



BLANCHETOWN PRIMARY SCHOOL

Blanchetown Primary School

2021 annual report to the community

Blanchetown Primary School Number: 0571

Partnership: Waikerie

Signature

School principal:

Mrs Sue Billett

Governing council chair:

Ms Tessa Kelly

Date of endorsement:

22 February 2022



Government
of South Australia
Department for Education

Context and highlights

Blanchetown Primary is a small Riverland school located 140 kilometres from Adelaide, 'Home of Lock One'. Set on picturesque grounds, our school promotes an exciting, safe, fun and family orientated atmosphere. During 2021, there were 2.5 classes - R-2, Yr 3-7 class and Yr 3/4 class half days for five mornings per week. At census in term 1, there were 34 students with additional 11 enrolments during the year. There were 26% school card holders, 17% students with disabilities and 5% Aboriginal students. Most students come from the township and immediate surrounding area. Our privately funded school bus services students who live on the outskirts of the town. Our school sets high expectations of all children, whilst encouraging them to be self-motivated and take pride in their school. In 2021 the school values were reviewed, and all stakeholders were involved in deciding the new values: Be Honest, Be Respectful and Be the Best you can Be.

Blanchetown Primary School offers great facilities including tennis courts, large oval, varied play environments that support exploration, including a rejuvenated Nature Play space, Agricultural area, Playcentre and a mud kitchen. The school is well equipped to support our students with extensive sporting equipment, IT devices, and a well-equipped resource centre.

Some of the highlights in 2021 included events such as 'wheely fun day', swimming lessons, camp to Meldanda, Art Gallery of South Australia excursion to participate in activities based on Aboriginal art and coaching in different sports supported by the Sporting Schools grant. The Breakfast Club organised by our Pastoral Care Worker, was well supported during the year. Students participated in the BPS Sports Day, Mid Murray Sports Day which we won, the Book Week parade, and the opportunity to purchase gifts for Mother's and Father's Day stalls hosted by our Parents and Friends Committee.

In 2021, student voice was strong with teachers and students working together to formulate individual learning goals and reviewing these regularly. Our three School Leaders were exemplary in organising playtime activities, leading fortnightly school meetings learning the roles of good meetings including taking turns with keeping the minutes. Students would often refer to them if there was a minor play concern.

Through the introduction of the Positive Behaviour Intervention Support system, we acknowledged students' positive behaviours like showing kindness, and cooperating with others in class and the playground, by giving them raffle tickets that provided individual and team rewards.

Governing council report

Thank you to all the enthusiastic staff at Blanchetown Primary for their dedication, hard work and care shown to our children this past year. They have been very capably led by Sue Billett (term 1) and together in term 4 with Ashlee Salter. They make a strong hard working, supportive and positive team.

2021 has been a successful year for BP. Enrolments across the school rose to 42 which has enabled us to provide 2 full time teachers plus a 3rd part time.

Congratulations to Ben De Courcy on a great first year at BP. He has been a positive, and professional influence. Congratulations also to Caitlyn Farrugia who has taught in the UP class. She and Karen Bolt have worked well together providing a structured learning base. We bid farewell to Caitlyn, thank her for all her hard work and wish her the best of luck.

Karen Bolt's efforts with the 3/4s in numeracy should also be recognised as there has been a marked improvement in the students results. Thank you, Karen!

This year Karen and Ally Gosse have provided students with an Aboriginal Perspectives and Indonesian classes. Terima Kasih!

BP has an incredible support staff team. We thank them all for all their efforts.

We are lucky to have a wonderful PCW, Jolie Zadow who has a wonderful influence on all the students and is a terrific support to the staff.

Thanks, must also go to Bryan who maintains the school grounds to a high standard. With an ever-growing list of jobs, we thank you for your persistence, Byran.

This year we have been lucky to run the BP sports day, Mid Murray Sports Day, a camp at Meldanda, and a day outing to the Indigenous Art Festival in Adelaide.

Thanks must go to the poultry farm for their donation which this year supported school bus. We have also received donations from the Waikerie Ministry Group which have helped the Well Fest. Thank you.

Thank you to all GC members for the time you have dedicated to BP to help create a wonderful school for students and staff. Over the last year the old pool area has been refurbished into a much friendlier area with the new handicap toilets. We also have a new telephone system, 2 new 3D printers, new carpet and blinds through the Maintenance grant.

This year we have had 3 incredible School Leaders: Leah, Emma and Shae. You should all be extremely proud of yourselves for way you have led your fellow students.

We are finishing on a positive note with a lovely family school feeling and we are looking forward to seeing what 2022 brings. On behalf of the GC I wish you all a safe and happy summer holidays and Xmas and look forward to seeing you all back at BPS next year.

Quality improvement planning

Site Improvement Plan 2021 –

READING

Goal 1: To increase reading achievement

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

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

In 2020, 3/8 Yr 4 students (36%) achieved the SEA in PAT– Reading. With extensive intervention and changed teachers' practices, 5/8 Yr 5 students (63%) achieved greater than the SEA of 112. The desired effect size should be 0.4 or better, the yr 5 effect size was 1.29 and for the whole school 1.67.

The key action in 2021, was the change to the Science of Reading which focuses on the importance of phonemic awareness, phonics and fluency ie the decoding and pace to put meaning together. Staff participated in learning on the pedagogy of spelling which focuses on phoneme, grapheme, syllables, morphology, and etymology.

At the same time 'Little Learners Love Literacy' was purchased and introduced to the Junior Primary class. This had a significant impact on phonemic awareness and phonics. 75% of yr 1 students achieved the standard in the Phonics Screener in term 3.

Staff checked students against the Phonological Awareness, Phonics and Work Knowledge, and Fluency progressions. This mapping allowed teachers to acknowledge what students could do, pinpoint the next steps and set individual learning goals.

In 2022, we intend to continue to embed practices in phonemic awareness, phonics and fluency with a focus on the Big 6 to maintain this growth.

MATHS

Goal 2: To maintain and increase the number of students in higher bands and achieving the DfE SEA in PAT Maths

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

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

In 2020 4/6 (67%) students attained the DfE SEA and of those two achieved higher bands. In 2021, 5/6 (83%) achieved above the DfE SEA in PAT-M and 1/6 (17%) achieved higher bands. Even though the target was achieved, the results were not strong.

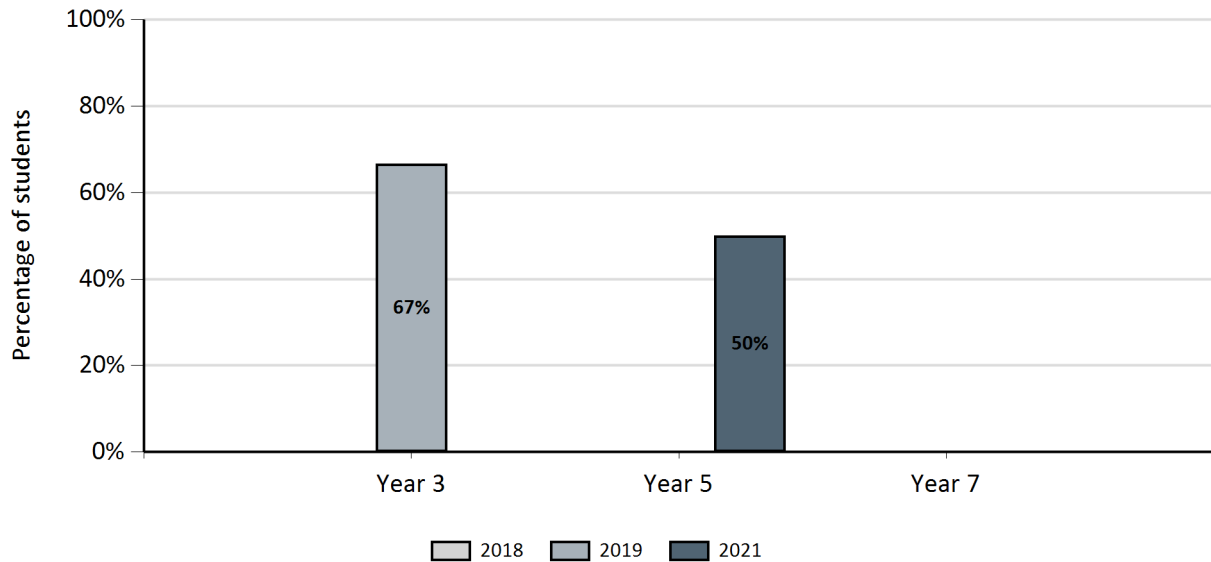
Semester 1 focused on Literacy due to having new teachers and semester 2 focused on Numeracy. The results were disappointing but once staff become more familiar with BliN and embed the practices based on the assessment tools and implement 'Maths for Learning Inclusion' as an intervention program we expect to see greater improvement. All students have been assessed against the 'Trusting the Count' and Place Value' so groupings can start at the beginning of the year. In 2022 Maths lessons will follow a set routine as agreed upon by teachers that incorporates BliN routines, slow release pedagogy and review time at the end of every lesson.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

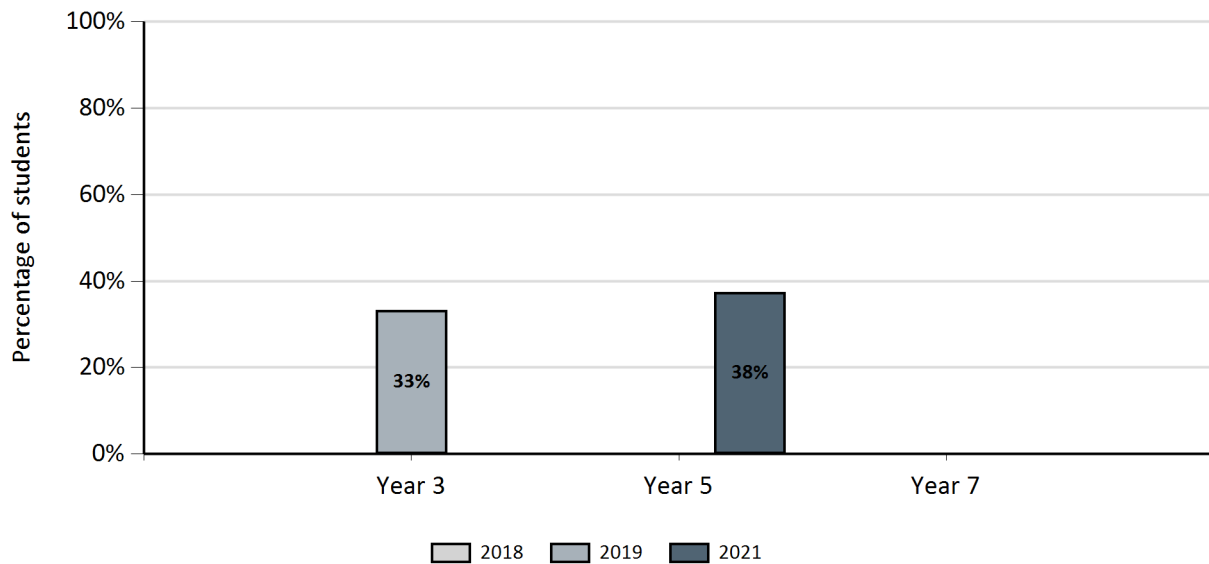


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | * | * | 33% |
| Middle progress group | * | * | 48% |
| Lower progress group | * | * | 19% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | * | * | 33% |
| Middle progress group | * | * | 48% |
| Lower progress group | * | * | 18% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

| | No. of students who sat the test [^] | | No. of students achieving in the upper two bands | | % of students achieving in the upper two bands ^{**} | |
|--------------------------|---|----------|--|----------|--|----------|
| | Reading | Numeracy | Reading | Numeracy | Reading | Numeracy |
| Year 3 2021 | * | * | * | * | * | * |
| Year 3 2019-2021 Average | * | * | * | * | * | * |
| Year 5 2021 | 8 | 8 | 0 | 0 | 0% | 0% |
| Year 5 2019-2021 Average | * | * | * | * | * | * |
| Year 7 2021 | * | * | * | * | * | * |
| Year 7 2019-2021 Average | * | * | * | * | * | * |

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

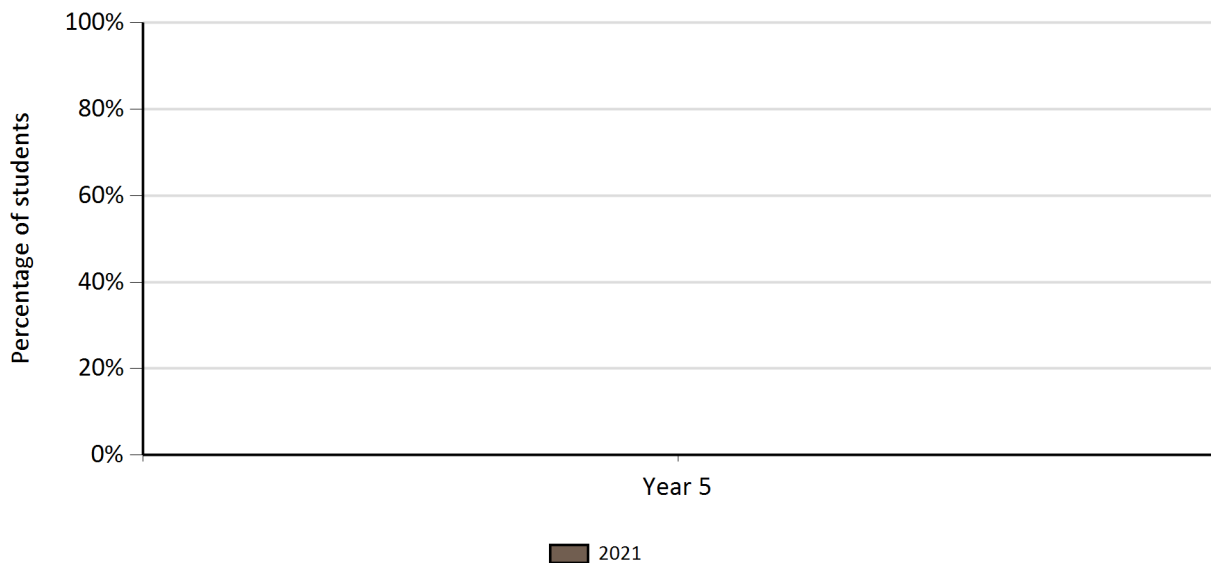
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



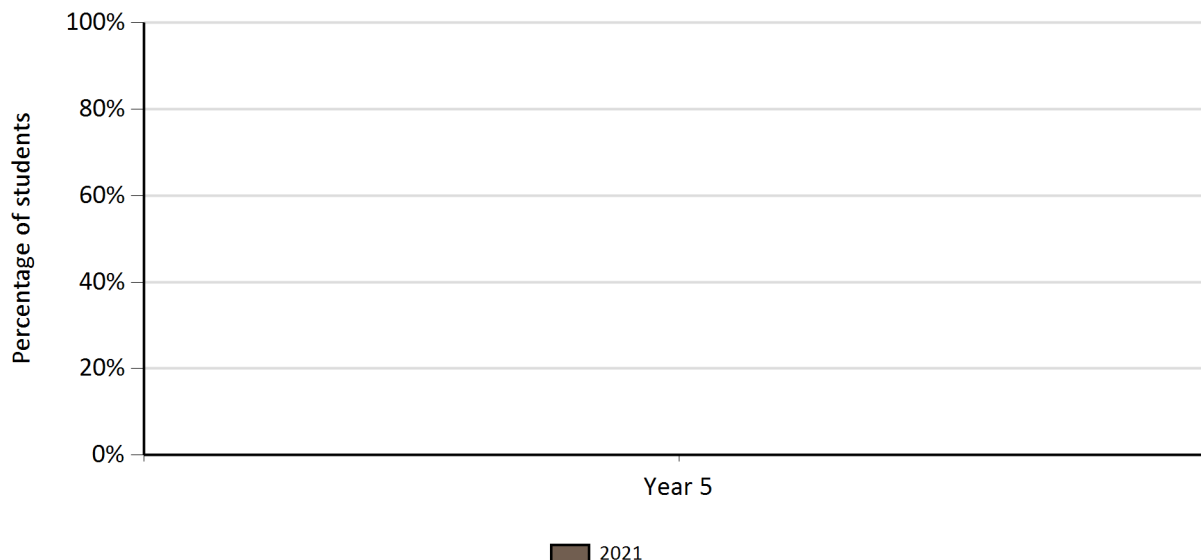
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

| NAPLAN progression | Year 3-5 | State (average) |
|-----------------------|----------|-----------------|
| Upper progress group | * | 25% |
| Middle progress group | * | 49% |
| Lower progress group | * | 26% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

Numeracy

| NAPLAN progression | Year 3-5 | State (average) |
|-----------------------|----------|-----------------|
| Upper progress group | * | 22% |
| Middle progress group | * | 51% |
| Lower progress group | * | 27% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

| | No. of students who sat the test [^] | | No. of students achieving in the upper two bands | | % of students achieving in the upper two bands ^{**} | |
|--------------------------|---|----------|--|----------|--|----------|
| | Reading | Numeracy | Reading | Numeracy | Reading | Numeracy |
| Year 3 2021 | * | * | * | * | * | * |
| Year 3 2019-2021 Average | * | * | * | * | * | * |
| Year 5 2021 | * | * | * | * | * | * |
| Year 5 2019-2021 Average | * | * | * | * | * | * |
| Year 7 2021 | * | * | * | * | * | * |
| Year 7 2019-2021 Average | * | * | * | * | * | * |

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Intervention & Support

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

In 2022 Blanchetown Primary School focused on Key Element 4 – Applying Evidence -Based, Learning Interventions. We ensure that all identified Aboriginal learners receive additional in-class or intervention programs from highly trained providers.

Our Aboriginal learners worked 30 minutes per day, five times per week in a Reading intervention routine that focused on specific areas which were identified against the progressions – Phonological Awareness, Phonics and Word Knowledge, and Fluency. The repetition saw significant growth in Reading as tested with PAT reading.

Teacher professional learning in Spelling using – Phonemes, Graphemes, Syllables, Morphology and Etymology supported decoding and fluency in whole class lessons. Using the 'Mega Book of Fluency' Aboriginal students were daily exposed to fluency activities to assist with comprehension.

In Numeracy Aboriginal students were supported in class by an SSO in the Big Ideas in Number (BiiN) routines to ensure a firm understanding of number. Students were checked against the progressions – Quantifying Number and Additive Strategies. This assisted with the focus on specific needs. This work will continue in 2022.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

The data shows that Aboriginal Learners made significant growth in Reading with an effect size of 3.51 and in Maths 0.68 as tested against Acer PAT tests.

School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Attendance

| Year level | 2018 | 2019 | 2020 | 2021 |
|------------|--------|-------|-------|-------|
| Reception | 87.1% | 94.4% | 94.1% | 93.7% |
| Year 1 | 99.2% | 91.4% | 90.3% | 93.0% |
| Year 2 | 93.3% | 93.6% | 90.5% | 96.1% |
| Year 3 | 100.0% | 87.8% | 97.0% | 84.7% |
| Year 4 | N/A | 97.5% | 81.1% | 94.3% |
| Year 5 | 90.9% | N/A | 96.2% | 84.3% |
| Year 6 | 84.2% | 90.7% | N/A | 96.8% |
| Year 7 | 98.6% | 86.5% | 82.2% | 24.0% |
| Total | 94.2% | 91.8% | 90.0% | 89.6% |

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Monitoring any attendance concerns were addressed promptly. Phone calls/text/letters to families enabled the school to monitor and maintain high levels of attendance by most students. This was applicable even during the Covid 19 lockdown. A small number of families were referred to the Attendance and Engagement Social Worker. All unexplained absences were followed up with parents/carers.

Wellbeing and engagement are a strong focus, so our students want to come to school, feel connected with their class and form strong educative relationships with staff. This will still be a focus in 2022 with the assistance of the Pastoral Care Worker and Support Services personnel.

Behaviour support comment

In 2021 we reviewed our school values to make them succinct and student friendly. All stakeholders were involved in the process. The three chosen were: Be Honest, Be Respectful and Be the Best you can Be. These form the basis of all conversations related to incidents. Through Berry Street Education Model agreed practices have been developed for student self-regulation, with brain breaks and de-escalation strategies.

Our Behaviour Code and Anti-Bullying Policy were also reviewed alongside professional learning on SMART, 'Calmer Classrooms', Restorative Practices and Positive Behaviour Intervention Support. With the help of the Pastoral Care Worker, we were successful in taking part in the Smiling Mind professional learning. This will be a major feature in 2022.

Unfortunately there were significant numbers of 'Take Homes' and Suspensions in 2021 with referrals and support by Support Services and the SWISS team.

Parent opinion survey summary

Student Perceptions

The AEDC data shows our reception students come to school with high physical healthy and wellbeing but 50% need support with language and communication skills. In 2021 we implemented the Little Learners Love Literacy and a strong focus on researched based practices in this area. This will continue into 2022.

The Wellbeing and Engagement Survey conducted with students Y3-7 showed that students were engaged and happy though 29% said they worried, 24% said they felt sad, and 56% did not participate in any outside of school sports. In 2022, the school will continue with programs such as Kimochis, Smiling Mind and mindfulness, and The Positive Behaviour Intervention Support program. We will continue to apply for the Sporting Schools grant so our students receive coaching in different sports.

Staff Perceptions

53% of staff took part in the myWellbeing survey and with the three main areas of enquiry were Job Resources, Job Demands and Wellbeing Outcomes. Under Job Resources 83% positively rated Immediate Leader Support and 96% positively rated Job Motivators. In Job demands 100% positively rated Role Clarity and Role Conflict. 88% of respondents rated Mental Health as positive or moderate.

Overall we will monitor job demands and job resources.

Parent Perceptions

In 2021, 39% of parents/carers completed the Parent Engagement Survey. Our highest ratings at 88% were: parents/carers believe 'Teachers and students were respectful', and they value education and the importance of the child. There was significant improvement in receiving enough communication from the school. 68% thought the school encouraged them to help with their child's learning. School climate rated high.

The areas to work on for 2022 are: receiving useful feedback, useful discussions and parents/carers would like to receive learning tips. We will ensure newsletters and home help articles will be sent home. There will also be sessions for families to understand literacy and numeracy practices at school and how they can support this.

Intended destination

| Leave Reason | Number | % |
|--|--------|-------|
| NG - ATTENDING NON-GOV SCHOOL IN SA | 1 | 20.0% |
| QL - LEFT SA FOR QLD | 1 | 20.0% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 3 | 60.0% |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

To ensure compliance with DfE Relevant History Screening all staff and volunteers have current Working With Children Checks with the expiration date recorded in EDSAS. Volunteers must also complete the online Volunteers course about legal responsibilities. Because of Covid 19 restrictions volunteers were unable to be on site for most of the year other than School Governing Council members to attend meetings.

Tradespeople who are sent by DpTI/Ventia have already been vetted. Those who are private providers are required to show their clearances before commencing work on site.

The Admin Officer maintains a TRT register with current Authority to Teach documents and copies are kept on site.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

| Qualification Level | Number of Qualifications |
|------------------------------|--------------------------|
| Bachelor Degrees or Diplomas | 7 |
| Post Graduate Qualifications | 0 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

| | Teaching Staff | | Non-Teaching Staff | |
|-----------------------|----------------|----------------|--------------------|----------------|
| | Indigenous | Non-Indigenous | Indigenous | Non-Indigenous |
| Full-Time Equivalents | 0.0 | 3.8 | 0.0 | 3.1 |
| Persons | 0 | 4 | 0 | 6 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

| Funding Source | Amount |
|----------------------|-----------|
| Grants: State | \$860,095 |
| Grants: Commonwealth | \$6,900 |
| Parent Contributions | \$10,577 |
| Fund Raising | \$981 |
| Other | \$9,343 |

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

2021 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

| Tier 2 funding section | Tier 2 category (where applicable to the site) | Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes | Outcomes achieved or progress made towards these outcomes |
|--|--|--|---|
| Targeted funding for individual students | Improved wellbeing and engagement | Funding was used to ensure the Principal was free to work with students and families who needed counselling support, and release staff to work with the Behaviour Support Coach. | PBIS and Berry St programs were embedded in daily practice. |
| | Improved outcomes for students with an additional language or dialect | N/A | N/A |
| | Inclusive Education Support Program | Funding was used to release teachers to write or review One Plans and organise programs of work. Significant SSO hours for class, group and 1:1 support. | Progress towards outcomes has been made as identified in One Plans |
| Targeted funding for groups of students | <p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p> | <p>The rural and isolated funds enabled our students to access performances, excursions and sporting activities so not to be disadvantaged by distance. Even with Covid these funds were used.</p> <p>Early Years Literacy including Early Years support funds were used to purchase Little Learners Love Literacy materials, Heggerty Phonological Awareness curriculum, and release time so staff could take part in professional learning. SSO support for students on phonemic awareness, phonics and fluency intervention programs.</p> | Progress towards learning outcomes, and bolster student wellbeing. Significant growth in PAT and the Phonics Screener |
| Program funding for all students | Australian Curriculum | New resources purchased relating to our SIP goals and release teachers assess students against the Literacy and Numeracy progressions to inform teaching. | A-C grades English 44% Sem 1 to 76% sem 2 and Maths 56% to 74% |
| Other discretionary funding | Aboriginal languages programs Initiatives | N/A | N/A |
| | Better schools funding | The purchase of decodable reading texts, manuals, subscriptions and games, plus SSO support for identified students, new assessments such as Probe purchased | 75% of Yr 1 achieved the SEA in the Phonics Screener |
| | Specialist school reporting (as required) | N/A | N/A |
| | Improved outcomes for gifted students | N/A | N/A |

