Blaxland Public School
Annual School Report

2012
The Annual School Report

The Annual School Report is an opportunity to present outcomes for the year and to provide data on students, staff and finance.

The report is also a means to provide information on school targets and future directions.

Our school at a glance

Blaxland Public School is fortunate to part of a knowledgeable, highly skilled, caring, supportive and motivated learning community.

It is a community that shares an understood set of values which includes diversity, inclusion and the potential of all learners; students, teachers, parents and friends.

We are a small school, established at the base of the Blue Mountains in 1926 and refurbished in 1998.

Students

School enrolments were 178 students, Kindergarten to Year 6 across seven classes.

Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Lees</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mr M. Zoglmeyer</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Mrs J. Shaw</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mrs K. Palmer</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mr L. Ellwood</td>
<td>Teacher</td>
</tr>
<tr>
<td>Miss S. Kerr</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Mr G. Foye</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mrs R. Connors</td>
<td>Learning Support</td>
</tr>
<tr>
<td>Mr Graham Smith</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mrs M. Hall</td>
<td>Teacher Librarian</td>
</tr>
<tr>
<td>Mrs P. O’Brien</td>
<td>Learning Support</td>
</tr>
<tr>
<td>Mrs K. Everett</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mrs. D. Smith</td>
<td>Administrative Manager</td>
</tr>
<tr>
<td>Mrs J. Bedford</td>
<td>Administrative Officer</td>
</tr>
<tr>
<td>Mrs L. Adams</td>
<td>Learning Support Officer</td>
</tr>
<tr>
<td>Mrs Neumann</td>
<td>Learning Support Officer</td>
</tr>
<tr>
<td>Mrs C. Rawlings</td>
<td>Learning Support Officer</td>
</tr>
<tr>
<td>Mrs L. Willett</td>
<td>Learning Support Officer</td>
</tr>
<tr>
<td>Mrs J. Wilson</td>
<td>Learning Support Officer</td>
</tr>
<tr>
<td>Mr J. Thompson</td>
<td>School Cleaner</td>
</tr>
<tr>
<td>Mr A. Gerritson</td>
<td>General Assistant</td>
</tr>
<tr>
<td>Ms Emma Jamieson</td>
<td>Principal</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

During 2012 our learning community was part of a number of initiatives.
This included:

- Chess
- Peer Support
- Dance, Band and Choir
- Public Speaking
- Excursions and incursions e.g.
  - The Gold Fields, Farm Animals
- Special Swimming Scheme
- Years 3 and 4 Winmalee Camp
- Years 5 and 6 Broken Bay Camp
- University of NSW Academic Competitions in Mathematics, English and Science.
- Learning Assistance Programs
- Leadership programs
- Integration
- Transition to Year 7 program
- NAIDOC
- Safety Day
- Autism Awareness
- Walkathon
- Healthy Harold
- Responsible Pet Ownership
- Peer Tutoring

Student achievement in 2012

Reading Kindergarten to Year 2

NSW Department of Education and Communities sets student attainment in Reading for Kindergarten at a minimal Reading Recovery Level (RRL) of 8. Year 1 is RRL 18 and Year 2 is RRL 26.

90% of students in Kindergarten are reading RRL 8 or above.

93% of students in Year 1 are reading RRL 18 or above.

92% of students in Year 2 are reading a RRL of 26 or above.

Literacy in NAPLAN for Years 3 and 5 includes Reading, Writing, Spelling, Grammar and Punctuation.

Year 3 Literacy

Reading

Students attained high achievement with 66.7% of our students performing in Bands 5 and 6.

38.1% of our Year 3 students were in Band 6 compared to 32.7% of students in the School Education Group (SEG), 21.7% of students in the Western Sydney Region, (Region) 29.5% of students in the Same School Group (SSG) and 26.4% of students in the State.
Writing
91% of our Year 3 students performed in Bands 4 and 5.

Spelling
83.3% of our Year 3 students performed in Bands 4, 5 and 6.

Grammar and Punctuation
66.7% of our Year 3 students performed in Bands 5 and 6.

Numeracy
Numeracy in NAPLAN for Years 3 and 5 includes Number, Patterns and Algebra, and Data, Measurement, Space and Geometry.

Year 3 Numeracy
72.8% of our Year 3 students performed in Bands 4 to 6.

Data, Measurement, Space and Geometry
Year 3 students attained high achievement with 50% of students in Bands 5 and 6.
18.2% of our students were in Band 6 compared to 15.5% in the SEG, 10.8% for the Region, 15.6% for the SSG and 12.6% for the State.
31.8% of our students were in Band 5 compared to 29.2% for the SEG, 25.9% for the Region, 31.3% for the SSG and 25.8% for the State.

Number, Patterns and Algebra
Year 3 students attained high achievement with 18.2% of students in Band 6 compared to 12.6% for the SEG, 12.9% for the Region, 15.5% for the SSG and 13.9% for the State.
100% of our Year 3 students performed in Bands 3 to 6.

Year 5 Literacy
Reading
Year 5 students attained high achievement in Reading with 42% of our students in Bands 7 and 8.

Spelling
72% of our Year 5 students performed in Bands 5 to 7.

Grammar and Punctuation
Year 5 attained high performance in Grammar and Punctuation with 31.3% of students in Band 8 compared to 22.2% of students in the SEG, 18.3% of students in the Region, 24.8% of students in the SSG and 20.7% of students in the State.

Year 5 Numeracy
81.3% of our Year 5 students performed in Bands 5 to 8.

Data, Measurement, Space and Geometry
81.3% of our Year 5 students performed in Bands 5 to 8.

Number, Patterns and Algebra
59.3% of our Year 5 students performed in Bands 5 to 8.

What does this mean for our school?
Priorities for Teaching and Learning and Teacher Professional Development in Literacy for 2013.
will include improved teaching methodology and student outcomes in:

- the writing of persuasive texts, particularly in Years 2 to 6.
- Spelling - Kindergarten to Year 6.
- Data, Measurement, Space and Geometry, particularly for Years 5 and 6
- Number, Patterns and Algebra, particularly for Years 5 and 6
- raising growth of students between Year 3 and 5

Messages

Principal’s message

I am privileged to be a part of a learning community that includes our staff here at Blaxland, our wonderful students, parents and friends and surrounding public schools.

The culture of this community is one of inclusivity and collegiality where strengths are united in responding to the needs of our children.

Local schools have joined together to enrich teacher professional development. Parents, teachers and friends have worked together to provide students with opportunities that otherwise would not have produced the wonderful outcomes that enhanced student learning.

This Annual School Report comes with gratitude and in appreciation of the dedication, the knowledge and understanding, the shared values and enthusiasm of the students, teachers, staff, parents and friends of Blaxland Public School.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ms Emma Jamieson

P & C

Blaxland Public School is fortunate to have a dedicated body of staff that strive for excellence both in the classroom and out. This is demonstrated in the relationship that exists between staff and community members active in the P &C.

Despite experiencing membership challenges in 2012 the P&C maintained many traditions and made a substantial financial contribution to the school, primarily through the efforts of the grants committee.

Fun and funds were raised via a successful Mother’s Day stall, Father’s Day breakfast and Bunning’s BBQ. This enabled the school to purchase new backboards for the basketball courts, reading and play resources for the classrooms and end of year gifts and awards.

The Grants Committee applied for and was awarded the $2,500 Eco Schools Grant for ‘Little Blaxland’s native habitat garden’. Fluoro Friday Road Safety Day 2013 will be partially funded by the NRMA $3,450 Grant. The grant will also be used to purchase fluoro vests and a banner for the Highway. Additionally, 11 solar panels were installed on the Administration Building at the main entrance with the $15,000 National Solar Schools Grant.

The P&C provided morning tea for the parents of our 2013 kindergarten children to welcome them on their orientation day.
Gratitude to our school staff was shown through the end of year car wash and lunch staffed and co-ordinated by the children and the P&C.

We look forward to continuing our partnership in 2013.

Mrs K. Callinan

Student representative’s message

In 2012 each class from Year 1 to Year 6 elected two class representatives to form the Student Representative Council (SRC). Along with the school captains and vice captains, the SRC met on a fortnightly basis to discuss issues that affect the student body. From these meetings class representatives would return to class and hold a class meeting to report on SRC initiatives and decisions.

The SRC is the student’s voice in decision making and planning future directions. They support the student body in fundraising and equipment purchasing.

In terms one and two the SRC raised funds through Crazy Day and Diabetes Awareness Day. After much discussion the SRC chose to purchase coloured paint to paint the covered awning poles. As can be seen in our playground the bright colours increase visibility of the poles and make our school cheerful and bright.

In term four the SRC sold bandanas to support Canteen and to promote cancer awareness. They also supported Bandaged Bears and promoted the wearing of hats for sun safety.

Bill Callinan and Remy Carveth
On behalf of the SRC

School context

Student information

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

School Captains 2012
Captains: Remy Carveth  Bill Callinan
Vice Captains: Hunter Love  Savannah Curnow
**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>86</td>
<td>74</td>
<td>90</td>
<td>91</td>
<td>93</td>
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<td>95</td>
<td>83</td>
<td>83</td>
<td>86</td>
<td>81</td>
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</table>

In the event of an unexplained absence a note is sent home advising parents that notification of their child’s absence from school has not been received. Unexplained absences are noted in ERN. Parents are then contacted by the Principal. Failing successful resolution the matter is then referred to the Home School Liaison Officer.

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.9</td>
<td>93.7</td>
<td>94.8</td>
<td>94.6</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.3</td>
<td>95.1</td>
<td>94.2</td>
<td>92.5</td>
<td></td>
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<td>94.3</td>
<td>94.2</td>
<td>93.3</td>
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<tr>
<td>3</td>
<td>94.8</td>
<td>94.2</td>
<td>93.5</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.3</td>
<td>94.2</td>
<td>93.4</td>
<td>93.5</td>
<td></td>
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<tr>
<td>6</td>
<td>92.8</td>
<td>93.3</td>
<td>94.7</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.5</td>
<td>94.1</td>
<td>94.2</td>
<td>93.7</td>
<td>93.6</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Daily attendance is recorded by class teachers. Data is transferred by the office staff to the Department of Education and Communities’ centralised Enrolment Registration Numbers or ERN system.

Home School Liaison Officers monitor all schools’ attendance rates.

Schools are highly accountable for student attendance. Class Rolls are legal documents and the Education Act (1990) provides clear guidelines for schools.

**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Blaxland Public School values the contribution made by Aboriginal Communities and Teachers in schools. Currently our school does not have indigenous members on staff.

**Staff retention**

Mrs Alexis Colley, an above establishment teacher was offered a substantative teaching position at Madang Avenue Public School.

All other staff positions at Blaxland have remained stable.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30%</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>71,778.65</td>
</tr>
<tr>
<td>Global funds</td>
<td>110,109.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>98,350.93</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>84,754.74</td>
</tr>
<tr>
<td>Interest</td>
<td>2780.50</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>9,533.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>377307.85</td>
</tr>
</tbody>
</table>

**Expenditure**

- **Teaching & learning**
  - Key learning areas: 17,506.72
  - Excursions: 23,380.98
  - Extracurricular dissections: 31,136.47
- Library: 2,722.87
- Training & development: 12,864.39
- Tied funds: 116,909.32
- Casual relief teachers: 28,257.16
- Administration & office: 31,324.19
- School-operated canteen: 0.00
- Utilities: 19,956.85
- Maintenance: 23,733.91
- Trust accounts: 15,246.30
- **Capital programs**
- **Total expenditure** 336,162.48
- **Balance carried forward** 411,453.77

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Dance

Dance has been an integral part of our school enrichment for over twenty years. Participation in dance was open to all students; Year 1 to Year 6. The infants met at lunch times to enthusiastically rehearse their ‘Toyshop’ dance while the primary dancers rehearsed their ‘Ten Feet Off The Ground’ jazz routine after school. Very excited, beautifully costumed dancers, performed at the Joan Sutherland Performing Arts Centre for the Nepean/Blue Mountains Dance Festival.

Creative Arts

20 children from K-6 were selected to create paintings depicting ‘School Life in Australia’. These were sent to Sanda; the Blue Mountains’ sister city in Japan, for display in an exhibition held there in August. We hope to reciprocate this by receiving paintings from Japan within the next year.
Choir

For 2012 our school choir had a balance of students from Years 3 to 6. With 60 enthusiastic members, the choir very capably performed and entertained the parents, students and the wider school community during formal and special occasions throughout the year.

Sport

During 2012, all students were given the opportunity to be involved in a number of sporting activities.

Some of the highlights were:

- the school walkathon to Euroka Clearing in Glenbrook National Park;
- the “Learn to Swim” program for children in Years 2 – 6;
- participation in a number of local sporting events – Winmalee Cup and Summer Games;
- the District and Regional Carnivals where students represented the school in swimming, cross country and athletics;
- a K – 6 Mini-Olympics Day;
- The Milo Cup – cricket day;
- weekly sport activities K-2 and 3 – 6 and
- the gymnastics and athletics program.
Other

Excursions

Bathurst Goldfields

Students attended an excursion to the Bathurst Goldfields and had a great time learning about the history of the area.

Students were provided with the opportunity to experience life in the Bathurst Goldfields as it was in the 1850’s.

Broken Bay

Senior students attended a five day camp to Broken Bay which is a fabulous Sport and Recreation facility.

Students engaged in a range of activities that are designed to enhance social and group work and challenge individual skills.

Safety Day

The NRMA, Police, NSW Fire, Child Care Ambulance Service, Wires, Blue Mountains Council, Family Support Group, and Billie Booksie joined us for a day of learning about safety.
Incursion

The library was host to a visit from author Katrina Nannestad. She entertained and taught our students about how to generate ideas for writing through an interactive show about her series, Red Dirt Diaries.

Kindy Farm

Billy Booksie visited the library on Safety Day

Environment

This year students have been very involved in many environmental activities.

Schools’ Clean Up Day involved all teachers and students working together to clean up areas of the school grounds.

All classes were involved in establishing vegetable gardens. The seedlings were selected and purchased by a small group of Year 3 students. Students have participated in activities such as making compost, worm farming, recycling and planting programs.

Students from K-6 participated in planting native shrubs and trees in conjunction with Planet Ark to acknowledge the National Tree Planting Program. We also entered Planet Ark; ‘Speak for the Trees’ competition and our enthusiasm won us a selection of 10 DVDs for our library.
Students from Years 4, 5 and 6 were involved in the 100 Schools Tree Planting Program organised by Western Sydney Parklands’ Trust. The children planted 400 native trees at the Glendenning site to encourage the return of native flora and fauna.

Several students submitted quality entries in the environmental calendar competition. Kate Simpson from Year 5 was successful in having her entry selected to represent the Blue Mountains in next year’s calendar.

Chess

We have been very lucky to have the support of terrific parents, knowledgeable in Chess which enabled our students to participate in the Chess Championship held in Penrith.

Blaxland High School also visited our Chess Club where Year 11 students demonstrated how to play, then Year 8 students played chess with our students.
Library 2012

The Teacher Librarian Megan Hall has worked with Ellen King the Teacher Librarian of Blaxland High School in order to bring our referencing expectations in-line with the High School. This will allow for continuity for students and better preparation for High School and lifelong learning.

Blaxland Public School has also been chosen by the Blue Mountains’ Wood Turners to receive the next hand turned wooden chess set. These sets are donated by the Wood Turners and are valued at around $4000.

Woolworths’ Earn and Learn Points were easier to organise this year due to the new system. As a result of the outstanding effort of students and families who counted and collected the stickers and sheets we collected over 33 000 points, approximately 30 000 points more than last year. This will go towards resources for the classrooms which will arrive early 2013.

2012 was the National Year of Reading and we held a reading competition for the school as well as the Premier’s Reading Challenge. Kindy were the class winners with Hamish Batty from Year 1 being the most notable winner, reading 146 books.

The Book Fair held during Open Day was brilliant with the most funds ever raised going towards books for our library. Thank you Blaxland community for your on-going support for your school library and Teacher Librarian.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Percentage in bands: Year 3 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
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<tr>
<td>30</td>
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</table>

- Percentage in Bands
- School Average 2008-2012
- SSG % in Bands 2012
- State DEC % in Bands 2012
Numeracy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>446.6</td>
<td>439.5</td>
<td>419.6</td>
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Skill Band Distribution

<table>
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<tr>
<th>Band</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>9.5</td>
<td>14.3</td>
<td>9.5</td>
<td>28.6</td>
<td>38.1</td>
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<tr>
<td>School Average 2008-2012</td>
<td>2.6</td>
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<td>21.1</td>
<td>27.2</td>
<td>31.6</td>
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<tr>
<td>SSG % in Bands 2012</td>
<td>2.0</td>
<td>7.2</td>
<td>12.8</td>
<td>21.0</td>
<td>26.9</td>
<td>30.1</td>
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<tr>
<td>State DEC % in Bands 2012</td>
<td>4.3</td>
<td>11.7</td>
<td>16.8</td>
<td>20.5</td>
<td>22.3</td>
<td>24.5</td>
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</table>

Numeracy – NAPLAN Year 5

<table>
<thead>
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<th>Average score, 2012</th>
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<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td></td>
<td>416.4</td>
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<td>400.2</td>
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Skill Band Distribution

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<th>3</th>
<th>4</th>
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<td>0</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>4.6</td>
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<td>22.7</td>
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<td>18.2</td>
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<tr>
<td>School Average 2008-2012</td>
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<td>27.0</td>
<td>27.8</td>
<td>19.1</td>
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<tr>
<td>SSG % in Bands 2012</td>
<td>2.6</td>
<td>6.4</td>
<td>18.7</td>
<td>30.6</td>
<td>23.0</td>
<td>19.6</td>
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<tr>
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<td>19.9</td>
<td>16.6</td>
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Reading – NAPLAN Year 5

<table>
<thead>
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<th>Average score, 2012</th>
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<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>506.4</td>
<td>507.9</td>
<td>492.4</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>3.2</td>
<td>19.4</td>
<td>22.6</td>
<td>12.9</td>
<td>22.6</td>
<td>19.4</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>3.3</td>
<td>17.2</td>
<td>23.0</td>
<td>17.2</td>
<td>28.7</td>
<td>10.7</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>5.0</td>
<td>7.9</td>
<td>23.8</td>
<td>26.3</td>
<td>23.0</td>
<td>14.1</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>9.3</td>
<td>11.2</td>
<td>23.7</td>
<td>24.0</td>
<td>19.7</td>
<td>12.1</td>
</tr>
</tbody>
</table>
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

NAIDOC celebrations this year were a highlight with a visit from dancers from Kingswood Park Public School. The dancers performed a dance and then taught a traditional dance to students and teachers. It was lovely for our students, both Aboriginal and Non-Aboriginal, to experience Aboriginal culture from their peers.

**Multicultural education**
Multicultural education is built into Literacy and Human Society and Its Environment Kindergarten to Year 6.

**Student Welfare**

Blaxland Public School prides itself on its inclusive culture. Students enjoy a safe, caring and friendly environment. Our Student Welfare Policy emphasizes the rights and responsibilities of all students to be treated with respect and courtesy.

Highlights of our student welfare initiatives for 2012 included the:

- establishment of a peer support program where students from Kindergarten to Year 6 were placed into groups and participated in a variety of activities designed to promote friendship across the school. This was a lead up to an anti-bullying program to be implemented in 2013.
- development of individual educational programs and matrices for all integrated students Kindergarten to Year 6 where the diverse needs of students were catered for.
- establishment of a Student Representative Council (SRC) which was responsible for organising many initiatives throughout the year as well as being proactive in the decision making processes within the school.
- implementation of individual student recognition in the form of Assistant Principal Awards. The awards celebrate a student’s practice of our values in daily school life.
- participation of senior students in a Sports Leadership program in conjunction with Blaxland High School.
- celebration of Safety Day to promote safe living in a nurturing environment. Students were organised in Peer Support Groups and rotated through activities involving members of NSW Police, local Fire Brigade, members of WIRES, NRMA, Blue Mountains Bus Service, NSW Ambulance, Royal Lifesaving Society, Gateway Family Services and local business.

**Progress on 2012 targets**

**Target 1  LITERACY**

**Outcome for 2012–2014**

Increased achievement levels for all students in literacy.

**2012 Targets to achieve this outcome were:**

- To achieve at or above regional targets for Year 3 students performing in Bands 2 to 6 for Writing. 91.6% of Year 3 students performed in Bands 4 and 5.
- To increase the % of Year 3 students in Bands 4 to 6 by 10%. There was an increase of 4.7% students in Band 4 and 10.7% of students in Band 5.
- To decrease the % of Year 3 students in Bands 1 to 3 by 10%. There was a decrease in students in Bands 1 to 3 by 6.5%.
To achieve at or above regional targets for Year 5 students performing in Bands 4 to 8 for Writing.
97% of students performed in Bands 4 to 8.
To increase the % of Year 5 students in Bands 6 to 8 by 10%.
There was an increase of 29.6% of students performing in Bands 6 and 7.
To decrease the % of Year 5 students in Bands 3 to 5 by 10%.
There was a decrease of students performing in Band 5 by 35.4%

READING
In Reading Year 3 students performed above the regional targets of 95.4% with 100% of students in Bands 2 to 6 and 66.7% of students in Bands 5 and 6 compared to the region’s target of 41%.

In Year 5 Reading 96.8% of our students performed above the region’s targets of 90.7% for Bands 4 to 8.
42% of Year 5 performed in Bands 7 and 8 compared to the regional target of 28.9%.

Target 2 NUMERACY
Increased achievement levels for all students in Numeracy

2012 Targets to achieve this outcome were:
- To achieve at or above regional targets for Year 3 students performing in Bands 2 to 6 for Numeracy.
  95.5% of Year 3 students performed in Bands 3 to 6.
- To increase the % of Year 3 students in Bands 4 to 6 by 10%.
  There was a decrease of 12.9% of students performing in Bands 4 to 6.
- To decrease the % of Year 3 students in Bands 1 to 3 by 10%.
  There was an increase of 12.9% of students performing in Bands 1 to 3.

The school performed above regional targets for Year 3 students in Bands 2 to 6 and Bands 5 and 6. 4.5% of students were in Bands 1 and 2 compared to the regional target of no more than 18%.

To achieve at or above regional targets for Year 5 students performing in Bands 4 to 8 for Numeracy.
87.6% of Year 5 students performed in Bands 4 to 8
To increase the % of Year 5 students in Bands 6 to 8 by 10%.
There was an increase of 6.3% of Year 5 students performing in Bands 6 to 8.
To decrease the % of Year 5 students in Bands 3 and 4 by 10%.
There was an increase of 2.1% of Year 5 students performing in Bands 3 and 4.

Year 5 students underperformed on regional targets in Bands 4 to 8 and Bands 7 and 8.

Target 3
Outcome for 2012 - 2014
To provide students with opportunities to engage effectively with peers in a variety of ways.

2012 Targets to achieve this outcome include:
- providing students with opportunities for leadership
- providing students with opportunities and activities designed to develop emotional and social intelligences

Providing students with leadership opportunities is a feature of Blaxland Public School.
The size and nature of our Year 6 class; 20 students meant that each student had an opportunity to participate in a leadership role.

In 2012 Year 6 students had the opportunity to lead assemblies, train and act in the role of Peer Support leaders, act as Kindergarten Buddies on a weekly basis, conduct Sporting House meetings and carry out a school responsibility such as recycling, collection of rolls, preparing for weekly assemblies and setting up for special ceremonies.

Each one of our Year 6 students played a significant leadership role in our successful Safety Day and supported in moving each group of students from one station to another.
Across the school, class leadership was promoted through such programs as our Student Representative Council, Class VIPS, Peer Support, Buddy Reading, Sport and Citizenship Awards.

Our School Captains and Vice Captains performed a diverse range of leadership roles from organising and running our weekly assemblies, leading the ANZAC Day Assembly, conducting our Presentation Assembly and welcoming visitors to our school.

Student leaders are our school’s ambassadors and have represented their school in transition activities at Blaxland High School, in community celebrations such as the Lower Mountains ANZAC Day Ceremony and travelling into Sydney to view the Chinese Gardens of Friendship.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of educational and management practice.

Curriculum

Background

Quality teaching.

2012 NAPLAN Data clearly indicated a need for the school; Kindergarten to Year 6 to review intellectual quality.

Intellectual quality is about deep knowledge and deep understanding.

Deep knowledge is demonstrated when a student can focus on and articulate ideas or concepts.

Deep understanding is demonstrated when a student provides information and exhibits knowledge through sustained practice.

The school will review ways in which a quality learning environment can be structured.

Findings and conclusions

Students need to be moved from surface knowledge and understanding to deeper knowledge and understanding in writing.

Future directions

Teacher’s Kindergarten to Year 6 will engage in:

- reviews of NAPLAN;
- professional development in SMART Data;
- demonstration lessons in explicit guided reading and writing tasks;
- grouping for literacy sessions;
- implementation of running records during guided reading;
- targeting three salient teaching points for modeled and guided reading and writing;
- professional development in the use and implementation of super sentences Kindergarten to Year 6;
- the upgrade of reading resources to reflect specific reading and writing tasks such as persuasive texts;
- review meetings for outcomes in reading and writing tasks and
- the development of group based hands on activities for each class.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents and Years 3 to 6 students about the culture of our school.

Their responses are presented below.

Key: A Almost Always U Usually S Sometimes R Rarely

Q 1 The school knows about the parents and community.

Students: Years 3 to 6: 100% U

Parents: A 26% U 54% S 20%
The staff understand and respond to the context of the community in which they work.

Staff:  A 30%    U 70%

Q 2 School leaders have a positive influence on the school culture.

Students:  A 53%    U 33%    S 13%    R 1%
Parents:  A 46%    U 53%    R 1%
Staff:  A 50%    U 50%

Q 3 The school often praises and rewards individuals who are successful.

Students:  A 48%    U 35%    S 9%    R 8%
Parents:  A 64%    U 35%    S 6%

The school recognises and celebrates achievement.

Staff:  A 70%    U 30%

Q 4 The students are the school’s main concern.

Students:  A 55%    U 33%    S 12%
Parents:  A 60%    U 34%    S 6%

Meeting the needs of students is the school’s main priority.

Staff:  A 80%    U 20%

Q 5 Students support what is happening in the school.

Students:  A 28%    U 48%    S 24%
Parents support what is happening in the school.
Parents:  A 20%    U 66%    S 16%

Staff support what is happening in the school.

Staff:  A 60%    U 40%

Q 6 I am proud of our school.

Students:  A 70%    U 18%    S 12%
Parents:  A 66%    U 28%    S 6%
Staff:  A 100%

Q 7 New students are made welcome.

Students:  A 77%    U 22%    S 1%

The school encourages new students and their families to be involved in new activities.

Parents:  A 40%    U 54%    S 6%

The school community recognises, values and supports the contribution of new members to the culture of the school.

Staff:  A 80%    U 20%

Q 8 The school appreciates having me as a student.

Students:  A 57%    U 35%    S 8%

The school appreciates having my child as a student.

Parents:  A 60%    U 34%    S 6%

The school culture supports a sense of ownership of the school.

Staff:  A 90%    U 10%

Q 9 The school encourages students to achieve their best.

Students:  A 60%    U 29%    S 11%
Parents:  A 67%    U 14%    S 13%    R 6%
Staff:  A 100%

Q 10 The school encourages everyone to learn.

Students:  A 71%    U 29%
Parents:  A 60%    U 34%    S 6%
Staff:  A 100%

Q 11 The school caters for the learning needs of all students.

Students:  A 48%    U 30%    S 22%
Parents:  A 40%    U 34%    S 26

The school’s curriculum caters for the learning needs of all students.

Staff:  A 30%    U 70%
Q 12 The school is continually finding ways to improve what it does.

Students: A 41% U 36% S 19% R 4%
Parents: A 40% U 47% S 13%
Staff: A 90% S 10%

Q 13 When necessary, the school makes important changes to what it does.

Students: A 23% U 47% S 27% R 3%
Parents: A 26% U 54% S 14% R 6%
Staff: A 50% U 50%

What does this mean for us as a school?

Staff will review the surveys for school improvements designed to promote positive school culture.

Students will review their responses through the 2013 Student Representative Council (SRC) as a means to positive change.

Parents will review the survey through the P&C and or School Council in order to support improvements in the promotion of a positive school culture.

Professional learning

Throughout the year staff is involved in professional development.

2012 professional development included furthering the knowledge, understanding and strategy development in:

- Anaphylaxis
- Diabetes
- Autism / Aspergers
- Interactive White Board Literacy and Numeracy Software
- NAPLAN
- Notebook for SMART Boards
- IPADs for classrooms
- Blog Ed for schools
- Dyspraxia
- Explicit teaching
- Group work for literacy
- Strategies for guided reading and writing in a literacy session and
- Responsive teaching

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Increased achievement levels for all students in literacy.

2013 Targets to achieve this outcome include:

- performing at or above regional and state targets for Year 3 students performing in Bands 3 – 6 for Writing.
- increasing the % of Year 3 students in Bands 4 – 6 by 12%.
- decreasing the % of Year 3 students in Bands 1 to 3 by 12%.
- performing at or above regional and state targets for Year 5 students in Bands 4 – 8 for Writing.
- increasing the % of Year 5 students in Bands 6 - 8 by 12%.
- decreasing the % of Year 5 students in Bands 2 to 5 by 12%.

**Strategies to achieve these targets include:**

- analysis of Best Start and NAPLAN Data;
- explicit and systematic modeled, guided and independent reading;
- analysis of Running Records – Data used to inform teaching and learning practice;
- literacy programs for identified students through teachers, community; volunteers and peer support
- Buddy Reading Program for junior classes;
- Learning Assistance Support Teacher (LAST) to work with teachers, identified students and parents;
- Aboriginal literacy support program for identified students;
- extension and enrichment programs for identified students;
- accelerated programs for identified students
- parent support programs and
- teacher professional development.

**School priority 2**

**Outcome for 2012–2014**

Increased achievement levels for all students in Numeracy.

**2013 Targets to achieve this outcome include:**

- performing at or above regional and state targets for Year 3 students in Bands 3 – 6 for Numeracy;
- increasing the % of Year 3 students in Bands 4 - 6 by 12%;
- decreasing the % of Year 3 students in Bands 1 to 2 by 10%;
- performing at or above regional and state targets for Year 5 students in Bands 4 – 8 for Numeracy;
- increasing the % of Year 5 students in Bands 6 - 8 by 10% and
decreasing the % of Year 5 students in Bands 3 and 4 by 10%.

**Strategies to achieve these targets include:**

- analysis of NAPLAN and SNAP data;
- analysis of Best Start and Count me In Too Data;
- consistency of teacher judgement using set criteria for numeracy;
- explicit and systematic modeled, guided and independent numeracy activities;
- development of numeracy programs based on Syllabus, Count Me In Too and assessment data;
- monitoring, tracking and evaluation of student achievement and
- teacher professional development.

**School priority 3**

**Outcome for 2012–2014**

To provide students with opportunities to engage effectively with peers in a variety of ways.

**2012 Targets to achieve this outcome include:**

- providing students with opportunities for leadership and
- providing students with opportunities and activities designed to develop emotional and social intelligences.
Strategies to achieve these targets include:

- Year 6 Students to be offered Captaincy positions as School Captains, Sport Captains;
- assemblies, open days;
- implementation of a Peer Support Program;
- senior students to be offered positions of responsibility which will include library monitors, flag monitors, collection of rolls, leading assemblies, organising for assemblies, recognising other students’ efforts in the playground through the merit system and citizenship awards, PA monitors;
- implementation of Student Representative Council (SRC);
- implementation of peer tutoring;
- all students K – 6 to be voted as class VIP’s. VIP students will be responsible for messages and different class and assembly activities;
- implementation of a K – 6 Friendship program led by senior students under the supervision of their teachers;
- buddying junior students with senior students;
- delivering quality teaching and learning activities through the Personal Development syllabus and
- delivering quality child protection activities.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

School contact information

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Email: Blaxland-p.school@det.nsw.edu.au
Web: www.blaxland-p.school
School Code: 1258

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:


Mrs J. Lees Teacher
Mr M. Zoglmeier Assistant Principal
Mr G. Foye Assistant Principal
Mr Ellwood Teacher
Miss S. Kerr Teacher
Mrs J. Shaw Teacher
Mrs K. Palmer Teacher
Mrs M. Hall Teacher Librarian
Mrs R. Connors Teacher
Mrs K. Callinan P&C President
Ms E. Jamieson Principal