Our school at a glance

Students

At the end of 2012 there were twenty nine students enrolled at Bald Blair Public School. There were twelve boys and seventeen girls.

Staff

Staff in 2012 comprised:

1 Primary Principal 5- Mrs Julie Gittoes

1 Classroom teacher- Mrs Debra McIntyre

Mrs Sally Purvis taught permanently for one and a half days per week and she also fills a half day of STLA. 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.

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.

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 2012 our school provided all students enrolling in Kindergarten in 2013 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

STLA class (student teaching learning assistance)

Wacky Science

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

Mathletics

ABC Reading Eggs

Student achievement in 2012

Literacy – NAPLAN Year 3

Three students in year 3 sat for the NAPLAN.

Literacy – NAPLAN Year 5

Four students in year 5 sat for the NAPLAN.

Numeracy – NAPLAN Year 3

Three students in year 3 sat for the NAPLAN.

Numeracy –NAPLAN Year 5

Four students in year 5 sat for the NAPLAN.

Messages

Principal’s message

Bald Blair Public School is a small rural school situated eleven kilometres east of Guyra. Students attending the school are drawn from surrounding properties and the local town of Guyra. It is our aim at Bald Blair Public School to create a caring, supportive, enjoyable and challenging learning environment where each student can strive for personal excellence. Students are encouraged to endeavour to develop the full potential of their intellectual, physical and social capabilities and the skills necessary for a fruitful lifestyle within a future
framework of rapid change. The school was established in 1920 and has always maintained strong community ties and a high profile in the local area. Enrolments have traditionally cycled in line with prevailing conditions on the land and availability of work in the agricultural sector. A strong emphasis is placed upon developing numeracy and literacy skills. In addition, HSIE, Science, Technological Awareness, Music, Sport, Drama and Social Skill programs form the basis of a wide range of quality learning opportunities experienced by our students. The emphasis on teacher training in quality improvement and higher order thinking skills means our students receive the best in current developments in pedagogy. Our involvement and leadership in initiatives including small school networks and local school initiatives has helped boost our schools profile both locally and regionally. Bald Blair Public School has a family atmosphere providing support for all children in achieving success at their individual levels. Our parents are extremely supportive of the importance of the role of our school in their child’s development.

2012 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 Debra McIntyre, Mrs Sally Purvis 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 message

On behalf of the P&C I would like to start with a big thank you to all those parents who have made a contribution to the P&C this year. Whether, it has been a cake baked, a sandwich prepared, and onion peeled, a light bulb changed a stall or BBQ manned a Bull sale luncheon prepared a fence post rammed in, a wire tightened or a house cleaned. Thank you. What makes a P&C work is the contribution made by all of us all across the year. I look forward to carrying on in this vain well into the future.

With a successful transition at the beginning of the year to a new executive, balanced with the experience of those who have served previously your P&C Committee has been busy on your behalf helping and raising funds where necessary, and then distributing those where we have agreed based on need. At the start of 2012, we set short, medium and long term goals, they being the completion, and provision of sports shirts to the students earlier in the year; (medium) funding for the bus fare for the visit to Lake Ainsworth this year; and our long term goal of funding for the purchase of outdoor Gym equipment that is planned for the 2013 year. In addition we have provided funding for the bus fare for the trip to Green Valley farm. Your P&C has been busy as have all P&C committees who have gone before us.

I would like to recognise those family’s that have contributed directly to the fund raising activities of the school, McKemey family, Mitchell family, Lyons family, White family, Morgan family for the lambs (or cash equivalent) donated to the school
P&C. I would like to acknowledge the huge contribution once again of the Lamb & Potato Festival (and for all those who assisted), under the guidance of our very hard working Principal, Mrs Julie Gittoes. I would like to recognise and thank publically the Roger’s Family and White Family of Wattletop and Bald Blair for allowing us to once again cater for their respective bull sales.

I would like to recognise and thank the parents who prepared for and then manned the street stall in Guyra, and the BBQ at Bunnings Warehouse in Armidale earlier this year. It would be remiss of me not to thank all the hard working parents who have gone to major lengths to make tonight a major success.

