

Blairmount Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Blairmount 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.

Greg Turnbull

Principal

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Message from the Principal

The Blairmount Public School community has enjoyed a wonderful 2016 school year. We have achieved many great things this year such as a significant increase in the number of iPads into classrooms and the continuation of a diverse range of extra-curricular activities offered to all students K–6 most notably our school concert.

The wonderful students at Blairmount amaze me daily with their enthusiasm, creativity and desire to learn. It is a privilege to be your Principal.

Our dedicated and professional teaching, administrative and support staff and the parents and community members of Blairmount who so energetically devote their time and effort in support of our programs, make our school the very best it can be.

I am extraordinarily proud of the achievements reflected in this report. 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.

Greg Turnbull

School background

School vision statement

Blairmount Public School is an engaged learning community.

Students at Blairmount Public School are challenged yet supported in a productive learning environment. They feel happy, safe, respected and valued as they discover how they best learn.

Teachers at Blairmount Public School know their students well, their strengths and their needs, and engage them in learning through a range of innovative, 21st century research based pedagogies. They are reflective, creative, adaptive and motivated.

Parents and carers at Blairmount Public School are partners in their children's learning. They are informed, active and supportive in their children's education. They feel welcomed, valued and respected as a vital part of the learning community.

Blairmount Public School values and celebrates the success of our students, staff and parents to encourage a positive school culture.

School context

Blairmount Public School, established in 1983 has a strong culture of being proudly public and a vital part of the wider community. The school is situated on the western side of Campbelltown and its feeder areas comprise 60% public housing & 40% private housing including the housing estate of Blair Athol.

Blairmount Public School receives significant loading in our RAM allocation to support the needs of students from Low SES School Communities. We encourage participation and involvement with an emphasis on equity for all students. Reflective practices underpin a process of continual classroom improvement, allowing for stakeholders to be responsive to the ever changing needs and the latest developments and research in pedagogy and improving student outcomes. The belief that learning together whilst striving to achieve personal best is encouraged in all.

The school aims to promote pride in self and school by encouraging the wearing of school uniform and participation in community events. Very successful student welfare practices promote in students a sense of well-being, happiness and responsibility. The school enjoys a high profile within the wider community through sport and the performing arts, which are important parts of the school culture.

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.

This year, the school executive team at Blairmount Public School explored the School Excellence Framework and unpacked the three domains of Learning, Teaching and Leading. Time was allocated throughout executive meetings to discuss how this document can be utilised by our school to support reflection on our level of excellence and inform and refine future directions in school planning.

In the Learning domain, creating a learning culture has been our focus. We have developed a strong culture of learning and engagement over the past few years, particularly through our partnership with the University of Western Sydney's Fair Go project. This partnership embedded the MeE framework for student engagement school wide, particularly through Growth Coaching support that was provided to every teacher this year. A continual focus on creating engaging learning experiences that were high cognitive, high affective and high operative strengthened the quality of collegial dialogue, influenced the direction of professional development goals and increased the quality of teaching across the school.

Part of the MeE Framework is to develop the learning culture of 'School is for me' and engaging messages of knowledge, ability, control, place and voice. This was a focus for Blairmount Public School in 2016 with the implementation of the Growth Mindset concept across the school. This implementation began with professional development for staff, parents and students that was run by an international speaker who was guided by the research of Carol Dweck. This professional development was followed by several staff implementing this concept into their classroom through explicit teaching of what a Growth Mindset is, how this supports a learning culture, how to shift mindset from fixed to growth and how to overcome challenges by entering the learning pit. As a result of Growth Mindset, students across Blairmount Public School understand that failing at challenges is a critical part of the learning process and the importance of growing their brain by persisting when learning is difficult.

This professional development was paralleled by professional development around learning intentions, success criteria's and quality feedback. This whole school focus began with writing and many staff embedded this pedagogy into other areas of learning. As a result of this, students have a greater understanding of what they are learning, why this learning is important and the process that they need to follow to be successful. The use of learning intentions and success criterias also supported teachers to refine their feedback so it was specific to what their students are learning and the quality of work expected. Students have combined their knowledge of Growth Mindset with this shift, which resulted in an increased understanding of how feedback helps their brain develop and supports them to move their learning forward. In addition to this, this year we have been focused on developing the whole child by creating an understanding of the impact of wellbeing on a student's ability to engage with learning. This shift was driven by the implementation of Positive Behaviour for Learning (PBL) that aligned with the Wellbeing Framework. This whole school change developed consistency of behavioural expectations, a greater emphasis on acknowledging positive behaviour, modeling expected behaviours and clear guidelines for consequences of negative behaviour.

