Blaxland Public School
Annual School Report 2014

Strength through Unity
School context statement

Blaxland Public School is known as a small friendly school that has provided for the education of children for more than 88 years.

The school is situated at the base of the Blue Mountains, approximately ten kilometres west of Penrith.

Buildings were upgraded in 1998 and 2010. Parents and friends have worked tirelessly to improve the school’s grounds. This provides students with a welcoming environment in which to explore, discover and play while quality teaching and learning is realised.

Learning at Blaxland Public School is student centered.

Staff is dedicated to:

- fostering a love of learning
- supporting students to develop the capacity to question, investigate and discern through inquiry based learning;
- catering for the individual learning needs;
- improving student outcomes;
- excellence in the delivery of syllabus;
- increasing the ability of all students to engage in higher order thinking;
- improving intellectual quality in concepts, skills and ideas through deep knowledge and deep understanding;
- engaging students in learning that is meaningful and reflective of life outside the classroom;
- developing independence in learning;
- providing a learning environment where students have the opportunity to experience success, to feel confident and happy about their achievements;
- supporting students to live the values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy;
- offering opportunities and enrichment for students in all areas of school life and
- fostering, humour, laughter, self-esteem, happiness and resilience.

Student information

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

Student enrolment profile

In 2014 180 students were enrolled.

Seven classes were formed from Kindergarten to Year 6.
Class KL

Teachers: Mrs Lees and Mrs Everett

Class 1Z

Teacher: Mr Zoglmeyer

Class 1/2S

Teacher: Mrs Shaw

Class 3/4E

Teacher: Mr Ellwood

Learning Support Officer: Mrs Rawlings

Class 3/4P

Teachers: Mrs Palmer and Ms Sealy

Class 5/6E

Teacher: Mrs Ellwood

Class 5/6F

Teacher: Mr Foye

School Captains
Student attendance profile

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<th>Year</th>
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<th>2011</th>
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Workforce Information

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

**Financial summary**

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

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<th><strong>Expenditure</strong></th>
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<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2014 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.

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**School performance 2014**

**Band**

In 2014 we were fortunate to have a new conductor join us. Mr Aynsley has brought many years of experience in the teaching of school bands and is a practicing musician himself.

The students have enjoyed the new songs he has brought to the band’s repertoire. This has led to a steady growth in the membership of the band.

**Choir**

The Junior and Senior Choir was led by Mrs Connors and performed throughout the year at assemblies and school events.

The senior choir mentored the junior students in choral work, solo performance, movement and sign language.
Dance

Students from Kindergarten to Year 6 participated in extracurricular dance in 2014.

Performances in the Blue Mountains Nepean Dance Festival at The Joan Sutherland Centre included:
- Kindergarten to Year 2, ‘Circus Dance’
- Years 3 and 4, ‘Happy Dance’
- Years 5 and 6, ‘Dream Dance’

Students practiced each week to learn steps, patterns and sequences. Dance was an enjoyable and educational experience for all involved.

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 and enter the school name in the Find a school and select GO to access the school data.

Significant programs and initiatives – policy

Aboriginal education

Blaxland Public School is committed to the improvement of educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. Opportunities are provided in order for students to excel and achieve in all aspects of their education and development.

Blaxland Public School’s Indigenous students match or better the learning outcomes of the broader student population.

We strive 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 teachers, engaged in literacy and numeracy tasks during the year.

Multicultural education and anti-racism
Multicultural education and anti-racism is built into Literacy, Personal Development, Student Welfare and Human Society and Its Environment, Kindergarten to Year 6.

Students were involved in Harmony Day activities again in 2014 when the school celebrates cultural diversity, inclusivity, respect and the importance that everyone has sense of belonging.

Significant programs and initiatives – equity funding

Aboriginal background

Resource allocation to schools includes funding that is designed to provide equity in every student’s capacity to access the literacy and maths syllabus effectively and successfully. As a result, individual learning plans for Indigenous students were developed by teachers.

