



# BLANCHETOWN PRIMARY SCHOOL

## Blanchetown Primary School

### 2020 annual report to the community

Blanchetown Primary School Number: 571

Partnership: Waikerie

Signature

School principal:

Mrs Sue Billett and Mrs Ashlee Salter

Governing council chair:

David Zadow

Date of endorsement:

26 February 2021



Government  
of South Australia  
Department for Education

## 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 2020, we had an R-2 and a Year 3-7 class with 30 enrolments, 20% school card holders and 2% Aboriginal. 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, Playcentre and 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 'wheely fun day', swimming lessons, and supported by the Sporting Schools grant the students have had coaching in Tennis, Cricket and Badminton. The Breakfast Club and Healthy Eating were well supported at the beginning of the year but due to Covid 19, had to be cancelled for the remainder of the year. Students had the chance to participate in the BPS Sports Day, the Book Week parade, and purchase gifts through the Mother's and Father's Day stalls hosted by our Parents and Friends Committee. Staff were able to respond confidently to different learning conditions by setting up a Google Classroom account and teaching our students remotely until we were all back in the classroom. A huge feat.

An External School Review was carried out in term 3 which gave three directions for the next three years. A plan has been developed to meet these suggestions.

Staff have been involved in many professional trainings including Curriculum planning, Transforming Tasks, STEM500 Maths, Brightpath writing, and many online Plink courses. We make every effort to keep up to date with educational innovation.

## Governing council report

I would like to thank the wonderful staff at Blanchetown Primary School for their dedication so our students continue to learn and grow.

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, Laura Giles, Kiah Payne, Skye Tuckey, Tess Kelly and Bryan Johnson, Elly Stalenberg, and Emma-Lee Wiffers for their contributions and assistance throughout the year. GC approved funding for a new drink trough, a new photo copier, ipads, and the removal of the unused gas cylinder, and the school budget.

2020 began with 30 students, which boosted funding which maintain 2 separate classes full time. We have once again maintained our healthy reserve.

Some highlights for 2020 were; Science week, School Sports Day, Pizza & Pasta Pyjama Party, Swimming Lessons and Badminton, Basketball and Tennis Lessons.

I would like to thank Ashlee Salter for her time this year as principal, and her continued enthusiasm and passion for our school. We welcomed Sue Billett back again this year as she shared the principal's role with Ashlee. I must also take this time to commend Ashlee and Sue for working so well together this year, especially with the many and constant Covid related interruptions and rule changes, well done!

We farewell Kiah Payne who has worked for over 6 years here, and we thank Laura Giles for stepping into the Yr3-7 class and Ally Gosse, the NIT teacher, who taught Indonesian and The Arts.

We also farewell Ina who finishes her long and dedicated service leading the Playcentre. Her work has touched many lives, and we thank her and wish her all the best for her future.

We wish to thank the excellent support staff of Ros Hahn, Admin Officer, Michelle and Elly, SSOs, and Bryan our Groundsman. Jolie Zadow, our new Pastoral Care Worker, has embraced her role providing support to our students, teachers, and parents.

I wish Madeline and Montanna all the best for their transition to high school. They will be missed as they have both been great role models and friends for the younger students. Well done and all the best for your secondary years.

Thanks again to all who have contributed to Blanchetown Primary School's successes in 2020, and we appreciate your continued support into 2021.

## Quality improvement planning

### School Performance 2020

Reading goal: To maintain and increase reading achievement in Years 3 to 5

Target 2020: 5 out of 7 Year 4 students to achieve above the DfE SEA in PAT-R

Only two of our seven students achieved above the DfE SEA in PAT-R. Two students had a difference of 1.5 scale scores to the SEA. Both of these students made sound personal growth of 12.5 (expected growth being 11).

Maths goal: To maintain and increase the number of students in higher bands and achieving the DfE SEA in PAT Maths

Target 2020: All Year 3 students to achieve above DfE SEA in PAT-M (95)

Five out of seven students achieved above the DfE SEA in PAT-M with two achieving higher bands ie stanine 7 or above. Unfortunately, three students had no previous data for comparisons but of the four who have been at Blanchetown for all of their schooling, 75% achieved above the SEA. Fifty percent of those students achieved higher bands. Higher bands were maintained but not increased.

A special point was a Yr 3 student making personal growth of 49.3.

### 2021

Reading Goal: To maintain and increase reading achievement in Years 3 to 5

Target 2021: 100% of Year 5 students to achieve above the DfE SEA in PAT-R (112)

Challenge of Practice: If we develop and strengthen the teaching of reading by incorporating a greater focus on comprehension, alongside other elements of the Big 6, we will increase reading achievement.

It has been identified that significant number of students do not have a solid grounding in phonemic awareness and decoding skills ie phonic. Through a focus on 'Heggerty' and 'Sound Waves', students will then be able to increase their fluency and vocabulary which has a huge impact on comprehension.

For semester one the Yr 3/4 will have specific instruction three morning per week with another teacher thus allowing intensive work with the Yr 5 group based on the Big 6.

Numeracy Goal: To maintain and increase the number of students in higher bands and achieving the DfE SEA in PAT Maths

Target 2021: 2021 - 50% of Year 4 students to achieve above DfE SEA in PAT-M (132)

Challenge of Practice: If we explicitly teach, model and differentiate the elements of the BIN including mental computations and support students to apply this knowledge to solving worded problems we will maintain and increase the number of students in higher bands in Numeracy.

Further work with BIN will continue, more computation strategies activities including online support and three mornings per week the Yr 3/4 group will have focused intensive instruction. Worded authentic problems will be a feature at least once per week.

## Improvement: Aboriginal learners

There are low numbers of Aboriginal students at Blanchetown PS but they figure in the data collection, planning, differentiation/interventions put in place to support their learning and of course regular review at Step 4.

We worked on the 'Data Informed Practice' component of the Aboriginal Learner Strategy. At the end of 2020 we rated ourselves high on the Quality matrix.

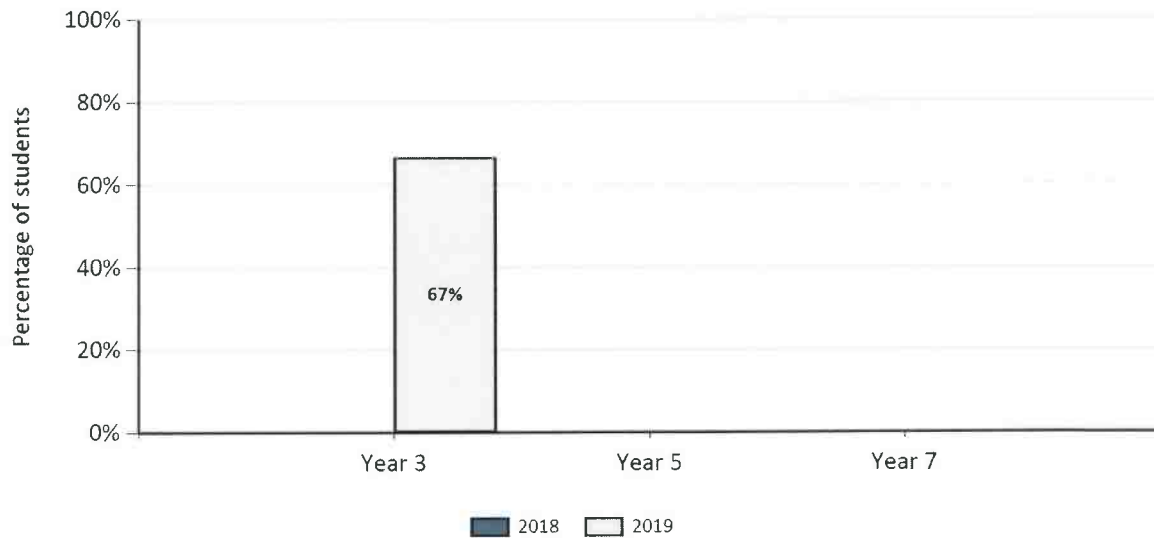
Funding was used to have individual support in classes with 100% making growth in PAT Maths.

# 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

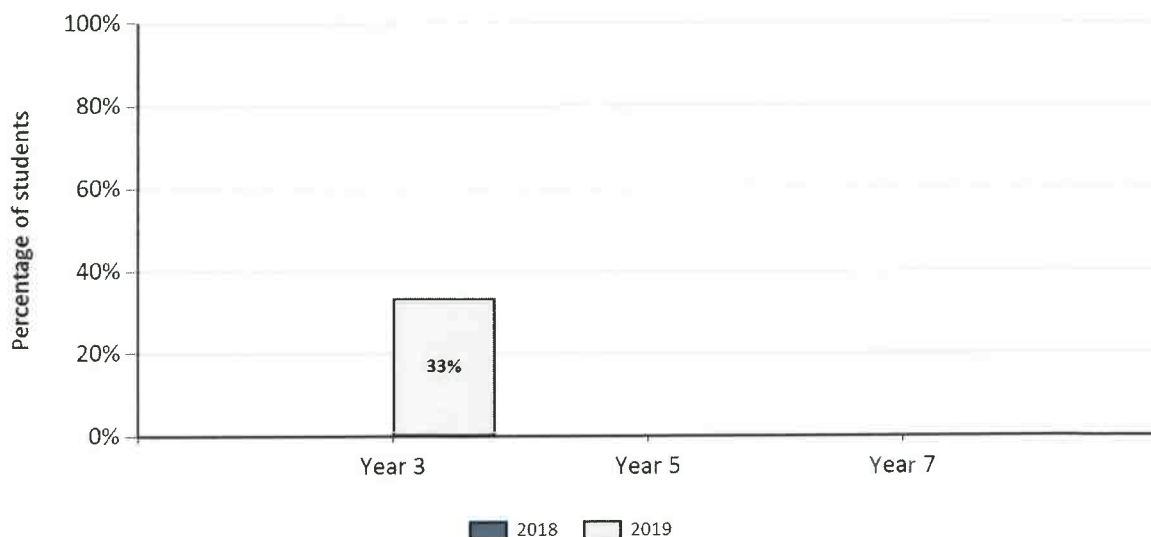


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

\*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 2020 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 2020.

\*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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Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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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 2017-2019 Average	*	*	*	*	*	*
Year 5 2019	*	*	*	*	*	*
Year 5 2017-2019 Average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<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.

Site data shows clearly the groups needing extra support and those who have potential of being in higher bands.

PAT– Reading results showed achievement for

Yr 2s - 66% attained SEA,

Yr 3s – 100% attained SEA with 43% in the higher bands,

Yr 4s – 29% attained SEA,

Yr 5s – 100% attained SEA and

Yr 7s – 30% attained SEA.

Our Yr 5 group in 2021 will be a focus group with extra teacher and SSO support.

The A-E Reading data from reports indicated

A – 4%

B - 19%

C - 65%

D – 15%

N/A – 8%

PAT– Maths results showed achievement for

Yr 2s – 66% attained SEA

Yr 3s – 71% attained SEA with 40% of those in higher bands

Yr 4s – 43% attained SEA

Yr 5s – 100% attained SEA and

Yr 7s – 66% attained SEA

Once again the Yr 5 group in 2021 will be a focus group with extra teacher and SSO support.

The A-E data from reports indicated

A - 12%

B - 8%

C – 54%

D – 18%

N/A – 8%

## Attendance

Year level	2017	2018	2019	2020
Reception	96.2%	87.1%	94.4%	94.1%
Year 1	91.3%	99.2%	91.4%	90.3%
Year 2	98.3%	93.3%	93.6%	90.5%
Year 3	97.5%	100.0%	87.8%	97.0%
Year 4	88.2%	N/A	97.5%	81.1%
Year 5	94.6%	90.9%	N/A	96.2%
Year 6	88.2%	84.2%	90.7%	N/A
Year 7	89.5%	98.6%	86.5%	82.2%
Total	93.0%	94.2%	91.8%	90.0%

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, our values and learning dispositions. The Behaviour Code and Anti-Bullying Policy are reviewed each year 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 2020.



## Client opinion summary

The Opinion Surveys were carried out in October however there were insufficient parent responses.

Student responses were very positive 100% either agreeing or strongly agreeing in the areas of:

- 'I am challenged in my learning and encouraged to 'have a go'
- There is someone at school I can talk to if I have an issue
- My school has high expectations of me to do my best

The students mentioned positives of the year:

- Science week excursion
- Clay statues
- Drive in movie
- Making friends
- Having staff that support me

Suggestions for improvement:

- Fill in the space where the pool was (has already started)
- More trees
- Nothing, everything is awesome already

Staff surveys rated 'I receive useful feedback about my work at this school' as the lowest though 84% agreed or strongly agreed with the statement.

The highest rated responses (100%) either agreed or strongly agreed, were:

- Teachers at this school expect students to do their best
- Teachers at this school provide students with useful feedback about their school work

Staff mentioned positives for the year which included:

- Fantastic students who are motivated to learn
- Staff work as a team and help each other out when needed
- Receiving relevant training to support students with social/emotional issues

Suggestions for improvement:

- Include a focus on writing
- Narrow the focus area to a one or two things

Some of the suggestion have already been enacted on for 2021.

## Intended destination

Leave Reason	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	3	42.9%
Transfer to SA Govt School	3	42.9%
Unknown	1	14.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

To ensure compliance with DfE 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	6
Post Graduate Qualifications	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	3.5	0.0	2.7
Persons	0	5	0	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$739,660
Grants: Commonwealth	\$9,650
Parent Contributions	\$7,370
Fund Raising	\$637
Other	\$7,642

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

## 2020 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 2020 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 wellbeing and engagement	Funding was used to ensure the Principal was free to work with students and families who needed counselling support, and release staff to work with the Behaviour Support Coach.	New programs were implemented eg Berry St and Positive Living Skills.
Targeted funding for groups of students	Improved outcomes for students with an additional language or dialect  Inclusive Education Support Program	N/A  Funding was used to release teachers to write or review One Plans and organise programs of work. Significant SSO hours for class, group and 1:1 support.	N/A
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	The rural and isolated funds were used so our students could access performances, excursions and sporting activities so they are not disadvantaged by distance. Even with Covid these funds were used.  Early Years Literacy including Early Years support funds were used to purchase new resources for our resource centre, including the Heggerty Phonological Awareness curriculum, and release time so staff could take part in professional learning. This funding was also used for SSO support so students were able to work 1:1 and in small groups on phonemic awareness, phonics	Progress towards learning outcomes, and bolster student well-being. JP students supported with phonemic awareness learning and testing.
Program funding for all students	Australian Curriculum  Aboriginal languages programs Initiatives  Better schools funding  Specialist school reporting (as required)	New resources purchased relating to our SIP goals and release time for teachers to learn about the Learning Progressions.  N/A  The purchase of decodable reading texts, SSO support for identified students, and purchased a new Running Records testing kit.	62% met SEA in PAT Reading (yrl-7) 72% met SEA in PAT Maths (yrl-7)  N/A
Other discretionary funding	Improved outcomes for gifted students	N/A	53% achieved Running Records SEA (yr R-2)  N/A
		N/A	N/A