In the teaching domain, collaborative practice has been our greatest strength across Blairmount Public School through Growth Coaching support where each teacher was allocated with a coach who provided regular in class support through demonstration lessons, team teaching and observation lessons. Part of this individualised support involved a commitment to provide additional Release from Face to Face (RFF) for every teacher to meet with their coach to receive feedback, reflect on their classroom practice and collaboratively develop future directions. Coaching support over the past few years has been incredibly influential in developing a culture of continual reflection of individual teaching practices and responsiveness to the feedback of colleagues. This has resulted in staff developing flexible and fluid programs that are continually modified to meet the needs of students.

This year, support staff joined classroom teachers in stage meetings, which allowed for greater levels of collaboration and professional dialogue around differentiation across the school. Some support staff also contributed to professional development of class teachers in stage meetings to reflect on and refine their practices in literacy and numeracy. This support was also particularly useful for assessment and reporting during the creation of student reports and implementation of Learning Conversations (formally known as parent teacher interviews). This collaboration with other staff ensured that the information communicated to parents and students was accurate and individualised. Additionally, Learning Conversations enhanced the level of collaboration that parents and students have during the reporting process. Students were encouraged to share their learning face to face to their parent/carer and, collaboratively with the teacher's guidance, develop literacy and numeracy learning goals for the future. This new process empowered students and parents to be partners in the learning process.

Teachers were empowered as leaders of learning through numerous school visits where they demonstrated quality teaching practices to staff from schools across the system. Staff were also encouraged to reflect with collegial guests on their professional journey including the research that they explored, their challenges and their achievements. As a result of this process, teaching practices across several schools has been enhanced and teacher quality across Blairmount Public School has been recognised and celebrated.

In the leading domain, leadership development has been our focus. This year Blairmount Public School invested in professional development for our aspiring leaders. This professional development was run throughout the year by Andy Best who provided these staff with professional readings and support in their leadership journey. As a result of this support, three staff members were invited to attend executive meetings as aspiring leaders and two of these staff members were successful with attaining relieving assistant principal positions at Blairmount Public School. Within the executive team, distributive leadership meant that leaders and aspiring leaders were provided with many opportunities to lead the implementation of the milestones within the three strategic directions of the school plan. This empowered the leadership team to run projects individually and in collaboration with colleagues. During and after the implementation of these projects, school leaders actively sought feedback from staff, parents/carers and students to determine the effectiveness of the project, their leadership and determine future directions. Most notably the leadership team was exceptionally responsive to the feedback provided and used this to support future planning.

School leaders, and our Curriculum and Community Liason Officer (CCLO), have demonstrated a commitment to engaging the community in a variety of whole school events. The most popular of which include Harmony Day, NAIDOC/Education Week and the PBL Launch Day. During these events, school leaders empowered class teachers to continue demonstrating their identity as leaders in the classroom by incorporating open classrooms into these community events. This enabled the community to view quality teaching and engage with learning authentically. Additionally, a parent helper program was implemented in 2016 to support teaching across the school and to empower the community

to engage with learning. This led greater individualised support provided to students to assist the development of literacy and numeracy skills. The leadership team continually supported the Parents and Citizens (P&C) association by many representatives attending meetings to support the implementation of events, share updates in the implementation of the school plan and receive feedback.

The student leadership team at Blairmount Public School engaged with their own professional development to enhance their leadership by building their confidence, interpersonal skills and communication skills. Over the course of the year they had opportunities to attend and student leadership workshop at Parliament House and participate in weekly coaching sessions with a school leader. As a result, their confidence grew remarkably and they developed into effective and successful role models for Blairmount Public School.

Additionally, we committed to creating a sustainable connection with our feeder high school, Eagle Vale High School. This involved Stage 3 students engaging with a robotics program throughout the year and Year 6 students participated in several transition days to ensure their transition from Year 6 to Year 7 is as smooth as possible. This also built a professional network between Stage 3 staff and the teachers at Eaglevale High School. A community of schools partnership was also established with Claymore Public School by sharing the cost of the international speaker for Growth Mindset and engaging with the Professional Development together at Blairmount Public School.

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

Students are engaged, empowered and reflective learners.

Purpose

Students at Blairmount Public School are challenged yet supported in a productive learning environment. They feel happy, safe, respected and valued as they discover how they best learn. Students are given the opportunity to celebrate their success.

