

Blakehurst Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Blakehurst Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Blakehurst Public School, working in partnership with our community, develops friendly, caring students who are responsible and respectful, engaged in a challenging, diverse curriculum taught by passionate teachers committed to making them 21st century learners who achieve success and become active informed citizens.

School context

Blakehurst Public School is in the Kogarah Local Government Area. The site has been a public school since 1881. The school has been extensively rebuilt over the past 15 years. Nestled in a bush land setting above Carss Park, it is a school of approximately 300 students, coming from a wide range of socio-economic and language backgrounds. Around 67% of students have a language background other than English. An established, experienced staff works with the school community to provide a caring community environment for the students. An active and supportive parent body complements the commitment shown by students and staff in learning for the 21st century.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Using the School Excellence Framework (SEF) elements, staff reviewed the descriptors and considered using formal and anecdotal data, where Blakehurst Public School was in achieving across the three domains. The three focus areas of Learning, Teaching and Leading were addressed by each team and collated. This information was then used by the principal to complete the School Excellence Framework – Self Assessment Survey. The staff analysis of the SEF was supported by the data reports released by the Centre for Educational Statistics and Evaluation.

Overall, the results and analysis indicated the school was currently delivering quality teaching practice across the three domains. In the domain of **Learning**, focused on the elements of learning culture, well-being, curriculum and learning, assessment/reporting and student performance measures, the school is delivering, with an achievement of sustaining and growing noted in the assessment and reporting element for analysis of school performance data and a range of other contextual information and an awareness of trends in student achievement levels, and also in involving students and parents in planning to support students as they progress through the stages of learning. In the domain of **Teaching**, focused on effective classroom practice, collaboration, learning and development and professional standards, the overall analysis indicated delivering although stronger achievement with sustaining and growing described as a marker in both collaborative practice and learning & development. The introduction of mandatory professional development plans since 2015 helped build on the optional plans from previous years. In the domain of **Leading**, focused on professional standards, leadership, school planning and reporting and management practices and processes, achievement was identified as delivering with sustaining and growing identified for the descriptors of feedback and flexibility of learning spaces and technology. The base-line data indicates a wide range of areas that the school needs to address to work towards excellence using the SEF descriptors and provides focus for the existing and future school plans.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Future learners

Purpose

Student achievement as future focused learners through quality teaching and high expectations in learning and behaviour, evidenced by effective assessment, differentiation, quality feedback and strong welfare initiatives

Overall summary of progress

Strategic Direction 1 is on track. NSW syllabuses for the Australian curriculum used for planning and teaching. Peer mentoring and explicit teaching practices enhancing student understanding and achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
75% of students achieve literacy and numeracy outcomes to standard	Learning plans are effective, reviewed and provide direction for future plans. Explicit teaching and collaborative practice facilitate improved student learning	School and RAM funding
Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent	Explicit teaching and collaborative practice facilitate improved student learning	School and RAM funding

Next Steps

- Positive behaviour for learning to be launched in 2017.
- Strengthening focus on reading strategies through explicit teaching.
- Assessment for learning and project based learning initiatives.
- Introduce coding opportunities as an activity for enrichment.
- Trial Google classroom as a home/school learning bridge



Strategic Direction 2

Teachers as learners & leaders

Purpose

High quality professional development and capacity–building leadership to enhance pedagogy, resulting in improved student learning and achievement, requiring teachers to know their students, evaluate and reflect on their own teaching, actively participate in and lead professional learning to develop their teaching practice and to collaborate with other teachers

Overall summary of progress

On track. Syllabus implementation and building the leadership capacity of staff in place and developing. All teaching staff have professional development plans and undertake professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff include a minimum of one goal that is based on a standard from the Australian Professional Standards for Teachers	<ul style="list-style-type: none">Professional learning plans have one or more goals using the Australian Professional Standards for Teachers.Accreditation processes undertaken and result in a staff member attaining accreditation at proficient.	School and professional learning funds
60% of staff undertake a leadership initiative within the school setting based on 2015 as the baseline	<ul style="list-style-type: none">A majority of staff involved in leadership development as leaders or presenters at professional learning activities or in peer mentoring.Assistant principal achieves appointment as principal.	School and professional learning funds

Next Steps

- In 2017 the school will provide further opportunities for collaborative practice.
- Professional learning will centre on Focus on Reading, project based learning, analysis of student data for planning and formative assessment.
- It is intended that the Positive behaviour for learning team launch the initiative in the middle of the year.



Strategic Direction 3

Informed community, engaged community

Purpose

Build an active community partnership that fosters collaboration and shared responsibility through consultative decision making and feedback

Overall summary of progress

A year of achievement and a strategy that is on track. New signage has been collaboratively designed and installed. The school is developing strong links to the local pre-schools. Use of website and app strong.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Using 2015 data as the baseline, the registry of attendance, survey feedback and participation increases by 2% each year of the plan	Feedback from Tell Them From Me surveys indicates strong parent engagement and commitment	School and community engagement funds
Monitoring of website, school app and local media indicates a 10% increase in hits, views or articles published based on T1, 2015 data	Data indicates consistent and increasing usage of the school website and app	School and community engagement funds

Next Steps

- In 2017 the team will build upon the sound foundation already in place.
- Continuation and strengthening of the pre-school program including an increase of school visits and tours.
- The launch of the Positive behaviour for learning program will be a community focus.
- The school will offer a number of parent information forums around curriculum.
- The Triple P parenting program will be offered in collaboration with the Three Bridges community group.
- Later in the year, consulting, planning and collaborating with the school community to work on the 2018–2020 school plan.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	RAM funding fully expended in supporting students through learning support officers and teaching supplementation	RAM Equity loading funding – Aboriginal background \$3387
English language proficiency	EaLD funding fully expended supporting students through additional teaching allocation	RAM Equity loading funding – English language proficiency \$12742 flexible
Low level adjustment for disability	RAM funding fully expended in employing teaching and learning support officer time in supporting students	RAM Equity loading funding – Low level adjustment for disability – leaning and support flexible funding – \$29872
Quality Teaching, Successful Students (QTSS)	QTSS allocation used to support implementation of professional learning and professional development plans	Staffing allocation (0.215) approximately \$22000
Socio-economic background	Students access additional teaching and learning support to access programs and curriculum	RAM Equity loading – socio-economic background funding of \$15675 expended



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	181	170	150	154
Girls	173	171	149	134

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.3	96.4	95.5	92.7
1	95.9	96.8	95	93.6
2	96.5	94.7	97.2	95.1
3	96.3	97.2	94.2	95.6
4	95.1	93.5	94.4	94.9
5	95.7	95.4	94.1	96.3
6	96.2	94.5	94.1	93.8
All Years	96.1	95.5	94.9	94.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

While it is pleasing to note the school's attendance is above that of the state average, it is disappointing that, in the majority of year groups, the rate of attendance has fallen on 2015 figures. There is no apparent reason for this decline but it provides a focus for the school to undertake strategies to improve the level of attendance in the coming year.

Class sizes

Class	Total
KS	20
KC	19
1/2DT	24
1P	20
1KT	21
2K	25
3/4WK	30
3T	29
4R	28
5W	22
5/6H	25
6M	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	0.8
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0.11

*Full Time Equivalent

No staff at Blakehurst Public School identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	47.6
Postgraduate degree	52.4

Professional learning and teacher accreditation

Blakehurst Public School has a commitment to the professional learning needs of its staff, with weekly professional learning sessions, school development days and self-initiated learning based on professional development plans (PDPs). Key focus areas as identified in the school plan were on curriculum implementation centred on the NSW Syllabuses for the Australian Curriculum and student welfare. In 2016, all staff completed mandatory requirements in child protection awareness, code of conduct, anaphylaxis and CPR/emergency care training as part of school development day professional learning.

Two teams of staff undertook training in Kidsmatter (a mental health initiative) and Positive Behaviour For Learning (a whole school approach to behaviour). Both programs support the strategic directions of the school plan. Professional Development Plans enabled staff to continue to develop stronger collaborative and reflective learning approaches in sharing expertise and learning from each other. Stage based professional learning lead to units being collaboratively written and implemented.

One of the temporary staff achieved Board of Studies and Education Standards (BoSTES) accreditation at proficient, another temporary staff member is working towards gaining accreditation and one staff member is maintaining accreditation at Proficient. No staff are currently seeking accreditation at other levels. An assistant principal at the school was successful under the merit selection process in achieving a principal's position effective from 2017.

In 2016, over \$10,000 was spent on professional learning, which approximates to \$500 per staff member.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	362 471.11
Global funds	203 398.02
Tied funds	143 148.08
School & community sources	134 754.90
Interest	6 053.01
Trust receipts	9 543.25
Canteen	0.00
Total income	859 368.37
Expenditure	
Teaching & learning	
Key learning areas	27 301.29
Excursions	18 718.00
Extracurricular dissections	52 722.15
Library	7 308.24
Training & development	10 218.23
Tied funds	142 771.73
Short term relief	68 910.34
Administration & office	46 992.95
School-operated canteen	0.00
Utilities	33 276.28
Maintenance	33 602.54
Trust accounts	9 685.80
Capital programs	0.00
Total expenditure	451 507.55
Balance carried forward	407 860.82

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	449 579.33
(2a) Appropriation	416 400.82
(2b) Sale of Goods and Services	114.08
(2c) Grants and Contributions	32 645.40
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	419.03
Expenses	-126 967.94
Recurrent Expenses	-126 967.94
(3a) Employee Related	-87 505.78
(3b) Operating Expenses	-39 462.16
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	322 611.39
Balance Carried Forward	322 611.39

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

All funds received from government sources have been expended. Funds carried forward have been assigned to replacement of technology such as interactive whiteboards in the twenty locations throughout the school. The student and parent bodies desire ground improvements so funds are sequestered for this as well.

As in 2015, the school's short term relief budget has been exceeded so funds are allocated to cover this shortfall.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 987 000.02
Base Per Capita	16 085.59
Base Location	0.00
Other Base	1 970 914.43
Equity Total	224 908.73
Equity Aboriginal	3 386.53
Equity Socio economic	15 675.05
Equity Language	94 358.44
Equity Disability	111 488.70
Targeted Total	9 790.00
Other Total	56 834.07
Grand Total	2 278 532.81

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name **Blakehurst Public School** in the Find a school and select **GO** to access the school data.

In 2016 The Premier's priorities for education addressing achievement in the top two bands of NAPLAN and reporting on the achievement of Aboriginal students is to be reported. Blakehurst had a very small cohort of Aboriginal students sitting the NAPLAN tests, one in Year 3 and one in Year 5. The Year 3 student scored in the top two bands in both reading and numeracy. The Year 5 student was in the top band for numeracy and in the third top band for reading.

In terms of the general student population, in Year 3 reading there was an increase on 2015 scores of 16.8 points, with 52.3% scoring in the top two bands. Year 3 numeracy scores were similarly pleasing with an increase from 19.4% to 36.4% on the previous year. Year 5 achievement was less spectacular with the number of students in reading in the top two bands being consistent at around 25% although numeracy scores saw a significant increase of about 16% on the previous year.

It should be noted that these results are not comparing like with like as the students in 2015 will not sit the test until 2017. A more accurate assessment of growth and achievement can be explored when these results are compared.

Parent/caregiver, student, teacher satisfaction

Blakehurst Public School seeks the opinions from the school community through participation in the *Tell them from me* survey tool. It is the second year of the school's participation in the survey. All parents and staff are invited to participate in the survey. Students in Years 4 through 6 are able to respond with parent permission and may opt out. All students in the assigned cohort answered the survey. A small sample (20 respondents) from the parent community answered. From the survey results the feedback was positive. A reduction in perceived bullying was noted which is pleasing given the focus on well being in the school plan. Parents, students and teachers reported high levels of support for learning, engagement and behaviour. Providing feedback to parents and students regarding success criteria and opportunities for greater communication between teachers and parents is an area for development. The use of school website and school app remains high.

Policy requirements

Aboriginal education

Blakehurst Public School maintains a strong commitment to the Aboriginal Education and Training Policy and to our Aboriginal students and families. There are currently seven students who identify as Aboriginal and each of these students works with a negotiated personal learning pathway. The NSW Syllabuses for the Australian Curriculum have cross-curriculum priorities in Aboriginal histories and cultures that are embedded into teaching and learning programs particularly in the learning areas of literacy, HSIE and the arts. The school proudly flies the Aboriginal flag alongside the Australian standard, and acknowledges the Bedjigal people of the Eora nation as the traditional custodians of the land on which the school is sited as part of every assembly's Acknowledgement of Country. The school recognises the achievements of Aboriginal students through such activities as *Deadly Kids Doing Well*, an initiative of the Ultimo Operational Directorate. Harmony Day activities this year featured Aboriginal performances and culture activities which enriched the understanding and

students.

Multicultural and anti-racism education

A diverse school community, with over 70% of students coming from a language background other than English, Blakehurst Public School takes every opportunity to embrace and engage the community. Multicultural cross-curriculum priorities and capabilities are embedded in NSW Syllabus for the Australian Curriculum and in lessons taught in classes. The school newsletter *The Bush Telegraph* promotes and acknowledges significant cultural events throughout the year such as Lunar New Year, Ramadan/Eid and Diwali as well as Christian cultural events such as Easter and Christmas (Western and Orthodox). Harmony Day activities are enthusiastically supported by our community with multicultural activities and events organised in collaboration with members of our diverse community. This year included dance and cultural performances from our Greek, Macedonian, Pacific Islander, Chinese and Indian communities as well as a visiting Aboriginal performer. The day culminated in a shared community luncheon.

As well as a staffing allocation (0.8) for the teacher of English as a Language or Dialect (EaLD), the school funds an additional teaching position for the teaching of Italian language for our senior students. The school has two trained Anti-Racism Contact Officers who support a harmonious and supportive environment for all students.