



# BLANCHETOWN PRIMARY SCHOOL

## Blanchetown Primary School 2019 annual report to the school community



Government  
of South Australia  
Department for Education

Blanchetown Primary School Number: 571

Partnership: Waikerie

Name of school principal:

Ashlee Salter

Name of governing council chairperson:

David Zadow

Date of endorsement:

17/02/2020

## School context and highlights

Blanchetown Primary is a small Riverland school located 140 kilometres from Adelaide, home of Lock One. Set on picturesque grounds, our school promotes an exciting, safe, fun and family orientated atmosphere.

During 2019, we had an R-2 and a Year 3-7 class which we plan to continue in 2020. The number of enrolments has grown from 21 to 28 throughout 2019 due to the popularity of the school. Most students come from the township and immediate surrounding area. A private school bus run is available for students who live on the outskirts of the town.

Our school sets high expectations of all children, whilst encouraging them to be self-motivated and take pride in their school. We foster an environment that is caring, nurturing and challenging, to allow students to feel valued, and take ownership of their learning.

Blanchetown Primary School offers great facilities including tennis courts, large oval, exercise circuit and varied play environments that support exploration, including a rejuvenated Nature Play space, Agricultural area and Play Centre mud kitchen play space.

The school is well equipped to support our students through extensive sporting equipment, IT devices, and resource centre.

We have had many highlights throughout 2019 including events such as our annual camp, walk to school safely day, Let's Ride bike safety 'wheely fun day,' Crows Growing with Gratitude, Maths Yellow Brick Road, Splash carnival, swimming lessons, Music is Fun band, learning about AFL, Netball, Tennis, Volleyball and Cricket, Exhibition of Learning afternoon, Brekky Club, Healthy lunches, Leader's camp, Life Education, Blanchetown Family Fun Day, Police Man visit, Hot Air Balloon visit, Musica Viva, Book Week parade, Carpet Python visit, BPS Sports Day, Easter celebrations with Hot Cross buns baking, 10 pin bowling and Aquadome visit, Mid Murray Sports Day, Student Voice rotations and Mother's and Father's Day stalls hosted by our Parents and Friends Committee.

This year we have implemented a 4 Year old transition program named Blanchetown Beginnings. Children who are of kindy age have visited our Junior Primary class every Wednesday afternoon to familiarise themselves with our school.

Staff have been involved in many professional development courses this year including Curriculum planning, Transforming Tasks, STEM 500 Maths, Brightpath writing, Jolly Phonics and SMART trauma awareness training. We keep up to date with educational innovation.

## Governing council report

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 current members Ashlee Salter, Courtney Searle, Kiah Payne, Skye Tuckey, Tess Kelly and Bryan Johnson, and former members Lliam Roberts and Mel Porter for their contributions and assistance throughout the year, especially for their support and encouragement towards myself in the Chairperson's role. As a governing council member, you play a part in forming the kind of school that you would like your child to be a part of, so I urge all parents to consider joining the governing council, we meet twice a term. During this year some of the actions and decisions made by governing council were to approve funding for new laptops for the students, along with all other school budgets, and constantly investigate and explore ways to improve the students learning environment, and attract new students to the school. 2019 began with 22 students, and while this meant that we were in a lower funding bracket to a few years ago, we decided to continue to maintain the services of 2 full time teachers, to offer 2 separate classes full time, which we believe is very important for the children's development. All this was achieved with minimal reduction to our healthy reserves, meaning that we can continue to offer this service for many years to come, regardless of possible funding restraints due to lower student numbers. Being able to offer these services this year, coupled with the excellent teaching, has resulted in great individual student growth. Also, for the first time this year, we were able to offer transitional time for kindy students on Wednesday afternoons every week after playcentre for the whole year. This has been an excellent opportunity for these kids to ease into school, and I am sure they will hit the ground running when they start reception next year. I would like to thank Kiah Payne for her efforts throughout the year providing this service. This, along with more current and new students anticipated to arrive next year, is creating a very positive atmosphere for Blanchetown Primary School's future.

## Improvement planning - review and evaluate

Blanchetown Primary School's Site Improvement Plan goals for 2019 were as follows:

### READING

Goal- Increase student achievement in reading for Years 3-5.

Target- 5 out of 7 Year 3 students to achieve DfE SEA in PAT-R.

Challenge of Practice: If we explicitly teach students how to comprehend texts with a focus on inferencing, then we will significantly increase student achievement in reading

We achieved our Reading Goal in 2019 as 5 out of 7 students achieved the Standard of Educational Achievement in PAT-R that was required for their year level.

### MATHS

Goal- Maintain and increase the number of students achieving the higher bands in numeracy for years 2-4

Target- All Year 2 students to achieve higher bands in PAT-M

Challenge of Practice: If we explicitly teach estimation and problem solving strategies, including 'reasonableness' then we will maintain and/or increase student achievement in numeracy

We did not achieve our Maths Goal this year as not all students reached higher bands in PAT-M. This now becomes our main aim in 2020; to ensure our students are achieving the SEA in PAT-M and reaching higher bands.

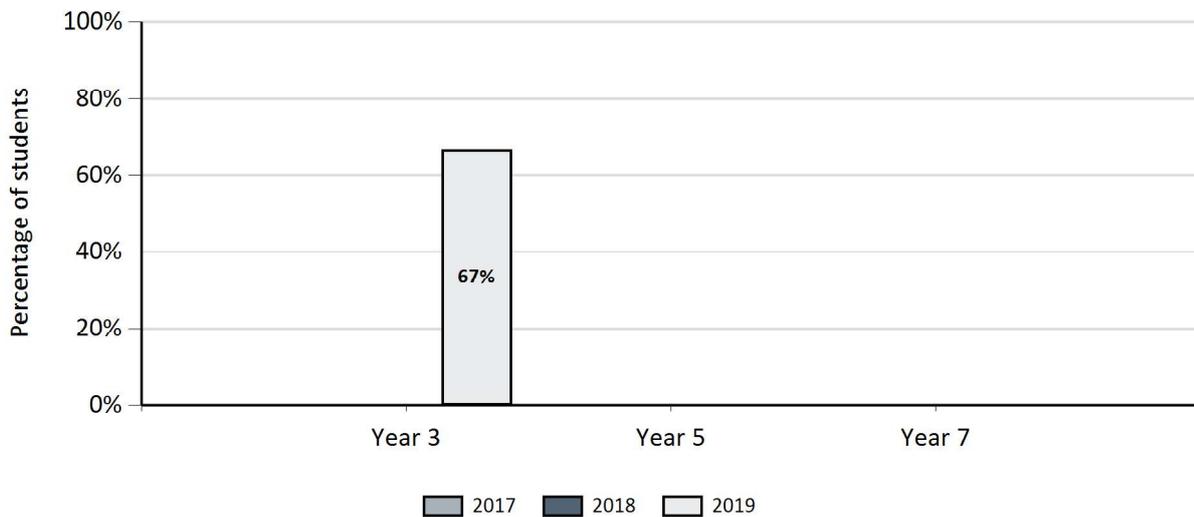
During 2020, our main goals relate to comprehension in Reading and mental computation strategies for Problem Solving in Maths.

## Performance Summary

### NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

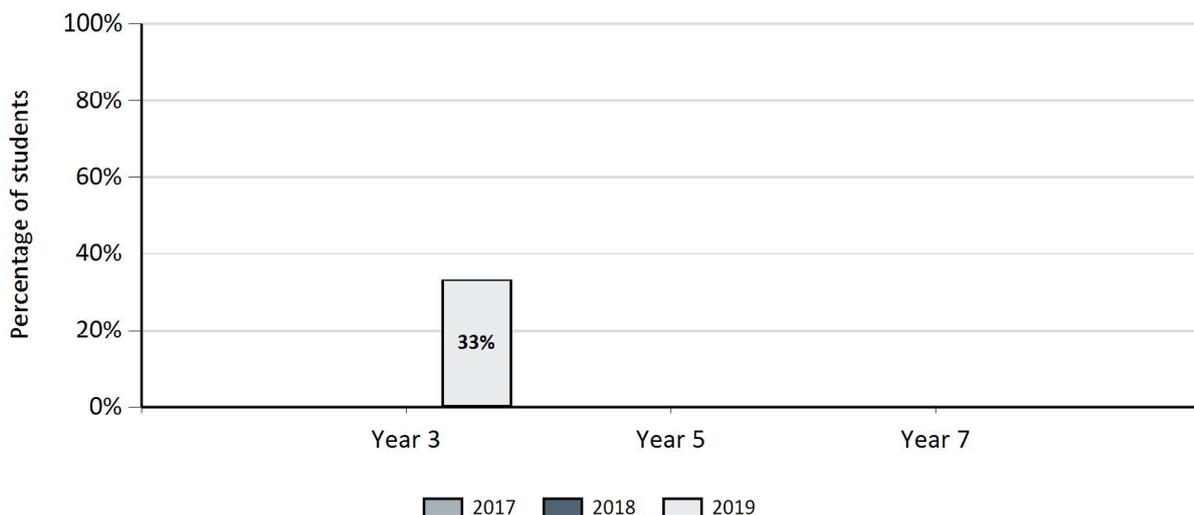
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



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\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	25%
Middle progress group	*	50%
Lower progress group	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

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## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	6	6	1	0	17%	0%
Year 3 2017-19 average	*	*	*	*	*	*
Year 5 2019	*	*	*	*	*	*
Year 5 2017-19 average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2017-19 average	*	*	*	*	*	*

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## School performance comment

As Blanchetown Primary School has fewer than 20 students sit NAPLaN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions in performance year to year.

Trends and achievements could potentially identify individuals in relation to data for Year 7s as we only had two undergo NAPLaN testing and no Year 5s.

NAPLaN results 2019

YEAR 3

We had 6 students sit NAPLaN testing in 2019

100% of students achieved National Minimum Standard for Reading

83% of students achieved National Minimum Standard for Writing

67% of students achieved National Minimum Standard for Spelling

100% of students achieved National Minimum Standard for Grammar and Punctuation

67% of students achieved National Minimum Standard for Numeracy

69% of students reached their Running Record goal based upon the DfE SEA.

80% of Year 1 to Year 7 students achieved the PAT Reading benchmarks for their year level.

45% of Year 1 to Year 7 students achieved the PAT Maths benchmarks for their year level.

## Attendance

Year level	2016	2017	2018	2019
Reception	93.6%	96.2%	87.1%	94.4%
Year 1	91.3%	91.3%	99.2%	91.4%
Year 2	100.0%	98.3%	93.3%	93.6%
Year 3	93.4%	97.5%	100.0%	87.8%
Year 4	97.8%	88.2%		97.5%
Year 5	96.0%	94.6%	90.9%	
Year 6	98.3%	88.2%	84.2%	90.7%
Year 7	96.0%	89.5%	98.6%	86.5%
Total	94.5%	93.0%	94.2%	91.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance comment

Staff ensure unexplained absences are followed up with phone calls, texts and/or letters home. We aim to have zero unexplained absences.

We have a strong focus on wellbeing and engagement for learning so our students want to come to school, feel a connection with their classroom and form strong, educative relationships with staff.

## Behaviour support comment

Blanchetown Primary School provides a safe and welcoming environment for families and students. The culture of the school is positive with high expectations in learning and behaviour which means that parents/carers are supportive of these expectations, values and learning dispositions. The Behaviour Code is reviewed annually and the Anti-Bullying Policy every two years with all stakeholders having input. We focus on a highly engaging and quality program so disruptive behaviours are minimal and when they occur, are dealt with in line with restorative practices and our behaviour management flowchart. We believe in a positive approach to all our interactions. There were minimal suspensions and no incidents of bullying or violence in 2019.

## Client opinion summary

At the end of 2019, students, parents and staff were surveyed.

Students highest rated responses included:

- my teachers expect me to do my best
- my teachers motivate me to learn
- my school looks for ways to improve
- I like being at my school
- I can talk to my teachers about my concerns

Students believed that what we did well included our many events such as sports days, sporting schools grant sports, camp and celebrations as well as the way we use ICT in lessons.

Some ways in which our students would like us to improve included:

more Maths, History, Design and Tech, grow more plants and get veggie gardens

Parent's highest rated responses included:

- Teachers at this school expect my child to do his/her best
- My child feels safe at this school
- my child likes being at this school
- This school looks for ways to improve

Parents believed that what we did well included:

Supporting students with special needs, involve families in school activities, teachers are involved in book week alongside community, fantastic communication, parents are involved in assemblies, teachers put in lots of effort, sense of community, caring motivated teachers, teachers are up to date with best teaching tools, provides a family safe environment where the family feel is appreciated very much, the care for each other creates a good vibe, the small class sizes mean things cannot be missed, passionate, talented teachers and that we manage any behaviour problems well

Areas for improvement from our parents included:

Extra teaching aids and SSO hours, more physical education, bus services to travel further and less time away for teachers at compulsory trainings

Staff's highest rated responses included:

teachers at this school treat students fairly



## Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	5	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Relevant history screening

To ensure compliance with DECD Relevant History Screening all staff and volunteers have a current clearance with the expiration date recorded in EDSAS.

Tradespeople who are sent by DpTI have already been vetted. Those who are private providers are required to show their clearance before commencing work on site.

The Admin Officer maintains a TRT register with current Authority to Teach documents, copies of which are kept in a file. When necessary, Authoring to Teach documents are confirmed with HR.

## Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	3
Post Graduate Qualifications	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: Staff who 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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	2.6	0.0	2.2
Persons	0	3	0	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	585574.00
Grants: Commonwealth	6035.89
Parent Contributions	7416.14
Fund Raising	1075.40
Other	7253.31

Data Source: Education Department School Administration System (EDSAS).

## 2019 school annual report: Tier 2 funding report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Staff professional learning in trauma awareness, SSO employment to work 1:1 with students requiring further behaviour and engagement support	Progress towards outcomes as identified in One Plans
	Improved outcomes for students with an additional language or dialect	NA	
	Improved outcomes for students with disabilities	SSO hours were used to support identified students with 1:1 and group support in line with One Plans. Teaching staff were released to meet with Support Services personnel when necessary to discuss needs and adjustments	Progress towards outcomes as identified in One Plans
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	The funds for rural and isolated students were used so our students were able to access performances, excursions and camp so they are not disadvantaged by distance.  Early Years Literacy including Early Years support funds were used to purchase new resources for our resource centre, including the Hegerty Phonological Awareness curriculum, and for professional learning of our staff for example Jolly Phonics. This funding was also used for SSO support so students were able to work 1:1 and in small groups on phonemic awareness, phonics and intervention programs.	Progress towards learning outcomes and bolster student well-being.  JP students supported with PASM learning and Oral Language tests. SEA achieved in reading.
Program funding for all students	Australian Curriculum	New resources purchased relating to our SIP goals of comprehension and problem solving skills	85% met SEA in PAT Reading 60% met SEA in PAT Maths
	Aboriginal languages programs initiatives	NA	
Other discretionary funding	Better schools funding	The purchase of new reading texts and SSO support for identified students, purchased new Running Records testing kit	60% of students achieved Running Record goals
	Specialist school reporting (as required)	NA	
	Improved outcomes for gifted students	NA	
	Primary school counsellor (if applicable)	Funding was used to ensure the Principal was free to work with students and families who needed counselling support	New programs implementation for 2020 e.g Berry St, Positive Living Skills, CPC