Overall summary of progress

Throughout 2016 innovative 21st Century learning was incorporated across Blairmount Public School through the 4C's: communication, collaboration, critical thinking and creativity, were embedded across many classrooms at Blairmount Public School. Communication was developed through an increase in student voice, sharing pedagogy with visiting teachers from Social Ventures Australia, peer feedback and student reflection. Collaboration was evident through innovation tours, Science Technology Engineering Mathematics (STEM) lessons, problem solving tasks and Self Organised Learning Environment (SOLE) activities. Critical thinking was supported through the robotics program, Inquiry Based Learning (IBL), science investigations and Code Club. Creativity was embedded through Scratch coding, Genius Hour sessions, Campbelltown Academic Challenge and Problem Based Learning (PBL). The Imaginarium is an open learning environment that has 21st Century furnishings, technology as well as fiction and non-fiction texts. It was utilised 20% of the available time in Term 1 and this declined to 13% in Term 3 due to a decline in the technology available.

Quality assessment practices were transformed in 2016 with the implementation of Learning Conversations to replace the more traditional parent teacher interviews. This involved students sharing their literacy and numeracy learning to their parent/carer, reflect on what they have learnt and collaboratively plan future learning goals. 43% of students enjoyed demonstrating their learning during Learning Conversations. Professional development was provided to all staff on the importance of embedding learning intentions, success criteria and quality feedback. This was then embedded across the school in the area of writing with some staff transferring this pedagogy into other areas. Some staff implemented peer feedback into their classroom.

The Aboriginal Education Resource Teacher (AERT) worked throughout the year with implementing the milestones in the area of Aboriginal Education which included running Blairmount Indigenous Group (BIG), organising and facilitating the Personalised Learning Pathway (PLP) meetings and building a community of schools. Aboriginal students were encouraged to meet and exceed their goals. This was evident with one student who aimed to improve his art techniques and ended up creating artworks that were displayed in the school foyer. Another student wanted to explore more performing opportunities and he ended up acting in an Australian mini-series called Cleverman. Through the community of schools with Claymore Public School, Eaglevale High School, Tharawal Cooperation, Glenfield Office, Elders and the AECG, community health and education services were shared, student talents were celebrated and sustainable relationships were developed. Another success was 43% of first place recipients in the cross country were Aboriginal. Additionally, three staff members engaged with a cross cultural experience by teaching in Wilcannia Central School. This experience built cultural awareness and built professional mentoring relationships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students monitor their own progress using Learning Intentions & Success Criteria in writing.	100% of students monitored own progress using Learning Intentions & Success Criteria in writing.	\$40000 (Coaching)
100% of students participate in Learning Conversations with their parent and teacher.	100% of students participated in Learning Conversations and received feedback from their teacher with 86% of those involving a parent/carer.	\$20000 (0.2 Aboriginal Education Resource Teacher)
100% of students are given opportunity to take part in a self-directed, passion driven project.	74% of students surveyed felt positively about Learning Conversations.	\$3500 (Casual Teacher Relief)
100% of students are given the opportunity to take part in Inquiry	91% of students surveyed mentioned that they enjoyed Learning Conversations due to the elements of feedback and reflection.	\$2500 (Resources Genius Hour Projects and Inquiry Based Learning)
	8 out of 21 classes engaged with a self-directed passion driven project.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Attendance rates of Blairmount PS exceeding state averages from 94.9% to 95.9%.</p> <p>100% of Aboriginal students achieve growth towards individual goals within their Personalised Learning Pathways.</p> <p>100% of students sharing their learning journey through Seesaw.</p> <p>100% of students are provided with effective teacher feedback through Seesaw.</p>	<p>Surveyed students noted that they felt positively about Genius Hour as an avenue to pursue their passions.</p> <p>100% of students were given the opportunity to take part in Inquiry Based Learning, predominately through Mathematics, History and Geography.</p> <p>80% of students surveyed would like IBL to continue in 2017.</p> <p>Blairmount PS attendance at the end of Term 4 was 94%.</p> <p>100% of BIG students enjoyed the weekly gatherings.</p> <p>85% of BIG students achieved their individual goals from their PLP</p> <p>100% of students have a Seesaw account and have posts demonstrating their learning.</p> <p>100% of students were provided with effective feedback in the area of writing through various methods including verbally, written in books or through Seesaw.</p>	<p>\$40000 (Coaching)</p> <p>\$20000 (0.2 Aboriginal Education Resource Teacher)</p> <p>\$3500 (Casual Teacher Relief)</p> <p>\$2500 (Resources Genius Hour Projects and Inquiry Based Learning)</p>

