

2021 Annual Report to The School Community



School Name: Mount Blowhard Primary School (2037)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

«PrincipalSignDescription»

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

«PresidentSignDescription»

About Our School

School context

Our School Vision is to ensure that all students achieve their academic, social, emotional and physical potential in a supportive and purposeful learning environment, where our school values of Respect, Responsibility, Excellence and Kindness underpin all interactions. Our school believes in high expectations for all students in an atmosphere of care and support. We are committed to preparing our students to be creative, adaptable and responsible citizens of both their local and global community.

The programs of, and teaching in, Mount Blowhard Primary School support and promote the principles and practices of Australian democracy including a commitment to: an elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; the values of openness and tolerance. Our School Values are supported by our School Rules: Be Honest, Be Safe, Be Nice, Be Positive, and Be a Learner.

Mount Blowhard Primary School has a proud history spanning 140 years. From a small rural school, we now attract enrolments from a wider area, reflecting housing growth on the outskirts of Ballarat. The school is in a wonderful position to provide the best of both worlds – a rural education within reach of the city.

There were 66 students enrolled in 2021, with the school organised into four classrooms: F, 1/2, 3/4 and 5/6. Staffing consisted of a principal with a teaching (0.2) and tutoring load, three fulltime classroom teachers and a part-time classroom teacher (0.8), two part-time specialists teachers (0.18 and 0.38) and a part-time business manager (0.5).

The school is committed to evidence-based best practice. Our literacy and numeracy program align with evidence-based teaching practices and delivers excellent results for all students. The science of learning, science of reading, cognitive theories and explicit direct instruction inform our pedagogy, classroom practice and professional learning. The wellbeing of all students, families and staff is greatly valued. We have many practices in place to ensure an inclusive, caring and safe school environment for all. Each classroom teacher builds a positive and safe environment for their students to work in.

Mount Blowhard Primary School is implementing the 'School Wide Positive Behaviour Support' program. This approach focuses on identifying, teaching and rewarding the behaviours we want to see in students. Our school has a positive and accepting culture where effort is valued, and all students know the importance of trying their best. Each class engages in weekly and/or fortnightly wellbeing lessons. These lessons incorporate content from the Resilience, Rights and Respectful Relationships program, as well as the Bounce Back program. There is a focus on practising gratitude, empathy and mindfulness.

Part-time specialist teaching staff ensure a balanced and well-rounded curriculum, delivering programs in Physical Education, Art and Chinese. MARC Van provide a fortnightly library service for borrowing and returning of literature and the delivery of lessons in the History domain of the Victorian Curriculum. We also provide Multisensory Structured Language (MSL) intervention.

We believe in developing leadership skills in our students. Juniors are inspired to learn from older students as they lead assemblies, speak in public, greet visitors, thank guests, and perform in public. We also encourage healthy choices in an active learning environment.

The students are provided with a range of camping opportunities. They also participate in a range of sports at both school and interschool level, including: athletics, soccer, cross country, tennis, netball and football.

The school has an active Parents and Friends committee, and school families join us for community events such as the Bunnings Barbecue, Movie Night, the Musical, the Bush Billy Tea Dance, the Walkathon, a talent show, weekly assemblies, parent information sessions, dress up days, the annual Spring Fete and the end of year Christmas Concert.

Framework for Improving Student Outcomes (FISO)

Framework for Improving Student Outcomes (FISO)-Excellence in Teaching and Learning

Curriculum planning and assessment

Key improvement strategy: Develop, document and monitor the school's curriculum plan and assessment schedule.

The Explicit Teach phase of our mathematics instructional model continued to be implemented across the school. The explicit teach phase lesson model (Power Point template) was developed and will be embedded in planning in 2022. The Explicit Direct Instruction model (EDI) process of 'I do, we do, you do' was integrated into the model and evident during learning walks.

A phenomenal amount of work was completed by the Literacy and Numeracy leaders and staff (during an interrupted year) to ensure documentation of our teaching and learning approaches and curriculum. The work completed ensures consistency of practice across the school, narrows the variance across classrooms and is documented to assist sustainability of the evidence based best practice in place.

Documentation of our 5 plagues reading spine commenced. An F-6 curriculum map was also developed. As a result, rich units of work were developed and this ensures our commitment to the Big 5 of reading continues, specifically in the areas of comprehension and vocabulary.

