Bald Blair Public School
Annual School Report
Our school at a glance

**Students**

At the end of 2011 there were thirty students enrolled at Bald Blair Public School. There were sixteen boys and fourteen girls.

**Staff**

Staff in 2011 comprised:

1 Primary Principal 5- Mrs Julie Gittoes

1 Classroom teacher- Mrs Justine Eddy and Mrs Kate McClenaghan (relieving) each had a temporary position for six months of the year and taught K-2.

Mrs Sally Purvis taught permanently for one and a half days per week and she also fills a half day of STLA using the Highland Learning Network STLA funding and she is employed one day per week using principal release time funds in the global budget.

All teaching staff met the professional requirements for teaching in NSW public schools.

1 dance teacher, Miss Nadine Phelps, for two hours per week and kindly funded by the P&C.

SASS (School Administrative and Support Staff):

Mrs Donna Davidson is our Primary School Administrative Manager 3 days 3 hours and 12 minutes per week.

Mr Ted Deeks, our general assistant, works two days per fortnight.

Mrs Carolann Brown our school’s permanent K-2 teacher retired at the end of term 3.

**Significant programs and initiatives**

Blair Public School is constantly looking for new ways to improve the teaching and learning opportunities it offers to its students. Students have been involved in a number of initiatives including:

In 2011 our school provided all students enrolling in Kindergarten in 2012 a transition program for one day per week from the beginning of the school year.

Expansion of the school garden planting and growing fresh produce

All students from Year 1-6 have their own laptop thanks to the generosity of a local grazier.

STLA class (student teaching learning assistance)

Reading Recovery for Small Schools

Creative Arts program – music, dance and marimbas

Healthy canteen- free milk every day

Highland Learning Network of School’s initiatives

Finlayson’s Sport’s Day

Public speaking

Premier’s Sporting Challenge

Crunch and Sip

Count Me In Too

Accelerated Literacy

**Student achievement in 2010**

**Literacy – NAPLAN Year 3**

Four students in year 3 sat for the NAPLAN.

**Literacy – NAPLAN Year 5**

Two students in year 5 sat for the NAPLAN.

**Numeracy – NAPLAN Year 3**

Four students in year 3 sat for the NAPLAN.

**Numeracy –NAPLAN Year 5**

Two students in year 5 sat for the NAPLAN.
Principal’s message

Bald Blair Public School has the tradition of excellence in teaching and learning. It is a school that provides excellent welfare programs to support learning opportunities. There is a strong emphasis on positive, open interaction between parents, students and teachers which result in a co-operative, dynamic atmosphere within the school.

The school motto, “Strive for Success” encompasses the vision of the school.

At Bald Blair Public School we are highly committed to the provision of a safe, caring and cooperative learning environment which:

- sets expectations of excellence for students and teachers in all areas of endeavour;
- build strong foundations for life-long learning through the provision of quality teaching and learning programs for all students;
- values and embrace individual differences among the student population; and
- expects and promotes respectful interactions between all members.

2011 has been a very busy, enjoyable and productive year for all concerned. I would like to express my sincere thanks to everyone in the Bald Blair learning community, (parents, students, teachers and community members), for their continued support and assistance to ensure that all students were able to engage in many varied and successful extra curricula programs.

Our students excel in all areas both academically, culturally and socially. This cannot be achieved without the commitment and dedication of our staff.

It is with great pleasure that I commend the professional work of the teaching personnel, Mrs Kate McClanaghan, Mrs Sally Purvis, Mrs Justine Eddy, Mrs Maree Clayton and Miss Nadine Phelps on their efforts in supporting students to gain high academic results across a range of curriculum areas. I would also like to thank Mrs Donna Davidson for her excellent work in our office and administration areas of our school. Mr Ted Deeks and Mrs Jessica Newberry work tirelessly to maintain our classrooms and school grounds. Our dedicated P&C has supported students through financial donations and resources.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Julie Gittoes  Principal

P & C and/or School Council message

On behalf of the P&C I would also like to welcome everyone here tonight. It is fantastic to such a huge roll up for such a small school – If this keeps up I think our next project might have to be extension of the hall!

The first thing I would like to do is give you all an update on the activities of our P&C. During the year we raised just short of six thousand dollars with our main fundraising activities being the Guyra Lamb and Potato Festival, catering at the local bull sales (thank you to Lock Rogers and Sam White) and running a street stall. We spent most of the money we raised through contributions to the purchase of the Marimbas and purchase of some tables, a gazebo and lights for the school (which Adam Hoffman kindly installed for us at no charge). At present the P&C has approximately seven thousand six hundred dollars in the bank and some of our planned expenditure for next includes paying for computer learning resources for students (reading eggs and mathletics), assisting with the purchase of a trampoline and table tennis tables and we will be underwriting the purchase of new sports shirts and tracksuits. I mentioned last year that we had planned to have another prawn and chicken night this year as our major fundraiser –
this was deferred for a year so will be on some
time in the first half of next year.
The second thing I would like to do tonight is
extend some thankyous on behalf of the P&C. 
Firstly, to Julie and her staff Kate, Sally, Justine
and Maree. Bald Blair Public School has an
outstanding academic record and is one of the
top schools in the region in this regard. This
comes from the dedication and support of the
teachers – so, thank you. I would also like to
thank Nadine Phelps and Roger Zuill for the
assistance they provide and to also take this
opportunity to add my thanks to Mr Boyd Munro
for his most generous donation of the lap-top
computers.
Turning to the P&C I would like to thank all the
members who so generously give their time to
the various activities we undertake. I would
particularly like to thank secretary Katrina
McKemey and treasurer Gywneth Pearson who
do so much of the work.
Tonight I have some special presentations to
make to some people who have given
outstanding service to the P&C over a number of
years – way above and beyond that which might
reasonably be expected of any parent who has
children at the school. Accordingly I would ask
the following people to come forward and
receive life membership of the Bald Blair P&C:
Mary Wilkinson, Jane Moffatt, Bec Smith and
Laurie Smith.
In conclusion I would like to wish everyone all the
best for Christmas and the New Year.
10.12.2011
Dear Julie,
Congratulations on last night – it was a great
night and I think that was easily the best concert
performance I have ever seen for a primary
school. That dancing was nothing short of
fantastic.
Bill Mitchell
P&C President

Student representative’s message
First I’d like start of by saying we had the honour
of attending the Premier’s Sporting Challenge at
Duval High School which only senior’s attended
and we were the only school that were allowed
to take year 4 students
For the last three terms of school this year Kyle,
Duncan and I went to Guyra Central School for
year 6 to year 7 We all had a blast.
I’d like to thank the P&C for the awesome
marimba’s that you heard us play on tonight.
The whole school attended the Highland fling in
which I won the aeroplane contest with a flight
of 17 metres. Earlier this year we had the
Conservatory of Music visit and the woman
played a cello, one of the men played a flute and
the other guy played the keyboard. I was
a fantastic experience.

On Crazy Hair Day
we had so many different styles
and we even
raised $50 for
cystic fibrosis .
In week 9 term 4 we had a fund raiser for spinal
muscular atrophy and we had to wear purple or
orange and we combined with Ben Lomond and
their parents . We raised over 300 dollars. Fabulous achievement for a small school.
We had a lady from Waste Watchers come to the
school. We got to look at a worm farm.
The generous Mr Munro donated some awesome
laptops to year 1-6 and we have done so many
activities on them such as poems, stories, word
processing, excel and we have enjoyed using the
internet to extend our learning.
The Gubi Guban would come to the school every
second Tuesday for playgroup and all the kids had
lots of fun - even I enjoyed playing with the
littlies. One of our students Morgan Woods took
part in the university of NSW assessments and
got a distinction in English, science and computer
studies and he got a credit in mathematics Good
job Morgan.
The school has introduced Mathletics and ABC
Reading Eggs into our schools literacy and
numeraic programs and it’s been a lot easier
then working in books.
Earlier this term Kyle, Duncan and I went to the
highland learning network luncheon with Mr
Torbay and Mr Pickett at the Rafters . The food
was delicious.
Near the start of the year some children attended
the Premier’s Debating workshop they had lots of
fun.
Throughout the year we had three Japanese teachers. The first assistant teacher was Akiko, the next was Yasushi and the last was Yumako. They all taught us so much about Japanese. The students at our wonderful school love Japanese.

Also throughout the year we had practicum teachers. The first one was Mr Gaiter, the second was Miss Phelps and the last was Miss Lenord.

This year the students entered excellent pieces of artwork in the Guyra Waste Art Competition and Madison Morgan came second and Henry Mitchell came third.

I have thoroughly enjoyed the opportunities that I have been given at Bald Blair Public School and I would like to thank Mrs Gittoes and her staff for allowing us to experience so many wonderful activities. Bald Blair is an awesome school.

Joel Mowbray

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

In November the enrolment was thirty, with 16 boys and 14 girls. In 2012 the student population is expected to be 31 with three in transition.

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<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td><strong>96.1</strong></td>
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<td>92.0</td>
<td>92.0</td>
<td>92.7</td>
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<td><strong>92.7</strong></td>
<td><strong>92.9</strong></td>
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<table>
<thead>
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<th>State DEC</th>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>94.3</td>
<td>94.7</td>
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<tr>
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<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>92.1</strong></td>
<td><strong>94.4</strong></td>
<td><strong>94.3</strong></td>
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</tr>
</tbody>
</table>

**Management of non-attendance**

Our school marks the roll every day and parents at our school always ring or write a note to explain their child’s absence. Non-attendance is not an issue.
Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>21</td>
<td>22</td>
<td>15</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>12</td>
<td>8</td>
<td>9</td>
<td>11</td>
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</tbody>
</table>

Classes continue to grow annually. Due to student numbers composite classes are utilised within the school.

Structure of classes

Bald Blair Public School students are arranged into two multi-grade classes K to 2 with sixteen students and years 3-6 with fourteen students. On the first two days of the week a special class is established from 9.20 until 1.15pm, to support students with identified and special learning needs. The multi-grade classes support independent and co-operative learning skills. Features include explicit teaching and learning activities sequenced and designed to cater for multi-age learning outcomes and individual programs designed for students with special literacy and numeracy needs.

There is a strong emphasis placed on literacy and numeracy with a high focus on creativity and skill development. Students take responsibility for their own learning through peer support, homework tasks, preparing for weekly public speaking tasks, home research projects and input at reviews of school rules, our code of conduct, values forum and learning programs.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.84</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5.94</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Bald Blair Public School has no Indigenous people working in the school workforce. During the year we invite Mr Brian Irving and Mrs Nellie Blair, two highly acclaimed Aboriginal elders to work with the whole school for a cultural day. It is a wonderful day!

Staff retention

The highly dedicated, committed and supportive staff at Bald Blair Public School is usually very stable with little or no movement, however this year Mrs Sally Purvis was on maternity leave for almost three terms and Mrs Carolann Brown retired at the end of term 3 after being on leave for seven terms. Our school will gain a new classroom teacher in 2012 via the merit selection process.
All staff has access to leave entitlements such as sick leave and long service leave. In 2011 the average daily attendance rate for staff, was high.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
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</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$39,523.26</td>
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<tr>
<td>Global funds</td>
<td>$49,593.72</td>
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<tr>
<td>Tied funds</td>
<td>$9,527.20</td>
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<tr>
<td>School &amp; community sources</td>
<td>$133,544.41</td>
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<tr>
<td>Interest</td>
<td>$21,144.43</td>
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<td>Trust receipts</td>
<td>$7,075.55</td>
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<tr>
<td>Canteen</td>
<td>$0.00</td>
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<tr>
<td>Total income</td>
<td>$114,820.57</td>
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Expenditure

<table>
<thead>
<tr>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>$9,709.44</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>$1,721.39</td>
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<tr>
<td>Training &amp; development</td>
<td>$2,793.31</td>
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<tr>
<td>Tied funds</td>
<td>$14,174.39</td>
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<tr>
<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
<td>$7,776.82</td>
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<td>School-operated canteen</td>
<td>$0.00</td>
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<tr>
<td>Utilities</td>
<td>$5,200.20</td>
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<tr>
<td>Maintenance</td>
<td>$6,472.71</td>
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<tr>
<td>Trust accounts</td>
<td>$7,075.55</td>
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<tr>
<td>Capital programs</td>
<td>$6,141.25</td>
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<tr>
<td>Total expenditure</td>
<td>$72,945.22</td>
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<tr>
<td>Balance carried forward</td>
<td>$41,875.35</td>
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A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

Bald Blair Public School provides a diverse range of opportunities for students to explore and develop a range of learning outcomes. The students have again participated in a variety of creative and performing art activities this year. It has taken a lot of commitment and hard work to prepare for such performances and events.

Highlights include students receiving first place in three floral art sections and 3-4 received Reserve Champion and 5-6 received a Grand Champion. We also received first place in the Infants and 3-4 Class Mural depicting “A Rainforest”.

In addition to these great results, Colleen Pearson received a champion for Infants craft. Overall, our school received seventeen firsts, eleven seconds and five highly commended.

In the Guyra Waste Art Competition Madison Morgan came second with her awesome school bus and Henry Mitchell came third with his impressive Halloween pumpkin.

All students in year 3 to 6 have learnt to play the marimbas with the help of our music teacher Miss Nadine Phelps. The students competently performed a number of different pieces during the year.

In 2011 Miss Nadine Phelps introduced a dance program for all students from K-6 and the students thoroughly enjoy the program.

The year culminated in our end of extravaganza, “The Treehouse”, a musical. This performance was truly amazing and it certainly provided the community with a showcase of our student’s drama, music and dance skills.

Sport

In 2011 the daily fitness program has taken place from 8.45 until 9.10 every day and it has continued to improve motivation, confidence, fitness levels and skills outcomes for all students.
Sporting achievements in 2011 include our P5 swimming relay team and athletics relay team doing well at the local carnivals.

All students in 3-6 participated in our school’s intensive swimming program, our athletics training days, the Guyra swimming carnival, Guyra cross country and the Guyra athletics carnival.

In September our school received some outstanding results at the Finlayson’s Sports Day. Duncan Reeves won the overall champion’s medal and senior champion. The students also won the trophy for relay and the senior ballgames.

All 3-6 students participated in the Ben Lomond Small Cross Country Day and our school achieved some outstanding results and they even won the day.

All the boys from 4-6 were proud and honoured to play in a Touch Football Fun Day against other schools at Inverell. They didn’t win a game however they thoroughly enjoyed the experience.

All K-2 students achieved a gold certificate and the 3-6 students a diamond certificate in the Premier’s Sporting Challenge. The senior students also attended the Premier’s leadership course held at Duval High School and our little school was the only school that had year 4 students invited to participate in the day.

Other

Mrs McCloughan organised an excellent pirate day and the activities were all science based including slime making, walk the plank, cannonball tug, making bubbles – scrub the deck and Captain Coming.

The Life Education Van visited in November and everyone enjoyed meeting Harold and having their photograph taken with him.

Each year our students raise valuable funds for worthy charitable organisations. They supported Daffodil Day, Bandage Bear Day, Children’s cancer and Stewart House.

Jack McKemey organised a fundraising event for Spinal Muscular Atrophy and it was extremely successful and he hopes to make this an annual event.

Student’s knowledge about healthy eating was enhanced by participating in a number of days making and eating healthy lunches.

Our transition program also provided our six incoming kindergarten students with a good grounding in social and academic skills for next year.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Four students in year 3 sat for the NAPLAN. Privacy protocols prevent disclosure of the results.

Numeracy – NAPLAN Year 3

Four students in year 3 sat for the NAPLAN. Privacy protocols prevent disclosure of the results.

Literacy – NAPLAN Year 5

Two students in year 5 sat for the NAPLAN. Privacy protocols prevent disclosure of the results.

Numeracy – NAPLAN Year 5

Two students in year 5 sat for the NAPLAN. Privacy protocols prevent disclosure of the results.
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. All of our students achieved at or above the national benchmark standards.

This year four Year 3 and two Year 5 students participated in the NAPLAN.

How did our students perform compared to the state?
Due to the small size of the Year 3 and Year 5 cohorts, specific information about NAPLAN results in literacy cannot be disclosed due to privacy protocols. However, trend information over the past five years indicates that 90% of Year 3 students have achieved results in the top two bands (Bands 5 and 6) and 93% of Year 5 students have achieved results in the top three bands (Bands 6, 7 and 8). Year 3 and Year 5 students are performing either equal to or above the state in the majority of the literacy questions attempted.

What do these results mean for the schools literacy program?
The literacy program provided at Bald Blair Public School is achieving pleasing results. We aim to further improve the literacy standards achieved by each student through ongoing focus on English syllabus outcomes using the Quality Teaching Framework. A special emphasis will be placed on spelling, writing, grammar, vocabulary and talk and listening.

Through regular assessment, success will be measured by results in school based assessment tasks, success in Early Literacy and Language Assessment (ELLA) and improved performance by Year 3 and Year 5 students in the annual NAPLAN.

Numeracy
School Based Assessment
School based assessment includes student work samples, school and standardised tests, including Schedules of Early Number Assessment 1 and 2 (SENA), Count Me in Too (CMIT), competitions such as the Australasian Schools competition, observations, class quizzes and student participation. Students’ performances indicate progress at or above expected levels for all students.

NAPLAN Year 3 and Year 5
This year four Year 3 students and two Year 5 students participated in the NAPLAN.

How did students perform compared to state?
Due to the small size of the Year 3 and Year 5 cohorts, specific information about this year’s NAPLAN results cannot be disclosed due to privacy protocols. However, trend information over the past five years indicates that 92% of Year 3 students have achieved results in the top two bands (Bands 5 and 6) and 93% of Year 5 students have achieved results in the top three bands (Bands 6, 7 and 8). Year 3 and Year 5 students are performing either equal to or well above the state in the majority of numeracy questions attempted.

Significant programs and initiatives
Programs to Support Students
School received half a day a week from the highland learning network allocation of integration money to help support students with special needs. Our support program was supplemented by global funds to employ an extra member of staff to help those students diagnosed with a learning difficulty.

Aboriginal education
There are no aboriginal students currently enrolled at Bald Blair Public School. The emphasis of our Aboriginal program is on educating the students at our school about Aboriginal history, culture and contemporary Aboriginal Australia. This is integrated across all KLA’s.

Multicultural education
While Bald Blair School community is not a diverse cultural group, our explicit teaching and learning programs ensure implementation of a multicultural perspective. The school strives to develop tolerance, co-operation and a belief that all people are equal. This is achieved mainly
through developing class programs in human society and its environment (HSIE) that study how people around the world live.

This year a group of 3-6 students attended Harmony Day celebrations in Armidale.

This year our school and community hosted three Japanese assistant teachers, at different times for ten weeks. Parents have indicated that they would like these educational programs to continue in 2012.

Respect and Responsibility

Students are being explicitly taught interpersonal skills that promote Respect and Responsibility and conflict resolution. At all times teachers have expectations that students will develop as responsible and respectful students. This is an integral part of the school culture and is embedded within the implementation of key learning areas in the classroom.

The school’s student welfare policy closely aligns and reflects the new Department of Education and Training (DET) Core Values in Public Schools policy which is reinforced regularly along with singing the National Anthem at the morning assembly.

The school provided the opportunity for students to celebrate and demonstrate these core values by participating in a partnership with the wider community in the Anzac Day march.

Other programs

Drug Education

Drug education has been implemented across the curriculum. Teaching staff have attended professional development courses to ensure effective implementation of the drug education policy. All students participate in the Life Education program which reinforces appropriate attitudes towards the medicinal use of drugs and enhances the decision making skills taught through the professional development health and physical education (PDHPE) syllabus.

Public Speaking and Debating

Throughout 2011, we have continued the explicit and systematic teaching of public speaking and debating so successful in 2010. There has been a strong focus on matter, manner and method and peer assessment giving the students a strong framework. The students have enjoyed including the smart-board technology into their weekly presentations.

Healthy Canteen

Bald Blair Public School doesn’t have a canteen however parents are encouraged to send in healthy food on a daily basis to be heated in the microwave, sandwich maker or pie oven.

In 2011 we have continued to provide students with free milk each morning at 9.10am. All students are encouraged to also eat a piece of fruit and at the present time 100% of students do this on a regular basis.

Technology

Bald Blair School has a smart-board in every classroom and all students from years 1-6 has their own laptop that has one note and the ability to print off work. There are also twenty seven IBM computers, six laptops, a home theatre system, a digital projector and screen, two office printers, a fax machine, a colour photocopier and two digital cameras.

This has continued to allow for increased learning opportunities and the integration of technology across all KLA. This year our student’s technology skills were further enhanced by employing a computer coordinator, using global funds, to target explicit teaching and learning programs using technology K-6.

All members of staff have been trained in using an interactive whiteboard and this program should further enhance our computer program. The students are enjoying this wonderful program which enables them to communicate and explore the world outside their classroom.

All students have confidently developed skills in power point presentation and hence students are now presenting research projects using this program. All students are
developing their touch typing skills and readily use word processing and access knowledge via software programs and the internet.

**National Partnership Programs**

Our school is not part of this government funded initiative.

**Progress on 2011 targets**

**Target 1**

To improve student stage outcomes in writing through the explicit and systematic teaching of grammar and punctuation, sentence structure and the writing process.

Our achievements include:

- majority of students achieving results at or above their stage outcome;
- classroom assessments and writing samples showed students to be more consistent using the correct spelling of words and editing their own writing.

**Target 2**

To improve student stage outcomes in the ‘learning about reading’ outcomes through the explicit and systematic teaching of literal, inferential and critical comprehension skills

Our achievements include:

- improved student performance in reading in NAPLAN as reflected in the SMARTDATA; and
- in-school assessment data and work samples reflect improvement in reading.

**Target 3**

Improve deep understanding of mathematical concepts by ensuring students achieve stage outcomes in the working mathematically strand.

Our achievements include:

- students could demonstrate concepts by using concrete material;
- improved results in SENA 1 and SENA 2; and
- all students achieved Band 4 or higher in the NAPLAN numeracy results.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of School Management and Technology.

**Educational and management practice**

**School management**

**Background**

Students, staff and parents were surveyed in term 4.

**Findings and conclusions**

All students, staff and parents who returned the survey identified the following areas of strength:

The majority of students, staff and parents indicated that continuous improvement is promoted by the planning and implementation of the school’s plans, policies, programs and practices;

All students, staff and parents felt that the student’s needs determined the school curriculum and organisation;

All students, staff and parents believe the school cares about the students and the discipline was fair;

All students, staff and parents stated that the school was well organized and that the communication between the staff, students and parents was effective;

The school is continually looking at ways to improve its performance; and

The allocation of money and other resources is managed effectively in the school.

**Future directions**
While all those surveyed were satisfied with the management of the school, the following area will be improved upon in 2012:

Use email more to communicate with parents, students and staff.

Curriculum

Technology

Background

Technology is an integral part of school life and to inform future directions we examined current practices and their effectiveness. Like all schools we have attempted to rapidly embrace technology growth as it has impacted on schools (especially small schools) and included computer use in all programs.

Findings and conclusions

All responses indicated that students and staff should have access to using technology at school and at home.

All parents who responded indicated that their child/children had access to a computer and the internet at home.

The survey indicated that our students use a vast array of technology devices.

All students love to use the computer and they all indicated that they can use technology in all the key learning areas.

The students all use the computers every day at school and on average the students use the computers at school for more than six hours per week. At home the students use it for about an hour each day.

All the students strongly agreed that computers make schoolwork more interesting and helps them to improve their marks especially in reading and numeracy.

Between 75-100 % of students use technology to create reports or projects, demonstrations or stimulations, solve problems and analyse data, graphically present material and research using the internet or CD Roms.

All students use the computers to organise and store information, collect data and perform measurements, communicate information as the result of investigations, create visual presentations, perform calculations, plan, draft, proofreads, revise and publish written text.

All students have an email account provided by the school.

All parents, students and staff believe that there are enough computers at this school.

All students, staff and parents strongly believe that this school needs better internet access because it is satellite and it don’t always work and this is very frustrating.

Future directions

Bald Blair Public School will continue to attempt to stay up to speed with technology but acknowledge the huge pressure on staff to teach at a high level in an area for which they have little training. The staff will continue to attend professional development courses to further enhance their teaching skills, understanding and knowledge.

The department is looking at upgrading our satellite network across the school in 2012 and hopefully this will improve our school’s internet access.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Analysis of the surveys and discussions revealed that our school has a very positive rapport with parents, students, teachers and community members.

The school is seen as welcoming of all, approachable and responsive. Families regard it as a safe, happy and challenging environment that supports its students across a wide range of quality educational practises.

Student’s performance and behaviour reflect community and teacher expectations that
academic excellence, correct behaviour, respect and appropriate manners are important.

Students are the focal point of all the schools explicit teaching and learning programs and all parents and students are proud of their school.

The majority of parents, staff and students believe that the school is continually finding ways to improve what it does and when necessary school leaders make important changes to what it does.

Professional Development

All staff were engaged in a range of professional learning programs throughout 2011 either at Bald Blair Public School or regional professional learning venues as evidenced by:

- Small School Conference, Moree
- Best Start Training
- First Aid
- Analysing SMART data at Bald Blair Public School
- Finance, Rollover and Cashflow in-service for SAM
- STLA conference at Inverell;
- Principal leadership development has been ongoing throughout 2011 as evidenced by participation in:
  - highland learning network collegial network;
  - Good For Kids Good For Life
  - Smart training
  - Child Protection and Anaphylaxis training
  - ITEC conference, Tamworth
- regular attendance at Regional, School Education and Primary Principal’s conferences; and
- The school spent $3679.50 on professional development in 2011.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Literacy

Outcome for 2012–2014

Improve literacy performance in the school so that year 5 students will meet their expected growth in the reading strand of NAPLAN

2012 Targets to achieve this outcome include:

Year 5 students will meet their expected growth in the reading strand of the NAPLAN 2012

Strategies to achieve these targets include:

1. A balanced reading program is to be implemented with modeled, guided and independent activities.
2. Employ a temporary teacher half day per week to tutor students with a literacy difficulty.
3. Introduce ABC READING EGGS
4. Conduct lesson observations of reading lessons with detailed feedback to teachers
5. New programming format developed and implemented, incorporating DEC literacy documents of best practice and BOS English K-6 syllabus
6. Create assessment tasks that align with NAPLAN assessment and are used as moderated common assessment tasks

School priority 2

Numeracy

Outcome for 2012–2014

Improve numeracy performance in the school so that year 5 students will meet their expected growth in the number strand of the NAPLAN

2012 Targets to achieve this outcome include:

Year 5 students will meet their expected growth in the number strand of the NAPLAN
**Strategies to achieve these targets include:**

1. “Mathletics” teaching program is implemented as professional learning for teachers and integrated in teaching and learning

2. Employ a temporary teacher half day per week to tutor students with a numeracy difficulty

3. Conduct lesson observations of mathematics lessons with detailed feedback

4. New programming format developed and implemented, incorporating DEC numeracy documents of best practice and BOS Mathematics K-6 syllabus

5. Create assessment tasks that align with NAPLAN assessment and are used as moderated common assessment tasks

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Mrs Kate McClanaghan Classroom teacher
Mrs Sally Purvis Classroom teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: