Blanchetown Primary School Annual Report 2012

Context

<table>
<thead>
<tr>
<th>School Name</th>
<th>Blanchetown Primary School</th>
<th>School Number</th>
<th>0571</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Matthew Kerslake</td>
<td>Region</td>
<td>Murray and Mallee</td>
</tr>
</tbody>
</table>

Blanchetown Primary School is a small, isolated school which finished 2012 with an enrollment of 14 students. 53% of students were eligible for School Card. Three students received additional learning support, with two students on Negotiated Education Programs.

All students come for the town and immediate surrounding area. There is no bus travel involved. In 2012 there were 2 ATSI students attending the school. There were no students from a Non English Speaking Background attending the school.

2.0 teaching staff, 1.6 School Services Officers, a 0.3 Government Service Employee, a 0.4 Christian Pastoral Support Worker and a 0.1 Play Centre Leader were employed by the school in 2012. 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.

The Governing council was a very active committee in 2012. A majority of the parents/caregivers in the school community are members of the Governing Council and they 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.

### 2012 Highlights

2012 was a busy year that was filled with a variety learning experiences for the students at Blanchetown Primary School.

The school chose to employ an additional 0.4 teacher in 2012, allowing the flexibility to run 2 classes in the morning. A Reception – Year 3 class of 7 students worked with Mr. Kerslake. A Year 4- Year 7 class of 7 students worked with Mrs. Simpfendorfer and Mrs. Colbert. Teachers worked hard to implement learning programs that were diverse, challenging and responsive to student needs.

Highlights of 2012 include:

- Participating in Indonesian lessons through the Open Access College and Centra (Years 4-7)
- Interaction Days with Morgan and Cadell including Cultural and Science Days
- Attending performances at Morgan Primary School including Champions Read
- SAPSASA Carnivals including Athletics and Football
- Sports Day: Mid Murray Sports Day and Blanchetown PS Sports Day
- Splash Carnival
- Aquatics (Years 6-7)
- Book Week Activities including Dress Ups
- 100% student participation and successful completion of the Premiers Reading Challenge
- Assemblies
- Swimming
- Fun 4 YOUth becoming a part of the school program so more students were able to participate
- A 3 day camp to Camp Kedron which included activities at Monash, Barmera and Loxton.
- Community Events including visits from Save the Murray and SuperCycle
- Multicultural Day at Waikerie High School (Years 5-7)
Report from Governing Council

The Blanchetown Primary School has a fantastic learning environment and thanks to the dedicated Staff, who have again shown enormous commitment to the education, growth and well being of the students during this past year and their achievements are on display in performance of the 2012 school concert.

The Governing Council provides broad direction and policy to the school for implementation by the Staff and ensures that the school remains within its financial capacity.

The school has been again placed in capable hands through the appointment of Matthew Kerslake as Principal for a period of three (3) years which commenced at Term 1 of this year.

In recent years (and prior to Matthew's appointment) the school has been an annual appointment proposition therefore creating some longevity concerns for the Governing Council in relation to the overall future of the school.

In review, the school provides an excellent platform for the students with the activities and curriculum undertaken.

Next year will be a challenging one as the responsible allocation of school funds will remain a high priority to ensure a balance exists between the focus on student education whilst supporting the staff and the school environment.

I wish Daniel, the year 7 student graduating, all the best on his transition to year 8 and his future education success.

To the Principal, Matthew, the Staff, Support Staff and Helpers thank you for making this School and students a success through providing quality education programs, excellent facilities and a school environment that families and the community have so many positive comments about.

I would like to thank the Governing Council members for their support and commitment throughout the year in assisting with the governance of the school and thank the new parents who have participated to provide support to the schools future and direction.

I urge anyone who has an interest in the school to talk to a Governing Council member and find out about the role of the Council. It doesn’t take up much time and is rewarding when you look at the facilities of the school and what it has to offer, the involvement and interaction with staff and the development of the Students.

Site Improvement Planning

Blanchetown Primary School’s 2012 Site Improvement Plan highlighted 3 priorities:

1. Literacy: Comprehension
2. Literacy: Writing
3. Numeracy

The school's target was for all students in years 3, 5 and 7 to achieve the Murray and Mallee standard and have 100% of students achieving in the top 2 achievement bands for their year level in NAPLAN for Reading, Writing and Numeracy.