Next Steps

21st Century learning

- Promote STEM with the whole school community through professional learning and shared projects
- Extend Genius Hour and Passion Projects K–6 with an associated budget
- Plan Discovery Days for students and staff on 21st Century learning and developing the 4C's
- Continue IBL K–6
- Professional learning on how to use the Imaginarium as a learning space and promote this
- Teacher librarian to collaboratively program learning experiences with classroom teachers
- Purchase robotics resources and provide professional learning
- Professional learning on Green Screen technologies
- Create a meeting space zone for classes and the community to utilise

Quality Assessment

- Continue Learning Conversations, particularly students demonstrating their learning, and embed PLPs into the process
- Support students to engage in the Learning Conversation, especially the development of personal goals
- Continue professional development on feedback in stage meetings and how to link this with learning intention and success criteria
- Incorporate a sharing session of feedback strategies
- Revise learning intention and success criteria throughout 2017

Aboriginal Education

- Continue current initiatives
- Implementation of Junior AECG and Bro Speak
- Cultural space
- Employment of 2 AERTs (one male and one female)

Strategic Direction 2

All teachers are reflective and responsive to 21st Century pedagogy.

Purpose

Teachers at Blairmount Public School know their students well, their strengths and their needs, and engage them in learning through a range of innovative, 21st century research based pedagogies. They are reflective, creative, adaptive and motivated. Teachers value and celebrate the success of all stakeholders to encourage a positive school culture.

Overall summary of progress

Coaching of all teachers across the school was implemented throughout 2016 with some changes to the level of support towards the end of the year due to staffing changes beyond our control. This coaching was imperative to the implementation of individualised professional learning goals based on the MeE Framework, in class support based on need, reflection of current practices and modification of practices to increase student engagement and the achievement of professional learning goals.

Staff at Blairmount Public School have been involved in the following professional development opportunities: learning intentions and success criteria, Geography syllabus, Individual Education Plans, technology, formative feedback, Positive Behaviour for Learning, Growth Mindset, History syllabus and Learning Conversations. Several staff also engaged with school visits to South Australia to learn about student voice, Curran Public School to learn about tiered intervention strategies, Granville East to learn about flexible and innovative learning environments. In return, other schools have also visited Blairmount Public School to enhance their pedagogy. All staff were given a copy of a professional learning text, 'Learn Like a Pirate' by Paul Solarz to inspire professional dialogue however due to time constraints, this was not sustained throughout the year. IBL was implemented at varying frequencies across the school in Mathematics, Science, History and Geography. Genius Hour was embedded into 8 classes this year which resulted in increased levels of student engagement, collaboration, organisation, planning, networking, student voice, problem solving and technology use.

Staff at Blairmount Public School have increased their use of Twitter to share professional learning and achievements, with 36 staff members using this platform. We also have had a 53% increase in the amount of followers on the Blairmount Public School twitter account. We have 30 teachers and all 21 classes registered and using Seesaw to share the learning journey with parents/carers.

Pre-assessment data at the start of 2016 of a sample of Stage 3 students indicated that they rarely went beyond minimum requirements, more than half stopped when the task was difficult, most did not accept or apply feedback and almost all students did not ask questions or asked few questions. This led to a need to Growth Mindset at Blairmount Public School. This included staff PL with Dan Haesler, stage copies of 'Fantastic Elastic Brain' to explicitly teach Growth Mindset to students and focus classrooms that implemented Growth Mindset regularly. As a result of this shift, students were able to understand the learning journey as a 'learning pit', peer feedback increased, success and failures were reflected on and celebrated and students developed confidence and persistence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff provided with effective feedback and an opportunity to be part of a community of reflection. 100% of teachers will be able to provide assessment data that demonstrates student growth within their coaching focus area. 100% of staff are reflective learners and pursue current educational research. 100% of teachers providing opportunities for students to	87.5% of staff felt supported by their coach. 81% of staff would like to continue with coaching in 2017. 57% of teachers collected data that demonstrated student growth. 100% of staff have been provided with opportunities to explore current research. 100% of students were given the opportunity to take part in Inquiry Based Learning, predominately through Mathematics, History and Geography. 11% of teachers teach IBL daily and 50% teach IBL	\$2000 (Growth Mindset Consultant – Dan Hasler)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
engage in models of current research and 21st Century pedagogies e.g. Inquiry Based Learning, Genius Hour, 20% time, PBL etc. 100% of teachers/students engaging with and sharing their learning journey through blogs, vlogs, twitter, Facebook, etc. 100% of staff engage in Growth Mindset training.	weekly. 80% of students surveyed would like IBL to continue in 2017. 100% of students are sharing their learning through the Seesaw app. 100% of staff engaged in Growth Mindset training.	\$2000 (Growth Mindset Consultant – Dan Hasler)

Next Steps

Coaching

- Continue modified version of coaching in 2017 with weekly reflection times attended by coaches on a needs basis.
- Increase focus on student results and data in literacy and numeracy and therefore the explicit teaching required to move student learning forward.
- Coaches work within their own stage
- Coaches back on class, coaching for 1–2 days a week
- Continue research and share current trends and practices in education and innovation
- Continue planning days for stages with the support of APs/Coaches
- Re-introduce sharing sessions once or more a term to celebrate and share what is happening in other classrooms across the school.

Teachers as Co-researchers

- Sharing sessions or in-school visits for IBL and other areas of internal and external PL to build a bank of ideas.
- Continue stage support when programming and assessing IBL.
- Provide PL on IBL (including its definition).
- Focus PL on improving literacy and numeracy results.
- Greater connections with Eaglevale High School to improve literacy and numeracy during Year 6 transition into Year 7.
- More staff attending discovery days or visiting other schools.
- Greater connections with other primary schools that are making good growth in NAPLAN.
- Continue to welcome other schools into Blairmount Public School for feedback.
- Increase the number of classes implementing Genius Hour or similar practices.

Global Learning Community

- Use Twitter more for PL and sharing events and learning.
- Continue Seesaw use and incorporate further PL.
- PL for staff on the 4C's, Weebly and blogging.
- More classes using Mystery Skype or video conferencing.
- Parent workshops on technology

Growth Mindset

- Continue PL and readings on a Growth Mindset.
- Reflect on feedback practices of staff.
- Involve more classes in Growth Mindset lessons and share with staff.
- Make a bank of Growth Mindset lessons and ideas.
- Use students as peer leaders to support and run weekly lessons in buddy classes.

Strategic Direction 3

Parents are partners in their children's education and in decision making processes.

Purpose

Parents and carers at Blairmount Public School are partners in their children's learning. They are informed, active and supportive in their children's education. They feel welcomed, valued and respected as a vital part of the learning community. Parents value and celebrate the success of all stakeholders to encourage a positive school culture.

Overall summary of progress

This year Blairmount Public School revolutionized that traditional method of parent teacher interviews into Learning Conversations that involved the class teacher, parent/carer and the student. During this process students were able to demonstrate and reflect on their skills and strategies in reading, writing and numeracy. This then opened up the discussion to develop learning goals for these areas in order to move their learning forward. This change resulted in very positive responses from parents/carers with 91% of survey responses being positive.

2016 has been another busy year for authentic community engagement with 16 community events throughout the year that allowed parents/carers to view performances, engage with their child's learning and interact with staff and other members of the community. This year the parent helper program led to 11 parent helpers supporting 9 teachers, this is an increase from 6 parents helpers supporting 4 teachers in 2015. This program inspired other parents to be involved, built a supportive culture, assisted students to learn new skills and made students feel happy to have another person in their support network. Seesaw usage increased this year with 313 parents connected and able to engage with their child's learning and achievements.

Parents/carers were encouraged to join the Parents and Citizens association (P&C) and we had 20 members that met monthly to plan fundraising events and provide feedback to staff on whole school planning. They held the following fundraising events that subsidised Swim Scheme, bought the Year 6 Farewell cake and are in the process of purchasing disco balls for the hall: Easter raffle, cake stall, Mother's Day stall, Father's Day stall and a hip-hop disco.

In 2016, parents and carers were given opportunities to engage with professional learning outside of school and in school. These were communicated to the community through technology applications, such as the digital newsletter on the Skoolbag app and Seesaw app. Blairmount Public School was committed to providing free higher education courses, such as a computer course through TAFE, Growth Mindset course by Dan Haesler and a first aid course through Family First Aid. As a result, parents/carers were able to develop work related skills, strategies to assist with parenting and crucial life saving skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
60% of parents collaboratively developing at least one learning goal for each of their children. 100% of school events communicated via a variety of forums including social media and an increase in parental participation in all aspects of school life. An increase in parental participation at professional development opportunities from 1% to 10%. An increase in parental engagement from 1% to 3% with P&C, planning days and other groups that provide opportunities for discussion, feedback and	86% of parents collaboratively developed at least one learning goal for each of their children. 100% of school events were communicated through the school newsletter on the Skoolbag app, Seesaw and the Blairmount Public School Facebook page. Parental participation in professional development increased from 1% to 4%. Parental engagement in the P&C increased from 1% to 5%. Parental participation in higher education opportunities was 4%.	\$600 (Skool Bag App) \$600 (Interview Bookings Online) \$2000 (Higher Education Courses for Parents)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>decision-making.</p> <p>5% of parents accessing higher education through school organised training.</p>	<p>86% of parents collaboratively developed at least one learning goal for each of their children.</p> <p>100% of school events were communicated through the school newsletter on the Skoolbag app, Seesaw and the Blairmount Public School Facebook page.</p> <p>Parental participation in professional development increased from 1% to 4%.</p> <p>Parental engagement in the P&C increased from 1% to 5%.</p> <p>Parental participation in higher education opportunities was 4%.</p>	<p>\$600 (Skool Bag App)</p> <p>\$600 (Interview Bookings Online)</p> <p>\$2000 (Higher Education Courses for Parents)</p>

Next Steps

Learning Goals

- Continue Learning Conversations using the same format.
- Ensure Learning Conversation professional development for staff includes time management.
- Give the option of additional time for Learning Conversations (at staff or parent request).
- Send resources home to support new learning goal (where applicable).
- Conduct additional information sessions for parents/carers prior to Semester 1 2017 Learning Conversations.

Authentic Engagement

- Utilise the SRC and student leadership team to welcome parents/carers to community events and distribute a program of events.
- Use CCLO and allocated staff to co-ordinate the parent helper program.
- Host termly feedback and support sessions for parent helpers.
- Teacher parents/carers about all functions of Seesaw.
- Develop a Seesaw policy in consultation with parents/carers.

Active Decision Making

- Remind the school community about P&C meetings through multiple technology platforms.
- Get P&C members to bring a friend to each meeting.
- Include what P&C are fundraising for on all media.
- Get a representation from the student leadership team to attend P&C meetings.
- Add the roles of community events and publicity to the P&C.
- Review school banking procedures and roles.
- Create and utilise a P&C suggestion box.

Higher Education

- Shorter courses that run for a half day and a half-subsidised.
- Run two courses per term by external agencies that we have developed a partnership with.
- Short surveys provided to parents/carers after each course.
- Run literacy or numeracy workshops aligned with whole school priorities with a take-home gift.
- Encourage regular attending parents/carers to bring a friend
- Run future workshops on positive parenting, health and nutrition, Growth Mindset and first aid.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The Aboriginal Education Resource Teacher (AERT) worked throughout the year with implementing the milestones in the area of Aboriginal Education which included running Blairmount Indigenous Group (BIG), organising and facilitating the Personalised Learning Pathway (PLP) meetings and building a community of schools. Aboriginal students were encouraged to meet and exceed their goals. This was evident with one student who aimed to improve his art techniques and ended up creating artworks that were displayed in the school foyer. Another student wanted to explore more performing opportunities and he ended up acting in an Australian mini-series called Cleverman. Through the community of schools with Claymore Public School, Eaglevale High School, Tharawal Cooperation, Glenfield Head Office, Elders and the AECG, community health and education services were shared, student talents were celebrated and sustainable relationships were developed. Another success was 43% of first place recipients in the cross country were Aboriginal. Additionally, three staff members engaged with a cross cultural experience by teaching in Wilcannia Central School. This experience built cultural awareness and built professional mentoring relationships.</p> <p>In addition, all Aboriginal students have a PLP created in consultation with their parent/carer and classroom teachers. This was reviewed semesterly and goals displayed visually in the classroom.</p>	\$3000 (Casual Teacher Relief)
English language proficiency	<p>This year the modes of delivery have been a combination of withdrawal and team teaching with a focus on supporting new arrivals in Years 3–5. As a result of the EAL/D position, 27 students have received withdrawal support and 42 students were supported through team teaching. This resulted in all students moving up at least one level on the ESL Scales.</p> <p>Professional development for the EAL/D position involved exploring the EAL/D School Evaluation Framework that involves creating individual plans for new arrivals and refugees. This led to the development of resources for catering for EAL/D students in mainstream classes.</p> <p>All staff surveyed indicated that the EAL/D support was beneficial and would like it to continue in 2017. 100% of students surveyed were able to discuss how this support benefited them and wanted support in the future.</p>	\$40000 (0.4 EAL/D Teacher)
Low level adjustment for disability	This year the MultiLit reading intervention was continued to support 10 students in Years 3–	\$40000 (1.0 SLSO employed)

