School context

Blaxland Public School was established in 1926 and refurbished in 1998.

It is a small school and privileged to be part of a highly motivated, conversant, accomplished and supportive learning community.

Principal’s message

Blaxland Public School is an outstanding example of a learning community where students, parents and teachers work in harmony to achieve the very best of educational and life enriching outcomes for all.

Staff is committed to:
• building the capacity of each student to access syllabus equitably and happily;
• delivering syllabus with excellence;
• offering opportunities and enrichment in all facets of learning;
• catering for 21st Century learning;
• developing and nurturing a love of investigation and discovery in learning;
• ensuring improved outcomes for all students and
• providing an environment in which students feel happy, valued, secure and successful.

Learning in our school is designed to:
• cater for individual needs through personal education programs and differentiated curriculum;
• lead students to independence in learning through making links from the known to the partially known;
• develop deep knowledge and understanding of curriculum;
• foster the understanding that an error is growth in learning and not to be feared;
• increase our students’ capacity to ask questions to further their learning and
• achieve with confidence and excellence.

The school, parents, friends and family have established strong, effective and collaborative partnerships. This has strengthened and fostered the school’s vision for the future, shared values, augmented educational opportunities and enhanced student engagement and learning.

We are exceptionally blessed with our students who consistently strive to improve their learning, are inclusive of all, friendly, happy and actively involved in the life of the school. Their opinions, ideas, achievements and contribution to the culture of this school are appreciated and respected.

This Annual School Report recognises the dedication, enthusiasm and gifts and talents that parents, students, staff, family and friends bring to our school every day.

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
In 2013 the Blaxland Public School P&C operated with an executive committee of three, who continued from 2012:

- President – Karen Callinan
- Treasurer – Johanne Lukin
- Secretary – Catherine Pratt.

The P&C held its Annual General Meeting in Term 1, 2013, and one regular meeting per term thereafter. It also held two special meetings.

The P&C successfully delivered several community and fundraising activities throughout 2013, including:

- Fluoro Friday
- Mothers’ Day Stall
- Loose Change Coin Snake Day
- Fathers’ Day Breakfast
- Ecoday
- Working bees
- Morning teas at orientation and other activities.

The funds raised from these activities allowed the P&C to make contributions towards a range of resources for the school, including reading resources, IPads and outdoor beanbags.

In addition, these activities contributed to the strengthening of community relationships within and external to the school, as well as the improvement of school facilities.

The P&C had a presence at the School Walkathon, in bushfire preparation and in the consultation and decision-making processes leading to the change of school uniform and the establishment of the school uniform shop.

Finally, P&C meetings served as an important forum in which parents could raise and discuss matters of interest and concern.

The 2013 executive committee wholeheartedly thanks those parents who attended P&C meetings during 2013 and those who contributed their time to the organisation and running of various events and activities. The committee also thanks the school principal and staff for their enthusiastic support of P&C activities.

After two years (2012-13), the 2013 executive stepped down at the beginning of 2014. The outgoing committee wished the incoming committee well. The 2014 committee assumed management of sufficient funds to cover insurances, as well as some collateral to invest in future fundraising events. The incoming committee received a robust set of audited books and a comprehensive dossier of minutes.

Mrs C Pratt

Student representative’s message

In 2013 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 class meetings to report on SRC initiatives and decisions.

The SRC is the voice of the students in decision making and the planning of future directions. They support fundraising and the purchase of equipment.

In Term One the SRC supported raising student awareness of Autism through the sale of bracelets by Year 6.

In Term Two the SRC sold High Bounce Handballs to support Stewart House.

Parent Volunteers painted coloured walkway poles to enhance appearance and visibility using paint purchased through SRC Fundraising.

After discussions at P&C and SRC meetings a quiet area was established in the playground for quite reading. SRC members became responsible for setting up the area each day.

In Term Four the SRC continued safe sun awareness through the wearing of hats and ensured that each classroom had a supply of sunscreen.

Eight classes were formed.

Kindergarten L 17 Students
Teachers: Mrs Lees and Mrs Everett
Learning Support Officer: Mrs Rawlings

Kindergarten Z 16 Students
Teacher: Mr Zoglmeier

Mr Foye and 2013 SRC

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.
In 2013 182 students were enrolled.