Learning support based on student needs and assessment data were implemented, monitored and adjusted by Mrs O’Brien throughout the year.

Socio-economic background

Schools receive an allocation of funding based on an overall Family Occupation and Education Index (FOEI) score. Schools utilise the funding to provide for student equity and wellbeing.

Literacy and numeracy programs across the school have also been implemented with the funding during 2014.

Learning and Support

Mrs O’Brien, teachers, parents and volunteers have worked collegially to implement literacy and numeracy programs developed for classes, groups of students and individual students from Kindergarten to Year 6 throughout the year.

Other significant programs and initiatives

Library

The school Library, directed by Mrs Hall is crucial to improving student learning outcomes. The library ensures students have access to a wide range of reading material. Mrs Hall proactively encourages students to love reading.

Research indicates school libraries and teacher librarians are related to better reading achievement (Krashen 2008).
As we move further into developing units of work related to new syllabus inquiry based learning and ICT will feature significantly in classroom teaching and learning.

Teacher Librarians are exceptional in their capacity to work with ICT and inquiry based learning styles. The library and the ability of Teacher Librarians to further improve learning outcomes for students will, as a result, increase.

The Library offers students additional enrichment and extension opportunities for learning. This has included the Hot Chocolate Club, Chess Club and Premier’s Reading Challenge.

**Hot Chocolate Club**

One priority for the Library in 2014 was to develop the collection of novels sets for Stage 2 and Stage 3. This was also a lovely opportunity to work socially with the Year 6 girls. The club met at least twice a term in the Library and discussed a chosen text over a cup of hot chocolate.

**Chess Club**

The Library also held chess club lessons and competitions at lunch times. Interest in Chess continues to grow at Blaxland.

**Premier’s Reading Challenge**

Students received 93 Premier’s Reading Challenge Certificates in 2014.

This was a slight increase from 88 certificates in 2013.

**Directions for 2015 will include a Library competition to:**

- increase students reading Kindergarten to Year 6
- increase student exposure to a wider range of reading material

**How will we know we have succeeded?**

- borrowing rates will increase
- K – 6 students will share their reading with peers
- K – 6 students will articulate what they like to read
- K – 6 students will identify their favourite authors and or illustrators.

**Sport**

Students were involved in a variety of sport activities throughout 2014. This included school sport, swimming, athletics, gymnastics, dance, the walkathon and cross country.

Interschool sport included the Winmalee Cup and Blue Mountains Primary Sports.
Live Well and Safe

During 2014 Kindergarten to Year 6 students participated in a program of learning about living well and staying safe.

The Safety Day highlighted safe strategies for:
- walking to school
- catching a bus
- riding a scooter or bike
- managing interaction with pets
- swimming and water activities

Healthy eating was a highlight. Students discussed healthy eating and relished a healthy lunch of salad, protein, carbohydrate and fruit.

To optimise learning outcomes about safety in the community students were provided with access to firefighters, paramedics, police, bus drivers, NRMA and life savers.

Students enjoyed seeing the fire trucks, bus, police car and ambulance.

Peer Support

The Peer Support Program is an evidence based program that:
- is peer led, skills based, experiential and discovery based learning program;
- empowers students to support each other and contribute positively to school life and the broader community;
- provides students with a supportive learning environment in which to develop the skills, understandings, attitudes and strategies to improve their mental, social and emotional wellbeing;
- develops skills in resilience, assertiveness, decision making, problem solving and leadership;
- employs a whole school approach to support positive cultural change and
- provides authentic leadership opportunities for our senior students.
2014 Peer Support delivered activities to support students develop an awareness and understanding of resilience

“Resilience is the capacity to adapt in challenging situations utilising a range of protective factors. These experiences provide opportunities to develop and practise strategies to enhance wellbeing.”

Peer Support Australia, 2012

Three factors are identified as integral to resilience. These are:
- I am - Recognising strengths / qualities
- I can - Skills and coping strategies
- I have - Protective factors

The students focused on developing skills in:
- planning
- resilience
- coping
- communication.

The model that students engaged with was:

Step 1 - Pause
- to gain clarity of the situation

Step 2 - Plan
- strategies for working through challenges

Step 3 - Proceed
- with resilient responses.

Step 4 – Reflection
- strategy used
- the need to adapt plans
- using plans in other situations
- flexibility and creative thinking.

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:

- Interviews
- Data Collection
- Staff Reviews

School planning 2012-2014:

School priority 1
Curriculum and Assessment

Outcomes from 2012–2014

- Use of NAPLAN data to inform teaching and learning practice K-6.
- Improved growth in NAPLAN.
- Development in each class of explicit quality criteria for persuasive text and imaginative texts.
- Improved whole school data analysis.
- Increased teacher knowledge and understanding of the new syllabuses.
- Increased understanding of criterion requirements for persuasive and imaginative texts.
- Teacher professional dialogue relating to new syllabuses.
- Making links between old and new syllabuses.
- Making links between the new NSW English Syllabus and Science and History Syllabuses.
- Modifying existing resources and implementing new resources.
- Enhanced teacher networking within the learning community.
- Improved teacher competence and consistency in teacher judgment.
- Flexible learning spaces.
• Improved capacity of students to engage in their proximal zone of learning.
• Increased competencies in a wide range of technologies.

Evidence of achievement of outcomes in 2014:
• Year 5 NAPLAN results showed 0% of Blaxland students performing below national minimum standards in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy compared to the State which ranged from 7% to 9% across the six strands and substrands.
• Year 5 performed well with high proficiency in Reading at 10% above the state and Grammar and Punctuation at 7% above state.
• Average scaled growth in NAPLAN for Blaxland students was 88.3%, above growth of students across the state at 77.4%.
• Units of work were developed for new syllabus and trialed Kindergarten to Year 6.

Strategies to achieve these outcomes in 2014:
• New English syllabus implemented.
• New Maths and Science units developed.
• Professional development in syllabus, quality teaching framework, executive brain function, sensory needs, development of matrices, national teaching standards, plotting students in PLAN, mapping student progress and reporting.
• Shared professional development through the Lower Blue Mountains Learning Community in Occupational Therapy.
• Improved reading resources.
• Improved technology resources.

School priority 2
Student Engagement and Attainment

Outcomes from 2012–2014
• Targeted staff meetings to share strategies for differentiating literacy tasks.
• Teaching and learning practices demonstrate the use of ICT to support learning.
• K-6 teachers implement differentiated Literacy sessions.
• Collegial sharing of programs for teaching and learning that meet the differing learning styles of students in literacy tasks.
• Resources are purchased or made to support learning styles and Literacy tasks.
• Culture of positive relationships developed throughout the school.
• Improved self-esteem in students.
• Increased knowledge and understanding of bullying and proactive student response to issues arising.
• Children are recognised and encouraged for positive behaviour.
• Students have a clear understanding of what is required behaviourally in class and in the playground.
• Decrease in negative behaviours requiring remediation.

Evidence of achievement of outcomes in 2014:
• Collegial programming.
• Decreased detention
• Decreased behaviour notifications
• Outstanding growth rates in NAPLAN for identified students.

For example:

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<th>Achieved Growth</th>
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<tr>
<td>Student B</td>
<td>106%</td>
<td>293%</td>
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<tr>
<td>Student C</td>
<td>78.9%</td>
<td>171%</td>
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<tr>
<td>Student D</td>
<td>84.7%</td>
<td>146%</td>
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<tr>
<td>Student E</td>
<td>55.3%</td>
<td>125%</td>
</tr>
<tr>
<td>Student F</td>
<td>43.5%</td>
<td>186%</td>
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Strategies to achieve these outcomes in 2014:
• Purchase of resources.
• Release of staff for collegial work.
• Implementation of Peer Support Program.
- Staged work groups for Numeracy.
- Gifted activities in Creative and Performing Arts
- Student mentoring.
- Values and ethics programs
- Implementation of learning support programs
- Individualised Learning programs
- Crunch and Sip
- Books in Homes Program

School priority 3
Literacy and Numeracy

Outcomes from 2012–2014

- Improved student learning outcomes.
- Learning meets the needs of students at a class, group and individual level.
- Responsive teaching to the assessment data.
- Classroom practice demonstrates Quality Teaching elements in programming and delivery of syllabus.
- Data informs teaching and learning programs.

Literacy

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

Numeracy

- 91% of Year 5 students to achieve at or above minimum standard (Bands 4 - 8) in reading.
- 29.4% of Year 5 students to achieve proficiency standard (Bands 7 & 8) in reading
- 95% of Yr 6 to achieve Continuum Cluster 12

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

Evidence of achievement of Literacy outcomes in 2014:

- 95% Kindergarten students achieved RRL 8, Cluster 4 on the learning continuum.
- 95% Year 1 students achieved RRL 18, Cluster 6 on the learning continuum.
- 95% Year 2 students achieved RRL 26, Cluster 8 on the learning continuum.
- 93.1% of Year 3 students achieved at or above national minimum standards in Reading (Bands 2 – 6).
- 48.2% of Year 3 students achieved proficiency in Reading (Bands 5 & 6). 6.6% above projection.
- 95% of Year 4 students achieved Cluster 12 on the learning continuum.
- 96.8% of Year 5 students achieved at or above national minimum standards in Reading (Bands 4 – 8). 5.8% above projection.
• 45.2% of Year 5 students achieved proficiency in Reading (Bands 7 & 8). 15.8 above projection.

Evidence of achievement of Numeracy outcomes in 2014:
• 95% of Kinder achieve Perceptual counting NES1.2. (Count Me In Too).
• 95% of Yr 1 achieved Counting on and back NS1.2. (Count Me In Too)
• 95% of Yr 2 achieved Facile – Flexible NS1.2. (Count Me In Too)
• 100% of Year 3 students achieved at or above national minimum standard (Bands 2 – 6) in numeracy. 4.8% above projection.
• 96.8% of Year 5 students achieved at or above minimum standard (Bands 4 - 8) in numeracy.

Strategies to achieve Literacy and Numeracy outcomes in 2014:
• Assessment data informed practice.
• Learning support programs implemented.
• Peer tutoring implemented.
• Explicit and responsive teaching and learning.
• Professional development for staff, Kindergarten to Year 6.
• Delivery of quality teaching.

Parent/caregiver, student, and teacher surveys

In 2014, the school sought the opinions of students and teachers in the areas of communication, school life and assessment.

Their responses are presented below.

Parent Survey – Communication

59 families responded to the survey which is a significant response level for the school.

The preferred method of communication with the school was through email with 84.48% of respondents electing to receive the school newsletter fortnightly (57.63) and notes electronically.
• 27.12% preferred weekly school newsletters.
• 15.25% preferred monthly school newsletters.
• 5.17% of respondents preferred school notes home in letter form.
• 5.17% of respondents preferred updates through Facebook, 1.72% through the school website with 3.45% preferring updates emailed home.

The preferred method of communication with the P&C was through email (41.07%) on a monthly basis (68.97%).
• Weekly P&C news 13.79%
• Fortnightly P&C news 17.24%

Predominantly, parents would appreciate the P&C newsletter and minutes included with the school newsletter (39.29%).
• 1.70% of parents elected to have P&C notes emailed directly.
• 1.79% of parents preferred P&C by letter sent home.
• 3.57% of parents would like P&C updates emailed.

96.61% of parents would appreciate reminders from the school with 3.39% preferring not to receive reminders.

69.49% of parents appreciate reminders from P&C with 30.51% preferring not to.

Survey actions
• The school newsletter to continue on a fortnightly basis.
• Updates / reminders from the school and P&C to be offered through the school newsletter and electronically.
• P&C Newsletter and minutes to be attached to the school newsletter and emailed monthly.

Student Survey - School Life K – 6

Kindergarten
• 80% of students like school. 20% of students are unsure of how they feel about school.
• 88% of students know their teacher likes them with 12% not sure.
88% of students say they feel happy with 12% not sure of their happiness level.
75% of students find learning fun where 25% like to play.
80% of students feel they are good at school work with 88% feeling proud of the work they produce.

Variables
The survey is done early in the year and used to identify welfare issues.
The following variables must be taken into consideration:
- Kindergarten may or may not be clear in what is required.
- Following instructions may present challenges
- Students may experience difficulties identifying feelings, particularly if it is not something they are used to doing.
- As the year progresses students become more confident in themselves and their relationships at school.

Data Use
Teachers explore teaching and learning activities dealing with:
- Happiness and fun
- Self esteem
- Being a successful student
- Friendships

Year 1
Year 1 demonstrated very happy and positive attitudes to school life with 100% of students noting:
- They know they are liked by their teacher.
- They are good at school work.
91.67% of students:
- Like school.
- Feel happy and see learning as fun.
- Are proud of their school work.
8.33% (two students) were unsure about how they felt about school and did not feel proud of their work.

4.17% of students were not sure about their feelings and were unable to articulate being happy or unhappy.

Data Use
Teachers:
- Investigate, unpack and share the reasons for Year 1 students’ responses.
- Discuss the implications for the way in which we structure teaching and learning K – 6.

Year 2
- 100% of students agree they generally like to go to school each day and all feel their teacher treats them fairly.
- 100% rated their state of being as happy and that the things they learn are important to them.
- There were no concerns or worries noted with everyone feeling proud to be a student.
- All students feel their teacher takes an interest in helping them with their work and achieving their best.
- All students feel they are able to learn what they need to and achieve a satisfactory standard in their work.
- 100% of students say they have a lot of fun at school and they enjoy being at school.

Data Use
Teachers explore teaching and learning activities for dealing with:
- What people think of me. 21% of students are uncomfortable about what others think of them.
- Trustworthiness and dependability. 9% of students felt others did not see them as trustworthy or dependable.
- Friendliness. 9% of Year 2 do not feel other students are friendly.

Year 3
- 100% of students agree they generally like to go to school each day and all feel their teacher is fair.
- 100% of Year 3 feel they learn to get along with others and that others accept them as they are.
• All year 3 commonly see the work they do as important to them and good preparation for high school.
• 100% of students feel they are usually good at their school work and are proud to be a student.
• 100% of Year 4 see their teacher as taking an interest in helping them with their work and being prepared to listen to what they say.

Data use
Teachers explore teaching and learning activities for dealing with:
• what people think of me. 27.2% of students are uncomfortable about what others think of them.
• popularity. 18% of students feel they are not popular.
• a love of learning. 27.2% are indifferent to their learning.

Year 4
• All students in Year 4 are generally happy to be at school and see their teacher as fair.
• 100% of students feel they are able to cope with their work, that it is good preparation for the future and have no problem doing extra work.
• 100% see themselves as good at school work, proud to be a student and view the work they do as important to them.
• 100% of students see their teacher as generally taking an interest in helping them with their work, guiding them to achieve the best they can.
• 100% of Year 4 generally enjoy school.

Data use
Teachers explore teaching and learning activities for dealing with:
• popularity. 10.7% of students feel they are not popular.
• what people think of me. 7.1% of students are not comfortable in what others think of them.
• getting along with others. 7.1% of students feel they experience difficulties getting along with their peers.

Year 5
• 100% of students agree that they generally like to go to school each day, feel their teacher is fair and that they learn to get along with others.
• 100% of Year 5 feel the work they do is good preparation for high school and their future.
• All students feel that what they learn is generally important to them and have a positive attitude to learning.
• 100% of students see their work generally as interesting, fun and satisfactory.

Data use
Teachers explore teaching and learning activities for dealing with:
• extension and enrichment in learning. 38.4% of students prefer not to engage in additional work activities.
• popularity. 23% of students feel they are not popular.
• what people think of me. 30.7% of students are not comfortable in what others think of them.

Year 6
Survey Samples
• 85% of Year 6 students like to go to school each day.
• 93% feel they are treated fairly by their teacher.
• 96% note they are learning to get along with others.
• 92% see themselves as successful students.
• 92% feel the work they do is good preparation for their future and view it as important.
• 96% of students feel others see them as trustworthy.
• 93% of students feel their teacher listens to them and takes an interest in their work.
• 96% feel they are able to learn what they need to.
Data Use
Year 6 teacher explores teaching and learning activities dealing with:
- popularity.
- concerns over what others may think of us personally.
- enjoyment and fun.
- friendliness and friendships.
- bullying.
- fairness.
- transition to high school.

Staff Survey
Assessment and Reporting
Staff share the understanding that assessment and reporting is about two critical elements in teaching and learning. These are:
1. to inform what is taught, to whom and how it is delivered on a daily basis and
2. improving student learning.
All staff agree on the following points:
Assessment must:
- be manageable, efficient and incorporated into daily activities.
- be built into the teaching and learning activities of the day in order to inform what is taught the following day.
- be directly relevant to each syllabus and target outcomes.
- be appropriate to the learning task.
- include a variety of methods.
- differentiate in order to provide students with the opportunity to demonstrate knowledge and understanding along a broad continuum of learning.
- be an accurate and reliable reflection of student knowledge, skills and understandings.
- provide useful information that is summative or formative and can be used diagnostically.
- draw on a wide range of evidence in order to gain an accurate picture of student achievement.

Reporting must:
- comply with the Department of Education guidelines.
- be time efficient, manageable and easy to prepare.
- be easy to read and understand.
- show what the student is now able to do.
- indicate progress
- note what is expected of students for their year level.
- include social as well as academic information.
- be constructive and positive, forming the basis of parent and teacher interviews for Semester 1.

How does this information inform practice?
Assessment
- Teachers reviewed programming and planning methodologies for teaching and learning. Strategies to be implemented 2015.
- Strategies for responsive teaching and learning using assessment to inform what, how and when concepts, knowledge and skills are taught were investigated. To be implemented 2015.
- Strategies for sharing teaching practices were explored for implementation 2015.
- Whole school implementation and recording assessment strategies were examined for implementation 2015.

Reporting
- Staff reviewed current reporting strategies.
- Semester 1 and Semester 2 written reports retained.
- Semester 1 parent and teacher interviews retained.
- Commercial reporting and recording systems investigated.
- Sentral Education Management System purchased. Training and implementation 2015. The system supports office administration, including communication, attendance, enrolments and teacher records in the areas of welfare, assessment,
reporting, timetabling, planning for learning and e-learning.

- ASI Server purchased to support the Sentral System.
- Feedback to be sought from parents and teachers 2016.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**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.

Mr L. Ellwood    Teacher
Mrs S. Ellwood    Teacher
Mr G. Foye     Assistant Principal
Mrs M. Hall      Teacher Librarian
Ms E. Jamieson  Principal
Mrs K. Palmer   Teacher
Mrs J. Shaw     Teacher
Mrs K. Everett  Teacher
Mrs D. Smith   School Administrative Manager
Mr M. Zoglmeyer Assistant Principal

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School Code: 1258

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: [http://www.schools.nsw.edu.au/learning/emsad/asr/index.php](http://www.schools.nsw.edu.au/learning/emsad/asr/index.php)