<p>Low level adjustment for disability</p>	<p>6 to develop phonics, sight word recognition and book reading skills in order to increase accuracy, fluency, spelling, writing, reading and comprehension. Students were identified due to their PLaN data and reading level, followed by a referral to the Learning and Support Team (LST). Each student was provided with 30–40 mins of one to one support by a Student Learning and Support Officer (SLSO) for 3–4 days per week. 100% of teachers and students surveyed found this intervention beneficial. Results have shown significant improvements in student's reading skills and strategies.</p> <p>The MacqLit reading intervention was introduced this year to support 8 students in Years 5 and 6 to develop word recognition strategies, phonics and text reading skills. Students were identified using the same method as MultLit. Each group of 4 students were provided with 60 mins of support by a SLSO for 4 days per week. In addition to this, 20 mins of one-on-one reading support is recommended. 100% of teachers and students surveyed found this intervention beneficial. Results have shown significant improvements in student's reading skills and strategies.</p> <p>QuickSmart was continued this year to provide numeracy intervention for students to develop basic skills, such as number facts and problem solving. 12 Year 4 students were supported in groups of 2 for 30 min sessions, 3 times a week. As a direct result of this intervention, all students increased their speed and accuracy when responding to numeracy problems.</p> <p>This year saw the employment for a speech pathologist from Children's Speech Therapy to provide support one day per week. This support involved identifying students at risk, assessing and evaluating student's abilities, goal development for identified students, individual speech therapy sessions, professional development for staff and support for families. Results of one assessment showed that 100% of students increased their sentence structure, expressive vocabulary, understanding of concepts and following directions, recalling sentences, formulating sentences and knowledge of word classes.</p> <p>An SLSO was utilised in 2016 to provide support directly to Kindergarten students to improve name writing and letter formation. Results showed dramatic improvements for targeted students in these areas. Later in the year support was provided to support reading, engagement with independent literacy activities and MathSMAD (numeracy) lessons. In addition to SLSO support, a Kindergarten STLA position was formed to provide targeted support to 28 students in small groups of 3–5 students, for 15–20 mins</p>	<p>\$40000 (1.0 SLSO employed)</p>
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<p>Low level adjustment for disability</p>	<p>4 times a week. Students were supported to develop their knowledge of letter sounds and names and then apply this knowledge to reading and writing activities. As a direct result of this intervention, student's results improved significantly.</p> <p>Year 2 support groups were introduced this year to provide ongoing support for students that completed Reading Recovery in 2015 and other identified students. As a result of this intervention, students increased their reading levels by between 2–9 levels. There was also a significant jump in students writing vocabulary. Additionally, 4 students who were referred to LST for not making expected growth, were picked up by this support group. Feedback from teachers, parents and students were 100% positive, particularly with noticeable gains in students enjoyment of reading and writing due to the development of confidence in their abilities.</p> <p>The L2 intervention program was implemented to support 4 Year 2 students that were most at risk of not meeting stage outcomes for reading and writing. As a result of this intervention improvements were noted in the following areas: concepts about print knowledge, letter identification, word vocabulary and hearing and recording sounds.</p> <p>This year the Learning and Support Teacher (LaST) submitted 9 access requests, provided professional development for staff, supported the refinement of the referral process to the Learning and Support Team, created a timetable for staff to book in–class support and supervise MultiLit, QuickSmart and MacqLit interventions.</p>	<p>\$40000 (1.0 SLSO employed)</p>
<p>Socio–economic background</p>	<p>Blairmount Public School's early intervention transition program underwent rebranding this year from 'Little Leapers' to 'Busy, Buzzy Learners'. This intervention was implemented with 8 groups over the year for 2 hours a week for an 8 week duration. This support allowed for 95% of students to have their vision tested, familiarising students with the school to support a smooth transition and 95% completed the program with accurate pencil grip, name writing and counting skills. Feedback from staff and parents has been positive.</p> <p>This year the Curriculum and Community Liaison Officer implemented a series of interventions to increase the educational and wellbeing outcomes of students. These interventions included: daily Breakfast Club for all students, lunch provision for selected students, supplying fruit donations, building networks with external agencies and businesses, monitoring attendance and intervening where appropriate, supporting the implementation of Busy, Buzzy Learners and organising vision, hearing and dental check</p>	<p>\$3000 Resources (Transition Program)</p> <p>\$5500 (0.8 CLO)</p>

Socio-economic background	<p>ups.</p> <p>This year Growth Coaching was continued which ensured a focus on student engagement and providing all students the opportunity to succeed. For more information on the impact of Growth Coaching, see Strategic Direction 2.</p> <p>For more information on the impact of community engagement interventions, see Strategic Direction 3.</p>	<p>\$3000 Resources (Transition Program)</p> <p>\$5500 (0.8 CLO)</p>
Support for beginning teachers	<p>Support for beginning teachers was provided through the Growth Coaching model of support. This allowed Early Career Teachers to be provided with individualised professional development and personalised mentoring. As a result of this support, 2 staff members have transitioned from beginning teachers to proficient teachers by successfully completing their Accreditation. For more information on the impact of Growth Coaching, see Strategic Direction 2.</p>	<p>\$15000 (Casual Teacher Relief)</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	248	270	261	272
Girls	255	259	246	252

