Blaxland East Public School
Annual School Report 2013
School context
Blaxland East Public School is situated in the World Heritage area of the lower Blue Mountains, west of Sydney. The school provides education for students in the villages of Blaxland, Mt Riverview and Glenbrook. It is a PP3 category Primary School of approximately 401 students, drawn from 272 families.

The school community’s high expectations are met with dynamic programs in literacy, numeracy, sport and the performing arts. The school delivers a balanced education program with opportunities for enrichment and extension, sport, the performing arts including dance, band and debating, environmental education, healthy lifestyles and student leadership. The school community highly values the school’s student-centred focus as well as specific aspects of school operation including the strong community support generated by the P&C Association, Fete Committee, Uniform Shop and Canteen Committee.

School structure consists of 16 classes K-6 with 18 full time teachers including a teacher / librarian and a part-time support teacher. An Opportunity Class for gifted students is hosted. Reading Recovery operates for students in Year 1. Students enjoy the expansive grassed playground and a variety of co-curricula activities. Parents appreciate the close school links with local community support agencies and the proximity to before and after school care.

Principal’s message
Congratulations and thanks to the Blaxland East Public School (BEPS) community for another year of support and encouragement across our school, ensuring opportunities are grasped and achievement gained across the school.

Once more, support from the P & C was exceptional. Funds raised at the 2013 Fete were expended on updating our computer room with 33 new computers for students to access. The old computers were put into classrooms to allow students the opportunity to use these as learning tools in the room.

Once again BEPS participated in a range of sporting activities, the arts, SRC and debating to name a few. All these activities were supported by parents of the community, without whom they may not have gone ahead, or at least would have been more costly and difficult. Thank you to each and every one of you.

Our students also participated in a variety of academic challenges once more and some wonderful results were achieved. These results only reinforce the wonderful work our teachers do in classrooms each and every day.

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.

Kerry Bryan, Principal

P & C message
Firstly, a big thank you to everyone involved in the P&C this year, with special thanks to those who had time to take on a more formal role in coordinating everything and ensuring we function for the benefit of our children.

A slightly quieter year this year, compared to the 50th Anniversary celebrations and the fete last year. Quieter maybe, but important none the less, spending the money we raised at the fete. With the majority of the funds raised providing for replacement of the computers in the computer room, the students have had an immediately visible benefit.

The Anniversary pavers were attached to a wall near the entrance to the school.

We also looked at the canteen this year, using a survey to gather opinions from the school community. This has resulted in the adoption of online ordering, which has been an outstanding success with usage growing every month. Alternative items on the menu have continued to be experimented with, some with more success than others!
A fund raising cookbook was printed and has contributed to canteen funds as well as being a lot of fun to try out!

A huge thank you from everyone to the small core group who keep the canteen running.

Our hard working Treasurer has finalised auditing for our books, going back several years, so we are now ‘up to date.’

The uniform shop continues to do a roaring trade and has also benefited from the online ordering introduced this year.

I’d like to close by wishing the incoming committee well for the coming year, which is a fete year again, also a year of change within the school, curriculum updates and the beginnings of changes to the way school funds are managed.

Andrew Dowd, President

Student Representative’s message

Captaining the ‘Best Ever Public School’ has certainly been an amazing experience for Emma and myself, but also an amazing challenge to reward and teach us many different life skills like: Improvement of overall speech, throwing our minds into overdrive when thinking on our feet, social skills, and most of all, Core Values, which without, we would not be the people we are now! But of course, the challenge was not completely lost on the students of BEPS, in the sense of maintaining the Best Ever Public School. Because in the end, a team of eight people do not make a great school, it’s everyone’s contributions that make BEPS thrive.

Well! Looking back on the year certainly brings back a flood of memories of our time as leaders here! And it all started when we bode farewell to the past leaders of the school, Year 6 2012. Emma and I were given the role to MC the night, and as one of the first times we had ever spoken as captains, that night is one we will never forget!

