

Blandford Public School

Annual Report



2018



1256

Introduction

The Annual Report for **2018** 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.

Sandra Coffey

Relieving Principal

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School background

School vision statement

At Blandford Public School we will create a learning environment that promotes kindness and excellence. Our learners will become confident and creative individuals who actively contribute to the community and love learning.

School context

Blandford Public School is a small, rural school situated in the village of Blandford, with an average enrolment of 32 students.

The school draws students from the village of Blandford, the farming district of Timor and the town of Murrurundi. Some families 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 relieving principal teaching Kindergarten, years 1,2 and 3 and a temporary classroom teacher teaching years 4 – 6, a LaST RFF teacher and a principals release teacher. There are two part-time administrative staff, two school learning support officers, a stage 1 and 2 mathematics tutor and a general assistant.

Blandford Public School sits beside the New England Highway with two separate classrooms and one other building which combines the school office, principal's office, library, staffroom/kitchen and storerooms. The playground is a safe place where students can play and participate in activities and is well maintained with mature trees on the boundaries, tennis court, cubby, vegetable garden and chicken house and an open grass oval area.

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.

Domain of Learning

The ongoing focus on learning culture in 2018 has meant that this area is now sustaining and growing. All staff recognise and implement a positive, supportive learning culture for all students. Students are engaged in their learning and work towards their own goals in collaboration with staff. Teachers and parents work together to promote the importance of school and learning.

Student and staff wellbeing are most important for student progress and life long learning. Programs were introduced to provide the language and framework for students and staff to develop an understanding of what wellbeing is and the strategies that can enhance personal wellbeing. The school collects, analyses and uses data to monitor and refine whole school approach to wellbeing. This area is now sustaining and growing. After collaboration with the Upper Invermeil Small Schools group, which Blandford Public School is a member, the Visible Wellbeing program will be introduced in 2019 as part of the school's wellbeing suite. There will be professional learning and support associated with this program.

In the area of curriculum Blandford Public School staff differentiate delivery to meet the needs of students at different levels of achievement. In 2019 teachers can enhance these levels of achievement by developing skills for students to be able to articulate their learning for effective continuous learning. To plan student learning staff used formative and summative data. Plan 2 was used to collect data and track student progress but we were unable to access all tools in Plan 2. In 2019 staff can be trained to use Plan 2 to be able to analyse this data.

Student reports meet department requirements but needs reviewing in 2019 to keep up with changes to reporting styles, reduction of student numbers and cost.

Student performance is sustaining and growing. 90% of students achieved at or near above national minimum standard

on NAPLAN reading, writing and numeracy.

Domain of Teaching

Effective classroom practice is growing and sustaining due to staff commitment to improving quality teaching through the implementation of the NSW Department of Education Performance and Development Framework in their teaching practice. Focus on explicit teaching through quality teaching rounds and professional learning and reflection on pedagogy are ways of moving from delivering to sustaining and growing in 2019.

Teachers model and share a flexible repertoire of teaching strategies and classroom management is excelling. All classrooms and other learning environments are well managed and the students are engaged when working in these learning environments.

Domain of Leading

The Leader in Me program was implemented this year to develop staff and student leadership qualities. This facilitated an awareness of habits that can be applied to develop independence and qualities of leadership including language. The parents were very supportive of this program and utilised the language around the habits in family life.

In 2018 there were changes in staff which meant that all teaching staff took on roles that were new to them. Staff displayed flexibility and professionalism taking on these new roles. Future focus on the roles of staff in our small school through mentorship and professional learning will enable staff to work toward delivering in staff development.

Our school facilities are excelling. All staff were involved in a creative approach in the use of the physical environment to ensure that it optimises learning. The P&C and school community supported us in our endeavours to make the school as engaging as possible for all. Community satisfaction is sustaining and growing. Both school and external surveys allow the school community to convey their level of satisfaction with the school. Blandford Public School has a tradition of respecting the views of the school community and provide access for discussion and feedback.

A well organised administrative system and associated processes is paramount for efficient school management. In 2019 a check on how efficient the administrative system is will identify areas that need amendments and improvements to bring this area to delivering.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality teaching, successful students, inspired learning

Purpose

Our students will be successful learners. They will develop: a growth mindset, creativity, collaborative skills, empathy and critical thinking skills.

Our teachers will be receptive to the needs of students, catering for their individual differences through the modification of learning experiences, guided by assessment data and expert knowledge of curriculum.

Overall summary of progress

Results from the Tell Them From Me survey indicated that students are above the state mean and have positive growth, compared to 2017 in: social and emotional outcomes, in student participation and in extra curricular activities. They have a positive sense of belonging and positive sense of relationships and have positive homework behaviour. Blandford Public School students are interested and motivated in their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.</p> <p>Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.</p> <p>The school is able to show evidence that it has achieved sustaining and growing in <i>data use, assessment and curriculum</i>.</p>	<p>Mathletics \$1079.10</p> <p>Reading Eggs \$991.61</p> <p>Maths Seeds \$249.92</p> <p>Quicksmart UNE\$7700</p>	<p>All staff could see the benefit of the Quicksmart program. All students showed growth and the students were engaged in working in this program and found that they were using the skills from the program in their mathematics practice. All students increased their level of confidence in their approach to mathematics.</p>

Next Steps

The school should continue the Quicksmart program as it has made such a positive impact on the students mathematical skills. The confidence and success 'vibe' that has come from the Quicksmart program at Blandford Public School can be the platform to change student attitudes toward mathematics and instill in them individualised learning practice and goal setting.

Strategic Direction 2

Connect, succeed, thrive

Purpose

Blandford Public School will have a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical and spiritual wellbeing of all students in a context of quality teaching and learning.

We will:

- empower students with the leadership and life skills they need to thrive.

Our students will:

- learn how to become self-reliant, take initiative, plan ahead, set and track goals, prioritise their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life.

Overall summary of progress

Students utilised their knowledge gained through introducing the Leader in Me Program to become more engaged and proactive in their learning. This was evident in the way the staff and students conducted their attitude towards teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>School self evaluation against the SEF indicates the school in excelling in the <i>wellbeing</i> element of the <i>learning</i> domain.</p> <p>There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.</p>	Leader in Me \$854.70	The staff at Blandford School were trained in the Leader in Me program. All staff encouraged and nurtured students in the area of well being, through their teaching practice and their positive approach to all students. It allowed for the students to present their outcomes from their personal goals and were articulate in being able to express what they achieved, what they were proud of and what they were considering as their next goals. The language used from the Leader in Me program was used consistently at school and gave sound structure and developed an awareness of self growth in the students, staff and families.

Next Steps

The Leader in Me program was accepted by staff, students and families as being a great program to have in the school. All schools select programs that work for their particular students, staff and families. In the Upper Hunter schools have been utilising the Visible Wellbeing program. As part of the Upper Invermein Small Schools group Blandford School will be implementing the Visible Wellbeing program as part of the school's wellbeing resources.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8492	<p>All students with Aboriginal background improved in all KLA's. The Quicksmart Numeracy program was implemented. The Aboriginal students in years 4 to 6 made sound progress, gained confidence in working mathematically and developed a positive attitude toward their learning.</p> <p>There was a writing focus, developed by the LaSt, and based on the Seven Steps to writing success that Year 3 and 4 students participated in for two 30 min lessons a week. All students in this group gained in their confidence and competence to write against the stage 2 writing outcomes.</p> <p>Term 1 instructional leader focused on working with early stage 1 students to develop their reading skills and extend their mathematical vocabulary and number values.</p>
Low level adjustment for disability	\$13451	SLSO and maths tutor employed to work with students.
Quality Teaching, Successful Students (QTSS)		
Socio-economic background	3994	Due to severe drought conditions the school covered costs for athletics coaching, dance classes, gymnastics classes and some costs for the major primary excursion.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	24	24	21	16
Girls	19	17	18	19

This year some families left Blandford Public School due to circumstances associated with the severe drought conditions which meant families had to seek employment elsewhere.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97	96.2	95.5	95
1	97.8	95.4	97.8	95.1
2	97.3	94.5	95.5	91.6
3	95.1	96.8	96.3	92.1
4	95.8	97.2	97	96.2
5	94.7	97	97.3	90.3
6	97	96.1	97	94.4
All Years	96.4	96	96.5	93.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Blandford Public School pride themselves on their high attendance rates. The parents are very supportive of the school expectation that students attend school unless they are injured or sick. Parents inform staff prior to any known future absences. Non-attendance is monitored regularly and parents are contacted to explain absences.

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

No Aboriginal staff members work at Blandford Public School.

Workforce information

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	0

Professional learning and teacher accreditation

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

School development days are an integral part of the staff's professional learning. Compliance training was completed in CPR, WHS, Child Protection, Anaphylaxis and the Code of Conduct.

Professional Learning Plans included proficiency in using Plan2, implementation of PE into other KLA's, use of L3 in early stage 1 and stage 1 literacy, familiarity in NDIA.

All staff trained in the Leader in Me. Other areas of training were Quicksmart, current Science and Technology Syllabus, music, Touch Football coaching, use of SAP, use of School Excellence Framework and the current History syllabus.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	60,565
Revenue	585,366
Appropriation	560,063
Sale of Goods and Services	-11
Grants and Contributions	24,467
Gain and Loss	0
Other Revenue	0
Investment Income	846
Expenses	-611,486
Recurrent Expenses	-611,486
Employee Related	-509,219
Operating Expenses	-102,267
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-26,119
Balance Carried Forward	34,446

The school's financial management for 2018 was guided by the preliminary plan formulated by the previous principal, the school plan for 2018 – 2020 and the need recognised by the relieving principal to maintain constancy in light of the executive and staff changes at Blandford Public School. The teaching and non-teaching staff kept their roles for the year.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	454,886
Base Per Capita	7,541
Base Location	12,247
Other Base	435,098
Equity Total	25,938
Equity Aboriginal	8,492
Equity Socio economic	3,994
Equity Language	0
Equity Disability	13,451
Targeted Total	0
Other Total	7,615
Grand Total	488,440

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

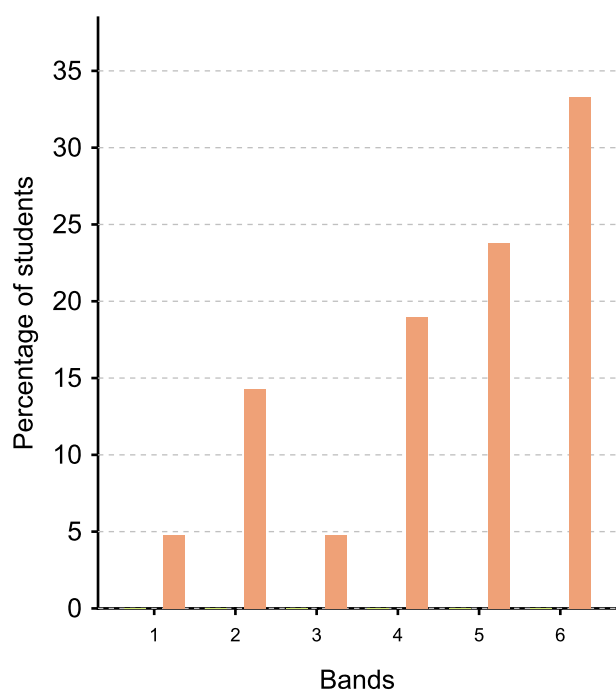
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Year 3 NAPLAN results 28% were in the top 2 bands for reading, 100% were in the middle bands for writing, 57% were in the top 2 bands for spelling and 52% in the top 2 bands for grammar and punctuation.

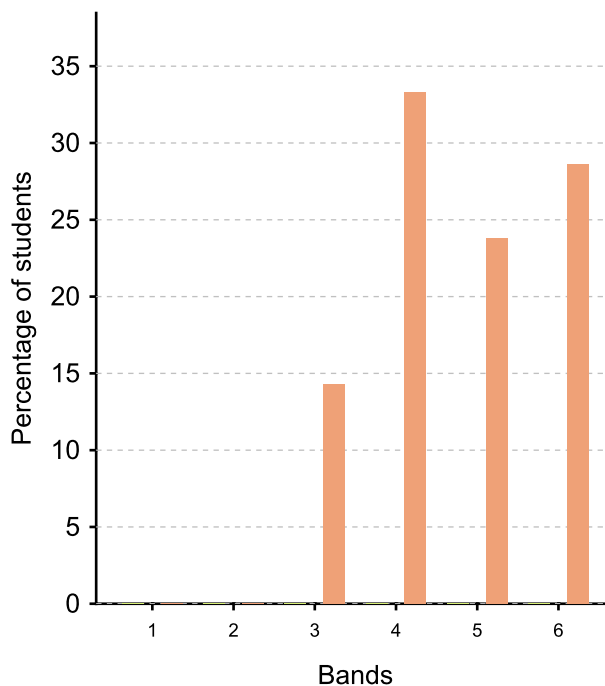
In year 5 33% were in the top 2 bands for reading, 66% were in the middle bands for writing, 50% were in the top 2 bands for spelling and 16% were in the top 2 bands for grammar and punctuation. Half of the year 5 students were above the state average for their skill growth in reading and a third of students were above state average in their skill growth in writing. Year 5 students performed better when compared to other Upper Hunter public and private schools in writing.

Percentage in bands:
Year 3 Grammar & Punctuation



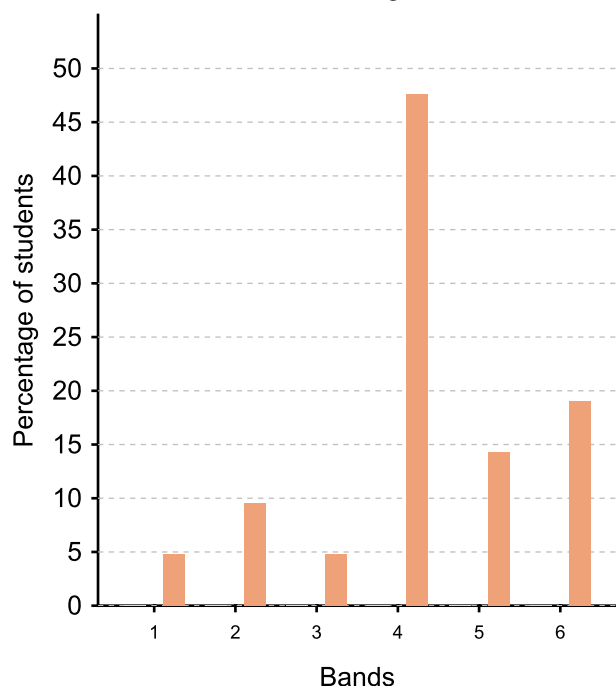
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Spelling



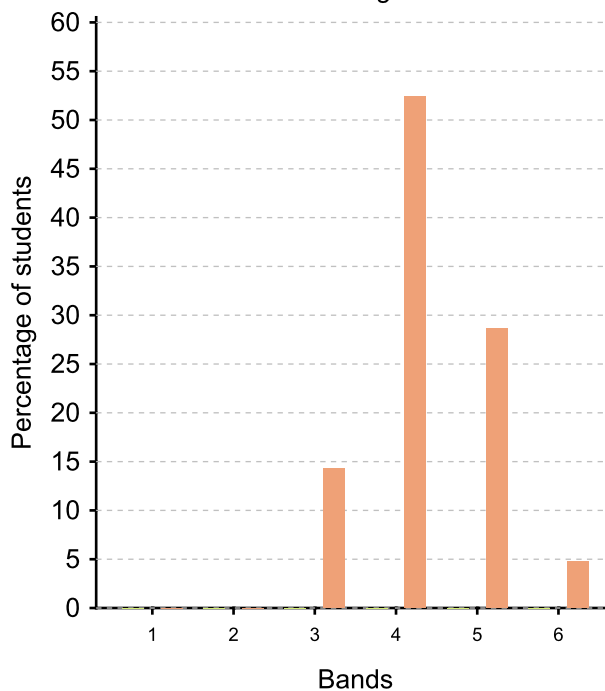
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Reading



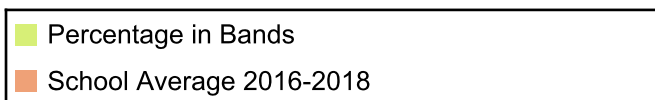
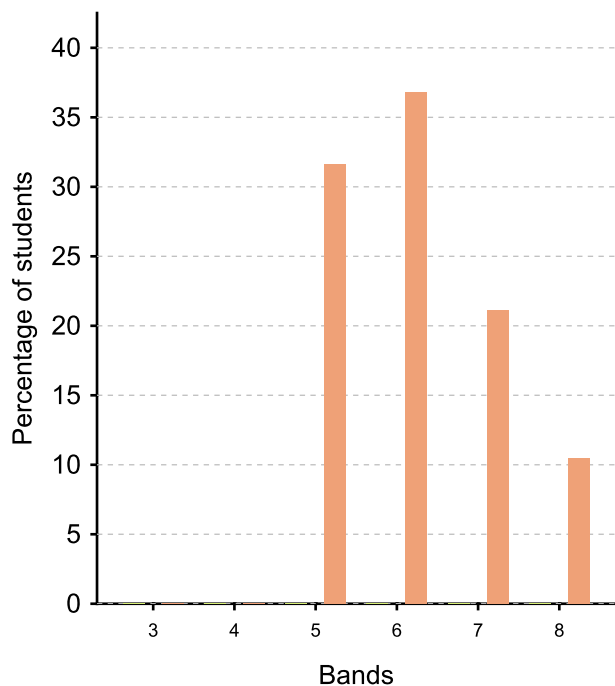
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing

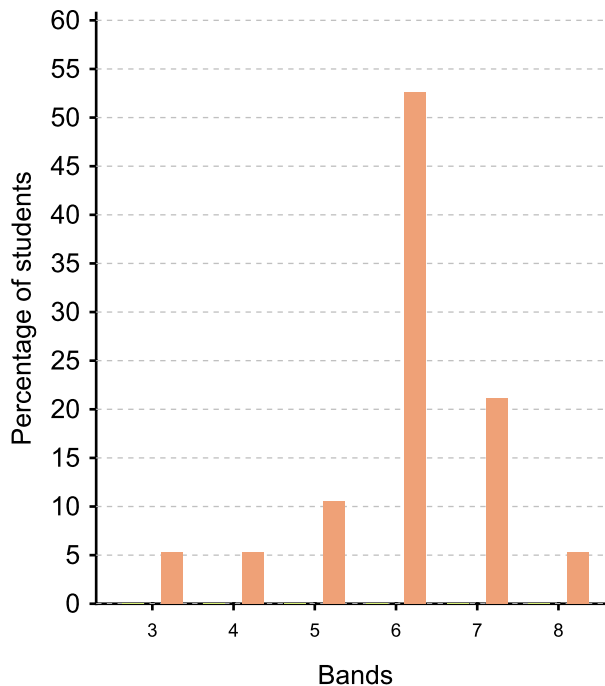


Percentage in Bands
School Average 2016-2018

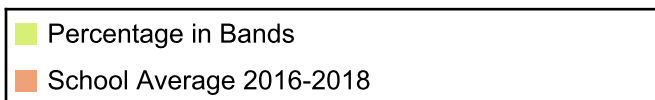
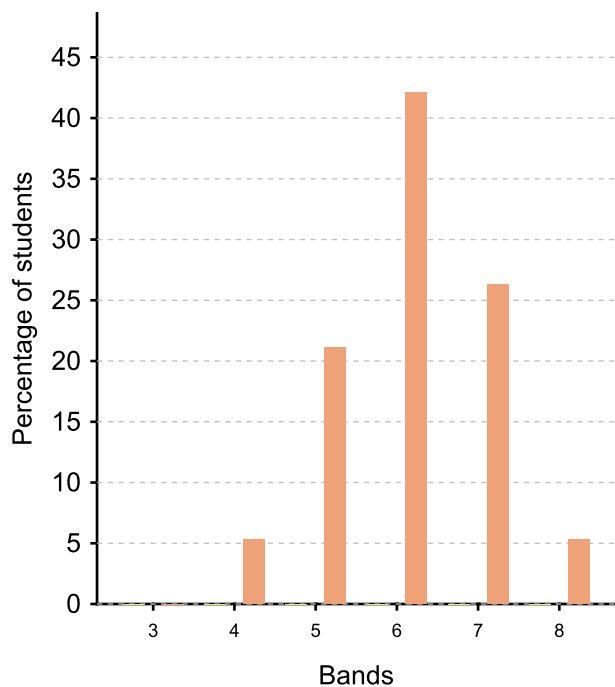
Percentage in bands:
Year 5 Grammar & Punctuation



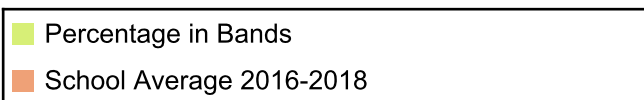
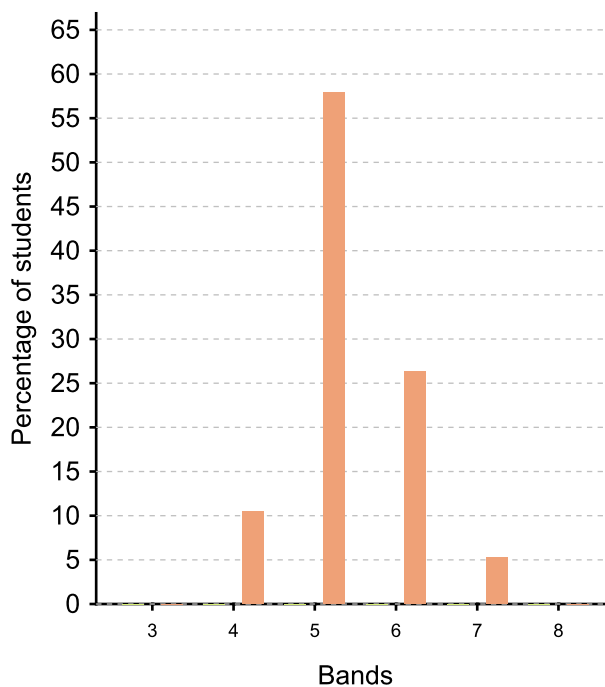
Percentage in bands:
Year 5 Spelling



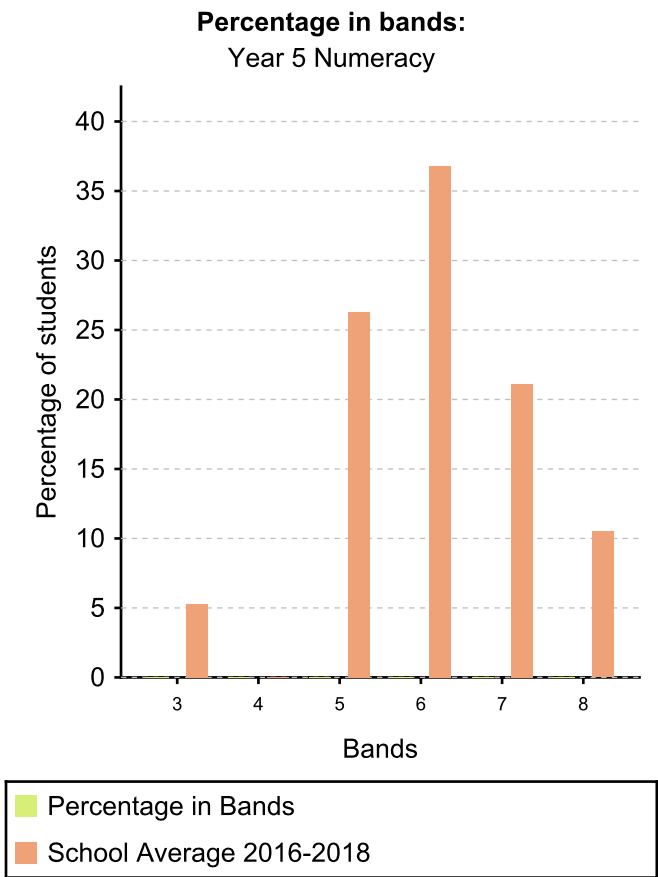
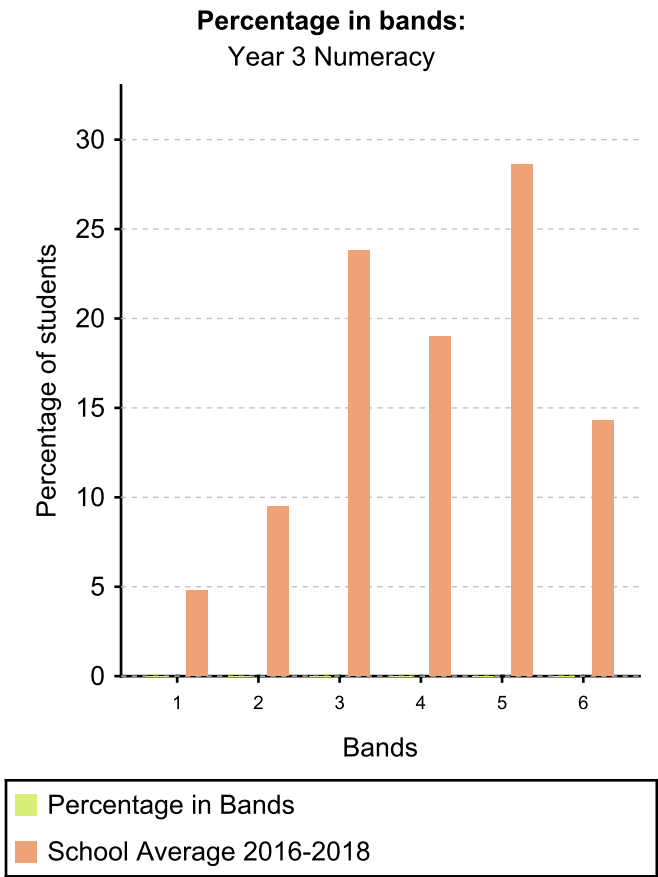
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



28% of Year 3 students were in the top 2 bands in Numeracy. In Year 5 33% students were in the top 2 bands. 75% of Year 5 students were above the state average for their skill growth.



The My School website provides detailed information

and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data

The one Aboriginal student in year 5 NAPLAN was above the national average for growth in numeracy, grammar and punctuation and writing and was in the top 2 bands in spelling.



Parent/caregiver, student, teacher satisfaction

Blandford Public School has a strong, well established school community that has the students ongoing learning and development at heart. Due to a change in principal at the end of term 1 the Tell Them From Me Survey wasn't conducted until term 4. This survey allowed the students from years 4 to 6, parents and caregivers the opportunity to rate how well the school was doing in various aspects of education. Our school scored higher in most areas. Student satisfaction was highlighted by the students ranking the school higher than the state average in classroom instruction being relevant to their everyday lives, students having a positive sense of belonging and feel accepted and valued by their peers and by others at school and that there is a positive learning climate. 35% of the students that took the survey were Aboriginal or Torres Strait Islander. Of these 83% felt good about their culture in relationship to their school experience. 100% of boys and 94% of girls identify as being interested and motivated in their learning.

The school regularly solicits and addresses feedback on school performance from parents and carers. Regular P&C meetings are forums to discuss school directions as well as fortnightly newsletters and the open door approach that has been fostered by the staff and relieving principal throughout the year.

At the beginning of term 2 the staff reviewed the School Excellence Framework to identify the schools strengths and weaknesses and focused on teacher satisfaction in relation to this framework. All teachers who participated in this gave positive feedback about their satisfaction

with the school. The School Excellence Framework was reviewed at the end of the year to gauge school growth and assess the success of the school plan.



Policy requirements

Aboriginal education

In collaboration with our aboriginal students, it was agreed that from 2018 the school's Acknowledgement and Welcome to Country will be said at school assemblies and school gatherings like carnivals, by our aboriginal students. In this way Blandford Public School is formally recognising the importance of our Aboriginal culture. For NAIDOC week an assembly was held for the school community. Those attending met aboriginal visitors and participated in a hands on display and talk. All who attended enjoyed this display. Our kindergarten students were very impressed that they were able to touch and wear some of the items. We acknowledged National 'Sorry Day' and National Reconciliation Day with class activities.



Multicultural and anti-racism education

Blandford Public School has a diverse community. Some students are first generation Australian with Pakistani and New Zealander heritage as well as students who are of Aboriginal descent. We are an inclusive school that does not tolerate racism. Initiatives are implemented to ensure all students have an equitable learning environment. We celebrate Harmony Day and recognise the importance of promoting tolerance and respect in our school.