

# Bald Blair Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Bald Blair Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Julie Gittoes

Principal

### School contact details

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### Message from the Principal

As the principal of Bald Blair Public School I am very inspired and proud to lead our school community in preparing our students for the future. Collectively we provide opportunities for every student to do their best academically, culturally, emotionally and socially in a vibrant and secure environment. We cater for individual student needs and some students benefit from one on one teaching time, an abundance of learning resources and the use of modern technology equipment in a high quality learning environment. Students are encouraged to be responsible for their learning, be creative, have high expectations, work cooperatively and learn to lead and contribute to our society, locally, nationally and globally.

Parents elect to enrol their children at Bald Blair Public School because of its sound education programs and its record for achieving quality outcomes for all students academically, culturally, socially, emotionally and in the sporting arena. Our students often perform above their stage level in a variety of curriculum areas and they continue their success into high school. Many of our students have achieved leadership roles as High School Captains, Prefects or Sporting Captains.

The Snow Gums Learning Alliance works collaboratively to engage students in challenging educational experiences with students from Black Mountain, Ebor, Ben Lomond and Chandler schools. This includes excursions, sporting activities, cultural events and stage based enrichment activities in mathematics, art and crafts and science and technology. The students enjoy making new friends and engaging in activities with students of similar ability and interests. Staff also work with the Snow Gum learning Alliance schools to engage in professional learning and sharing teaching ideas and resources to achieve the best possible learning outcomes for all students.

The Premier's Sporting Challenge and the Australian Sporting School's program enabled extra and very valuable learning activities for our students, catering for our students' different abilities, learning styles and interests. Activities included, an extra swimming program, gymnastics, cricket, athletics, bowls, golf and tennis.

Small class sizes continue to ensure every student is provided with high levels of support across all Key Learning Areas.

The high quality transition to kindergarten program continues to move from strength to strength, engaging children in learning of early literacy and numeracy concepts whilst providing support as children make friends and further develop their social skills and positive learning habits. This program ensures each and every student experiences an exciting and smooth start to their schooling in kindergarten.

Student achievement is the core business of the school and all teaching and administrative staff use professionalism and dedication in their approach to planning and delivering teaching and learning opportunities and in carrying out all tasks required. All staff engaged in professional learning to ensure they are accessing the most current information and resources to support student learning and to ensure the school is always moving forward. It is a sheer privilege to work

with such a dedicated and highly committed staff.

The Parents and Citizens Association is a highly committed group of dedicated and supportive parents who consistently work with the school, raising valuable funds to support many initiatives. It is a delight to work with a school community that value and promotes education as the Bald Blair Public School community does.

I feel so incredibly fortunate to have worked with the focused and highly driven student body, dynamic staff and supportive families and school community at Bald Blair Public School. I look forward to beginning 2017 as Principal of Bald Blair Public School and I am excited about the opportunities for students in the year ahead.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

### Message from the school community

On behalf of the P&C may I start by thanking Mrs Julie Gittoes (our principal), Mrs Debra McIntyre, Mrs Sally Purvis, Mrs Aimee Lenehan and Mrs Donna Davidson for all your work with our children this year. What a wonderful year 2016 has been! Many lessons taught and many lessons learnt!

May I just say how marvellous and beautiful this school is! The grounds, the facilities, the Teachers – Everything. I believe that we are absolutely so lucky and privileged to send our children to Bald Blair Public School.

Next I would like to congratulate our Year six students, Claudia McKemey and Lettie Kerr on completing their primary education here at Bald Blair and wish them both well as they step forward in their lives into Secondary School. Thank you for your contribution to this school and Good Luck.

Thankyou to the P&C executive for all your hard work and dedication this year.

- John Geere as Vice President
- Sophie Wright as Secretary
- Sally Finlayson as Treasurer
- Catering Committee – Sally Geere. What a team!!

Thank you to all P&C members and school family members who have supported our many fund raising events this year. Thank you to the Rogers Family (Wattletop) and the White Family (Bald Blair) for allowing us to cater at their bull sales and The Lamb and Potato Festival for providing us an opportunity to raise funds. I believe just a little helps goes a long way and this year is no exception. With funds raised from these and other events we have been able to purchase 4 new iPads for the school as well as fund the bus fares for excursions to Thalgarrah and Lake Ainsworth just to name a few.

### Message from the students

I am going to talk about my fondest memories at Bald Blair Public School.

I have attended this great school since transition and have loved every minute of it. I have made so many great friends with students from all year levels and have met the friendliest teachers you could want. I can't forget Mrs Davidson who has done so much for this beautiful school so thankyou Mrs Davidson.

Some memories I'll never forget are:

The privilege given to me last year when I was selected for one of the main roles in our end of year concert. This memory will be with me for a very long time.

Another area I love is the sporting opportunities that I have been given. I made it second reserve for Coolah and have been able to participate in many relays and events. Of recent I have loved the chance to learn tennis skills with Peter Cole's Tennis Academy. I would not have been able to learn tennis skills without him coming to our school.

I am going to miss Bald Blair so much, especially my friends and the teachers. I am looking forward to next year and the next stage of my life when I head into year 7. Although it will be a little bit nerve wracking, I'm sure I will enjoy high school. I will come back for visits of course. by Lettie Kerr

I have been at Bald Blair School since transition in 2009 to this year when I finish primary school. Throughout this time at Bald Blair Public School I have made many great friendships with other kids and teachers. As well as many memories I will never forget.

My most memorable times include:

Being involved in concerts and dances. Travelling to sports events and getting 5th in the Armidale PSSA and heading off to Coolah with my younger sister Bridget. It has also been a great privilege this year to have Peter Cole come to school and teach us some great tennis lessons. Peter has taught me a lot and I will definitely be continuing tennis at High School. Being a leader has given me the opportunity to organise fundraisers for the whole school to participate in.

I have shared many great memories at Bald Blair and I am going to miss many things especially my friends and all the great teachers at Bald Blair Public School. by Claudia McKemey

## School background

### School vision statement

We are a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment. Our challenging learning programs are delivered by high performing staff in an inclusive, safe and supportive learning community. We promote excellence and equity by ensuring all students become successful learners, confident, and creative individuals and active and informed citizens.

Bald Blair Public School works effectively as part of the Snow Gums Learning Alliance, offering collaborative opportunities for students and staff.

Students from Bald Blair will be:

- Literate
- Numerate
- Collaborative
- Self-directed and Critical and creative thinkers:

### School context

Bald Blair Public School is the focal point of a small, rural community located in the Northern Tablelands area of NSW. It is situated eleven kilometres from Guyra on the Guyra Road. The community is made up of farmers and others who travel to the city of Armidale or the town of Guyra to work a variety of trades and occupations.

The school was established in 1920 and its culture is one of high expectations and educational excellence.

Bald Blair has a student population of 36 students in K–6 and 8 students in the transition to school program. About 20% of students have a learning disability and they are integrated into mainstream classes. There are four teachers who work within the school each week. There is a mix of permanent full-time, temporary full-time and permanent part time.

The school's central aim is for students to attain the highest possible educational standard of which they are capable. It is the belief of the school community that this will be achieved by providing explicit teaching and learning programs in an environment not unlike that of the family, where trust, care, mutual support and co-operation enhance quality learning.

The school is totally committed to forming quality partnerships with parents and the community. This is achieved through the P&C and the facilitation of a range of activities whereby parents feel welcome and a valued part of their child's life at Bald Blair Public School. The parents strongly support the principles, which underpin public education and expect the highest quality of education for their children.

**The Snow Gums Learning Alliance** consists of five small schools, Bald Blair Public School, Black Mountain Public School, Ben Lomond Public School, Chandler Public School and Ebor Public School.

The Alliance was formed in 2013, as a smaller group within the Highlands Learning Network.

The schools had a history of working together to provide sporting opportunities for students across the schools.

An opportunity arose for staff across the Alliance to work collaboratively to secure funding to produce an integrated unit of work using the NSW Board of Studies Program Builder.

From this beginning the Alliance has continued to grow and strengthen as Leaders within the Alliance pursue other avenues to strengthen teaching and learning across the five schools.

The Alliance has been successful in obtaining over \$50 000 in grants to enhance and strengthen the teaching and learning across the Alliance.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year Bald Blair Public School has discussed the SEF and its implications for forming, monitoring and validating our journey of excellence. Time was dedicated at our staff meetings in Term 3 and 4 to examine the School Plan to determine elements of the SEF that the school plan addressed. The staff reflected on the progress being made at school as a whole, based on expectations identified in the SEF.

In the domain of **Learning**, we have primarily focused on wellbeing, curriculum and learning culture. The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students which measurably improves individual and collective wellbeing. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative delivery mechanisms where appropriate. We want students to take responsibility for their ongoing learning and we are committed to strengthen and deliver on the school learning priorities and address and monitor student learning needs. The results have been evident in the way students are engaging in learning, setting their own individual learning goals and making progress towards achieving their goals. Student Reports contain detailed, information about individual students learning achievements and areas for growth. The reports also provide a basis for discussion with parents and students in teacher parent interviews. The staff and students reflect on report's feedback to plan future learning. The school community is providing a learning environment that supports students' needs as a learner. Curriculum provision has been enhanced by the Snow Gums Learning Alliance with increased opportunities for students to engage in online learning with extended peer cohorts.

In the domain of **Teaching** we have focused on classroom practice. Teachers are collaborating and have been provided with opportunities to plan, teach and grow as a team. They have participated in professional learning targeting school priorities. Importantly staff are developing their own evidence based practice through their reflections and evaluations of their collective work. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve. Assessment data monitors achievements and gaps in student learning and has been used extensively to inform planning for particular student groups and individual students. The school is working with the Snow Gum Learning Alliance to ensure the new curriculum is implemented and that it is differentiated as well as ensuring consistency teacher judgement. There is a particular focus on improved teaching methods in Literacy, Numeracy and Science. The staff are exploring and developing ways of providing explicit, specific and timely informative feedback to students on how to improve.

In the domain of **Leading** we have determined that Leadership development is central to school capacity building. All staff have purposeful leadership roles based on professional expertise and their own goals for growth and development. By continuing our professional learning around Leadership and the Australian Standards for Teachers and Principals we are ensuring that staff are qualified and are performing at a higher level to deliver curriculum requirements.

This year we have strengthened our productive relationships with external agencies such as the University of New England, Cricket NSW, local business, and community organisations such as the Guyra Bowling Club, the Armidale Gymnastics Centre, the Guyra Swimming Pool, the Lions Club of Guyra, The Rotary Club of Guyra and the Country Women's Association of Guyra to improve educational opportunities for students.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Strong Community Partnerships

#### Purpose

The support of community is essential in a small school environment. Through engaging the community, students are able to access a variety of experiences and talents.

Research shows that effective community relations can increase student learning.

#### Overall summary of progress

Staff have engaged with the new strategic planning process and are routinely monitoring, evaluating and reviewing milestone implementation and impact. Meaningful consultation with the school community and the wider community has ensured a strong, positive and strategic approach to the progress of the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Community partners are working with school and learning alliance in a way that enhances learning experiences.  Learning and support plans are strengthened and students gain access to necessary community partners.	There has been an increase in combined schools days to strengthen teaching and learning opportunities.  Community partners are engaged in activities throughout the school.	

#### Next Steps

- For the school team to continue to support and encourage a culture of high expectations and community engagement resulting in sustained and measurable whole school improvement.
- Increased consultation with and reporting on community partnerships. Ensure that new appropriate partnerships are sought.

## Strategic Direction 2

The Snow Gum Alliance Implements a combined Learning and Support Team.

### Purpose

Schools across the Snow Gums Learning Alliance work collaboratively to offer a strong, effective learning support team which supports the learning needs of students across our schools.

Through working collaboratively, our schools engage in high level professional development. Use of resources, including funding, is streamlined. Access to specialist personnel is strengthened.

### Overall summary of progress

The school leadership team is committed to building the collective capacity of teachers to use data to inform professional strategic teaching and learning improvements. All students are entered on PLAN to assist with informed decision making. Schools across the Snow Gums Learning Alliance work collaboratively to offer a strong, effective learning support team which supports the learning needs of students across our schools.

Through working collaboratively, our schools engage in high level professional development. Use of resources, including funding is streamlined. Access to specialist personnel is strengthened.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• School staff is working collaboratively to strengthen learning support offered to all students.</li><li>• Professional learning is clearly aligned to a professional learning plan that ensures each teacher has the capacity to deliver the key requirements of each students learning and support plan.</li><li>• Students requiring support gain access through the Alliance L&amp;S Team.</li></ul>	<p>Learning support team established and providing a mechanism to identify and provide students with additional supports.</p> <p>Staff have knowledge and understanding of any additional support required by students from across the Alliance.</p> <p>All schools across the Alliance are using the same assessments to identify students requiring additional support.</p> <p>Identified students are targeted and supported through additional learning support for an extra half day per week.</p>	<p>A grant was provided to the Alliance to support the establishment. No school funds expended.</p>

### Next Steps

- Review the purpose of our Learning and Support meetings.
- Continue to work collaboratively and engage in high level professional development.
- Ensure the use of resources, including funding, is streamlined and access to specialist personnel is strengthened.
- continue to have LAST meetings in week 2 and 7 of each term.

## Strategic Direction 3

Students across the Snow Gums Learning Alliance are successful and engaged 21st century learners.

### Purpose

To ensure learning across our alliance builds the capabilities for all students so they are:

- Literate
- Numerate
- Collaborative
- Self-directed
- Critical and creative thinkers.

The support of community is essential in a small school environment. Through engaging the community, students are able to access a variety of experiences and talents. Research shows that effective community relations can increase student learning.

### Overall summary of progress

Staff have continued to be actively engaged in collaborative professional learning that has enabled them to plan and deliver learning experiences and assessment tasks using the NSW Board of Studies Syllabus documents. By using the research of John Hattie around visible learning staff have continued to explicitly articulate learning goals, success criteria and are providing feedback to enhance student achievement.

Staff have been implementing the numeracy initiative – Targeting Early Numeracy (TEN) and the Primary Connections Science program. Staff have continued to share and upload mathematics units on the Snow Gum Alliance website.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• 100% of students show progress against the literacy and numeracy continuums</li> <li>• Teachers utilise consistent assessment practices across the Alliance and evaluate assessment collaboratively.</li> <li>• Students demonstrate success in learning through completion of collaboratively developed units of work, specifically designed to develop capacity in collaboration, self-direction and critical and creative thinking, utilising technology as a conduit for learning.</li> </ul>	<p><b>Progress achieved this year</b></p> <p>Mathematics scope and sequence completed and being used across the Alliance.</p> <p>English scope and sequence completed and being used across the school.</p> <p>Units of work continually being developed in both mathematics and English and are being used across the Alliance.</p> <p>Units of work developed in English and being used across the school.</p> <p>Science scope and sequence using Primary Connections completed.</p> <p>Professional learning in literacy and numeracy, including an instructional leader.</p> <p>Additional teaching hours to support literacy and numeracy in the classroom</p> <p>Mathematics challenge extended and questions posted onto the website.</p> <p>Implementing TEN.</p> <p>All staff regularly plotting students on the Literacy and Numeracy continuums.</p>	<p>\$4,800 mathematics resources</p> <p>\$4,500 science resources</p> <p>\$50,000</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• 100% of students show progress against the literacy and numeracy continuums</li> <li>• Teachers utilise consistent assessment practices across the Alliance and evaluate assessment collaboratively.</li> <li>• Students demonstrate success in learning through completion of collaboratively developed units of work, specifically designed to develop capacity in collaboration, self-direction and critical and creative thinking, utilising technology as a conduit for learning.</li> </ul>	<p>Joint STEM projects being completed and discussed via VC.</p> <p>Staff using data to inform and guide their teaching and learning programs</p> <p>Expanded student and staff teaching and learning interactions across the Alliance.</p> <p>Students having the confidence to contact other staff within the network for support with their learning.</p> <p>Principals and teachers are leading teaching and learning both within their own schools and across the alliance.</p> <p>Quality professional development on Staff development Days rather than compliance training.</p> <p>Expanded opportunities for leaders to lead beyond their own school. Principals have the opportunity to work with and lead an expanded group. For example, instead of one or two teachers to twelve.</p>	

## Next Steps

- Implement Learning Walks across the Alliance for staff to receive and give effective feedback around visible learning.
- Increase student input to learning goals and feedback.
- continue Maths Challenges for stage 2 and stage 3.
- continue STEM initiatives
- write a five year English scope and sequence
- write a five year Geography and History scope and sequence.
- gain professional development on effective feedback, collective efficacy and explicit teaching.
- implement WALTERS, WIFLS and TIBS across all key learning areas.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Low level adjustment for disability</b>	Evaluation of student well being and assessment results.	Employ an additional classroom teacher to be a literacy and numeracy coach for students K–6 for 3 days per week  • Global funds (\$0.00)
<b>Socio–economic background</b>	Evaluation of student well being and assessment results indicated that all students had shown growth in their English and numeracy.	Employed an additional classroom teacher to be a literacy and numeracy coach for students K–6 for 3 days per week Employ an extra teacher for 1/2 day LAST /wk. • Low level adjustment for disability (\$24 547.00) • Global funds (\$15 000.00)

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	12	19	16	13
Girls	20	21	23	23

In November the enrolment was thirty seven, with fifteen boys and twenty two girls. In 2017 the student population is expected to be forty two with two in transition.

There were no students from Non-English Speaking Backgrounds enrolled at Bald Blair Public School and two students who identified as Aboriginal or Torres Strait Islander.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	96.7	91.8	90.7
1	97.1	97.8	95.7	94.1
2	96.1	97.3	90.4	96.2
3	95.5	95.3	97.2	96.1
4	97	95.7	93.3	96.6
5	94.9	96.2	97.1	93
6	97.5	96.2	89	93
All Years	96.5	96.4	94.1	93.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

In 2016 a bad influenza spread through the school in term three and it caused a number of students and staff to have time off school.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.88
Other Positions	0.01

\*Full Time Equivalent

There are no Aboriginal members of staff.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

All staff were engaged in a range of professional learning programs throughout 2016 either at Bald Blair Public School or at regional professional learning venues as evidenced

- School based training for Performance and development Framework
- Best Start Targeted Early Numeracy Intervention program – TEN facilitator
- Best Start training for kindergarten teacher
- Analysing SMART data at Bald Blair Public School
- Finance, Rollover and Cash flow in-service for SAM
- Principal leadership development has been on going throughout 2016
- Highland Learning network collegial network meetings
- Smart training
- regular attendance at Regional, School Education and Primary Principal's conferences;
- Strategic Financial Management for NSW Public Schools
- Core Financial Literacy for NSW Public Schools
- RAM 2016 Update and reading your 2016 RAM

Report.

- Oliver training
- DoE mandatory professional learning engaged in included:

Code of Conduct

Anaphylaxis

Emergency Care Training

Child Protection Training

SWF (School Wellbeing Framework) training

- The school spent \$1457.68 on professional development in 2016 because most of the professional development was school or alliance based.

One member of staff has completed her teacher accreditation – proficient in 2015.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30.11.2106 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>87 891.62</b>
Global funds	55 040.94
Tied funds	39 183.39
School & community sources	21 875.50
Interest	1 769.90
Trust receipts	1 009.95
Canteen	0.00
Total income	206 771.30
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	27 968.16
Excursions	6 930.70
Extracurricular dissections	11 069.81
Library	2 165.60
Training & development	0.00
Tied funds	40 318.42
Short term relief	8 895.20
Administration & office	11 425.52
School-operated canteen	0.00
Utilities	3 287.10
Maintenance	9 670.83
Trust accounts	1 009.95
Capital programs	6 362.73
Total expenditure	129 104.02
<b>Balance carried forward</b>	<b>77 667.28</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

**NAPLAN – Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

#### Literacy– NAPLAN Year 3

*Four students in year 3 sat for the NAPLAN. Privacy protocols prevent disclosure of the results.*

#### Literacy – NAPLAN Year 5

*Eight students in year 5 sat for the NAPLAN.*

*Privacy protocols prevent disclosure of the results.*

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

#### Numeracy – NAPLAN Year 3

*Four students in year 3 sat for the NAPLAN.*

*Privacy protocols prevent disclosure of the results.*

#### Numeracy – NAPLAN Year 5

*Eight students in year 5 sat for the NAPLAN.*

*Privacy protocols prevent disclosure of the results.*

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Analysis of surveys, parents attending school assemblies and sporting events, observations and discussions revealed that our school has a very positive rapport with parents, students, teachers and community members.

The school is seen as welcoming of all, approachable and responsive. Families regard it as a safe, happy and challenging environment that supports its students across a wide range of quality educational practices.

Students' performance and behaviour reflect community and teacher expectations that academic excellence, correct behaviour, respect and appropriate manners are of utmost importance.

Students are the focal point of all the schools explicit teaching and learning programs and all parents and students are proud of their school.

The majority of parents, staff and students believe that the school is continually finding ways to improve what it does and when necessary school leaders make important changes to what it does.

Staff identified that they are provided opportunities to build their capacity and that they are supported in their roles within the school.

Community feedback on the school, through community member comments, identify that the newspaper publicity articles and fortnightly newsletter, sharing student learning, are enjoyed by many and community members feel it is one avenue that they can use to keep abreast of what is happening in the school and a knowledge of the learning experiences and opportunities students are engaging in.

The vast majority of parents join with students and staff at all sporting events and the concert is always highly praised by parents, grandparents and the wider community members. The 2016 concert had in attendance the School Director Mrs Sue Brown and one Snow Gum Alliance Principal Mrs Belinda Baker plus a crowd of 160 people and again the community dinner that followed received outstanding reviews.

Following discussions with students in Years 5 and 6, all students felt extremely happy with the opportunities they were provided at Bald Blair Public School. Students find the Leadership program to be something they look forward to and hope that this can evolve even more.

## Policy requirements

### Aboriginal education

The school's teaching programs educate all students about Aboriginal history and culture and contemporary Aboriginal Australia. The programs focus on key issues relating to reconciliation, improving relationships, understanding country, valuing culture and sharing history.

Aboriginal perspectives are presented across all areas of the curriculum and are not taught in isolation.

### Multicultural and anti-racism education

Multicultural perspectives are embedded in the teaching and learning of all curriculums. Promoting a culture of tolerance, acceptance and appreciation of difference is a responsibility of Bald Blair Public School. The culture that exists within the school encourages curiosity and an eagerness within students to learn about the diverse cultures of our country.

Students learn about the world and the many cultures that exist within it, throughout their learning across curriculums, throughout the year.

Students celebrated Harmony Day again this year, learning about Japan and our school hosted two Japanese students during the year.

### Other school programs

#### **Quality Teaching, Successful Students (QTSS)**

QTSS funding provided the school with a small amount of additional staffing resource allocation. The weekly allocation is accumulated throughout the year and then utilised to provide two days relief to support discussions between staff, following classroom observations of targeted school practices, identified in the school plan.

#### **Student leadership**

Building students' leadership capacity is seen as a core responsibility of Bald Blair Public School. Leadership is held in high esteem and every student in Year 6 is given the opportunity to become a school leader.

School leadership is accompanied by many roles and responsibilities. Students attend a Primary Leadership Luncheon, coordinate school assemblies and play a role in daily assemblies. The school leaders run fundraisers to support the school and outside organisations. Leaders are role models for their peers, expected to have good attendance and to wear their uniform with pride, in addition to modelling the five *You Can Do It* skills every day. Leaders greet special guests to the school also.

Students develop their leadership skills throughout their

time at Bald Blair and always demonstrate pride in accepting and carrying out roles and responsibilities in the school.

#### **Snow Gums Learning Alliance**

In 2016, the Snow Gums Learning Alliance continued to strengthen. Bald Blair Public School students and staff have and continue to work collaboratively with the alliance of small schools on a variety of projects, to support student learning and development.

Students engaged in sporting carnivals, a Creative Arts Camp, an online Mathematics challenge for Stage 2 and 3 students, STEM projects and an online coding project, using TYNKER. The alliance received a \$15 000 grant from Google, to support the implementation of the eSmart Framework, which is aimed at supporting schools in developing, maintaining and promoting Cybersafety. This is an ongoing project that will run over 2 years and will be a focus in 2017.

Teaching staff have worked collaboratively on staff development days, to utilise staff expertise across the schools, to enhance professional learning opportunities for all.

Recognition of those who excel in our schools and support our students to achieve is important. During Education Week, each of the schools recognise some of those people at a joint awards ceremony.

#### **Transition to Kindergarten**

Every Wednesday throughout the school year, children preparing for their first formal year of schooling attend Bald Blair Public School and engage in exciting and enjoyable activities, covering all areas of learning.

This program provides outstanding opportunities for students to develop early literacy and numeracy skills, in addition to allowing children to further develop their social skills in a safe, friendly and supportive environment. Children become familiar with the school and school routines, ensuring their first day of Kindergarten is a wonderful and memorable day.

#### **Arts**

Bald Blair Public School provides a diverse range of opportunities for students to explore and develop a range of learning outcomes. The students have again participated in a variety of creative and performing art activities this year. It has taken a lot of commitment and hard work to prepare for such performances and events.

Highlights include students receiving three champion ribbons for primary drawing, infants craft and primary craft in the Guyra Show School Arts and Craft section. Overall, our school received twenty one firsts, twelve seconds and nine highly commended.

In 2016 Mrs Lenehan and Mrs McIntyre introduced a dance program for all students from K-6 and the students thoroughly enjoyed the program.

The year culminated in our end of extravaganza, “*Shrek*”, a musical. This performance was truly amazing and it certainly provided the community with a showcase of our student’s drama, music and dance skills.

### **Sport**

In 2016 the daily fitness program has taken place from 8.45 until 9.10 every day and it has continued to improve motivation, confidence, fitness levels and skills outcomes for all students.

Sporting achievements in 2016 included two siblings making it to the NWPSSA Cross Country event at Coolah, our swimming squad winning the Guyra and District Swimming Carnival, the Snow Gum Alliance Swimming carnival, the Armidale PSSA Small School’s Cross Country team event and the Snow Gums Alliance Cross Country. The school’s relay team won the trophy for relays, ball games, marching and overall winners at the Finlayson’s Sport’s Day.

All students in K–6 participated in our school’s intensive swimming program, our athletics training days, the Guyra swimming carnival, Guyra cross country, Guyra athletics carnival, the Ben Lomond Small School’s Cross Country and the Snow Gum Alliance Swimming Carnival.

All K–2 students achieved a gold certificate and the 3–6 students a diamond certificate in the Premier’s Sporting Challenge.

This year our school secured grants from the Sporting School’s Program and the students tried gymnastics, golf, bowls, athletics, tennis, swimming and volleyball.

### **Other**

Each year our students raise valuable funds for worthy charitable organisations. They supported Daffodil Day, Bandage Bear Day, Love Your Sister, Children’s Cancer and Stewart House.

Claudia McKemey organised a fundraising event for Spinal Muscular Atrophy and it was extremely successful.

Student’s knowledge about healthy eating was enhanced by participating in a number of days making and eating healthy lunches.

### **Programs to Support Students**

School received a day a week of integration money to help support students with special needs. Our support program was supplemented by using RAM allocations to employ an extra member of staff to help those students diagnosed with a learning difficulty.

### **Drug Education**

Drug education has been implemented across the curriculum. Teaching staff have attended professional development courses to ensure effective implementation of the drug education policy. All

students participate in the Life Education program which reinforces appropriate attitudes towards the medicinal use of drugs and enhances the decision making skills taught through the professional development health and physical education (PDHPE) syllabus.

### **Public Speaking and Debating**

Throughout 2016, we have continued the explicit and systematic teaching of public speaking and debating. There has been a strong focus on matter, manner and method and peer assessment giving the students a strong framework. The students have enjoyed including the smart-board technology into their weekly presentations.

### **Healthy Canteen**

Bald Blair Public School doesn’t have a canteen however parents are encouraged to send in healthy food on a daily basis to be heated in the microwave, sandwich maker or pie oven.

In 2016 we have continued to provide students with free milk each morning at 9.10am. All students are encouraged to also eat a piece of fruit and at the present time 100% of students do this on a regular basis.

### **Technology**

Bald Blair School has a smart-board in every classroom and all students from K–6 has access to a computer each day. There are thirty one IBM desktop computers, six laptops, a fax machine, six I-pads, a colour photocopier, a video camera and tripod and a digital camera.

This has continued to allow for increased learning opportunities and the integration of technology across all KLA. This year our student’s technology skills were further enhanced by joining with fellow Snow Gum Alliance staff to implement STEM and mathematics programs to target explicit teaching and learning programs using technology K–6.

All students have confidently developed skills in power point presentation and hence students are now presenting research projects using this program. All students are developing their touch typing skills, coding and readily use word processing and access knowledge via software programs and the internet.

### **Sporting School’s Program**

The Sporting School’s Program is a national program that provides Australian primary aged children with access to free, structured physical activity programs before, during or after school. Our school community choose to do the activities during school time.

The students participated in this program for one session per week for ten weeks each term. The students were able to participate in sports such as gymnastics, lawn bowls, golf, swimming, hockey, cricket and athletics.