Speaking of unforgettable nights, our annual school Celebration Concert took place only a short time ago, and we were given the honour of MC-ing the entire night! It was one of the most amazing experiences of our entire lives! A whole year of preparation and speech making led to this one night, and we are so thankful to everyone who made this night happen!

Back to the start of the year now! Peer Support this year focused on bullying, and the unit was about helping students understand what bullying is, what bullying might look like, and how to stop it. Every Thursday afternoon, students would come to Peer Support and engage in fun activities, while also teaching them!

To strengthen the overall cohesion and friendship of the entire grade and teachers, Year 6 was taken on 2 camps. The first one was Camp Burrendong.

Camp Burrendong was one of the best experiences EVER. The whole of Year 6 was brought together by this one camp, which is how we came to call ourselves a big extended family!

Our second camp was Canberra, which we attended to reinforce our learning of government by seeing it for ourselves! Our grade was already so close from Burrendong it made everything easier and run a lot more smoothly!

A very important part of Australian history occurred only very recently, and our school was actively involved. This was the Anniversary of the Crossing of the Blue Mountains! Government and festivity officials visited every school in the mountains to award students with a memento of the crossing, this was the Holey Dollar and Dump. A challenge was issued throughout the school to see who could get their dump through the holey dollar, but it was impossible!

Pioneering the start of the next 50 years of BEPS’ history has been an experience without comparison, with an amazing leadership team to have our backs every step of the way! We would like to personally thank Isabelle, Matthew, Sofia,
Nick, Amy, and Bailey for leading along with us through this journey, and being there for us when we needed it most.

We would also like to thank all teachers and parents who have supported us tirelessly throughout the whole year, and showing us the strengths of great leaders, especially Mr Reilly and Mrs Dunning, who have been amazing mentors for the 2013 leadership team and hopefully every leadership team for as long as possible!

Good luck to Lachlan and Chloe in 2014, your captains for next year. We wish you every success as you run head-on into another year of keeping BEPS the Best Ever Public School.

This year has been unforgettable and we have loved leading the grade of True Colours and BEPS into another 50 years...Thank you!

Jackson Brown and Emma Davison, Captains

Student information

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

Student enrolment profile

Management of non-attendance

At Blaxland East Public School the majority of students attend school on a regular basis. Students who have difficulty with school attendance are supported by a variety of strategies, for example contact with parents by phone and letter, Positive Attendance Programs and referral to district support from the Home School Liaison Officer.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
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<td>Head Teachers</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<td>Teacher of Reading Recovery</td>
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<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>.8</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
<td>.3</td>
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<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>23.042</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are no permanent Aboriginal persons employed at Blaxland East Public School, however one casual School Learning Support Officer is Aboriginal.

**Teacher qualifications**

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

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td>16</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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**Financial summary**

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

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<th>Income</th>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<tr>
<td>Balance carried forward</td>
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A full copy of the school’s 2013 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 2013**

Blaxland East continues to offer a wide range of extra curricular subjects. The school excels academically and in a wide variety of other Key Learning Areas including music, art, choir, dance, sport, debating, public speaking and chess.

**Academic achievements**

**NAPLAN**

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.

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

**Percentage in bands: Year 3 Reading**

- **Bands**: 1, 2, 3, 4, 5, 6
- **Percentage of students**
- **Graph legend**:
  - Percentage in Bands
  - School Average 2009-2013
  - SSG % in Bands 2013
  - State DEC % in Bands 2013

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**Percentage in bands: Year 3 Writing**

- **Bands**: 1, 2, 3, 4, 5, 6
- **Percentage of students**
- **Graph legend**:
  - Percentage in Bands
  - School Average 2011-2013
  - SSG % in Bands 2013
  - State DEC % in Bands 2013

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**Percentage in bands: Year 3 Grammar & Punctuation**

- **Bands**: 1, 2, 3, 4, 5, 6
- **Percentage of students**
- **Graph legend**:
  - Percentage in Bands
  - School Average 2009-2013
  - SSG % in Bands 2013
  - State DEC % in Bands 2013

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**Percentage in bands: Year 3 Spelling**

- **Bands**: 1, 2, 3, 4, 5, 6
- **Percentage of students**
- **Graph legend**:
  - Percentage in Bands
  - School Average 2009-2013
  - SSG % in Bands 2013
  - State DEC % in Bands 2013
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
The band at Blaxland East continues to be a feature of the performing arts at our school. This year we welcomed about 30 new students into the band across the different groups of musical instruments, and lost about the same number as they moved on to high school. Most of these new students enter with little or no knowledge of music or how to play their instruments.

This year we have again been very busy representing Blaxland East, both at school and outside. We competed at the Hawkesbury Eisteddfod, gaining a 3rd place, and the Penrith Eisteddfod where we were awarded a highly commended. We also entertained the Senior’s
Group at the Blaxland Uniting Church, where our music is always well received.

In 2013 we had one band member representing us in the Western Sydney Regional Concert Band. These members have played at the Opera House on a number of occasions this year. Christopher Orme on percussion represented himself, his family and school in his commitment to this group.

The band members would like to acknowledge the hard work of Ella Limbert and Hannah Davison as flute tutors, Owen Morris and Mr Smith as brass tutors and Mr Smith in his roles as reed and percussion tutor as well as being the Band Leader.

Robyn Wallis, Band Co-ordinator

Dance

2013 was another busy year for the Blaxland East Dance groups. To start the year, five talented girls: Sarah Plumpton, Millie Brisbane, Isabelle Hunter, Shae Loveday and Chloe McIlvride successfully auditioned for the Blaxland High Transition Dance Group. They enjoyed rehearsing and performing with Stage Three children from other local schools at a variety of venues.

BEPS students participated in one of three groups; Boys’, Junior Girls’ or Senior Girls’ Dance. Each group rehearsed once a week and performed two different dances. At the Nepean Dance Festival; the boys danced to ‘Are You Ready?’, the junior girls danced to ‘Hawaiian Rollercoaster Ride’ and the senior girls danced to ‘Jump.’ They all looked fabulous in their costumes and danced with energy and enthusiasm. At the school Celebration Concert: the boys danced to ‘Parachute’, the junior girls danced to ‘Spread a Little Love’ and the senior girls danced to a mix of summer songs. All dance groups also had the opportunity to perform at school at the Performing Arts Assembly and one primary school assembly.

Coralie Hughes, Dance Co-ordinator

Debating

Twenty-one Stage 3 students participated in the Premier’s Debating Challenge in 2013.

Four of these students attended the Western Sydney Debating Camp at Katoomba and eight attended Debating Workshops at Blaxland East Public School conducted by the Arts Unit. The Debating Co-ordinator continues to be a member of the Western Sydney Debating Committee and conducted workshops at Katoomba.

Debating sessions were held weekly, after school, throughout terms two and three.

Karen Griffen, Co-ordinator

Public Speaking

This year BEPS entered students in 2 major public speaking competitions, The Multicultural Perspectives Public Speaking Competition and the Blue Mountains Oral Reading and Public Speaking Competitions. An in school competition was held to choose representatives for each competition. BEPS hosted the local final of the Multicultural Perspectives Public Speaking Competition where students had to present a 3-4 minute speech on a given topic and then present a one minute impromptu speech. All BEPS students performed well.

At the Blue Mountains Oral Reading and Public Speaking Competition, held at Winmalee Public School, all students did very well. Our Year Five and Year Six representatives won their respective competitions.

SRC

The SRC have worked very well together and achieved some fantastic results for their efforts. The first major fundraiser was for Stewart House where they organised a mufti day and raised $606.50 for this wonderful charity.
The team gave up many lunch times to organise and run a talent show. For many students this is the highlight of their year as they get to take centre stage to showcase their talent. With only silver coin donations from the audience the SRC managed to raise $177. Money will now be spent on equipment for the playground and fitness track facilities.

Jo Glazebrook, Co-ordinator

Student Leadership

In 2013 leadership roles were available for students in a variety of areas including School Captains and Prefects, Student Representative Council, Peer Support facilitators, Sports House Captains, Year 6 Games Day and Library Monitors.

The Captains and Prefects ran all the major assemblies, included Aussie of the Month, Service Assembly, Performing Arts Assembly and Presentation Evening. In addition, the Captains, Emma Davison and Jackson Brown, compered the Celebration Concert at the Joan Sutherland Performing Arts Assembly.

The leadership team were also responsible for audio set up and seating organisation for assemblies and special events. They were responsible for orderly lines at the canteen and were a reliable and well organised team.

The Peer Support program run by Year 6 students was delivered after an intensive two days of training. The 2013 focus was on bullying. Over eight weeks the Peer Support Leaders delivered a valuable program to their younger peers, developing their own and their groups’ skills in a variety of areas.

The House Sports leadership team, comprising 16 students, continued to be responsible for sport equipment at lunch time in both the primary and infants playgrounds, and the overall neatness and accessibility of the store room.

The Year 6 Games Day was again held and the responsibility of the leadership team. Everyone had a fun filled day of activities, raising money towards improving our playground facilities.

Sport

Blaxland East Public School provides many opportunities for students to participate, enjoy and excel at sport. We are involved at all levels of Primary School Sport.

Over 300 opportunities were provided for children to represent their school. 73 students represented Blue Mountains Primary School Sports Association (PSSA), an increase of 26 from 2012, and 30 represented Sydney West Area, an increase of 21. A remarkable 4 students also represented NSW in Swimming, Cross Country and Touch.

Sydney West representation was highly valued again this year. Blaxland East had representatives in swimming, cross country, touch, boy’s football, basketball, athletics and water polo. Isaac Ebeling was also announced as Sydney West Senior Boy’s Athletics Champion.

2013 saw Blaxland East Public School continue to be involved in the Premier’s Sporting Challenge. All primary and infants classes logged their activity time weekly over a ten week period setting themselves goals to achieve high levels.

Ten classes achieved GOLD level equating to an average of 420 minutes of physical activity per child per week. One class achieved Silver. Five classes achieved Diamond which equates to 560 minutes per week on average. The school was awarded with a Diamond Award. A wide variety of sport’s equipment has been purchased for all children to use from the Premier’s Sporting Challenge Grant.

Our three carnivals were very well supported with maximum participation and enjoyment being a major consideration. Blaxland East finished first at the BMPSSA Swimming Carnival, LBMPSSA Cross Country and BMPSSA Athletics Carnivals.

We participated in NSW PSSA State Knock-Outs in Cricket, Boy’s and Girl’s Touch, Netball and Boy’s Football. Our Boys Touch team finished ninth in the State and Boys Cricket were defeated in the Sydney West Final. Junior and Senior Rugby League teams also competed in local competitions.
The Winmalee Cup was well contested with our Senior Girls Netball becoming competition champions. Blaxland East finished second overall.

At the Summer Games Carnival our Senior T-ball teams finished equal first, Juniors 1st and 4th. Kanga Cricket Seniors were 2nd and 4th, Juniors 1st and 5th. Overall Blaxland East finished 1st.

Sport in Schools was introduced to all classes this year during Term 2, with a focus on gross motor skills.

Many staff members give many hours to the training of school and Zone teams.

Friday sport activities cover a wide range of sports including AFL, Hoopsters Basketball, Netball, Football, Volleyball, Kick ball, Zulu ball, Dance, T ball, Newcombeball, Mini tennis, cricket.

Karen Griffen, Sport Co-ordinator

Significant programs and initiatives

Aboriginal education

In 2013 a wide variety of Aboriginal perspectives were included in classroom programs and initiatives.

NAIDOC week was commemorated at an assembly, with students participating in classroom activities aligned to Aboriginal Education.

Multicultural education

Multicultural education is included in all classroom programs and as part of the Key Learning Area Human Society and its Environment (HSIE).

Reading Recovery

Reading Recovery is a short-term early intervention program for students who have not made the anticipated gains in literacy learning during their first year of school. It has been shown to be a highly effective program of one-to-one tutoring for low achieving Year 1 students.

The intervention is most effective when it supplements good classroom teaching. Students generally remain on Reading Recovery for 12-20 weeks.

During 2013, nine students were included in the Reading Recovery program. Ten Year 2 students and thirteen Year 3 students (participants in Reading Recovery in 2012 and 2011) were also closely monitored.

Liz Dunning, Reading Recovery Teacher

‘Crunch and Sip’

In 2013 Blaxland East Public School again participated in the ‘Crunch and Sip’ program. Students take a short break at 10.00 am to enjoy a piece of fruit or vegetable and have a drink of water.

This program is part of the ‘Live Life Well @ School’ program. Two teachers in 2013 went to training for this program and will introduce the program to the whole school in 2014.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys of students, teachers and parents
- Supervision of Teaching and Learning programs
- Assessment of results
- Teacher professional discussion and observation

School planning 2012—2014: progress in 2013

School priority 1

Teaching and Learning programs to reflect Quality Teaching and Learning practices.
Outcomes from 2012–2014

- All staff conversant with the Quality Teaching Elements and their application in the classroom teaching and learning program.
- Assessment practices developed in line with the Quality Teaching Assessment guidelines.
- Supervisors provide written feedback to staff on their Teaching and Learning Programs.

Evidence of progress towards outcomes in 2013:

- Professional learning at Staff Development Days and after school focused on the inclusion of Quality Teaching elements in programs.
- Coding of lessons with in line with Quality Teaching elements evident in Teaching and Learning Programs.
- Collaborative team meetings include sharing of Teaching and Learning programs and strategies to address Quality Teaching elements.

Strategies to achieve these outcomes in 2014

- Ongoing Professional Learning both within and outside of school on the National Curriculum and Quality Teaching for all staff.
- Refinement of Teaching and Learning programs and evidence of Quality Teaching elements in classroom programs.
- Collaborative stage programming that allows teachers to develop consistent strategies across the stage and school.

School priority 2

*Staff are conversant with the National Curriculum requirements and ready to implement English and Mathematics Syllabi in 2014.*

Outcomes from 2012–2014

- All staff engage in professional learning around the new curriculum and Syllabi.
- Learning continuums revised in preparation for implementation of the new curriculum.
- Staff collaboratively program for each year to ensure continuity between classes.

Evidence of progress towards outcomes in 2013:

- Staff participated in ongoing professional development delivered by Executive on the National Curriculum, with particular focus on English.
- Continuums sourced from other schools have been trialed and modified to suit Blaxland East.
- Staff collaborative plan at Stage meetings for Teaching and Learning programs.

Strategies to achieve these outcomes in 2014:

- Ongoing Professional Learning both within and outside the school for all staff encouraged and provided.
- Learning Continuums in use and refined as necessary to suit the school.
- Collaborative planning days scheduled for Term 4 2014.
- Teachers upload a variety of lessons and assessment strategies onto Teacher share.

Professional learning

In 2013 teachers at Blaxland East engaged in a wide variety of Professional Learning across the year.

Staff Development Days included training around the Code of Conduct, Child Protection, Emergency Care CPR, Anaphylaxis and the Disabilities Standards.

A focus for 2013 was the National Curriculum, in particular the English Syllabus, in preparation for the implementation of the English Syllabus in 2014. Staff were in-serviced by Executive Staff on Staff Development Days and at fortnightly Training and Development afternoons.

In 2013 Blaxland East expended $27102.18 on Teacher Professional Learning, approximately $1042 per teacher across the year. This expenditure includes course fees and teacher relief to attend courses.

Of the above expenditure, $3580 was expended on TPL around the new syllabi and $360 on Beginning Teacher professional learning around Accreditation. $1233 was expended on ICT TPL, $570 on Literacy and $8950 on Quality Teaching. Career Development for staff totalled $10926
including relief teachers and $1457 was expended on Student Welfare Courses.

In 2013, one teacher attained her Accreditation with the NSW Teachers’ Institute and one teacher maintained her accreditation.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Program evaluations**

**Background**

At the end of 2013, Blaxland East Public School surveyed the teachers, parents and students of the school in the two areas of School Culture and the Teaching of Literacy.

In the School Culture Survey, teachers, parents and students were asked to rate a number of statements, eg; I am proud of my school; The school knows about the community; The school is continually finding ways to improve, using the words ‘almost always’, ‘usually’, ‘sometimes’ and ‘rarely’.

In the Teaching of Literacy Survey, teachers, parents and students were to rate a number of statements, eg; Students are provided with relevant reading materials; Assessments strategies provide information for teachers, parents and students; What students are asked to read and learn is important, using the words ‘almost always’, ‘usually’, ‘sometimes’ and ‘rarely’.

**Findings and conclusions – School Culture**

In the majority of cases, parents were positive about the school culture, with almost all respondents choosing ‘always’ or ‘usually’ in response to the questions. The only area that was not rated this highly was ‘The school is continually finding ways to improve what it does where 15% chose ‘always’, 25% ‘usually’ and 35% ‘sometimes’.

Teachers also responded positively, with all respondents choosing ‘always’ or ‘usually’.

Stage 3 students were very positive in their responses to the survey, with the majority choosing ‘always’ or ‘usually’ when considering all the statements, although a number of questions were split almost 50/50 across the two responses. Very few responded with ‘sometimes’ or ‘rarely’.

Stage 2 students were also very positive about the school culture and the greater majority responded with ‘always’, with some choosing ‘usually’ for a couple of the statements.

**Future directions**

While the overall response was positive, there is still room for improvement in the school’s striving to improve. In addition, some work needs to be done in ensuring that everyone is encouraged at all times to learn and improve.

**Findings and conclusions – Teaching of Literacy**

In this survey, again parents were for the most part positive about the teaching of literacy at Blaxland East, with most responses in ‘always’ or usually’. The only statement that attracted a majority of ‘sometimes’ responses was ‘My child talks to his/her teacher about what they are learning and why’.

Teachers also for the most part responded positively, although there were some negative responses to ‘My assessment strategies are understood by students and parents’ and ‘The school’s reporting to parents clearly communicates information about students achievement and development’.

Stage 3 students responded positively and most of the statements attracted approximately a 60/40 ratio in choice between ‘always’ and ‘usually’.

Stage 2 students also responded positively to the teaching of literacy, with a greater majority choosing ‘always’, with some negative responses to the statement about assessment.

**Future directions**

Again, while the responses are overall positive, there is room for improvement in the areas of assessment and reporting to students and parents.
Teachers also need to improve their communication with students around what they are teaching, expected to learn and assessment of learning.

Teachers will need to continue to strive to improve their assessment strategies and the way that they communicate these to students and parents alike.

**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.

Kerry Bryan, Principal
Jo Glazebrook, Assistant Principal
Michael Frith, Assistant Principal
Derek Reilly, Assistant Principal
Karen Griffin, Class Teacher
Robyn Wallis, Class Teacher
Coralie Hughes, Class Teacher
Ros Brown, Teacher Librarian
Liz Dunning, Reading Recovery Teacher
Andrew Dowd, P & C President

**School contact information**

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: