and 96% of the boys in this school valued School Outcomes. The NSW pilot norm for girls is 96% and for boys is 93%.

**Students that value schooling outcomes**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% Valued</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>97</td>
</tr>
<tr>
<td>5</td>
<td>94</td>
</tr>
<tr>
<td>6</td>
<td>97</td>
</tr>
</tbody>
</table>

**Students with positive behaviour at school**
Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 93% of students had positive behaviour; the NSW pilot norm for these years is 88%.
- 100% of the girls and 87% of the boys in this school with positive student behaviour at school. The NSW pilot norm for girls is 94% and for boys is 82%.

**Students who are interested and motivated**
Students are interested and motivated in their learning.

- 85% of students in this school were interested and motivated; the NSW pilot norm for these years is 76%.
- 84% of the girls and 85% of the boys in this school were interested and motivated. The NSW pilot norm for girls is 80% and for boys is 72%.

**Effort**
Students try hard to succeed in their learning.

- 95% of students in this school tried hard to succeed; the NSW pilot norm for these years is 91%.
- 98% of the girls and 93% of the boys in this school tried hard to succeed. The NSW pilot norm for girls is 93% and for boys is 88%.

**Students who are victims of bullying**
Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

- 26% of students in this school were victims of moderate to severe Bullying in the previous month; the NSW pilot norm for these years is 35%.
- 20% of the girls and 31% of the boys in this school were victims of moderate to severe Bullying in the previous month. The NSW pilot norm for girls is 30% and for boys is 39%.
Advocacy at School
Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- In this school, students rated Advocacy at School 6.7 out of 10; the NSW pilot norm for these years is 6.3.
- In this school, Advocacy at School was rated 7 out of 10 by girls and 6.4 out of 10 by boys. The NSW pilot norm for girls is 6.3 and for boys is 6.2.

Social Engagement
Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. The graph below shows the percentage of students in Blayney Public School that were socially engaged compared with NSW pilot norms for students at the year levels assessed in this school.

Institutional Engagement
Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Levels of institutional engagement in Blayney Public School are shown in the graph below.

Intellectual Engagement
Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher’s approach to instruction and student motivation. The graph below displays the results for Blayney Public School on the three measures of intellectual engagement.
Staff Satisfaction

A full and detailed report on ‘Focus on Learning’ can be found on our school website. The following represent a snapshot of the findings.

Teachers were asked to consider whether they present:

1. challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals through;
2. planned learning opportunities which involve an intentional transfer of skills and knowledge;
3. quality feedback that guides students’ effort and attention; and
4. support for students to overcome obstacles to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

The results for Blayney Public School are shown in the radar chart below. The scores for each of the Four Dimensions of Classroom and School Practices are scored on a ten-point scale.

Teachers were asked:

‘I engage in school-based, classroom-focused professional learning.’

‘I engage in professional learning to improve my classroom practice.’

Eight Drivers of Student Learning

Research on ‘effective schools’ has identified important correlates of student outcomes.

The questions in the survey were grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement;

- Leadership
- Collaboration
- Learning Culture
Parent Satisfaction
Parents survey results indicate that parents are satisfied with the programs and opportunities being offered in class and have identified a number of areas that the school does well. These include the dedicated and caring teachers and staff, the opportunities for students as well as the support programs that are implemented. The main area identified to be addressed in the schools future directions was communication between school and families including timing of information and access to information. Other areas for future focus included community involvement, parent payments, student welfare and reward system.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

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.

Jaime Medbury – Relieving Principal
Sue Scott – Assistant Principal
Kate Hamson – Parent Representative

School contact information
Blayney Public School
Lindsay Street, Blayney
Ph: 02 6368 2154
Fax: 02 6368 3019
Email: blayney-p.school@det.nsw.edu.au
Web: www.blayney-p.schools.nsw.edu.au
School Code: 1260

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: