

Blandford Public School
Annual Report



2016



1256

Introduction

The Annual Report for **2016** is provided to the community of **Blandford 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.

Glen Kite

Principal

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School background

School vision statement

Blandford Public School encourages, in all aspects of our school life:

- care and support for each other
- a commitment to and engagement with learning
- building the capacity of all learners for continuous improvement
- responsibility and respect for our school and our community
- At Blandford Public School we endeavour to live by our school motto “Do Our Best”.

School context

Blandford Public School is a small, rural school situated in the village of Blandford, with an average enrolment of 40 students.

The school draws students from the village of Blandford, the farming district of Timor and the town of Murrurundi. Some families from Murrurundi have an historic connection to Blandford Public School and continue to send their children here.

Currently there are students who identify as ATSI as well as children who come from a language background other than English. There is a relatively even gender mix of students.

The teaching staff consists of the principal teaching the senior class (Y3–6), one full-time permanent classroom teacher (K–2) and two temporary part-time teachers. There are two part-time administrative staff, one school learning support officer, and a general assistant who carries out his tasks after school and at weekends.

Blandford Public School sits beside the New England Highway with two separate classrooms, and one other building which combines the library, staffroom/kitchen and administrative office. The grounds are flat and safe for student play and activities and well maintained with mature trees on the boundaries and an open grass oval area.

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, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

During 2016 our main focus areas in the domain of *Learning* was *Learning Culture, Curriculum and Learning and Assessment and Reporting*. Regular data analysis meetings have established a strong understanding of the impact teaching is making on student progress. Data gathered from national and school based assessment was collected and analysed and used to identify trends and groups of students requiring additional support or extension. Individual learning plans were created for these students and used to evaluate students' progress. Both internal and external data indicate students are achieving good value-added results. Our commitment to improving teacher quality through the implementation of the NSW Department of Education Performance and Development Framework and teachers participating in Quality Teaching Rounds has resulted in teachers setting clear goals, collaborating with others and reflecting on their pedagogy.

In the domain of *Teaching*, our priorities have been *Effective Classroom Practice, Data Skills and Use and Learning and Development*. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching. Teachers regularly review learning with each student, discussing their progress. A variety of assessment tools are used to help monitor student learning and to identify gaps for improvement. Teachers are actively involved in planning their professional learning to improve their practice and there is a focus on improved teaching methods in literacy and numeracy.

In the domain of *Leading*, our priorities have been *Leadership and School Planning, Implementation and Reporting*. The school established several procedures for soliciting and addressing feedback on school performance. Clear milestones and timelines direct school activity towards effective implementation of the school plan. The school is working towards successfully fostering collaboration with key stakeholders in the development of the school strategic directions.

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

Learning

Purpose

Our school is committed to developing students who are deeply engaged, self-directed learners, within the framework of an innovative, strategic and relevant curriculum, enabling each of them to fully participate in the life and times of the 21st century, as stated in the Melbourne Declaration.

Overall summary of progress

Students are demonstrating skills in setting literacy and numeracy goals, which they are able to reflect on and assess how successful they have been. Most students are able to articulate how to build positive relationships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Internal and external data informs classroom programs and ILPs for identified students as evidenced by all students showing growth of at least 0.4 effect size.	Students in Year 3–6 created and reflected on literacy and numeracy goals. They were engaged in discussions with their teacher about these goals and were able to articulate where their learning was to go next. Students were also engaged in a mindfulness program which led to them developing a greater understanding of how to self-regulate their behaviour. Through these practices students have developed increasing independence and self-direction as learners.	Teacher training in mindfulness Student training in goal setting

Next Steps

Student goal setting

- Students will set goals based on the literacy and numeracy continuum
- They will provide evidence to the teacher that they have achieved their goal

Becoming active citizens

- Students will articulate why it is important to contribute to the wider community
- They will demonstrate the skills necessary to collaborate effectively

Strategic Direction 2

Teaching and Leading

Purpose

Our teachers and leaders are committed to continuous improvement in the learning outcomes of our staff and students by identifying the needs of all learners planning for quality professional practice and implementing appropriate pedagogies to build capacity in our community of learners.

Overall summary of progress

A procedure exists for teachers to create their Performance and Development Plan which is line with the departments Performance and Development Framework. All teachers have engaged in lesson observation and reflection. Procedures are in place for regular data analysis.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will have professional learning goals aligned to the Australian Professional Standards for Teachers, to ensure continuous professional growth and of high quality pedagogy, as evidenced through the implementation of Performance and Development Framework procedures.	Teachers' professional learning goals were analysed and refined to align them with the APSfT and the school plan. All teachers participated in lesson observation, reflection and discussion using the Quality Teaching Framework. Teachers reported an increased understanding of the Quality Teaching Framework. 47% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge.	Teacher release and training \$4500.00

Next Steps

Performance and Development Plan

- Ensure teachers goals are linked to the APSfT

Quality Teaching Rounds

- Teachers engage in QTR with teachers from schools across our community of schools

Data Analysis

- Action plans for identified students implemented and evaluated effectively

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal growth rates in literacy and numeracy, as measured by school based standardised tests, match or exceed those of non-Aboriginal students. Aboriginal students' literacy and numeracy skills, as measured by the literacy and numeracy continuum is equal to or greater than non-Aboriginal students' skills. Literacy and numeracy growth rates measured by PAT-R and PAT-M. Literacy and numeracy skills measured by the literacy and numeracy continuums.	SLSO Additional days RFF for planning and evaluation \$1600.00 • Aboriginal background loading (\$1 600.00)
Low level adjustment for disability	All kindergarten students were above age-appropriate benchmarks as measured against the literacy and numeracy continuum and reading fluency and comprehension.	SLSO \$2400.00 • Low level adjustment for disability (\$2 400.00)
Quality Teaching, Successful Students (QTSS)	Teachers indicated a high level of knowledge of the Quality Teaching Framework. Teachers reported an increased willingness to participate in lesson observation and reflection. They reported that the feedback from observations was useful in assisting them to improve their pedagogy. Teachers also reported that QTR strengthened relationships with teachers from our community of schools.	Teacher release days \$3000.00 • Quality Teaching, Successful Students (QTSS) (\$3 000.00)
Socio-economic background	Students reading comprehension growth rates were 0.92 for the intervention group compared to 0.65 for the whole class.	SLSO Program costs – Fast ForWord \$3200.00 • Socio-economic background (\$3 200.00)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	24	22	24	24
Girls	18	19	19	17

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.1	96.7	97	96.2
1	97.9	94.4	97.8	95.4
2	97.1	97.3	97.3	94.5
3	96.8	97.6	95.1	96.8
4	97.8	96.7	95.8	97.2
5	95.5	97.6	94.7	97
6	96.4	98.3	97	96.1
All Years	96.9	96.8	96.4	96
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

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	0.9
Other Positions	0.01

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

The school plan and Professional Learning Plans provide direction and targets the focus for teacher professional learning. Professional learning is the cornerstone of our strategy for school improvement.

School development days are an integral part to professional learning. Compliance training was completed in CPR, WHS, Child Protection, Complaints and Handling Allegations and Grievance Procedures. Professional Learning Plans included a focus on Language, Learning and Literacy (L3), Targeted Early Numeracy (TEN), Writing and the implementation of the new Australian Curriculum.

A staff member has started accreditation at Lead.

All teaching staff participated in Quality Teaching Rounds, developing a deeper understanding of the Quality Teaching Framework and effective pedagogy.

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

Income	\$
Balance brought forward	37 478.00
Global funds	73 808.00
Tied funds	16 832.00
School & community sources	31 341.00
Interest	925.00
Trust receipts	3 611.00
Canteen	0.00
Total income	163 997.00
Expenditure	
Teaching & learning	
Key learning areas	18 295.00
Excursions	8 485.00
Extracurricular dissections	13 848.00
Library	1 152.00
Training & development	7 268.00
Tied funds	18 811.00
Short term relief	12 393.00
Administration & office	20 571.00
School-operated canteen	0.00
Utilities	7 680.00
Maintenance	3 946.00
Trust accounts	3 611.00
Capital programs	0.00
Total expenditure	116 065.00
Balance carried forward	47 931.00

School performance

NAPLAN

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.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are below:

- The majority of parents are pleased with how their children are progressing in academic and personal growth.
- Parents support the school's involvement in community events.
- Parents would like to continue to be well informed of their child's academic and personal progress.
- The majority of community members believe Blandford Public School delivers a high quality education, supporting students socially, emotionally and academically.

Policy requirements

Aboriginal education

At Blandford Public School the Aboriginal Education and Training Policy is implemented as follows:

- Additional funding to support the teaching and learning of Aboriginal students was used to engage teachers in professional learning, linked to the Quality Teaching Framework.
- Aboriginal perspectives were integrated into teaching programs across the curriculum.
- Students and teachers were engaged in programs designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

Multicultural and anti-racism education

The Multicultural Education Policy and Anti-Racism Policy were implemented as follows:

- Blandford Public School has a trained Anti-Racism Contact Officer and provides timely and professional responses to complaints regarding racism.
- We foster student wellbeing and community harmony through the provision of programs and practices which counter racism and

discrimination.

- We deliver a differentiated curriculum and targeted teaching and learning programs to address the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived and refugee students.
- We promote positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by providing opportunities for their active engagement in the life of the school.