

Blayney Public School Annual Report



2016



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Introduction

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

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Relieving Principal

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School background

School vision statement

Blayney Public School is a reflective and responsive school offering a diverse range of educational opportunities that promote the development of confident, well equipped citizens who have a positive attitude towards continued learning and an active concern for the world.

It is a well-established, positive and well-managed school that focuses on continuous improvement for its community. Priorities include literacy, numeracy, gifted and talented programs and outstanding student welfare. The school enjoys strong community support for learning with over 96% of parents attending 3-way conferences once a year to discuss student achievement and progress towards articulated learning goals.

School context

Blayney Public School, with an enrolment of 282 students, is located in the central west of NSW.

Our school has 38 ATSI students and 7 students from multicultural backgrounds. Blayney Public School had a relatively transient school population, with a high turnover of students between Kindergarten and Year 6 but despite this maintains a fairly stable enrolment of students.

The school has a very supportive community. Employment opportunities in the area have resulted in large number of parents who are shift workers.

Blayney Public has a highly motivated staff dedicated to providing quality educational opportunities to our students. The school prides itself on the wide range of activities in which students are able to take part. The school is committed to delivering progressive education through innovative programs in literacy and numeracy and the continuous implementation of state-of-the-art technology.

Blayney Public School is a proud member of the Heritage Country Schools and an active member of the pre2 learning community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Our staff discussed the School Excellence Framework and undertook critical reflective activities to compare our practice against the descriptors for developing, sustaining and growing and excelling in each of the three domains of Learning, Teaching and Leading. As a result of this process, using charting and mapping techniques, we were able to identify the elements of the School Excellence Framework that the school plan most strongly addressed.

Learning

In the domain of **Learning**, our efforts have primarily focused on **wellbeing, curriculum and learning**. The continued commitment of providing a positive and productive learning environment for staff and students remains a focus of our school. The Support Team were assisted in developing effective strategies to manage the introduction of the National Consistent Collection of Data processes. Staff awareness of the Disability Standards and differentiation of the curriculum were improved as a result of this process, as demonstrated by the evidence of practice data collected in Term 4. The introduction of Breakfast Club and a student welfare tracking through the implementation of SENCENTRAL has resulted in the early identification and implementation of learning support enabling teachers to ensure individual student learning needs are being catered for.

Student voice and partnerships in learning have been another component of our progress in this domain throughout the year. The development of a stronger Student Representative Council (SRC) has seen stronger student engagement and

direction. All staff helped students identify and develop student learning goals and learning intentions with support in Three Way Conferences and visible learning techniques of success criteria throughout the year..

Teaching

In the domain of **Teaching**, our efforts have primarily focused on **collaborative practice** and **professional standards** for staff members. The implementation of Language, Learning and Literacy and Focus on Reading has provided opportunities for staff to support each other through peer observation, professional dialogue and development of support materials that enhance the use of learning intentions and success criteria in the classroom. The whole school learning has effectively provided professional learning opportunities for staff and parents. Professional development on adjustments for individual students and goal setting have enabled teachers to cater for all students. Staff are continuing to align teaching and learning with new New South Wales Syllabus for the Australian Curriculum as they are implemented. The implementation of professional development plans by all staff has demonstrated a commitment to the ongoing development as members of the teaching profession.

Leading

In the domain of **Leading**, our efforts have primarily focused on **student leadership** and **positive engagement with parents and the community**. There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Through the participation in the Tell Them from Me (TTFM) the opportunity to gain feedback on school performance across the range of areas has guided future directions. The student leadership team has been redefined with the aim at increasing the number of students being recognised for their leadership capabilities. The Student Representative Council has taken an active role in student planning.

Throughout the year, a number of staff meetings were held to inform staff about the Australian Teaching Standards, accreditation at highly accomplished and lead levels and the benefits of linking goals from the performance development frameworks with the teaching standards. Staff completed activities that demonstrated their understanding of professional standards, by showing what would be observed if a standard was being practised in the classroom. This activity has helped staff to better reflect on their professional learning needs in the future.

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

Engagement

Purpose

To actively engage all members of the wider school community in a diverse range of learning experiences in order to promote confident, well equipped citizens who have a positive attitude towards learning and life. All students are provided with opportunities to foster their individual interests and abilities, while building confidence and expanding their cultural experiences.

Overall summary of progress

As part of the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School Plan, Blayney Public School has drawn on a comprehensive range of evidence to demonstrate school achievements. These include seeking the opinions of parents, students and teachers via a variety of tools including surveys, forums and focus groups.

Progress was made on all improvement measures of Strategic Direction 1 with termly revision of measures reviewed with staff to ensure that we were on target and to monitor the impact.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teaching and learning programs and assessment tasks reflect personalised learning and effective integration of technology. Increased variety of extra curricula activities available for student involvement. Increased involvement in Pre2 and Heritage Country Schools initiatives. Increase in the number of students above the 90% attendance at the end of each term.	Stage planning days occurred for all classroom teachers during the 2016 school year. The focus of the planning days was the development of quality teaching units. 100% of students requiring individualised learning plans were involved in the development of these. Increase in student opportunities with timetabled extra curricula activities. Students involved across a wider variety of extra curricular activities. Participation in whole school training for adjustments and catering for individual students were all staff were trained and using targeted professional development to support student engagement. Attendance data is regularly monitored. Parent information sessions, open days and special events were well attended throughout the year.	Teacher Professional Learning funds. Aboriginal Background Loading.

Next Steps

Monitor progress through 'Tell them for Me'

Increased participation in pre2 opportunities

Student goals developed in consultation with teachers, students and parents.

Whole school opportunities for NAIDOC and other extra-curricular opportunities.

Continued professional development to support student engagement.

Strategic Direction 2

Quality Teaching and learning

Purpose

To build teacher capacity to deliver quality teaching programs that meet the needs of individual students. Teachers demonstrate a deep understanding of current curriculum documents and pedagogy and utilise best practice to implement teaching programs incorporating current learning.

Overall summary of progress

As part of the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 2 of the School Plan. Blayney Public School has drawn on a comprehensive range of evidence to demonstrate school achievements. These include seeking the opinions of parents, students and teachers via a variety of tools including surveys, forums and focus groups.

Progress was made on all improvement measures of Strategic Direction 2 with termly revision of measures reviewed with staff to ensure that we were on target and to monitor the impact.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Systematic student achievement tracking system in place and timelines for data entry established. Evidence of PLAN data in reports and 3 Way conference summaries. Improved NAPLAN results. Evidence of achievement of learning goals from staff and students.	All grades update data on SENTRAL to track students on the continuum on a Semester basis at a minimum in the areas of Reading and Numeracy. Staff attendance at pre2 network meetings, Reading Recovery Training and whole school identified professional learning. All staff participated in a detailed analysis of NAPLAN Data to inform stage and class programs and guide PL plans. Students were identified and provided support who would be potentially located in lower two bands of NAPLAN. This included the implementation of individual programs.	Teacher Professional Learning Funds. Socio-economic Background. Low Level Adjustment for Disability.

Next Steps

Continued whole school training for L3 and Focus on Reading.

A continued focus on individual student learning needs being catered for and continually adjusted as required.

Monitor progress through 'Tell them for Me'.

Team planning days for staff to improve consistent teacher judgement and ensure quality teaching.

Continued implementation of beginning teacher program.

Aboriginal cultural awareness training for whole school.

Strategic Direction 3

Positive School Environment

Purpose

To ensure Blayney Public School is an integral part of the community, enjoying high levels of parental and community involvement supporting valued programs. The community recognises and celebrates the achievements of students, staff and the school as a whole. Clear and timely communication is maintained with all stakeholders.

Overall summary of progress

As part of the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 3 of the School Plan. Blayney Public School has drawn on a comprehensive range of evidence to demonstrate school achievements. These include seeking the opinions of parents, students and teachers via a variety of tools including surveys, forums and focus groups.

Progress was made on all improvement measures of Strategic Direction 3 with termly revision of measures reviewed with staff to ensure that we were on target and to monitor the impact.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decrease in incidents reported to PREP program. Survey results indicate effectiveness of beautification measures.	Completion of 2 new classrooms, resourced with technology including interactive boards and ipads for student engagement. All staff were trained in the use of SENTRAL and the monitoring of welfare incidents across the school indicated fewer registered incidents of 'major' behavioural incidents. Technology purchased including 4 new interactive boards, ipads to enable 10 per classroom, learning areas renovated and playground markings investigated. Surveys and public comments indicated the school is well resourced and maintained.	Socio-economic Background funding.

Next Steps

Whole school welfare training.

Improved access to technology, new computer lab and continue to update interactive whiteboards as required.

Stage One playground equipment and playground markings.

Refurbishment to Library and building A.

Improved communication structures within newsletters and social media.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have personalised Learning Plan (PLP) and are making progress across the literacy and numeracy continuums.</p> <p>The development of Individual student programs, their implementation and employment of support staff.</p>	\$12606
Low level adjustment for disability	<p>Students with low level support needs have been supported within the classroom by employed SLSO's to support small group and individual programs.</p> <p>Teachers have been supported in personalising learning and using accommodations and adjustments to improve student outcomes.</p> <p>The school used the Nationally Consistent Collection of Data (NCCD) to engage teachers in meaningful professional dialogue about how to cater for the varied needs of students in their classes.</p> <p>Individual Learning Plans developed in consultation with parents, students and teachers.</p> <p>A speech pathologist has been employed and individual programs implanted to support identified students.</p>	\$29424
Quality Teaching, Successful Students (QTSS)	<p>Teacher mentoring, lesson observations and team planning opportunities have been created to enable collaborative practices which allow teachers to jointly plan and observe other lessons when negotiated.</p> <p>Effective mentoring and leadership practices provided constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. All teachers received support with accreditation processes and the new Performance and Development Framework within their stage teams.</p>	0.1 staffing allocation
Socio-economic background	<p>Improved access to quality research based pedagogies through the training and implementation of Language, Learning and Literacy (L3) and Focus on Reading (FoR), including teacher professional training and resources.</p>	\$29328
Support for beginning teachers	<p>Mentor support and reduced teaching load for identified beginning teachers.</p>	\$13377.89

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	128	139	150	158
Girls	113	117	122	135

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	94.8	93.2	93.5
1	94.9	95.3	93.1	94.3
2	94.9	95.6	92.4	94
3	94.9	96.3	94.4	95
4	93.8	95.8	93.4	95.4
5	95.5	96.2	94.5	94.7
6	93.8	95.2	95.3	93.7
All Years	94.8	95.6	93.8	94.3
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	2
Assistant Principal(s)	3
Classroom Teacher(s)	10.05
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration & Support Staff	3.57
Other Positions	0.1

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce.

Blayney Public School enjoys a close working relationship with the local Bathurst Aboriginal Education Consultative Group (AECG). One member of staff at Blayney Public School identifies as indigenous.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Blayney Public School to support the implementation of staff Personal Development Plans as well as the implementation of our School Plan.

100% of staff were engaged in professional learning initiatives throughout 2016. 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 2016 included:

- Code of Conduct
- Child Protection Update & CPR training
- Anaphylaxis awareness
- The new geography syllabus training
- National School Improvement Tool
- Numeracy Continuum
- Planning for Literacy and Numeracy (PLAN)
- Language, Learning and Literacy (L3)
- Focus on Reading (FoR)
- Online Behavioural Management
- Reading Recovery
- Choice Theory
- HBDI (Herrmann Brain Dominance Instrument)

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

Financial information

This summary financial information covers funds for operating costs to 30th November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	159 642.07
Global funds	284 090.85
Tied funds	202 068.49
School & community sources	111 360.08
Interest	4 030.31
Trust receipts	875.80
Canteen	0.00
Total income	762 067.60
Expenditure	
Teaching & learning	
Key learning areas	36 896.59
Excursions	52 401.37
Extracurricular dissections	44 125.01
Library	3 551.07
Training & development	0.00
Tied funds	203 088.18
Short term relief	54 140.65
Administration & office	51 857.58
School-operated canteen	0.00
Utilities	46 298.48
Maintenance	57 581.04
Trust accounts	875.80
Capital programs	43 414.85
Total expenditure	594 230.62
Balance carried forward	167 836.98

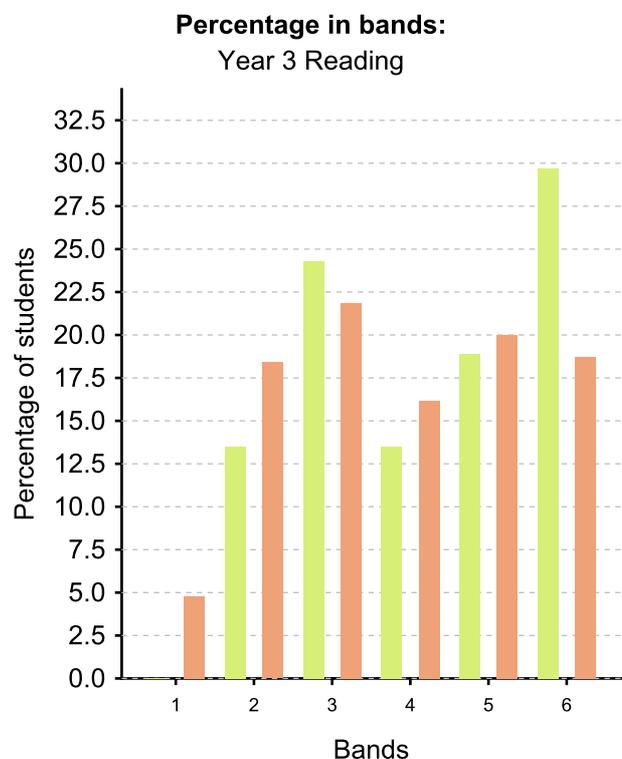
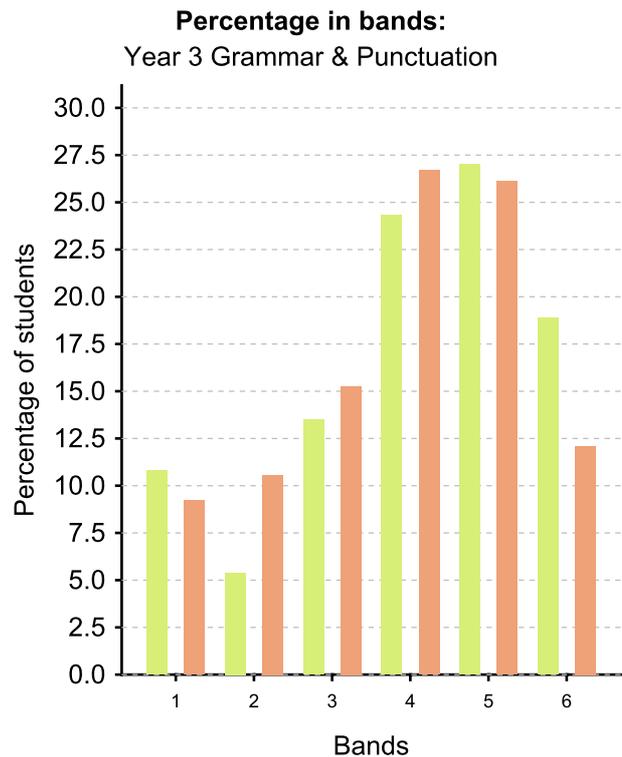
School performance

NAPLAN

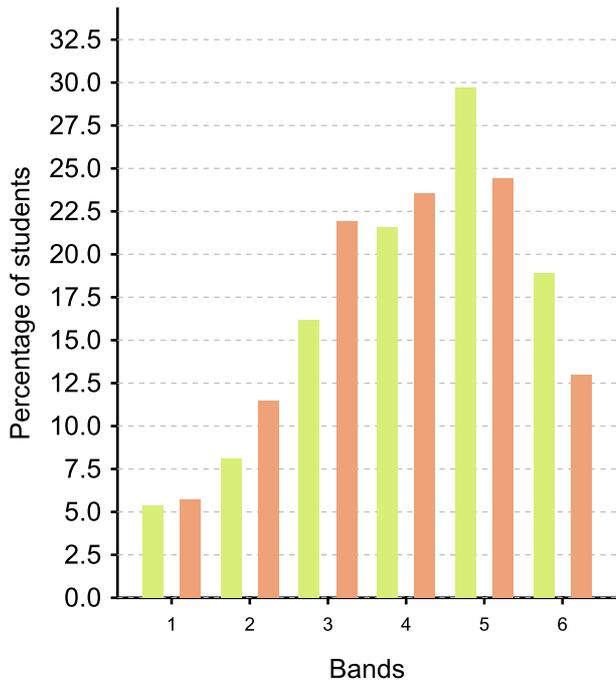
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these

assessments.

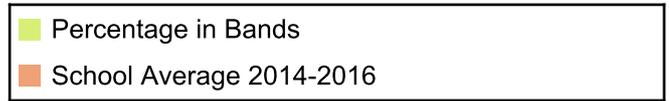
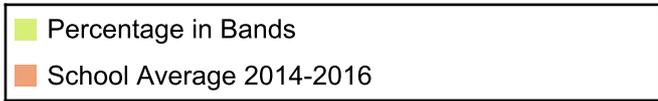
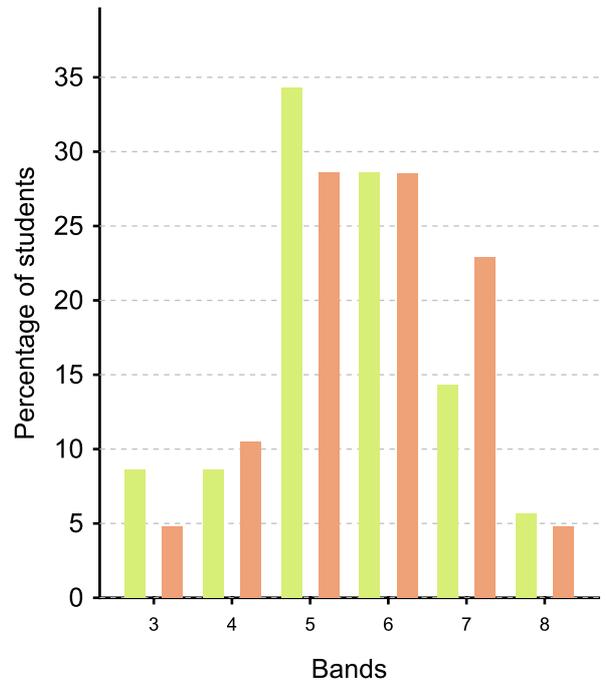
NAPLAN– Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



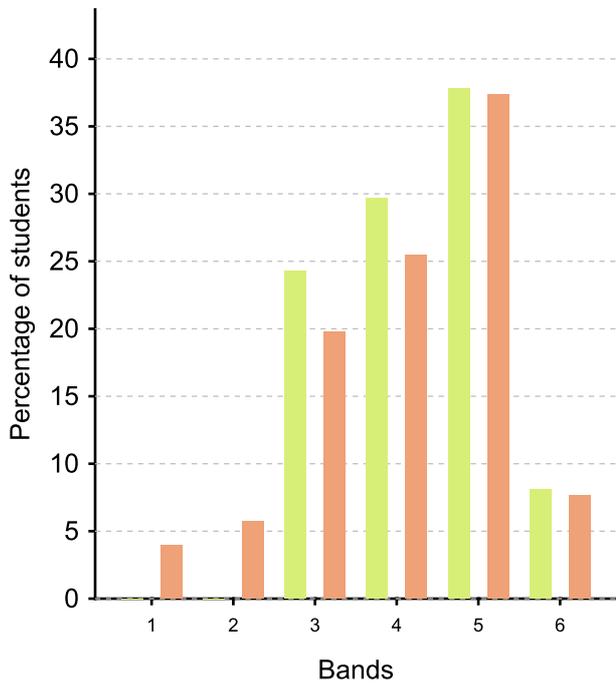
Percentage in bands:
Year 3 Spelling



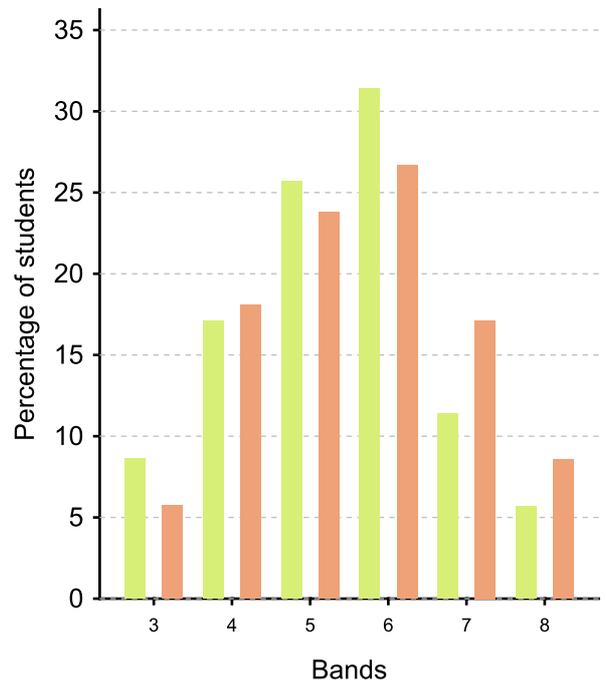
Percentage in bands:
Year 5 Grammar & Punctuation



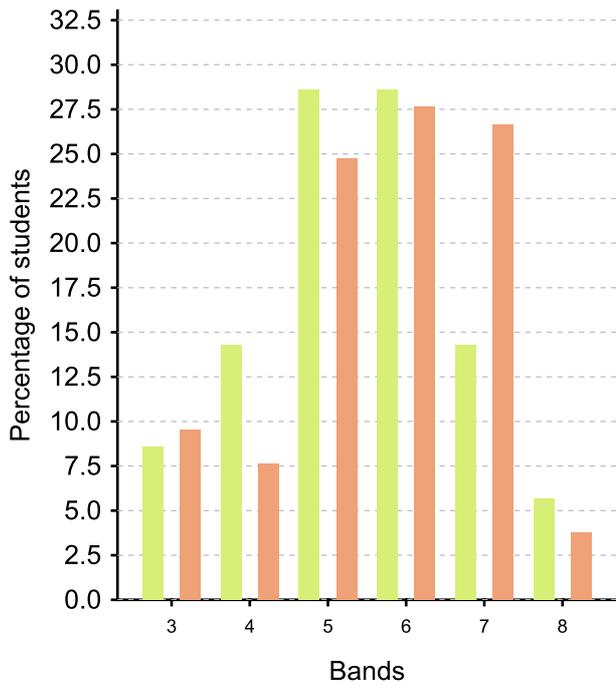
Percentage in bands:
Year 3 Writing



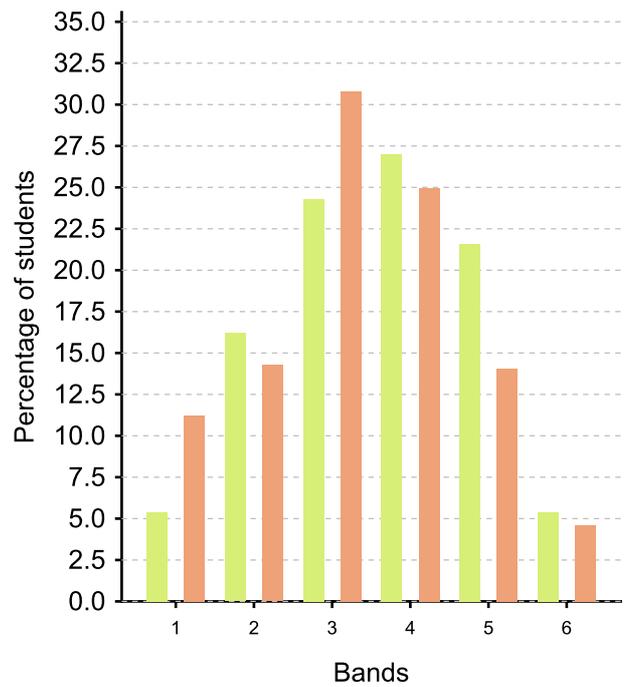
Percentage in bands:
Year 5 Reading



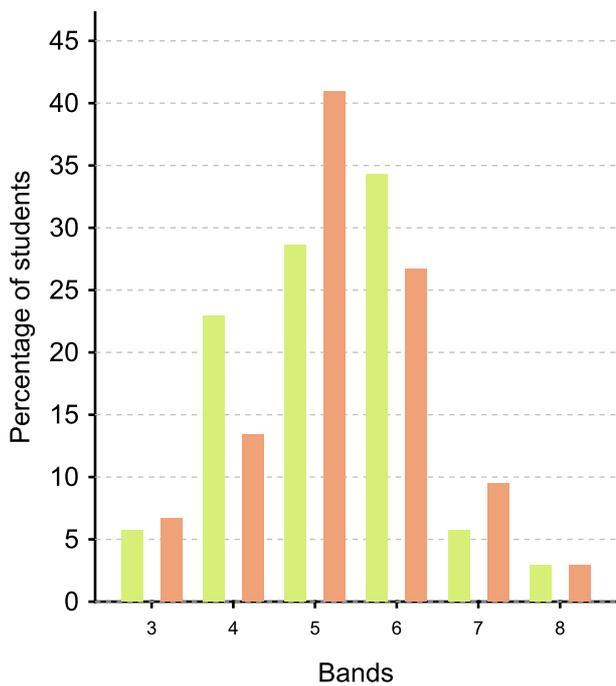
Percentage in bands:
Year 5 Spelling



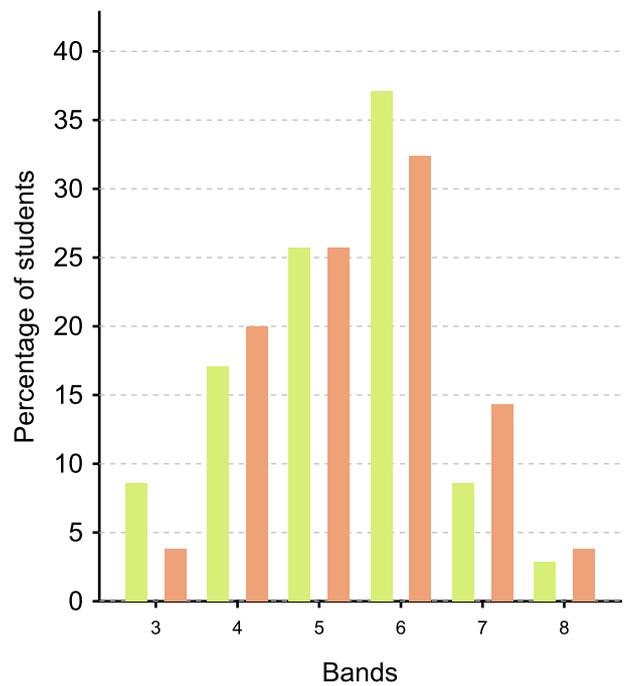
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



NAPLAN- Numeracy

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.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 in the top two bands for reading has increased steady over the years but the Year 5 cohort has seen a slight decrease for this same period of time.

The percentage of Year 3 in the top two bands for numeracy has increased steady over the years but the Year 5 cohort has seen a decrease for this same period of time.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016 we sought the opinions of parents, students (Year 4–6) and teachers about our school using the Tell Them From Me survey. The parent and teacher responses are presented below using a ten point scale. A score of 10 indicates strong agreement, 5 indicates a neutral agreement and 0 indicates strong disagreement. Student responses are listed as a percentage.

Parent/Carer Satisfaction

Parents were required to respond to a survey that gathered information on how they believed that Blayney Public school met their needs in the following areas:

- Parents Feel welcome at school – 8.1
- Parents are Informed – 7.5
- Parents support learning at home – 6.7
- The school supports learning – 7.6
- The school supports positive behaviour – 8.2
- The school is safe – 7.9
- The school is inclusive – 7.6

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. As well as helping parents to support student learning at home.

Student Satisfaction

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.

- 76% of students in this school had a high rate of Participation in Sports; the NSW Govt norm for these years is 83%

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

- In this school, 87% of students had positive relationships; the NSW Govt norm for these years is 85%.
- 94% of the girls and 81% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.

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 Govt norm for these years is

96%.

- 100% of the girls and 93% of the boys in this school valued School Outcomes. The NSW Govt norm for girls is 97% and for boys is 94%.

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.

Positive teacher–student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, Positive Teacher–Student Relations were rated 8.7 out of 10; the NSW Govt norm for these years is 8.4.

Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain

high expectations that they be followed.

- In this school, students rated Disciplinary Climate of the Classroom 7.5 out of 10; the NSW Govt norm for these years is 7.2.

Expectations for success

The school staff emphasises academic skills and hold high expectations for all students to succeed.

- In this school, students rated Teachers' Expectations for Academic Success 8.8 out of 10; the NSW Govt norm for these years is 8.7.

Teacher Satisfaction

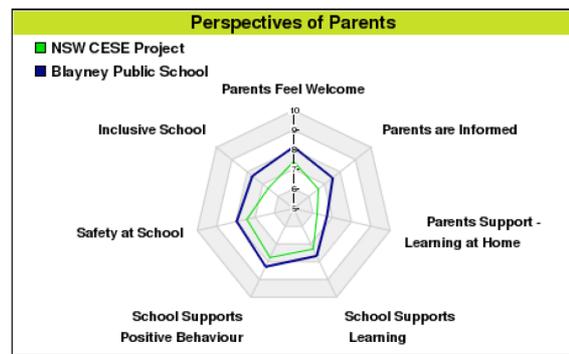
Research on 'effective schools' has identified important correlates of student outcomes.

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 – 8
- Collaboration – 8
- Learning Culture – 8.1
- Data Informs Practice – 8
- Teaching Strategies – 8.2
- Technology – 5.6
- Inclusive School – 8.3
- Parent Involvement – 7.6

Teacher responses indicated a positive growth in most areas from last year. The area identified for focus in 2017 was Technology.

A full copy of the findings from student, parents and teachers is available from the school on request.



Policy requirements

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 participating in activities such as traditional cooking, art, literacy, games and dance.

Students from the dance group were able to attend Bathurst AECG Talent Quest in Bathurst to perform learnt dance styles and tradition movements.

Students listened to guest performers to develop cultural awareness and knowledge of traditional practices.

Multicultural and anti-racism 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 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:

- Luna 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
- Cultural infusion program