Evaluating impact on learning

Key improvement strategy: Develop teacher efficacy in data literacy to inform teaching and learning.

Despite the challenges of consistently pivoting between being in a mode of remote and flexible learning and onsite learning, we were able to establish Professional Learning Communities (PLCs). This was due to a number of factors, including: developing a partnership with Wendouree PS (PLC Link School) to support the development of effective PLCs.

The Staff Opinion Survey results reflected much of the direction and work undertaken at the school with a high level of positive endorsement in many areas, including:

- Teachers in the school regularly discuss problems of practice, 100% positive endorsement.
 - The school has timetabled meetings for teachers to support collaboration aimed at improving teaching and student learning, 100% positive endorsement.
 - In this school we use assessment data to make decisions about teaching and learning, 100% positive endorsement.
 - Curriculum instruction and teaching and learning programs are well coordinated across the different year levels at this school, 100% positive endorsement.
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Achievement

The school review process came to a conclusion during April of 2021, with the consensus being the school has a great deal to be proud of and has achieved a lot over the life of the school strategic plan (SSP). Below are some findings from the classroom observations:

- Explicit instruction evident.
- Clear instructions and sequence.
- Students engaged.
- No passive learners.
- Strategic use of classroom displays (support charts)-that the children refer to.
- Learning intentions and success criteria evident and referred to by the children.
- Children were using the 'language of learning'.

- Confidence of the children is evident, and it comes through in their learning.
- Children turning and talking-active participants.
- Student's interests and needs are considered and evident in tasks.
- Well-resourced classrooms.
- Resources are aimed at the students.

NAPLAN resumed in 2021 and we achieved pleasing results. Some of our achievements when considering our performance against similar schools. That is, schools with similar location, socio economic characteristics and school size, included:

Across the Grade 3 and Grade 5 results, we bettered similar schools in Reading and Writing. This was reflected in both the number of students achieving above expected and the small number of students achieving below the benchmarks.

Benchmark growth between Grade 3 and Grade 5 NAPLAN:

- Reading-above the state, network and similar schools for benchmark growth.
- Writing-above the state, network and similar schools for benchmark growth.

Learning growth indicates how much progress students make between Grade 3 and Grade 5 NAPLAN in all the subject areas. The results are categorised into high growth, medium growth and low growth.

Percentage of students achieving high learning growth between Grade 3 and Grade 5 NAPLAN:

- Reading-above the state, similar and network schools.
- Writing-above the state, similar and network schools.

Percentage of students achieving in the top 2 bands of NAPLAN.

Percentage of Grade 3 students in the top 2 NAPLAN bands:

- Reading-same as similar and network schools.
- Writing-above the state, similar and network schools.
- Spelling-above the state, similar and network schools.
- Numeracy-above the state, similar and network schools.
- Grammar and Punctuation-above the state, similar and network schools.

Percentage of Grade 5 students achieving in the top 2 bands of NAPLAN:

- Reading-above the state, similar and network schools.
- Writing-above the state, similar and network schools.

Engagement

The school was able to resource and ensure quality specialist classes in PE, Art and Chinese. These subject areas are valued by the students, as reiterated by the student focus groups during the school review process earlier in the year. While significantly interrupted during terms 2 and 3, our specialist programs were enhanced by obtaining an Artists in Residence grant. The program provided additional creative opportunities for all students. All specialists, and the Artists in Residence, provided lessons during remote and flexible learning.

The Review Panel were impressed with the academic, social and emotional programs and positive climate for learning the school has developed. Below are some findings from the staff, student and parent forums:

*Students spoke highly of the school, the teachers and their own learning. Students indicated they are always learning new and challenging things. Students said they learnt so much at their school and teachers broke their learning down and provided them with feedback.

*Staff forums indicated how far the school had improved, that professional learning was valued and applied consistently across the school, all staff were immersed in professional learning and implemented the clearly articulated, shared strategic intent of the school.

*At the parent forum, parents indicated they had many opportunities to be involved with the school.

*Parent, teacher and student forums indicated a high regard for the school, strong community involvement and a positive partnership between home, school and the community.

High levels of contact with parents and carers during the remote and flexible learning period resulted in positive relationships being maintained and support provided.

We continued the successful implementation of Google Classroom and WebEx Meetings (video conferencing), this ensured increased interaction between students and the classroom teacher each week and this resulted in increased engagement and wellbeing support.

To support student engagement during the transition back to onsite learning, staff focused on the re-establishment of school routines and procedures for all grade levels. Structure and predictability were important.

As with many schools, during last term we were able to provide and engage the students and community in many important events that were postponed earlier in the year. Such events are an important part of the primary school experience and most children look forward to them each year, or as see some events as a rite of passage. This included, but was not limited to swimming lessons, camps, sleepovers, Walkathon, Spring Fete, Blowhard Has Talent, school concert and graduation.

The Attitudes to School Survey completed by students in Years 4-6 demonstrated an upward trend in the following areas:

- Effective teaching time
- Stimulating learning
- Motivation and interest
- Resilience (perseverance)
- Teacher Concern

While the percentage of positive endorsement was at or above state, similar and network schools in the following areas :

- Sense of connectedness
- Advocate at school
- Managing of bullying

The Parent Opinion Survey was above state, similar and network schools in ALL areas, including the following:

- Parent participation and involvement
- School communication
- Student connectedness
- School transitions
- General school improvement
- General school satisfaction
- School pride and confidence
- Managing bullying
- Promoting positive behaviour
- Stimulating learning environment
- High expectations for success

Wellbeing

The Respectful Relationship scope and sequence document and associated lessons continued to be revised. A 'living' document as such. Lessons were delivered each fortnight; however, this was sometimes inconsistent as we moved in and out of remote and flexible learning. During remote and flexible learning, and outside of daily contact with students, three times a week students participated in class meetings related to engagement, wellbeing, connection and fun! Additionally, questions related to gratitude for students to respond to were posted on Google Classrooms, as well as

surveys related to the wellbeing of the students and how they were feeling at any point in time.

The SWPB reward system was established. Every term we have a Positive Behaviour Super Star award. This award includes a certificate and a special lunchtime privilege. Each term there was a focus, such as: Be Respectful. This was outlined at each assembly, with examples given. Examples of being respectful include: active listening, consider the feelings of others, wait your turn, take care of property, include everyone and use manners.

Additionally, each week at assembly we re-visit a section of the Positive Behaviour Matrix.

A house group tabloid sports afternoon was successfully planned and implemented by the House Leaders during first term. Unfortunately, remote and flexible learning and reducing the mixing of groups for health and safety mitigation reasons meant traction was lost in this area. Opportunities for house leaders at our athletics day to lead their house groups, ensure chants and provide speeches occurred.

We look forward to being able to fully implement Lunchtime Clubs during 2022. Sport, art, gardening and cubby clubs have commenced to date, with many children enjoying the opportunity to participate in a club of choice.

Finance performance and position

The strategic management of finances ensured the school operated within the Student Resource Package (SRP) allocated. The school did not operate at a deficit in 2021.

In exciting news for the school, we were successful in obtaining a grant in Round 2 as part of the Outside School Hours Care (OSHC) Establishment Grant initiative. As a result, school council has entered into a licence agreement with OSHClub.

Equity funding of \$10 454 was largely dedicated to providing our literacy and numeracy leaders with dedicated time to complete curriculum documentation.

The school was fortunate to receive a substantial grant from Acciona Wind Farms. This ensured the school was able to substantially subsidise the swimming program from F-6.

Parents and Friends raised \$6117.95 throughout the year from fundraising events, including: Ascot Hall Dance, Burrumbeet Race Day Clean -Up, Movie Night Sponsorship, Movie Night Tickets, Movie Night Food Sales, Movie Night Raffle, Easter Raffle, Bunnings BBQ and the Christmas Raffle.

These events allowed the school to purchase or support the following: iPads, classroom book sets, pie warmer, theatre excursion bus, radio advertising for school promotion and camp subsidies. While also supporting school-based school events by purchasing the following: Welcome BBQ supplies, Trivia Night chocolates, Mother's Day Afternoon Tea, Movie Night Projection, Movie Night BBQ supplies, Bunnings BBQ supplies, Bonbons, Zooper Doopers, Arts Ken & Rebecca Gift, Ryan's IGA Family Gifts, Popcorn Supplies and Graduation decorations.

For more detailed information regarding our school please visit our website at
<http://www.mountbhps.vic.edu.au/>