Priority 1: Literacy - Comprehension

Target 1.1: 100% of reception students with reach level 10 by the end of 2012.
Target 1.2: 100% of year 1 students will reach level 20 by the end 2012.
Target 1.3: 100% of year 2 students will reach level 26 by the end 2012.
Unfortunately I am limited in what I can disclose as the number of students in Reception to Year 2 was two or less in each year level.

Reading was a priority focus for students in R-2. Running Records results showed that students made medium to high progress in their reading from term 1 to term 3.

**Target 1.4:** 100% of year 3 students will achieve M&M standard or better in 2012.
**Target 1.5:** 100% of year 5 students will achieve M&M standard or better in 2012.
**Target 1.6:** 100% of year 7 students will achieve M&M standard or better in 2012.

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

**Priority 2: Literacy – Writing**

**Target 2.1:** 100% of year 3 students will achieve M&M standard or better in 2012.
**Target 2.2:** 100% of year 5 students will achieve M&M standard or better in 2012.
**Target 2.3:** 100% of year 7 students will achieve M&M standard or better in 2012.

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

**Priority 3: Numeracy**

**Target 3.1:** 100% of year 3 students will achieve NMS (NAPLAN) standard or better in 2012.
**Target 3.2:** 100% of year 5 students will achieve NMS (NAPLAN) or better in 2012.
**Target 3.3:** 100% of year 7 students will achieve NMS (NAPLAN) or better in 2012.

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

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

Whole Site Approaches were developed for literacy and numeracy in consultation with staff and the Governing Council. The Whole Site Approaches detailed our beliefs as a school community about literacy and numeracy and the responsibilities of staff, students and parent/caregivers in achieving the very best learning outcomes. The approaches also highlighted key features of our school curriculum including the test we will use to assess student learning and a focus on the Big Ideas in Number and the Big 6 to develop reading and comprehension skills.

MultiLit was used for student intervention with our NEP students.

A variety of assessments were agreed to and used to measure student learning including:
- Running Records from reception to year 7 was done to identify students that needed student with reading comprehension.
- Common assessments were agreed to and teachers used to the PAT-M, PAT-R (comprehension, vocabulary and spelling) and SA spelling test to inform teaching and planning and were used to track student growth.

Our 2013 NAPLAN results will give us a clearer indication of whether our targets have been met.

**Student Achievement**

The standardized testing carried out by the school in 2012 demonstrated that while some students are below their chronological age in some areas of learning most students made positive growth with their learning. A minority of students made little progress however most of these students were working at or above their age level throughout the year.
• 64% of students demonstrated positive growth in the SA spelling test. 75% of students who demonstrated no growth in the SA Spelling Test were at or above an appropriate chronological age level.

• 70% of students demonstrated positive growth in the PATMATHS test. 30% of students demonstrated no growth.

• 58% of students demonstrated positive growth in PAT-R comprehension test. 42% of students demonstrated no growth.

• 85% of students demonstrated positive growth in the PAT-R spelling test. 15% of students demonstrated negative growth.

• 70% of students demonstrated positive growth in PAT-R vocabulary test. 15% of students demonstrated no growth. 15% of students demonstrated negative growth.

**NAPLAN**

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

**Student Data**

**Attendance**

![National Attendance Rates Semester 1](image)

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Reception</td>
<td>78.8</td>
</tr>
<tr>
<td>Year 1</td>
<td>78.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>87.8</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>85.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>75.3</td>
</tr>
</tbody>
</table>
Our attendance rate in 2012 as a whole school was 89.6% which is similar to our 2011 rate of 89.5%.

In term 4 of 2012 we set the target of attendance to be 94% for all year levels for the term. All year levels with the exception of Reception and Year 1 meet or exceeded this target.

In consultation with the Governing Council our attendance policy and improvement plan was updated in term 4. 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 a row. When specific students are identified with an attendance issue we work with the parents/caregivers and inform the student attendance counselor if necessary.

## Anti-Bullying

Blanchetown Primary has an Anti-Bullying Policy that is reviewed annually with the Governing Council. The policy was updated in term 4 to include additional information such as relevant websites to assist families if bullying behaviour occurs.