On behalf of the P&C I would like to thank our teaching and support staff at Bald Blair. Mrs Julie Gittoes, your leadership and guidance of our student’s education is exemplary. Thank you. To your team, Mrs Deb McIntyre, Mrs Sally Purvis, Ms Nadine Devine and Mrs Kate McClenaghan thank you also for the positive contribution you all make to our children’s lives through the education you provide. Many of you may or may not have noticed the solar cells on the school roof, the new computer systems in our school, new PC’s and new server, the big screen (Interactive Smart Board) that are now part of a modern well connected school facility. It is part of a new communication revolution that our children must not miss out on. So once again thank you Julie for the direction and position you have placed this school in, for the benefit of all our children. Our NAPLAN results, show that the majority of students are at or above the state average for Literacy or Numeracy, and the Year 5 Students showed exceptional growth in reading. On Monday and Tuesday this week, our students, your children and grand-children logged onto “Mathletics Live “(an interactive Mathematics website); along with 100,000 other student across Australia who all responded to 11 million maths questions. The Bald Blair School ranked 10th in Australia. Simply extraordinary!

To those students leaving this year; Jack McKemey and Hayden Hoffman we wish you every success in your future education and look forward to hearing from you as the years progress.

To our hardworking committee, Mrs Katherine Hickey (Secretary), Mrs Sophie Wright (Secretary), Mrs Robyn Brazier (Treasurer), Mrs Belinda Lyons (Vice President), Mrs Julie Gitteos, Mrs Deb McIntyre, Mrs Sally Purvis, Mrs Vannessa Cullen, and Mrs Sandy Morgan. Thank you. Without your work and guidance my job would have been far too onerous. Ladies and Gentlemen thank you and I would like to wish you all a very Merry and Happy Christmas and look forward to a safe and prosperous new year.

Mr Sam White  President

Student representative’s message
WOW!! What a busy year it’s been at Bald Blair Public School.

Crazy Hair Day was held on the 7th of March and our school raised $55 for Cystic Fibrosis.

Our whole school attended Black Mountain Public School for the 2012 Highland Fling. This year the theme was science and we had the chance to watch lots of experiments take place.

Matt from Thalgarrah came out in Term 2 to teach the Years 2 to 6 students about Drumbeat. We learnt about beat and tempo and used empty water bottles to make music.

We had Mr Taka from Japan come and join us to two weeks and we learnt how to make origami and learn a lot about the Japanese culture. We watched eagerly while he tried vegemite, which he didn’t like.
Years 3 to 6 students had the privilege of going to Lake Ainsworth at Lennox Head in Week 4, Term 4. Thank you to Mrs McIntyre for giving up her time and taking us.

In Term 3 all students participated in the Arts in Concert at Lazenby Hall. Although really nervous we had a great time. It was a great experience for all students. Thanks to Miss Devine for all of her hard work.

We had the great privilege of having Sam Bailey, an inspirational speaker, visit our school in Term 3. He spoke to us about his amazing story tragedy and triumph and left everyone amazed by his courage and ‘can do anything’ attitude. Nothing is impossible. What a remarkable experience it was to meet him.

One of the memories I had at Bald Blair was the first day at transition when Callan Moffatt and Sam Brazier took me around the school, I was so excited.

I am sure that 2013 will be just as busy and full of excitement.

Jack McKemey Student

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 twelve boys and seventeen girls. In 2013 the student population is expected to be thirty with eight in transition.

Management of non-attendance

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

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>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 Debra McIntyre was appointed via the merit selection process because Mrs Carolann Brown retired at the end of term 3 in 2011.

All staff has access to leave entitlements such as sick leave and long service leave. In 2012 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>
</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>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>41875.35</td>
</tr>
<tr>
<td>Global funds</td>
<td>46139.32</td>
</tr>
<tr>
<td>Tied funds</td>
<td>14201.23</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>18326.00</td>
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<tr>
<td>Interest</td>
<td>2220.00</td>
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<tr>
<td>Trust receipts</td>
<td>1190.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>82076.85</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 14420.87   |
| Excursions                 | 3335.00    |
| Extracurricular dissections| 13679.78   |
| Library                    | 1852.59    |
| Training & development     | 3273.97    |
| Tied funds                 | 8763.12    |
| Casual relief teachers     | 1135.79    |
| Administration & office    | 10774.20   |
| School-operated canteen    | 0.00       |
| Utilities                  | 5238.55    |
| Maintenance                | 7185.85    |
| Trust accounts             | 1190.00    |
| Capital programs           | 5516.00    |
| **Total expenditure**      | 76365.72   |
| **Balance carried forward**| 47586.48   |

A full copy of the school’s 2012 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 2012

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 “The Year of the Farmer”.

In addition to these great results, Chelsea Lyon received a champion for drawing. Overall, our school received seventeen firsts, eleven seconds and five highly commended.

All students from K 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 2012 Miss Nadine Phelps introduced a dance program for all students from K-6 and the students thoroughly enjoyed the program. At the New England Creative Arts night K-2 performed The Best Friends dance and years 3-6 performed The Wild, Wild West. The students were spectacular!

The year culminated in our end of extravaganza, “Charlie and the Chocolate Factory”, 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 2012 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 201 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, Guyra athletics carnival, the Ben Lomond Small School’s Cross Country and the Highland Learning Network Swimming Carnival.

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

All K-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 students from 3-6 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

2012 saw the establishment of Wacky Science Day. Every Wednesday a member of staff demonstrated a scientific experiment and the students thoroughly enjoyed this new initiative.

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 has now established it as 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 three 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

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

Numeracy – NAPLAN Year 3

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

Literacy – NAPLAN Year 5

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

Numeracy – NAPLAN Year 5

*Four 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.

Significant programs and initiatives

This year three Year 3 and four 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 school's 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, Best Start 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 three Year 3 students and four 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 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 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 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 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 2013.

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 2012, we have continued the explicit and systematic teaching of public speaking and debating so successful in 2011. 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 2012 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 have their own laptop that has one note and the ability to print off work. There are also twenty IBM computers, six laptops, 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.

**Progress on 2012 targets**

**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

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.

**Numeracy**

**Outcome for 2012–2014**

Improved 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

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.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations on the school’s Culture and Homework.

**Educational and management practice**

**Culture**

**Background**

The evaluation consisted of administration of surveys to parents, students and teachers.

**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 culture of Bald Blair Public School.

**Findings**

All students, parents and teachers who were surveyed strongly agreed that:
- the school knows about the families and community in which it serves;
- school leaders have a positive influence on the school culture;
- the school often praises and rewards individuals who are successful;
- the students are the main concern;
- parents support what is happening at the school;
- they were proud of the school;
- the school encourages new students and their families to be involved in school activities;
- the school appreciates having their child as a student;
- the school encourages everyone to learn and also encourages all students to achieve their best;
- the school caters for the learning needs of all students;
- the school is continually finding ways to improve what it does and;
- when necessary the school makes important changes to what it does.

**Future directions**

The following will occur as a result of this evaluation:
- teachers to be trained in PBL (Positive Behaviour for Learning) and implement You Can Do It;
- 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;
- consolidate 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.

**Homework**

**Background**

It was apparent to staff that a number of students were not completing their homework activities and the staff were concerned.

The evaluation consisted of administration of surveys to parents, students and teachers. Fifteen parents completed the survey.

**Findings**

. 94% of parents believed that students should complete their homework;

. the majority of parents believed that K-2 students should do 10 minutes per day and years 3-6 20 minutes per day;

. the majority of parents surveyed indicated that students should have a homework book, a reader, computer task, spelling list and some maths mental that revise, reinforce and consolidate what is occurring in the classroom.

. the majority of parents agreed that year 3-6 students should have one home project per term.

**Future Directions**

The following will occur as a result of this evaluation:

. all students will be given a homework and maths mentals book, a reader, spelling list and a computer task to complete each week. Years 3-6 will only be given one home project per term.

. a homework chart will be displayed in each classroom and merit certificates will be given to those students who achieve an excellent completion of homework tasks.

. a homework book prize will be given out at the end of year concert.

**Parent, student, and teacher satisfaction**

In 2012 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.

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 2012 either at Bald Blair Public School or
regional professional learning venues as evidenced by:

- Small School Conference, Tamworth
- Best Start Training
- First Aid
- Analysing SMART data at Bald Blair Public School
- Finance, Rollover and Cashflow in-service for SAM;
- Principal leadership development has been ongoing throughout 2012 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 2012.

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

2013 Targets to achieve this outcome include:

Year 5 students will meet their expected growth in the reading strand of the NAPLAN 2013

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 and consolidate 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

2013 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.

Mrs Julie Gittoes Principal
Mrs Debra McIntyre 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: