Blanchetown Primary School Annual Report 2014
1. CONTEXT

School Name: Blanchetown Primary  
School Number: 0571

Principal: Matt Kerslake  
Partnership: Loxton-Waikerie

Blanchetown Primary School is a small, isolated school that finished 2014 with an enrollment of 12 students. 35% of students were eligible for School Card. Over the year, eight students received additional learning support, with three students on Negotiated Education Programs.

All students come for the town and immediate surrounding area. There is no bus travel involved. In 2014 there were no ATSI students attending the school. There were no students from a Non English Speaking Background attending the school.

1.6 teaching staff, 1.6 School Services Officers, a 0.3 Government Service Employee and a 0.1 Play Centre Leader were employed by the school in 2014. A 0.4 Christian Pastoral Support Worker also worked at the school. All staff work hard to ensure that students are making learning progress at all times. All learning experiences have direct links to the Australian Curriculum and SACSA. Evidence of student learning across all curriculum areas was sent home to parents and caregivers each term through student learning profiles and student learning was also reported 3 times over the year to parents and caregivers with a 3 way interview at the end of term 1 and two written reports sent home at the end of term 2 and 4.

The Governing council was a very active committee in 2014. The Governing Council worked positively to support the school and to monitor the curriculum, finance, grounds, facilities and fundraising. All decisions made by the Governing Council were made with a clear focus on the students and supporting their learning.

2. REPORT FROM GOVERNING COUNCIL

I would like to start by thanking the wonderful staff at Blanchetown Primary School for the dedication they have shown to their students in continually encouraging them to learn and grown.

The Governing Council provides direction and policy to the school for implementation by the staff and ensures that the school remains within its financial capacity. I would like to thank all of the Governing Council members for their support and assistance throughout the year. Dave Hassett, Roy Payne, Cindy Cabot, Yvette Leigh & Angela Townsend. As 2015 approaches, I can’t stress enough how much we need new parents to join governing council. I urge you to speak with a governing council member to find out about the role of the council. We meet twice per term and it’s extremely rewarding as you are investing in your child’s future by taking an interest in and assisting their school.

During this year some of the decisions made by governing council were:

- Advertising & appointing a principal for the next 3 years giving stability to the school community
- Approved the 2014 Budget and the 2015 interim budget which includes approving to fund a teacher next year for 4 days a week rather than 3 days per week as it was this year
- Approved Pupil Free days to allow staff to familiarise themselves & plan with the Australian Curriculum & differentiate the curriculum for the students

We would like to thank Matt Kerslake for 3 years of hard work, dedication & commitment to our school. I know the kids have enjoyed having him teach them and on behalf of the governing council and parents, we wish him all the best in his future endeavours.

We would also like to thank Ros Simpfendorfer for her 29 years of service here at Blanchetown. She have been an inspiration to many students along the way and her dedication to their education has not gone unnoticed. I know that I speak on behalf of many parents and students throughout her time at Blanchetown. Thank you again and we hope that she enjoys her retirement.
2014 started off with an exciting win for the kids at Blanchetown. For the first time ever, with only 8 students participating, they came first in the Splash Carnival which is combined with Morgan & Cadell schools.

A few other highlights were:

- The camp to Victor Harbour, where students did learning activities including: Penguin tour, whale museum and Greenhills Adventure Park.
- 100% completion for the Premier’s Reading Challenge
- Fundraising for Supercycle & Jeans for Genes day
- Aboriginal Studies with Cadell Primary School. Students travelled to Cadell once a week in term 2 to learn about Aboriginal Culture in the local area. They also went on an excursion to Tandanya, the Botanic Gardens and the Museum.
- Interaction days – including Science Day/Arts/Footsteps, Splash Theatre, Shearing (Ohlmeyer’s Farm)

I would like to wish Brianna Leigh all the best on her transition to high school. It’s been a pleasure to watch you grow and learn throughout your past 4 years at Blanchetown, and you have been an excellent role model for the younger students. Well done and keep up the great work during your secondary years.

Lee-Anne Schubert (Governing Council Chairperson)

3. 2014 HIGHLIGHTS

2014 was filled with a variety learning experiences for the students at Blanchetown Primary School.

As part of student voice in 2014 year 6 and 7 students participated in the Grip Leadership conference with students from Cadell, Morgan and Ramco Primary Schools. They then continued their learning through regular learning sessions with their peers on leadership, planning events and public speaking. The student leaders planned a number of events including a casual day to raise money for the Charity SuperCycle and a Smoothie Day to inform students of healthy eating options. Our student leaders’ work was highly regarded by their peers. Student leaders were asked to provide feedback about the learning and activities they had done in 2014 to ensure the program is improved for 2015. Another feature of student voice was the ability to nominate to be on an authentic working group. This year we focused on the Edible Garden and the BMX track. The Edible Garden was maintained by four students with the support of the school’s grounds person Elaine Molzer. The students grew a variety of vegetables in term 2 and 3 including bok choy, cauliflower, lettuce, beans, green peas, spinach, kale and some herbs like mint and thyme. They used the food they had grown to cook for the students and they made various dishes including stir-fry and kale chips. Students also nominated to work on maintaining the community BMX track. They worked with Amy Loechel from the Mid Murray Council to weed and clean the BMX track and have presented her a number of ideas to improve the track including a sign of rules which has been installed.
In term 2 students engaged in a 10 week unit of work on Aboriginal Studies with Cadell Primary School. The theme for the unit of work was sustainability. Students worked with Vidna Sumner to learn about the seasons and how Aboriginal Peoples used animals and plants to survive and how they sustained the environment. Students also developed inquiry questions and collaborated in small groups to answer their questions of the unit of work. Students learnt about some of the traditions of the local Aboriginal Peoples and learnt the Rainbow Song. Students went on some excursions as part of their learning. They visited Illalangi to learn about local sustainable foods. They visited Tandanya to view works of art by Aboriginal Artists. Students also explored the Botanic Gardens and followed some plant trails which showed plants that Aboriginal Peoples used. Students went to the South Australian Museum and we were able to see all a variety of artefacts that were made Aboriginal Peoples using plants and animals.

In 2013 Blanchetown purchased 1:1 iPads through the More Support for Students with Disabilities grant. The use of the 1:1 iPads supported student learning, differentiation and engagement throughout 2014. Minecraft was used to engage students in collaborative work by setting students challenging tasks that the needed to work together to complete. Minecraft was used by students to differentiate their products, it gave them the opportunity to be creative and present their learning in different ways. It was also used to support comprehension strategies such as visualisation, maths concepts such as fractions and science concepts such as forces. Other apps were used to support differentiation in student products included iMovie and Garageband. In 2014 as part of a focus on STEM learning students engaged in coding through the use of the apps Hopscotch and Floors. Students learnt to design and make their own animations and games through explicit instruction, following tutorials, experimenting and transferring their knowledge. Coding and designing games supported students to use math skills in a new context and it developed their creativity.

Indonesian language is studied at Blanchetown School through the support of Open Access. In 2014 there were two classes (1-4 and 5-7) that participated in one lesson a week through Open Access with a follow up lesson facilitated by Ros Simpfendorfer. There was also 1 face to face lesson a term. Students learnt Indonesian language for numbers, uniform, transport, colours, family members, weather and animals. Students also learnt about the culture of Indonesia. In term 4 an application was written in collaboration with Cadell Primary School to establish a sister school partnership with an Indonesian school in 2015 with the aim that students use their language skills to communicate in an authentic way with students in Indonesia.

Due to the size and location of the school we endeavoured to participate in a number of site visits over 2014. These included visits to Morgan, Truro and Waikerie Lutheran Primary Schools. The visits support the Blanchetown curriculum by ensuring that students have the opportunity to social interact with other students their own age on a regular basis. Students were able to engage in the Arts and English by participating in a number of performances about Book Week. They also participated in two interaction days at Morgan Primary School with a focus on the Arts, which included dance lessons provided by Footsteps, and Science which
included Aboriginal perspectives. Students also participated in a camp to Victor Harbour at the end of term 3. The learning of the camp focused on Science, History and Physical Education with visits to the Whale Centre, Granite Island, Urimbirra Wildlife Park and Greenhills Adventure Park.

Other notable highlights in 2014 were a 100% participation rate in the Premier’s Reading Challenge, the students winning the Splash Carnival for the first time and the end of year concert that included the recognition of the work retiring teacher, Ros Simpfendorfer, had done in the school community over the past 29 years.

4. SITE IMPROVEMENT PLANNING AND TARGETS

Blanchetown Primary School’s 2014 Site Improvement Plan highlighted 3 priorities:
1. Literacy: Comprehension and Writing
2. Numeracy
3. Attendance

Priority 1: To improve reading and writing achievement levels of students from reception to year 7. *excluding NEP students who are assessed against own learning outcomes.

**Target 1.1- Running Records:**
- 100% of Receptions to reach level 9-11
- 100% of year 1 to reach level 17-20
- 100% of year 2 to reach level 21-24

Unfortunately I am limited in what I can disclose as the number of students in R-2 was five or less in each year level. However analysis of Running Record data from 2013-14 is indicating that students are achieving appropriate reading outcomes by the end of year 2.

**Target 1.2- NAPLAN Reading:**
- 100% of students in year 3 will achieve at or above Band 3
- 100% of students in year 5 will achieve at or above Band 5
- 100% of students in year 7 will achieve at or above Band 6

Unfortunately I am limited in what I can disclose as the number of students in Year 3, 5 and 7 was five or less in each year level. However 100% of students (excluding NEP) achieved at or above SIP targets.

**Target 1.3- PAT-R C:**
- 100% of students in years 3-7 to improve their results in PAT-R C with improvement to their scale score.
- 100% of students to be at stanine 4 and above.

In term 2 the decision was made that all students would do PAT-R C online.

Of the students (excluding NEP) whose growth could be measured from 2013-14 66% of students made progress in their PAT-R C results. Average growth in scale score was 20.4. Students that did not make progress from 2013-14 still achieved an appropriate scale score for their year level. At the end of 2014 90% of students (excluding NEP) were at or above stanine 4 for their year level.

**Target 1.4- NAPLAN Writing:**
- 100% of students in year 3 will achieve at or above Band 3
• 100% of students in year 5 will achieve at or above Band 5
• 100% of students in year 7 will achieve at or above Band 6

Unfortunately I am limited in what I can disclose as the number of students in Year 3, 5 and 7 was five or less in each year level. However students achieved medium growth and all students achieved at or above the national minimum standard.

Target 1.5- Writing:
• 100% of students will be writing at a year level appropriate standard as moderated against the EALD levels.

It was decided that staff would need more training to accurately moderate student work against the EALD levels. This will continue to be a focus in 2015 with an aim to improve teacher confidence and efficiency in using the EALD levels to moderate student work.

Priority 2: To improve Mathematics achievement levels of students from reception to year 7.
*excluding NEP students who are assessed against own learning outcomes.

Target 2.1- NAPLAN:
• 100% of students in year 3 will achieve at or above Band 3
• 100% of students in year 5 will achieve at or above Band 5
• 100% of students in year 7 will achieve at or above Band 6

Unfortunately I am limited in what I can disclose as the number of students in Year 3, 5 and 7 was five or less in each year level. However 100% of students (excluding NEP) achieved at or above SIP targets.

Target 2.2- Pat-M:
• 100% of students in years 3-7 to improve their results in PAT-M.
• 100% of students to be at stanine 4 and above.

Of the students (excluding NEP) whose growth could be measured from 2013-14 100% of students made progress in their PAT-M results. Average growth in scale score was 10.6. At the end of 2014 60% of students (excluding NEP) were at or above stanine 4 for their year level.

Target 2.3- I Can Do Maths:
• 100% of students in years 1-2 to improve by 10 scale points I Can Do Maths
• 100% of students to be at stanine 4 and above.

In term 2 the decision was made that all students would do PAT-M online.

Priority 3: To Improve attendance of students from reception to year 7.

Target 3.1
• 94% attendance for all students.

Our attendance rate in 2014 as a whole school was 90.5% which is a 3.9% decrease from our 2013 attendance rate of 94.4%.

Years 2, 5 and 7 met this target. Attendance in year 3 and year 5 improved from 2013.

A number of key strategies were used to work towards our meeting targets in 2014.

At the core of the teaching and learning was our Wave intervention policy with a focus on high quality differentiation. MultiLit and MiniLit were used for English intervention with our NEP and identified students. QuickSmart numeracy was used for Numeracy intervention with identified students.

The Maths learning block was moved to the start of the day to support student learning. Whole site agreements for Numeracy and Literacy were followed by teachers.
A variety of assessments were used to measure student learning including:

- Running Records from reception to year 7 was done to identify students that needed support with reading comprehension.
- Common assessments were agreed to and teachers used the PAT-M, PAT-R (comprehension) and SA spelling test to inform teaching and planning and were used to track student growth.
- The PAT-M and PAT-R were both done online for students in years 1-7

### 4.1 Junior Primary and Early Years Scheme Funding

Early years funding initiatives were used to provide extra SSO time to students in the early years. Successful outcomes achieved through the allocation of this funding have been:

- All year 2 students achieved at or above SIP Running Record Targets.
- All year 3 students were successful at achieving at or above the SIP targets for NAPLAN in all components.

### 4.2 Better Schools Funding

Better school funding was utilised to provide extra SSO support to identified Wave 2 and 3 students in literacy and numeracy. Students were supported through MultiLit and Quicksmart Numeracy interventions.

Outcomes included:

- All students supported through Quicksmart Numeracy made positive growth in PAT-M testing.
- All students supported through Quicksmart Numeracy improved their speed and accuracy for the four number operations.
- All students supported through MultiLit made positive growth in PAT-R C testing.
- All students supported through MultiLit made positive growth in Running Records at or above expected growth.

### 5. STUDENT ACHIEVEMENT

The standardized testing carried out by the school in 2014 demonstrated that while some students are below their chronological age in some areas of learning most students made positive growth with their learning.

- 75% of students that were tracked for growth from 2013 -2014 demonstrated positive growth in the SA spelling test.
- 60% of students were at or above an appropriate level of reading instruction for Running Records. 100% of students demonstrated reading growth through Running Record testing.

The Quicksmart report highlighted that:

- The average decrease in time for QuickSmart students is 7.585 seconds. The Effect Size for this result is -2.102, which indicates substantial improvement.
- PATM results indicate a strong gain for QuickSmart students. This improvement is in excess of the expected yearly growth of students’ scores as measured on the PATM of 5 scale score points.

### 5.1 NAPLAN

Unfortunately I am limited in what I can disclose as the number of students in Year 3, 5 and 7 was five or less students in each year level.

However results from NAPLAN showed that students (excluding NEPs):

- Achieved at or above the national minimum standard for all components.
- Growth for all components was medium to high.

6. STUDENT DATA

6.1 Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>82.7</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>85.9</td>
<td>94.2</td>
<td>83.9</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.3</td>
<td>98.5</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.0</td>
<td>89.4</td>
<td>92.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.5</td>
<td>94.8</td>
<td>87.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>86.5</td>
<td>88.2</td>
<td>95.6</td>
</tr>
<tr>
<td>Year 6</td>
<td>87.4</td>
<td>98.0</td>
<td>90.5</td>
</tr>
<tr>
<td>Year 7</td>
<td>91.7</td>
<td>97.2</td>
<td>96.1</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>89.6</td>
<td>94.4</td>
<td>90.5</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>90.4</td>
<td>94.6</td>
<td>90.5</td>
</tr>
</tbody>
</table>

Our attendance rate in 2014 as a whole school was 90.5% which is a 3.9% decrease from our 2013 attendance rate of 94.4%.

In our 2014 Site Improvement Plan we set the target of attendance to be 94% for all year levels for the year. Years 2, 5 and 7 met this target. Attendance in year 3 and year 5 improved from 2013.

The importance of attendance is regularly highlighted in newsletters and at Governing Council meetings. Teachers and SSOs follow up absences and parents are contacted if there are 3 days of unexplained absences in row. When specific students are identified with an attendance issue we work with the parents/caregivers and inform the student attendance counselor if necessary.
### 6.2 Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>No   %</td>
</tr>
<tr>
<td>Employment</td>
<td>3.4%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>8.3%</td>
</tr>
<tr>
<td>Other</td>
<td>2.9%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>5.3%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>5.0%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>6.6%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>5</td>
</tr>
<tr>
<td>Unknown</td>
<td>18.6%</td>
</tr>
</tbody>
</table>

### 7. CLIENT OPINION

The responses to the Client Opinion Survey highlighted things that the school does well but also some areas that we need to work in order to develop greater satisfaction in all areas of the school community.

The 2014 Parent Survey highlighted a number of positives and areas for improvement.
Feedback from the Parent Survey has informed us that in 2015 we will:

- Ensure all parents have an understanding of the Anti-Bullying Policy and continue to ensure parents have an understanding of the Behaviour Management Policy.
- Ensure that when concerns are followed up by staff the consequences and actions are reported to parents when appropriate.

Comments from parents included:

- “I feel the school is supportive and productive. There is opportunity for the students to excel and to learn solidly and positively, especially when there is the support of parents.”
- “Parents opinions are taken seriously. There is openness and friendliness at all times.”
- “The students feel safe, comfortable and happy in the school environment with teachers, staff and students.”

The Student Survey highlighted a number of positives and areas for improvement.

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**Average Rating**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers expect me to do my best.</td>
<td>4.5</td>
</tr>
<tr>
<td>My teachers provide me with useful feedback about my school.</td>
<td>4.4</td>
</tr>
<tr>
<td>Teachers at my school treat students fairly.</td>
<td>3.5</td>
</tr>
<tr>
<td>My school is well maintained.</td>
<td>4.3</td>
</tr>
<tr>
<td>I feel safe at my school.</td>
<td>4.4</td>
</tr>
<tr>
<td>I can talk to my teachers about my concerns.</td>
<td>4.3</td>
</tr>
<tr>
<td>Student behaviour is well managed at my school.</td>
<td>3.5</td>
</tr>
<tr>
<td>I like being at my school.</td>
<td>4.4</td>
</tr>
<tr>
<td>My school looks for ways to improve.</td>
<td>4.4</td>
</tr>
<tr>
<td>My school takes students’ opinions seriously.</td>
<td>4.4</td>
</tr>
<tr>
<td>My teachers motivate me to learn.</td>
<td>4.4</td>
</tr>
<tr>
<td>My school gives me opportunities to do interesting things.</td>
<td>4.3</td>
</tr>
</tbody>
</table>

Feedback from the Student Survey has informed us that in 2015 we will:

- Continue to make students aware of behaviour expectations and behaviour management strategies.
- Ensure that all students feel they are treated fairly by staff and have an understanding that being treated fairly doesn’t always mean being treated the same.

Comments from students included:

- “I like going to Blanchetown primary school.”
- “It’s a fun school.”
- “It’s been good this year.”
The staff survey highlighted a number of positives areas. There was 100% agreement that the following areas were viewed positively by all staff in 2014:

- **Quality Teaching and Learning**
- **Support of Learning**
- **Leadership and Decision Making**

Feedback from the Staff Survey has informed us that in 2015 we will:

- Ensure that there is good communication between all staff.

Comments from staff included:

- “Students are well supported at this school. All students have many opportunities to develop into lifelong learners. There are ample opportunities for students to raise awareness of any issues regarding behaviour and bullying.”
- “Our school is well led and there are many opportunities to contribute to participate in decision making. I have been encouraged and supported in professional development.”
- “The education and well-being of the students is the most important thing at Blanchetown Primary School. All staff work as a team to achieve the best for our students.”

My School website
http://www.myschool.edu.au/

### 8. ACCOUNTABILITY

#### 8.1 Behaviour Management

Blanchetown Primary has an Anti-Bullying Policy that is reviewed annually with the Governing Council. The policy was updated at the end of 2012 to include additional information such as relevant websites to assist families if bullying behaviour occurs. Bullying behaviour that is reported to the school is investigated and dealt with appropriately.

In term 2 as part of the self-review and ongoing data collection, student perception data was gathered about how they interact socially with each other. In general students believed that they do not engage in bullying behaviour themselves and they interact positively with their peers. In comparison to 2013 data it is evident that overall students believe they have improved their pro-social behaviour and they believe there was a decrease in victim and bullying behaviour.

In 2015 we will continue to use *Play is the Way* and in line with the Loxton-Walkerie Partnership priorities we will be becoming a Kids Matter school.

In 2014 there was one take home due to student behaviour threatening the good order. This is a marked reduction in unwanted student behaviour from 2013.

#### 8.2 Criminal History Screening

To ensure compliance with DECD Criminal History Screening all staff, volunteers and Governing Council members and our CPSW are required to have a current Criminal History Screening Clearance, the expiration date of clearances are recorded in EDSAS.

The school maintains a TRT register and current *Authority to Teach* documents are sighted and recorded. When necessary, *Authority to Teach* approval is confirmed with HR or the PRT scheme.
8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>3</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>1</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>1.6</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$375248.78</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$21400.41</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$3415.00</td>
</tr>
<tr>
<td>4 Other</td>
<td>$6311.45</td>
</tr>
</tbody>
</table>