2010 Annual School Report
Bald Blair Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
At the end of 2010 there were twenty nine students enrolled at Bald Blair Public School. There were twenty boys and nine girls.

Staff
Staff in 2010 comprised:

1 Primary Principal 5- Mrs Julie Gittoes
1 Classroom teacher- Mrs Justine Eddy (relieving)

Mrs Sally Purvis was appointed to our school on a permanent basis for one and a half days per week and she also fills a half day of STLTA using the Highland Community of Schools STLTA 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 Band instructor, Mr Dave Eddy for one day 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.

An expert sport’s instructor and teacher’s aide one day per week – Mrs Melissa Walsh using global funds and money raised at the Lamb and Potato Festival.

This year Mr Ted Deeks gained the Permanent Primary School General assistants position and he works two days per fortnight.

No permanent staff left the school during 2010. Mrs Carolann Brown was on long service leave for 2010.

Significant programs and initiatives
Bald 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:

STLA class (student teaching learning assistance)
Reading Recovery for Small Schools
Creative Arts program – music, dance and band.
Healthy canteen- free milk every day
Highland Cluster of school’s initiative
Finlayson’s Sport’s Day
Public speaking
Premier’s Sporting Challenge
Crunch and Sip
Zumba
Count Me In Too

Student achievement in 2010

Literacy – NAPLAN Year 3
Four students in year 3 sat for the NAPLAN. All students achieved outstanding results and all students were at or well above the state average.

Numeracy – NAPLAN Year 3
Four students in year 3 sat for the NAPLAN. All students achieved outstanding results and all students were at or well above the state average.

Messages

Principal’s message
It is my pleasure to introduce the Bald Blair Public School 2010 Annual school report. This report will provide members of our school community with an overview of the programs, activities and events which have been integral to our school operation throughout the year. As well, the
report will highlight student performance in literary and numeracy, provide an overview of our annual school self-evaluations and outline some of our school improvement targets.

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.

2010 has been a very busy, enjoyable and productive year. 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.

2010 has seen the completion of a number of infrastructure improvement programs as a result of the Federal Government’s Stimulus Plan. In the National School Pride initiative the school had the front roundabout sealed with asphalt, our Creative Arts Centre fully lined and insulated and the new hall had its surrounds enclosed and with the help of our school community members there has been a beautiful garden established around the outside. In the P21 program we received a new library to replace our demountable. The school also had the northern fence and front entrance fences replaced and they look fantastic. Sadly they don’t keep the rabbits or kangaroos out.

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

P & C and/or School Council message

Insert name of P&C and/or School Council Rep.

Student representative’s message

This year being school leaders has enabled us to become more involved with the students of this school. We have had the opportunity to help students if they were struggling and just lend a helping hand.

These past few terms have been filled with wonderful and exciting opportunities such as:

- having the opportunity to meet important guests like our local mayor of Guyra;
- running daily assemblies and putting the flag up in the mornings,
- running term assemblies and being the sports shed monitors for the whole year; and
- organising lunch time sport activities.

As school leaders we have loved all the different aspects of being school leaders.

Thank you to all the staff who have guided us to be the best that we can be. We love Bald Blair Public School.

Joel Alefosio- Kelleher and Troy Brazier

School context

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 twenty nine, with twenty boys and nine girls. In 2010 the student population is expected to be twenty nine with ten in transition.

Student attendance profile
Enter text and the appropriate graph from data sheet here

Management of non-attendance
Our school marks the roll everyday and parent’s at our school always ring or write a note to explain their child’s absence. Non-attendance is not an issue.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Enter text and the appropriate table from data sheet here

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 fifteen students and years 3-6 with fourteen students. On the first three 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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance, librarian, technology coordinator</td>
<td>1.5</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5.5</strong></td>
</tr>
</tbody>
</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 very stable with no movement. This year Mrs Sally Purvis was appointed to our school as a permanent staff member for one and a half days per week and Mr Ted Deeks for one day per week.
All staff have access to leave entitlements such as sick leave and long service leave. In 2010 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>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

### Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>0.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>0.00</td>
</tr>
</tbody>
</table>

| **Expenditure**            |           |
| Teaching & learning        |           |
| Key learning areas         | 0.00      |
| Excursions                 | 0.00      |
| Extracurricular dissections| 0.00      |
| Library                    | 0.00      |
| Training & development     | 0.00      |
| Tied funds                 | 0.00      |
| Casual relief teachers     | 0.00      |
| Administration & office    | 0.00      |
| School-operated canteen    | 0.00      |
| Utilities                  | 0.00      |
| Maintenance                | 0.00      |
| Trust accounts             | 0.00      |
| Capital programs           | 0.00      |
| **Total expenditure**      | 0.00      |
| **Balance carried forward**| 0.00      |

A full copy of the school’s 2010 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 2010

#### 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 with their “Bush Picnic” and 5-6 received a Grand Champion for their “Proud New England”. We also received first place in the Infants and 3-4 Class Mural depicting “Biodiversity”.

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

In the Guyra Waste Art Competition Callan Moffatt won with his spectacular chook, Bald Blair students in 3-6 second with their slug and Eliza Cunningham received a highly commended for her magnificent dress made out of plastic bags and sticky tape.

All students in year 1 to 6 have formed three bands with the help of our music teacher Mr Dave Eddy. The three band groups have written and performed a number of different pieces during the year.

In 2010 Mrs Kerry Fitzpatrick introduced “Zumba” into our school and the students thoroughly enjoy the program.

The year culminated in our end of extravaganza, “Captain Noah Saves The World”, 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 2010 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. This year our school has continued to employ Mrs Melissa Walsh for one day a week and she has helped train and extend our students skills in all areas of sport.

Sporting achievements in 2010 include our P6 swimming relay team and athletics relay team representing at the Armidale PSSA carnival.

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.

The swimming squad came second overall at the Guyra and District Swimming carnival. At the Armidale and District PSSA Swimming Carnival the swimming relay team won the Peter Dobson Relay for P5 and Troy Brazier came second in the senior breaststroke.

In March our school received some outstanding results at the Finlayson’s Sports Day. Tom Smith won the overall champion’s medal and senior champion and Madeleine Holmes won the junior girl champion. The students also won the march past, relay and the junior and senior ballgames.

All 3-6 students participated in the augural Ben Lomond Small Cross Country Day and our school achieved some outstanding results with Tom Smith first and Troy Brazier fourth in senior boys, Sophie Mitchell second and Madison Morgan fourth in the ten year old girls.

All the boys from 4-6 were proud and honoured to play in a Touch Football game against Chandler and Ebor in Armidale. Bald Blair won on the day and made it to the last six teams in the State Small School’s Touch Football Competition. Regrettably, due to a number of reasons the team was unable to go to Sydney to compete in the finals. Maybe next year!

In September our school received some outstanding results at the Finlayson’s Sports Day. Tom Smith won the overall champion’s medal and senior champion and Madeleine Holmes won the junior girl champion. The students also won the relay trophy and the senior ballgames.

At the Guyra Cross Country Tom Smith won the 11 years boys cross country and he went on to the Armidale PSSA where he came third. At Coolah Tom came sixth at the North West PSSA Cross Country which meant that he made it to the State Cross Country titles in Sydney where he came fifty-sixth in the state. Fantastic Tom!

All students participated in the Premier’s Sporting Challenge for fifteen weeks in term two and three and all students achieved a gold medal certificate.

Other

Students at Bald Blair have been achieving at a high standard in a variety of academic areas.

In term three six year 5-6 boys participated in a “Frog Dreaming” conference at Uralla and this was followed up by another excursion to Little Llangothlin Lagoon later in term four.

In week four of term four eleven students from 3-6 thoroughly enjoyed their major excursion to Lake Keepit Sport and Recreational centre near Gunnedah students.

All K-2 students attended a number of educational excursions including the Museum of Antiquities and the Zoology department at the UNE, the Printing Museum at NERAM, the Keeping Place and a transport themed excursion to Armidale.

Mrs Eddy organised an excellent day for all K-6 students to meet some local community workers including the Guyra Police, Guyra Fire Brigade and the local Rural Bushfire Brigade.

All students took part in the Teniz Questacon Maths Squad Show. After the show all 3-6 students were involved in a hands-on maths workshop with the Questacon Squad and teachers. The workshop allowed students to have
a greater understanding of mathematical concepts.

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

Our transition program also provided our five 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**

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

**Numeracy – NAPLAN Year 5**

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

**Progress in literacy**

Enter your text and graph from Electronic Data Summary Sheet where appropriate

**Progress in numeracy**

Enter your text and graph from Electronic Data Summary Sheet where appropriate

**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. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

Enter your text and table from Electronic Data Summary Sheet where appropriate

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

Enter your text and table from Electronic Data Summary Sheet where appropriate

**Significant programs and initiatives**

**NAPLAN Test Year 3 and 5**

This year four Year 3 and six 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 4 and 5) and 93% of Year 5 students have achieved results in the top three bands (Bands 4, 5 and 6). 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 six 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 years 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 4 and 5) and 93% of Year 5 students have achieved results in the top three bands (Band 4,5 and 6). 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**

This year from week 8 in term two Bald Blair School received half a day a week from the highland cluster 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.

In NADIOC Week we held an aboriginal cultural day and invited Mr Brian Irving and Mrs Nellie Blair, two highly regarded elders in our community, to participate in the day. The students participated in listening to Aboriginal Dreamtime stories, dance, cooking, singing and completing an outstanding aboriginal mural which was framed and is now displayed in our Creative arts Centre.

**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 our school and community hosted two Japanese assistant teachers, at different times for six weeks. Parents have indicated that they would like these educational programs to continue in 2011.

**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 2010, we have continued the explicit and systematic teaching of public speaking and debating so successful in 2009. There has been a strong focus on matter, manner and method and peer assessment giving the students a strong framework.

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 2010 we have continued to provide students with free milk each morning at 9.10 am. All students are encouraged to also eat a piece of fruit and at the present time 90% of students do this on a regular basis.

National partnership programs

Our school is not part of this government funded initiative.

Connected learning

Highland Cluster Days

There have been four different activities organised this year. A Creative Arts Day organised by Black Mountain Public School, A Small School’s Cross Country event at Ben Lomond and two Sport’s Day hosted by Chandler Public School. All these days were very successful educationally, culturally and socially.

Technology

This year the school purchased an interactive whiteboard for the K-2 classroom. Bald Blair School also has 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 co-ordinator, 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.

Progress on 2010 targets

Target 1

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;
- all year 5 students achieved at least one band higher than in their year 3 BST.
- classroom assessments and writing samples showed students to be more
consistent using the correct spelling of words and editing their own writing.

Target 2

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:

- improved levels of understanding by all students;
- 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

Building teacher knowledge, skills and understanding of the Quality Teaching framework continue to be a priority at Bald Blair Public School. In 2010 it was considered timely to formally evaluate this area.

The evaluation consisted of administration of surveys to parents, students and teachers. Document analysis of teacher programs also provided valuable insight as did informal observations of classroom practice.

Findings and conclusions

Overall the findings of the evaluation were extremely positive. The majority of students, parents and staff reflected that there was a strong level of satisfaction regarding the quality of teaching being provided for students at Bald Blair Public School.

- all parents agreed that teachers have a good understanding of the individual learning needs of their children and that they provide a stimulating and engaging learning environment.
- 85% of parents who were surveyed agreed that teachers use a variety of methods and strategies to keep my interested and engaged. Student surveys endorsed this finding.
- 90% of students surveyed agreed that my teachers explain what we are learning about and why and that they often model and demonstrate what it is they are learning about.
- 85% of parents and 100% of students agreed that teachers regularly mark student work and provide appropriate feedback to students.
- All parents agreed that usually the teachers were effective in regularly reporting information regarding each child’s progress at school. All teachers endorsed the results of the parents and students surveys. All teachers agreed that they are generally confident, professional and competent regarding the implementation of the teaching and learning cycle.
- All teachers agreed that they prepared for lessons each day, that they pre-program, that they increasingly used assessment to inform their planning and teaching and that they draw on a variety of methods and strategies when teaching.
. While most teachers surveyed agreed that they work to cater for a wide range of learning needs in their classes, some felt they needed to develop more strategies to cater for students with learning difficulties and gifted and talented students.

. While most teachers surveyed agreed that they have a basic knowledge of the quality teaching framework, some felt that they would like more guidance and support in incorporating the elements into their planning and teaching.

**Future directions**

The following will occur as a result of this evaluation:

. provision for professional learning for teachers in the NSW Department of Education and Training (DET) Gifted and Talented Education Policy;

. provision of professional learning for teachers focusing on the area of “curriculum differentiation” and the strategies to assist in meeting the needs in their classes;

. further development of a stage-based approach to teaching and learning involving:
  - co-operative programming and planning, meeting the range of student learning needs in their classroom;
  - trialing the introduction of stage-based reading and mathematics groups; and
  - provision of opportunity for teachers to visit another staged school to observe a colleague who is using the quality teaching framework in their class and who is drawing on a bank of strategies to effectively differentiate the curriculum in their classroom.

In 2009 it was the first year that our school attendance rates had fallen to almost below state average. It was decided that our school community needed to investigate the reasons behind the drop in attendance.

**Findings and conclusions**

. 100% of parents and teachers surveyed thought that it was important for all children to attend school on a regular basis;

. 100% of parents agreed that their child/children were away on average 0-5 days per term;

. the majority of children were absent from school due to illness or family/personal reasons;

. 80% of parents agreed that their child/children were never late to school and the other 20% said they were late due to family/personal reasons;

. 100% of parents agreed that they knew that they had to send a note, phone the school or email school if their child/children were absent. Some indicated that sometimes they did forget and that they really appreciated a call from the school to seek a reason for their child’s absence.

. 50 % of parents were aware of the “Exemption from School” form;

. when the teachers and school counselor investigated the data they found that a lot of the long absences were family holidays or visits to Stewart House and these should have been recorded on an Exemption from School form;

. 100% of parents agreed that if their child/children had been absent from school on a regular basis the child/children had no difficulties returning; and

. all parents did know the school should be notified if their child/children refuses to go to school.

**Future directions**

The school will continue to notify parents via the school’s newsletter and website that if they are planning a family holiday then they should complete an Exemption from School form and return it to school so that it can be implemented and the class roll will indicate this procedure.

The parents will be rung by their child/children’s classroom teacher to chase up any unexplained absences.

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**Curriculum**

**Student Welfare – School Attendance**

**Background**
Parent, student, and teacher satisfaction

In 2010 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 practices.

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.

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 learning

All staff engaged in a range of professional learning programs throughout 2010 either at Bald Blair Public School or regional professional learning venues as evidenced by:

- Small School Conference, Inverell
- Best Start Training
- Count Me In Too training
- 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 2010 as evidenced by participation in:
  - highland cluster of small school collegial network;
  - Good For Kids Good For Life
  - Smart training
  - Child Protection and Anaphylaxis training
  - regular attendance at Regional, School Education and Primary Principal’s conferences; and

The school spent $3535.20 on professional development in 2010.

School development 2009 – 2011

Staff at Bald Blair Public School endeavour to provide students with a quality education, reflecting DET priorities, individual learning needs, interests and capabilities and community values.

Students are encouraged to excel in and attempt all set tasks. Co-operation, support and teamwork are highly valued at Bald Blair Public School.

Staff at Bald Blair Public School have high expectations for all students and constantly strive to deliver high quality explicit teaching and learning programs in a safe, fair and respectful environment.

Professionalism of staff at Bald Blair Public School reflect DET policy and school culture.

In turn, it is also expected that students and parents will treat, all staff with appropriate courtesy and behaviour.

Bald Blair Public School students participate in a wide variety of community events within and beyond our local area.

Parent and Caregiver Involvement in the School

The school enjoys an extremely high level of parent and community involvement. We view this involvement as an essential element in maintaining a warm, caring and supportive learning environment. The school is the focal point of the community and the P&C plays an active role in the planning and decision making of the school.

The P & C has helped to support the school this year through a major monetary contribution towards the employment of a band instructor for all students in Year 3 – 6, year 3-6 major excursion and they also funded our school’s new multipurpose stage for the New Creative Arts Centre.
School development 2009 – 2011

Targets for 2011

Target 1

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

Strategies to achieve this target include:

- continue to implement the “Reading to Learn” program to improve student knowledge of complex sentence structure, grammar and punctuation,
- development of a set of expectations outlining the grammar, punctuation, planning and editing skills students should attain at the end of each year level;
- development of a common understanding amongst staff, students and parents of the writing process;
- professional learning in criteria marking to enhance consistent teacher judgment and;

Our success will be measured by:

- writing samples marked according to set criteria will reflect improvement for all students,
- increased student engagement in the writing process as measured by teacher observation and student self-evaluation; and
- all year 3 students to be in years band 4 or higher, all year 5 students to achieve at least one band higher than in their year 3 NAPLAN.

Target 2

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

Strategies to achieve this target include:

- development of a common understanding amongst teachers about the different levels of comprehension and how to teach them;
- teaching of literal, inferential and critical comprehension skills in all text types; and
- professional development in using higher order thinking skills to improve reading comprehension of all students.

Our success will be measured by:

- improved student results in comprehension;
- improved student engagement in reading activities as measured by teacher observation and student self-assessment; and
- all year 3 students to be in years band 4 or higher, all year 5 students to achieve at least one band higher than in their year 3 NAPLAN.

Target 3

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

Strategies to achieve this target include:

- development of strategies to explicitly teach working mathematical outcomes; and
- professional development in practical maths strategies and the use of higher order thinking skills to increase engagement and deep understanding of mathematical knowledge.

Our success will be measured by:

- growth in the number of students achieving stage outcomes,
- increased student engagement in mathematics as measured by teacher observation and student self-evaluation; and
- all year 3 students to be in years band 4 or higher, all year 5 students to achieve at least one band higher than in their year 3 NAPLAN.

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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