Site Annual Reporting Requirements have all been met, with all required data sets as per legislative requirements set by the Australian Government in Schedule E.

Blanchetown Primary School fosters and encourages the active participation of all members of the school and wider community. We endeavour to provide the students with an educationally rich and diverse curriculum whilst at the same time providing challenging activities based on the needs of the students. In 2010 the relationships between the staff, parents, students and the wider community continued to grow to support our vision of providing an accessible, inclusive caring, quality learning environment for children and their families, empowering all members of the school community. This was achieved through creating opportunities where all members of the school community could participate at a level of their choice.

2010 saw the introduction of Student Committees. The whole school is allocated into one of four rotating groups; Catering, Environment, Planning and Improvement and Fundraising. This initiative came about because the students had fed back via the 2009 opinion survey that they had limited opportunities to make important decisions regarding the school. The result this year was a student body empowered to make important decisions which had a direct effect on their learning, their environment or the resources that are available to them.

All staff (teaching and non teaching) work hard to ensure that students are making progress and improvements in their learning at all times. All learning experiences have direct links to SACSA. Evidence of student achievement in all curriculum areas is sent home each term through student profiles.

School Camp "The Road Trip"  Inaugural Blanchetown, Cadell and Morgan Splash Carnival
1. STRATEGIC DIRECTIONS AND TARGETS

Numeracy - Number

As a focus for 2010, we were able to achieve several of our desired targets throughout the year.

All Year 3, 5 and 7 students (non NEP) to achieve targeted skill band for their year level for NAPLaN testing in 2010.

Year 3 - In 2010, we had no students in Year 3.

Unfortunately I am limited in what I am able to disclose as the number of students in years 5 and 7 that sat the NAPLaN test in 2010 was two or less. However, I can comment on the following.

Year 5 - In 2010, we only had one student in year 5. For confidentiality, I am unable to disclose how the student fairied in the 2010 NAPLaN tests. What I can disclose, was the student was within the appropriate band level for his age group.

Year 7 - I am able to report that whilst all year seven students were below the national average, despite receiving targeted intervention throughout 2010, no student was below the national minimum standard. Overall, whilst the NAPLaN test showed some areas for improvement in Numeracy, we must take into consideration the strengths of the students and that NAPLaN is a snap shot taken one day in 2010.

100% of Year 1-7 students to make at least 20% growth (within 9 months) against the school administered Smart Kiddies test.

After analysing the Smart Kiddies test results that all students completed at the start and end of 2010, the results are that 90% of the Upper Primary Students made positive growth ranging from 11% up to 40%. Only one student made negative growth. Relating to the actual target, 60% of students in the Years 4-7 class reached the target. Only four students didn’t reach the 20% growth target, yet still made positive growth overall. Looking at the R-2 class results, 71% of the students made positive growth in the standardised testing. One student made no appreciable difference and only one student made negative growth overall. Against the set target, only 28% of R-2 students reached the above mentioned target, however still made positive growth ranging anywhere from 10% - 14%. As a whole school, 41% of R-7 students reached the 20% growth target in 6 months and 82% of students made positive growth within a 6 month period.

Literacy – Writing

100% of Year 1-7 students to make at least 6 months growth (within 6 months) in the school administered standardised tests.

This year our school worked on a whole school approach to teaching writing with both Cadell and Morgan Primary Schools. The aim was to improve in three identified areas across the school, as determined by the 2009 NAPLaN results. The three identified areas for Blanchetown Primary School were Audience, Ideas and Punctuation. It needs to be stated that the above target is no longer appropriate for the information that we collected. This is because we measured student progress using the NAPLaN Marking Rubric, rather than a test which would have given a percentage of improvement. I am able to ascertain that in the Years 4-7 class, 81% of students made positive growth in Audience of one or more levels against the NAPLaN writing marking rubric. In Audience, 50% of R-2 students made positive growth. On a whole, 66% of R-7 students made positive growth. Whilst some students didn’t make growth, no child made negative growth as there was no appreciable difference between the two writing samples taken over the year.

In Ideas, 81% of Year 4-7 students made positive growth. In the R-2 class, 83% of students made growth in Ideas. This may be in part related to inviting two visiting authors into the school to talk to the students about the writing process and how they
as authors come up with captivating ideas. As a whole school when looking at the R-7 results for improvement in one or more band levels, there was 82% growth. In our last targeted area, Punctuation the growth was a little more disappointing. Only 54% of Year 4-7 students made improvement in one or more band level. In the R-2 class, the results were similarly disappointing. Only 33% of students improved in one or more band level. Overall as a school, 47% of students made growth of one or more area in Punctuation. In 2011, punctuation will remain a focus area with more specific, targeted punctuation lessons planned.

All Year 3, 5 and 7 students (non NEP) to achieve targeted skill band for their year level for NAPLaN testing in 2010.

Year 3 - In 2010, we had no students in Year 3.

Year 5 – With only one student in year 5, it would not be appropriate to comment on the students NAPLaN results due to reasons of anonymity.

Year 7 – I am able to report that whilst all year seven students were below the national average, (except in spelling which was a site focus in 2009), no student was below the national minimum standard in writing. Whilst the NAPLaN results showed some areas for improvement in writing, we must take into consideration that the NAPLaN tests were administered in May and an extensive amount of site level work was performed after the testing (as it was a school focus).

On a whole, the work that the teachers did throughout 2010 in regard to writing was very pleasing and the majority of the students made positive growth in their learning. In 2011, we will continue to build on these areas to ensure that the students continue to make positive growth.

Science

100% of teaching staff to feel confident and able to use Primary Connections in their teaching.

Whilst Primary Connections was a new initiative in 2010, targeted for Primary teachers (Years 3-7), all staff at BPS participated in the relevant training to allow them to use Primary Connections as a teaching tool this year. Although no official data has been collected to substantiate this target, the staff have reported that Primary Connections is a Science teaching resource which is easy to use as it engages students and allows them to ‘discover’ facets of science through teacher scaffolding. Given that the resource is very explicit, teaching staff have reported that they now feel more confident in the delivery of science to the students. Having the principal as the Science Facilitator for the Murray Mallee Western Cluster also assisted the staff in their confidence as they could seek immediate responses to questions or queries that they had and receive immediate feedback on the work that they were doing with Primary Connections. The school established comprehensive unit boxes with all the required resources in them and this reduced the workload for the teachers and made the delivery of Primary Connections easier to implement.
To increase students interest and enthusiasm in Science.

Analysing perception data taken from the students at the start of 2010, compared to the data collected at the end of 2010, shows that 74% of students showed an increase of confidence in using science. There was not much appreciable difference however, in the interest and enthusiasm levels of the students through using Primary Connections as a teaching resource. Students reported that Primary Connections “made them write too much” as it has a heavy literacy focus. Through the various assessment practices deployed, students showed growth in their understanding of the science topics covered. In the initial deployment of each unit, the students posed many questions that they wanted to find out about. At the conclusion of each unit, there were less than three questions (per unit) that the students could not answer themselves from what they had learnt. In summary, while student confidence improved, and although their enthusiasm and interest levels showed not much appreciable difference, student learning outcomes were reached as students could answer questions and explain concepts learnt to a satisfactory standard.

75% of students to make positive growth in their ability to conduct a simple science experiment and write a report correctly as per the Literacy Focus Science Project.

Whilst initial student work samples were collected at the start of 2010, as the year progressed it became evident that the Literacy Focus Science Project would not be an appropriate measure to determine the student’s ability to conduct and report on a simple science experiment. With the introduction of the Primary Connections Science curriculum, Science at Blanchetown Primary School changed direction. I am therefore unable to comment on this target as student data was not collected to determine whether the students made progress in this target.

![Image](image.jpg)

**ENROLMENT**

We live in a somewhat isolated, transient community and therefore predicting student numbers is always difficult. In 2010, we welcomed 7 new enrolments, one of which was a new Reception student and the remainder having moved to the area. In 2010, we farewelled 6 students for various reasons, but mainly families moving away from the area for work. We anticipated starting 2010 with only 19 students, yet finished the year having seen 26 students enrol which was very positive for the school.
PROGRESSIONS

All students will progress from their 2010 class to the next year level. Throughout 2010 we had six students transfer to other schools for varying reasons, mainly the families moving on. Two students made the transition to the local high school.

ATTENDANCE

2010 saw the school’s attendance plan maintained and followed to ensure that the students were present and accounted for. Courtesy phone calls were made, follow up notes were sent home and newsletter items were written to remind parents of their obligations in ensuring the school was well informed if their child/ren would be away in advance or as a follow up after the event. In the latter half of the year, we initiated a text messaging service where parents could text that their child was away and provide a reason. This service has been utilised by several parents.

2010 saw a decrease in student attendance of 3.2% (the same figure as last year down to 87%) compared to the year prior (90.2%). This is largely in part due to illnesses and
the particular needs of a small cohort of students with additional medical needs, which gave similar results in 2009. Given that we have a small sample size, our results are exacerbated by the complexity of the school and the individual student's needs (which does not get taken into consideration). Throughout 2010, the school more actively pursued these absences more closely, especially in regard to chasing reasons as to why students were absent. Whilst the best efforts were made by the school, some families still fail to see the importance of their children receiving an adequate education, to open up opportunities later in life. After exhausting all site level options, the services of the attendance officer was called to work with several families as well as CAMHS, Relationships Australia, Centacare and a DECS social worker were deployed to work with certain families to encourage them to ensure that their children regularly attend school. We maintained our whole school reading programme with incentives and provided breakfasts 3 to 4 times a week to further encourage students to be punctual and attend school. Despite altering the school times in terms 3 and 4 so that school started earlier but finished earlier, student’s attendance levels did not alter either for the better or worse.

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STUDENT ACHIEVEMENT

In 2010, we had a cohort of students in Years 5 and 7 of less than 5 students in each group respectively. I am therefore unable to comment or show the graphs which highlight how the students went in the 2010 NAPLaN tests.

Looking at the standardised testing carried out throughout 2010 for all students, it must be noted that while some students are achieving below their chronological age in a range of standardised tests (Waddington Reading, Westwood Spelling, Burt Word Age, SA Spelling and the Smart Kiddies Numeracy Tests), most students made positive growth when comparing the test results from their previous attempt. The students should be very proud of their continual efforts to better themselves and the staff should be equally proud of their achievements in finding practical solutions and ideas to ensure that the students they work with are making positive growth.

In 2010, any student that was identified as achieving 12 months or more below their chronological age in a particular learning area (mainly numeracy and literacy) received targeted one on one SSO support as part of their Individual Learning Plan to assist them with their learning. Whilst the majority of this cost was borne by the school, the results to student learning have been positive and therefore make every cent spent worthwhile as the decision was made to best meet the learning needs of the students.

In 2011, we will introduce new PAT Maths, Reading, Comprehension, Vocabulary, Spelling and Science testing which will provide a more accurate indication of student achievement levels. At present, most of our testing has a ceiling, meaning that those students that initially achieve high results at the start of the year can show little sign of improvement throughout the year. In some cases, the testing appears to make the students look as though they are making negative growth as they are at the high end
level of achievement for their age initially, but as their chronological age increases throughout the year; their achievement levels are unable to progress as they are already achieving within the high end scale of the tests.

Interaction Days with Morgan and Cadell are important components of the students’ learning.

PARENT / STUDENT / STAFF SATISFACTION

In 2010, Blanchetown Primary School offered all staff, students and parents the opportunity to partake in an opinion survey to seek feedback how the school is travelling. This year again, 7 parents completed the survey which is positive given the small cohort we have. All eligible students participated and so did the staff.

As an alternative measure to encourage parent input, a weekly ‘Statement of the Week’ was distributed with a site designed question and a question taken from the previous years Parent Opinion Survey. We received many varying responses, most very positive, and quite a large proportion constructive so that we could make changes for the better, to benefit the whole school community. Statements of the Week were shared at staff meetings and as a whole staff, we discussed issues raised and determined solutions about how we could address identified areas of concerns as raised by the parent body.

PARENT SATISFACTION

The results of the parent opinion survey were extremely pleasing this year. All four areas that were commented on (Quality of Teaching and Learning, Support of Learning, Relationships and Communication and Leadership and Decision Making) rated highly. The highest performing area according to the parents was Leadership and Decision making (100% above agreement). We offer a very open and transparent approach to all decision making and where possible, involve all stakeholders in the decision making process. The second best performing area was that of Relationships and Communication (92.3% above agreement). We pride ourselves on fostering positive communications through clear communication. We offer many varying communication methods so that we can clearly and succinctly get messages across to ensure all stakeholders are receiving the same information, ensuring clear and high expectations. The remaining two areas (Support of Learning – 75% above agreement) and Quality of Teaching and Learning (55% above agreement) were identified as having made more ‘above average agreement’ than no appreciable difference compared to the overall state distribution.

Parental Comments

Leadership and Decision Making

“My family is involved in the school and find the leadership excellent, helpful and always with the students and the schools welfare at the best interest. Working makes involvement limited but always encouraged at all levels of the school.”

“I am very impressed that the school involves the community and parents in everything it even has once a month that the parents come in and cook all the students and teachers breakfast. Which is also a way for parents to be involved in what the teachers are teaching the students”.

Relationships and Communication
“The teachers are very accommodating and help me personally a lot because my son has Acute Lymphoblastic Leukaemia which stops him going to school 1 day a fortnight. Which most schools in the city would not go out of there way to help. My daughter also goes to the same school and they have gone out of there way to help her get counselling because of the trauma of what is going on in our lives at this stage of all our lives”.

“Communication at the school is excellent. They send out very good weekly newsletters and term folder with work achieved at school with a report and response sheet. I am very pleased with how friendly and helpful the staff are”.

**Support of Learning**

“My child has had extra support when required and although the students know what is expected of them, including my child, they don’t always behave how they should despite the effort the teachers and parents put in”

“The whole community gets involved with all students at the school as well as the teachers. Staying after school giving extra time after school”

**Quality of Teaching and Learning**

“My children have had more 1 on 1 help from this school that has ever happened before”

Overall, I think that as a staff and a school as a whole, we can feel very proud of the feedback that we have been given. The fact that the parent body are happy with what we are doing, is reinforcement that we are ‘on the right track’.

**STUDENT SATISFACTION**

In 2010, all eligible students completed the online survey to comment on aspects of their schooling and learning under the following categories; Quality of Teaching and Learning, Support of Learning, Relationships and Communication and Leadership and Decision Making. Disappointingly this year, we received a number of negative comments rather than positive ones from the students. The most noticeable area identified by the students was that of Leadership and Decision Making. Without speculating too much, I do wonder whether the students were able to carefully understand what it is that the question was asking them. Leadership and Decision Making was the one identified area that the students commented on in 2009. Throughout 2010, we have been actively providing the students with opportunities to be involved in Leadership and Decision Making. We developed the concept of Student Committees where all students were allocated a working committee to be involved in. These committees (Environment, Planning and Improvement, Catering and Fundraising) meet several times per term, discuss ideas and put actions into place for the betterment of the school as a whole. All students have been actively involved in Leadership and Decision Making throughout 2010 and therefore I am unable to comment or provide explanation why this was our lowest performing area with 75% below average agreement. The next poorest performing area with 50% below average student agreement was Quality of Teaching and Learning. Whilst we did receive some positive (above average agreements from the students), the below average agreements (the red comments) are the ones that stand out. In 2011, at a staff meeting, we will carefully scrutinise the student’s feedback and discuss options and ideas of how we can remedy some of these ‘negative’ statements. I believe that in part, since a more strict behaviour management policy was enforced due to an incline of inappropriate behaviours, the students have expressed their feelings overall in a more negative fashion.

**Student Comments**

**Quality of Teaching and Learning**

“Sometimes the teachers say maths questions a bit fast”

“This school is great but I think the teachers could explain things better”
“They help us if we don’t know what to do”
“I LOVE MY SCHOOL”
“I would like it if the teachers told you more about what we are doing and explain more things more”
“I think this school is a great school and the teachers at this school are great teachers”
“The learning in this school is very good”

Support of Learning
“I think that our school is very social”
“Everyone gets along pretty well”
“This school rock”

Relationships and Communication
“I love this school”
“Some people stop me learning sometimes”

Leadership and Decision Making
“The leadership and decision making in this school is good”
“Decisions here are alright”

Other Comments
“I like learning”
“Some people in this school are self centred”

STAFF SATISFACTION

The four areas that staff commented on were: Quality of Teaching and Learning, Support of Learning, Relationships and Communication and Leadership and Decision Making. All four areas rated highly with a high percentage of responses received in the above average agreement which is very positive for the school. It is heartening that the staff also reflect the parent satisfaction that we are operating at a very high standard to best meet the needs of the students.

Staff Comments

Quality of Teaching and Learning – (44% above average agreement)
“Teachers in this school are continually modifying and extending learning programs to provide quality teaching”

Support of Learning – (57% above average agreement)
“The school’s behaviour management system is constantly monitored and modified to make it an effective tool in managing student behaviour”

Relationships and Communication – (84.2% above average agreement)
“There are many opportunities for staff to communicate formally and informally. All staff support each other”

Leadership and Decision Making – (85.7% above average agreement)
“The quality of leadership in this school is of an extremely high standard. Everyone has the opportunity to participate in decision making”.

Other Comments

“A great supportive school environment”
Blanchetown Primary School offers a broad education for all students provided by dedicated staff”

TEACHING STAFF ATTENDANCE

Teaching staff attendance for the 2010 school year was 98.6% and the average number of days absent per teacher was 2.6 days. Throughout 2010, we were only required to employ one TRT for the entire year for teacher absence due to illness.

TEACHING STAFF RETENTION

Blanchetown Primary School was able to maintain the majority of the teaching staff in 2010 – Mrs Karen Bolt was employed to replace Andrea Fox in the R-3 class and Mrs Ros Simpfendorfer remained in the 4-7 class. Ros worked 0.8, with Nikki Liebich (0.2) backfilling Ros on a Friday and Karen was employed 1.0. The Principal, Mr Jason Sheehy taught NIT Science to both classes and worked as the Primary Connections Facilitator for the Western Murray/Mallee Cluster of schools to assist in the introduction of the Primary Connections Science Units within the Murray and Mallee Region. Sadly we farewell the services of Mrs Nikki Liebich at the end of 2010 due to the lack of employment opportunities within the school.

TEACHER QUALIFICATIONS

All teachers hold qualifications required for teacher registration in South Australia. Of our teaching staff, 66.6% hold a Bachelor of Education Junior Primary / Primary degree, 66.6% hold a Diploma of Teaching (Primary) and we are fortunate that 33.3% of teachers hold a Graduate Diploma of Language as well as a Diploma of Teaching.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

All teaching staff participated in many hours of professional learning throughout the year. All staff are interested in professional development to continually increase and update their skills to make the learning interesting and engaging for the students and to improve student learning outcomes. The professional learning focused primarily on our site priorities. Approximately $314 per teacher was spent on professional learning throughout the year including such professional learning as Stephen Graham workshops on Reading Comprehension and Writing Expositions, CPR First Aid, Asthma First Aid Training, various Writing workshops, Primary Connections Introductory Sessions, Guided Writing, Maths for Primary Students (Michael Ymer), Margaret Menner (Guided Writing), Students with Specific Learning Difficulties, Maths for All, Margaret Menner – Junior Primary Writing Workshops and Advance Teacher Training conference on spelling and comprehension. Although Writing, Numeracy, IT and Science was a strong T & D focus in 2010, the majority of
sessions were run ‘in house’ between Blanchetown, Morgan and Cadell Primary Schools and therefore there was minimal cost involved.

Blanchetown Sports Day

Disney on Ice

**2010 Highlights**

This year we experienced many highlights such as:

- We took delivery of the new library in late term 2. The building arrived on three separate trucks and was lifted over the current school building via a 60 tonne crane and lowered into its current resting place. An extensive amount of work has been completed to see this building near practical completion and be signed off ready for occupancy.
- Whole School Camp: “The Road Trip” was yet another positive example of how the school can assist the families by providing a low cost camp, which was educationally rich.
- The annual mystery “Fun Day” occurred again in 2010. This year, utilising a portion of the Commonwealth Drought Assistance money, the whole school visited a school in the Barossa Valley, then made their way to Glenelg beach, enjoyed lunch at Moseley Square and had several hours of fun at “The Beachouse”.
- All students received a new wind jacket, (with the new school logo) as well as a ‘nude food’ lunch box to encourage students to reduce the amount of rubbish that we contribute to as a site and to take pride in the fact that they are students of Blanchetown Primary School.
- The introduction of the small, recycling bins where daily rubbish is now sorted and recycled where-ever possible has been very functional, reducing our overall contribution to land fill.
- As part of a whole school reward system to encourage appropriate behaviours, the majority of the school had the opportunity to view Disney on Ice – A Disneyland Adventure at the Entertainment Centre and then moved onto the Snow Dome to practise the skill of Ice Skating.
- Science being a focus in 2010 saw two Science Interaction Days organised with Cadell and Morgan Primary Schools. The students enjoyed both the CSIRO and Sci-World visits, with additional activities run by the teachers to compliment this learning opportunity.
- The Principal’s office received a much needed facelift / refurbishment, making the room a much more practical and user friendly work space.
- The dilapidated swimming pool was removed after it burst and was replaced (from site level funds) with a bigger, improved swimming pool, complete with a deep end. The students enjoyed having this resource available to them and it has negated the need to travel to Waikerie Swimming Pool to access an element of swimming lessons for deep water entry.
- The years 6/7 students participated in a one day aquatics course where they tried wind surfing, knee-boarding, canoeing and sailing.
- Interaction Days had a strong focus so that our students could familiarise themselves with other students and to establish friendships in readiness to high school.
- The school successfully went through ‘DECS’ Improvement and Accountability framework’ (DIAf) validation day. The report from the day is
attached to the Annual Report. As a staff, we were very happy with the outcome of this day, as it validated the great work that we do here on site.

- The inaugural Blanchetown, Cadell and Morgan Primary School Splash Carnival held at the Waikerie Swimming Complex proved to be a very successful and enjoyable day.

2010 has been yet another very successful year for the students, staff and families. As a school community we should be proud of our achievements and successes and will endeavour to further strengthen these achievements in 2011. These celebrations of success, progress, experiences and opportunities contribute to make Blanchetown Primary School a great place to work, learn and play.

Jason Sheehy
Principal