1K 19 Students
Teacher: Mrs Ellwood
Learning Support Officer: Mrs Rawlings
2H  
Teacher: Mrs Hayes  
Learning Support Officer: Mrs Willett

2/3S  
Teacher: Mrs Shaw

4P  
Teachers: Mrs Palmer and Mrs Connors

5/6E  
Mr Ellwood  
25 Students

5/6F  
27 Students

2013 School Captains

2013 House Captains

2013 Student Representative Council (SRC)
Student enrolment profile

Gender enrolments 2007 - 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<tr>
<td>2013</td>
<td>90</td>
<td>92</td>
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</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.

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>
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<tr>
<th>School</th>
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<tr>
<td></td>
<td>Total</td>
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<td>92.1</td>
<td>94.3</td>
<td>94.3</td>
<td>93.8</td>
<td>94.2</td>
<td>94.7</td>
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</tbody>
</table>

State:

|        | 94.3 | 94.7 | 94.7 | 94.3 | 95.0 |
|        | 93.7 | 94.2 | 94.2 | 93.9 | 94.5 |
|        | 94.0 | 94.4 | 94.2 | 94.2 | 94.7 |
|        | 94.1 | 94.5 | 94.4 | 94.4 | 94.8 |
|        | 94.0 | 94.5 | 94.3 | 94.3 | 94.7 |
|        | 94.0 | 94.4 | 94.2 | 94.2 | 94.5 |
|        | 93.6 | 94.0 | 93.8 | 93.8 | 94.1 |
|        | Total | 94.1 | 92.1 | 94.4 | 94.3 | 94.2 | 94.7 |

Workforce information

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

2013 School Staff

<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 Teacher(s)</td>
<td>6</td>
</tr>
<tr>
<td>Release From Face to Face Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2013 requires schools to report on Aboriginal 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.

**Teacher qualifications**

All teaching staff meet 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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>16%</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.

- **Date of financial summary**: 30/11/2013
- **Income**
  - Balance brought forward: $41,145.37
  - Global funds: 117,042.92
  - Tied funds: 107,949.35
  - School & community sources: 93,131.94
  - Interest: 28,626.37
  - Trust receipts: 15,058.42
  - Canteen: 0.00
  - **Total income**: $402,954.37

- **Expenditure**
  - Teaching & learning: $287,776.86
  - Key learning areas: 8,692.74
  - Excursions: 25,393.07
  - Extracurricular dissections: 48,511.34
  - Library: 2,683.52
  - Training & development: 3,265.53
  - Tied funds: 51,550.27
  - Casual relief teachers: 29,280.24
  - Administration & office: 50,740.09
  - School-operated canteen: 0.00
  - Utilities: 20,048.81
  - Maintenance: 6,591.23
  - Trust accounts: 15,090.02
  - Capital programs: 25,930.00
  - **Total expenditure**: $287,776.86
  - **Balance carried forward**: $115,177.51

A full copy of the school’s 2013 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 2013**

**ARTS**

**School Musical**

‘Into the Wild Blue Yonder’

Kindergarten to Year 6 was involved in a school musical to celebrate the crossing of the Blue Mountains.

All students were involved in the musical as actors, singers, dancers or backstage crew.

Staff was challenged with new ventures, behind the scenes, the technical side of the production and with organisation. It was an ideal platform for sharing and learning new skills for both teachers and students.

Teachers and students demonstrated the many gifts they bring into our community.

The play was written and directed by Lou Ellwood.

Lyrics were written by Susie Ellwood who also supervised our lighting.

Music was organised by Robyn Connors, Jenny Lees and Martin Zoglmeier.

Mrs Hayes organised and implemented the aspects of Aboriginality that we believed was an important component for our students.

Choreography was developed by Mrs Lees and Mrs Ellwood. Greg Foye, Martin Zoglmeier Kerrie Palmer and Judy Shaw were the support team who were consistently there ensuring everything ran like clockwork.
Our wonderful parents, Mrs Foye and friends of the school were instrumental in costuming, hall decoration, dressing, makeup and helping teachers to support students.

The dedication of everyone involved was outstanding from lunch time to afterschool rehearsals, class rehearsals and drama lessons.

The school presented a matinee and two evening performances.

Students who were unsure of participating even surprised themselves. They found there were lots of things they could do. The growth in student confidence and skills was extraordinary.

The finale with the whole school singing was indeed a memorable moment for our school.

Dance

The Senior Dance Group for 2013 concentrated on choreography for the school musical. Snapshots of their dance routines were performed for Open Day.

Academic achievements

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.

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 - Literacy**

**Reading**

40% of Blaxland Year 3 performed in Band 6 which was significantly above students in:
- the State at 27.9%;
- the Blue Mountains at 33.6%;
- Western Sydney at 23.1% and
- the Same School Group (SSG) at 29.1%

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>457.3</td>
<td>429.7</td>
<td>418.7</td>
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</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
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<tr>
<td>State DEC % in Bands 2013</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage in bands: Year 3 Reading</th>
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</thead>
<tbody>
<tr>
<td>Bands: Percentage in Bands</td>
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<tr>
<td>School Average 2009-2013</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
</tr>
</tbody>
</table>
Writing

55% of Blaxland students were in Bands 5 and 6 with 95% of students performing in Bands 3 – 6. Representation of Blaxland students in Bands 1 to 3 is less than the State, Blue Mountains and Western Sydney area.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<tbody>
<tr>
<td>Average score, 2013</td>
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<tr>
<td>SSG: 428.9</td>
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<td>State DEC: 416.0</td>
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</table>

### Spelling

90% of our students performed in Bands 3-6.

<table>
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<tbody>
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<tr>
<td>SSG: 434.8</td>
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<td>State DEC: 418.1</td>
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### Skill Band Distribution

<table>
<thead>
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<th>Number in Bands</th>
<th>Percentage in Bands</th>
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<td>6</td>
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### State DEC % in Bands 2013

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### State DEC % in Bands 2013

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<td>21.6</td>
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<td>23.4</td>
<td>24.9</td>
<td>29.5</td>
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<tr>
<td>State DEC % in Bands 2013</td>
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<td>18.4</td>
<td>22.7</td>
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</table>
Grammar and Punctuation
60% of Blaxland Year 3 students performed in Band 6. This was significantly above students in:
- the State at 30.7%;
- the Blue Mountains at 33.6%;
- Western Sydney at 28.2% and
- the Same School Group (SSG) at 33.4%
90% of our students performed in Bands 4 – 6.

NAPLAN Year 3 - Numeracy
65% of Blaxland Year 3 students were in Bands 5 and 6.
85% of our students performed in Bands 4 – 6 with 100% of students in Bands 3 – 6.
No Year 3 Blaxland student fell into Bands 1 or 2.

### Average score, 2013

<table>
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<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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### Skill Band Distribution

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### Percentage in bands: Year 3 Grammar & Punctuation

### Percentage in bands: Year 3 Numeracy

### Data, Measurement, Space and Geometry

#### Performance of Blaxland Year 3 Students
- 65% of students performed in Bands 5 and 6.
- 80% of students performed in Bands 4 – 6.
- 100% of students were in Bands 3 – 6.
- No students fell into Bands 1 or 2.
Number, Patterns and Algebra

30% of Blaxland students performed in Band 6. This was significantly above students in:
- the State at 15.3%;
- the Blue Mountains at 13.8%;
- Western Sydney at 13.2% and
- the Same School Group at 16.4%.

Performance of our students in Band 5 was above the average for Blue Mountains and Western Sydney students and commensurate with State and SSG student percentages.

85% of Blaxland students performed in Bands 4 – 6 with 95% in Bands 3 – 6.

Of Note

Year 3 boys have improved by 58 scale scores from the 2012 data in the test aspect of Grammar & Punctuation.

The boys are also 52 scale scores above the state average in the test aspect of Grammar & Punctuation.

NAPLAN Year 5 - Literacy

Reading

41.6% of Blaxland Year 5 students performed in Bands 7 and 8. This was well above state and other area cohorts.

79.1% of our students were in Bands 6 – 8 with 95.8% in Bands 5 – 6.

<table>
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Writing

Year 5 student performance was predominantly in Bands 5 – 7 at 79%.

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### Spelling

Year 5 student performance was predominantly in Bands 6 – 7 at 70.8% with 87.5% of students performing in Bands 5 to 7.

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#### Skill Band Distribution

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### Grammar and Punctuation

75% of students performed in Bands 6 - 8

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#### NAPLAN Year 5 - Numeracy

Predominant performance of Blaxland Year 5 students in Numeracy was in Bands 5 – 8 at 87.5%
### Average score, 2013

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<tr>
<th>School</th>
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### Skill Band Distribution

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<td>25.9</td>
<td>24.8</td>
<td>11.8</td>
<td>14.2</td>
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### Significant programs and initiatives

During 2013 our learning community was part of a number of initiatives.

This included:

- **Chess**
- **University of NSW Academic Competitions in Mathematics, English and Science.**
- **Peer Support**
- **Transition to Year 7 program**
- **Learning Assistance Programs**
- **Leadership programs**
- **Excursions, incursions and camps**
Peer Tutoring

Public Speaking

Safety Day

ANZAC

Environmental Education

Transition to School Program

Sport

Students participated in a number of sporting activities during the year.

Cross Country

Winmalee Cup
K – 2 Athletics Carnival

Year 3 to 6 Athletics Carnival

Eco Environments and Sustainability

Aboriginal education

Blaxland Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

Our Indigenous students match or better learning outcomes of the broader student population.

We endeavour to increase our knowledge and understanding of the histories, cultures and experiences of Aboriginal and/or Torres Strait Islander people as the First People of Australia.

The strength of this school is our diversity and inclusivity.

Aboriginal culture is respected and valued. Students, guided by Indigenous teachers engaged in literacy and numeracy tasks during the year.

A gift to the school from the students involved in the Norta Norta program.
Multicultural education
Multicultural education is built into Literacy and Human Society and Its Environment Kindergarten to Year 6.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Data Collection
- Staff Reviews
- Interviews

School planning 2012—2014: progress in 2013

School priority 1
Curriculum and Assessment

Outcomes from 2012–2014

- Use of NAPLAN data to inform teaching and learning practice K-6.
- Development in each class of explicit quality criteria for persuasive text.
- Expanded teacher knowledge and understanding of the new syllabuses.
- Increased teacher professional dialogue relating to new syllabuses.
- The making of links between old and new syllabuses.
- Modification of existing resources and the trialing of new resources.
- Enhanced teacher networking within the learning community.
- Delivery of syllabus and programming demonstrates quality teaching elements.
- Improved student engagement and learning outcomes.
- Enhanced teacher knowledge of speech pathologist reports and best practice in meeting needs of students with language difficulties.
- Increased use of interactive whiteboards.

Evidence of progress towards outcomes in 2013:

- NAPLAN results for Year 3 show performance well above all state cohorts in Reading and Grammar and Punctuation. Performance in Bands 3 to 6 for Writing and Spelling was from 90% to 95%.
- Networking and participation with five Blue Mountain schools in a speech pathology project. Identified students were assessed and teaching and learning practices were developed to accommodate students with speech difficulties.
- Daily use of Interactive White Board software to support in the delivery of all syllabus areas.

Strategies to achieve these outcomes in 2014

- Employment of a teaching and learning framework designed to improve NAPLAN results.
- Implementation of the NSW English Syllabus including the Australian Curriculum.
- Delivery of 21st Century quality teaching and learning.
- Catering for learner diversity through the delivery of a differentiated curriculum.
- The embedding of ICT across curriculum areas.

**School priority 2**

**Student Engagement and Attainment**

**Outcomes from 2012–2014**

- Teacher sharing of strategies for differentiating literacy tasks.
- Teaching and learning practices that demonstrate the use of ICT to support learning.
- Implementation of differentiated Literacy sessions, Kindergarten to Year 6.
- Collegial sharing of programs designed to meet the differing learning styles of students in literacy tasks.
- Resources that support learning styles and Literacy tasks.
- Culture of positive relationships developed throughout the school.
- Improvement of self-esteem and confidence of students.
- An increase in student knowledge and understanding of bullying.
- Student responses to issues relating to bullying which are proactive.
- Encouragement and recognition of positive student behaviour.
- Clear student understanding of behavioural expectations.
- A decrease in negative behaviours requiring remediation.
- Resources which support students with anxiety, Autism, and health needs are utilized.
- Students’ increased ability to manage their social and emotional wellbeing.
- Participation of students who meet criteria for the Rotary ‘Books in Homes’ project.
- Liaison with Community services, Stewart House, Burnside, Northcott, Speech Pathologists and Occupational Therapists.
- Donations which support student needs.
- Support for students in whole class, small group and individual learning situations.

**Evidence of progress towards outcomes in 2013:**

- Group based Literacy sessions K - 6.
- Assistant Principal and Principal Awards implemented K – 6.
- Suspension rates dropped from 8.6% to 1.8%.

**Strategies to achieve these outcomes in 2014:**

- Provision of quality learning experiences that foster student engagement and increase attainment.
- Effective engagement of the diverse range of learners through differentiated curriculum, active hands on learning, use of ICT and alternative learning modes.
- Maintenance of positive behaviour management programs to enhance learning.
- Provision of student leadership opportunities.
- Engagement of external organisations and community partnerships to provide enhanced learning opportunities for all students Kindergarten to Year 6.
School priority 3

Literacy and Numeracy

Outcomes from 2012–2014

• Improvement of student learning outcomes.
• Meeting all student learning needs at class, group and individual levels.
• Teaching is responsive and addresses assessment data.
• Classroom practice demonstrates Quality Teaching elements in programming and delivery of syllabus.
• Teaching and learning programs are informed by data.
• Sequential learning Kindergarten to Year 6.
• Improved student confidence.
• Maximisation of student capacity to deal with change.
• Explicit and responsive teaching and learning.
• Increase in student achievement of learning outcomes.
  • Improved student engagement.
  • Enhanced school and classroom culture.

In Literacy:

• 95% of Kindergarten students achieve a minimal Reading Recovery Level of 8, PLAN Cluster 4.
• 95% of Year 1 students achieve a minimal Reading Recovery Level of 16, PLAN Cluster 6.
• 95% of Year 2 students achieve a minimal Reading Recovery Level of 26, PLAN Cluster 8.
• 95.5% of Year 3 students achieve at or above minimum standard (Bands 2 – 6) in reading.
• 41.6% of Year 3 students achieve proficiency standard (Bands 5 & 6) in reading, PLAN Cluster 9.
• 95% of Yr 4 students achieve Continuum Cluster 10.
• 91% of Year 5 students achieve at or above minimum standard (Bands 4 - 8) in reading.
• 29.4% of Year 5 students achieve proficiency standard (Bands 7 & 8) in reading.
• 95% of Yr 6 achieves Continuum Cluster 12.

In Numeracy:

• 95% of Kinder achieve Perceptual counting NES1.2. (Count Me In Too)
• 95% of Yr 1 achieve Counting on and back NS1.2. (Count Me In Too)
• 95% of Yr 2 achieves Facile – Flexible NS1.2. (Count Me In Too)
• 95.2% of Year 3 students to achieve at or above minimum standard (Bands 2 – 6) in numeracy.
• 34.6% of Year 3 students achieve proficiency standard (Bands 5 & 6) in numeracy.
• 94.7% of Year 5 students achieve at or above minimum standard (Bands 4 - 8) in numeracy.

• 27.1% of Year 5 students achieve proficiency standard (Bands 7 & 8) in numeracy.

Evidence of progress towards Literacy outcomes in 2013:
• Kindergarten, Year 1 and Year 2 achieved projected percentages for Reading Recovery Levels.
• 100% of students performed in Bands 2 – 6 for reading with 95% in Bands 3 – 6.
• 100% of Year 5 students performed in Bands 4 – 8 in reading.
• 41.6% of Year 5 students performed in Bands 7 and 8 for reading.

Evidence of progress towards Numeracy outcomes in 2013:
• Kindergarten, Year 1 and Year 2 achieved projected percentages for Count Me In Too, Senna Tests.
• 100% of students performed in Bands 3 – 6 for Numeracy.
• 65% of Year 3 students performed in Bands 5 and 6 for Numeracy.

• 94.8% of Year 5 students performed in Bands 4 – 8 for Numeracy.

Strategies to achieve these outcomes in 2014:
• Successfully deliver Kindergarten to Year 6 syllabus.
• Effectively use Best Start, NAPLAN and school based data to inform teaching and learning programs.
• Facilitate programs that support student transition from Preschool to Kindergarten and Year 6 to Year 7.
• Provide access for staff to professional learning to support in the improvement of literacy and numeracy outcomes for Aboriginal students.
• Provide professional development for teachers to improve literacy and numeracy learning outcomes for all students, Kindergarten to Year 6.

Professional learning
Throughout the year staff is involved in professional development. 2013 professional development included furthering the knowledge, understanding and strategy development in:
• Speech and Language difficulties and the implications for teaching and learning.
• Executive functioning of the brain and how difficulties with executive function impacts on the ordering of work tasks i.e. Where do I
start? Where and what do I do next? Where do I go after?

- Anaphylaxis / EPI Pen
- Diabetes
- Autism / Asperger
- Interactive White Board Numeracy Software
- NAPLAN
- IPADS for classrooms
- Dyspraxia
- Habits of Mind
- Bridge to Learning
- PLAN Software for the Literacy and Numeracy tracking of students Kindergarten to Year 6.
- National Aboriginal and Torres Strait Islander Education Action Plan
- Count Me In Too
- New NSW English Syllabus incorporating the Australian Curriculum
- Peer Support Training
- 21st Century Learning
- National Teaching Standards

Program evaluations

Background

Science and Technology

Teachers trialed units of work from Primary Connections, linking science with literacy. Teaching approach was inquiry based and incorporated indigenous perspectives.

The key to the program was to facilitate student engagement and creative and critical thinking within a meaningful context of social cooperation and authentic syllabus integration.

The 5 E’s (Engage, Explore, Explain, Elaborate and Evaluate) were adopted to plan and deliver each unit of work.

A matrix was developed and became fondly known as BIPP, short for The Blaxland Inquiry Planning Proforma. BIPP included sections for Thinking Tools, Habits of Mind and the use of ICT. Assessment was embedded into learning tasks.

Findings and conclusions

- All teachers found BIPP assisted in planning an engaging unit with learning activities which promoted critical and creative thinking. It was also noted that the headings supported teacher focus on priority elements and the inclusion of effective learning activities.
- ‘Engage’ was seen as the most important part of the unit by teachers. It was here that student interest was captured.
- ‘Explore’ led to further engagement and enhanced student questioning. Additional lessons will be required to support younger students to understand expectations and requirements for inquiry learning.
- Teachers noted the ‘Explain’ phase required more time than traditional lesson formats. Students appear, however, to have a greater understanding of concepts and a desire to know more about the topic.
- ‘Elaborate’ provided positive and constructive student expression and interaction during ‘plan, think, pair and share’ time.
- ‘Evaluate’ provided teachers with the time to observe during student reflection times. Journal writing, ‘think, pair, share’ facilitated embedded assessment well.

Future directions

- Continued trial of units Kindergarten to Year 6 during 2014.
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.

Mrs J. Lees Teacher
Mr M. Zoglmeyer Assistant Principal
Mr G. Foye Assistant Principal
Mr L. Ellwood Teacher
Mrs S. Ellwood Teacher
Mrs J. Shaw Teacher
Mrs K. Palmer Teacher
Mrs M. Hall Teacher Librarian
Mrs K. Callinan P&C President
Ms. C. Pratt P&C Secretary
Ms E. Jamieson Principal

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


Entry in Luddenham Show 2013  1st Prize
From the students’ vegetable garden

Students at work

School contact information
Blaxland Public School
Baden Place
Blaxland
Ph: 02 47 392817
Fax: 02 47 398630
Email: Blaxland-p.school@det.nsw.edu.au
Web: www.blaxland-p.school
School Code: 1258
Students and their vegetable gardens.

A Scarecrow for the garden beds.