In term 3 student perception data was gathered about how they interact socially with each other. From the data it is evident that students believe they do not engage in bullying behaviour themselves and they interact positively with their peers. However there is evidence that some students feel they are the victims of bullying behaviour.

In response to this in 2013 we will be using the social skills programmes *What's the Buzz?* and *Play is the Way*. We will be developing a new set of school values with the students.

## Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2011</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Region</td>
<td>Index</td>
<td>DECD</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td>6.6%</td>
<td>4.0%</td>
<td>4.0%</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>2</td>
<td>40.0%</td>
<td>9.4%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Other</td>
<td>1.0%</td>
<td>2.7%</td>
<td>2.3%</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>3.6%</td>
<td>5.1%</td>
<td>3.5%</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>3.6%</td>
<td>3.6%</td>
<td>4.9%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>5.0%</td>
<td>6.0%</td>
<td>10.3%</td>
<td></td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>3</td>
<td>60.0%</td>
<td>50.4%</td>
<td>54.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>20.4%</td>
<td>16.3%</td>
<td>17.7%</td>
<td></td>
</tr>
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</table>
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 Parent Survey was answered by 4 parents
- 100% of parent responders agreed or strongly agreed that the students receive high quality teaching and that teachers understand the needs of the students.
- 100% of parent responders agreed or strongly agreed that the school provides a safe and secure learning environment.
- 100% of parent responders agreed or strongly agreed that they feel welcome at the school and that they feel comfortable to approach the staff about their child’s learning.
- 100% of parent responders agreed or strongly agreed that they have the opportunity to participate in decisions about their children’s education and that they are included in the development of school plans.

Feedback from the Parent Survey has informed us that in 2013 we will:
- Communicate student progress clearly with parents.
- Make parents/caregivers aware of extra support that students are receiving.
- Make parents/caregivers aware of specific learning programs.

The Staff Survey was answered by 3 staff members
- 100% of staff agreed that assessment processes used in the school provide information on students' strengths and areas for further development.
- 100% of staff agreed or strongly agreed that the school environment is focused on learning.
- 100% of staff agreed or strongly agreed that they have the opportunity to be involved in decision making.
- 100% of staff agreed or strongly agreed that the students are encouraged to achieve their best.

Feedback from the Staff Survey has informed us that in 2013 we will:
- Clearly define behaviour management procedures.

The Student Survey was answered by 13 students.
- 100% of students agreed or strongly agreed that their class activities are interesting and helped them learn and that they know how they are and how they can improve.
- 100% of students agreed or strongly agreed that they get extra help from teachers when they need it.
- 100% of students agreed or strongly agreed that they know how well they are doing in class and 92% of students agreed or strongly agreed that the students are friendly at school.
- 100% of students agreed or strongly agreed that the school was well organized.

Feedback from the Student Survey has informed us that in 2013 we will:
- Clearly define responsibilities and acceptable behaviours for students.

Accountability

National Partnerships

ICAN
As an ICAN school in 2012, we offered a Flexible Learning Option (FLO) to support the transition from year 7 to high school. Through the ICAN funding the school provided an individual case manager and a customised flexible learning program that enable a successful transition between year 7 and year 8.
During 2011-12, our school had access to $281,260 that was allocated to service the Riverland ICAN area to develop community partnership programs and provide individual student case management support.

**SSI Diagnostic Review**

The Diagnostic Review Team led a review process and provided a detailed report to our school that identified opportunities for further improvements and acknowledged successful practice in literacy teaching and learning. The review examined evidence of practice in relation to literacy.

The Diagnostic Review Team provided some assistance to our school to conduct the review, and follow up support was provided by the Regional Leadership Consultant. Our school provided release time for staff to work with the Diagnostic Review Team as well as dedicating professional learning time to implement any recommendations in the report.

**Staff**

**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>
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</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.

**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>0.00</td>
<td>2.00</td>
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<tr>
<td>Persons</td>
<td>0</td>
<td>3</td>
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**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>$380,570.15</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$4,200</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$4,098.25</td>
</tr>
<tr>
<td>4 Other</td>
<td>$8,975.36</td>
</tr>
</tbody>
</table>