The enrollment rate at Blairmount Public School has remained consistent for the last three years. The Claymore Urban Renewal project has begun with stages 1 and 2 "Hill Croft" well under way. This stage of the development includes 371 residential blocks all of which are in the enrollment area for Blairmount Public School. It is expected that Blairmount's overall enrollment will increase in coming years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	94.5	93.1	90.6
1	94.2	94.3	91.8	93.1
2	94.7	94.3	94.6	93.8
3	91.9	95	93.9	94
4	94.7	94	93.1	94.2
5	95	95.8	94.2	92.2
6	92.5	95.5	94.7	91.6
All Years	94	94.8	93.6	92.8
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

In 2016 we have been working hard to improve student attendance and unjustified absences where an unsatisfactory explanation or no reasons are given for students being away. A number of strategies have been

used to encourage students to come to school everyday and to improve student attendance. These include:

- Organising before school activities such as circus skills, martial arts, fitness classes and multi-sport lessons which begin at 8:30am
- Continuing the Breakfast Club which caters for up to 150 students each day
- Presenting an "Attendance Champion" trophy and certificate each fortnight to the best attending class
- Celebration discos each term when the attendance target is reached
- Including regular inserts in the school newsletter and display boards informing the school community of our attendance targets and our current attendance rate.

These strategies have been used to monitor student attendance and increase the number of explained absences. These include:

- The Deputy Principal regularly liaising with the Home School Liaison Officer (HSLO)
- Continuing to use the Lateness and Attendance Monitoring Program (LAMP) sheets
- Sending home weekly reminders requesting a written explanation for all whole day absences
- Sending an SMS to the parents of students who have an attendance rate below the school's target of 93%. This SMS asks parents to explain their child's absence. These students are then closely monitored with a referral to the HSLO if no improvement in their attendance occurs.

Workforce information

Workforce composition

Position	FTE*
Principal	1.5
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.64
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Administration & Support Staff	3.96
Other Positions	0.7

*Full Time Equivalent

In 2016 Blairmount Public School had two staff members who identify as being Indigenous.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	89
Postgraduate degree	11

Professional learning and teacher accreditation

Some of the professional learning that staff have attended or engaged with this year include;

- Beginning teacher's meetings
- GROWTH coaching
- 'Discovery Days' visiting other school in stage teams
- Planning days
- School Development Days
- Spirals of Inquiry
- Reading Recovery
- LaST network meetings
- Stage meetings
- Formative assessment
- Thought leadership gatherings through our SVA connection
- Aboriginal education – Healthy Culture Healthy Country
- CPR and Anaphylaxis training

From the survey staff have said that the most effective PL is; tailored to suit needs and interests, practical and directed towards engaging students and outcomes, enjoyable and hands on, directly related to coaching, interesting and provides a chance to collaborate with colleagues. 91% of staff surveyed said that they engage with some educational research. The most common being articles/readings on twitter, books and internet research.

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	638 499.83
Global funds	380 174.25
Tied funds	781 044.14
School & community sources	84 912.49
Interest	11 436.78
Trust receipts	5 954.55
Canteen	0.00
Total income	1 902 022.04
Expenditure	
Teaching & learning	
Key learning areas	20 458.20
Excursions	38 056.60
Extracurricular dissections	45 526.00
Library	3 016.20
Training & development	25 722.88
Tied funds	684 165.66
Short term relief	38 570.57
Administration & office	115 527.98
School-operated canteen	0.00
Utilities	50 016.52
Maintenance	61 252.68
Trust accounts	7 309.14
Capital programs	49 801.18
Total expenditure	1 139 423.61
Balance carried forward	762 598.43

The information provided in the financial summary includes reporting from 27 January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	788 917.67
(2a) Appropriation	772 608.43
(2b) Sale of Goods and Services	5 308.66
(2c) Grants and Contributions	10 821.65
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	178.93
Expenses	-228 228.94
Recurrent Expenses	-228 228.94
(3a) Employee Related	-115 593.56
(3b) Operating Expenses	-112 635.38
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	560 688.73
Balance Carried Forward	560 688.73

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.

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	3 337 931.93
Base Per Capita	27 183.30
Base Location	0.00
Other Base	3 310 748.62
Equity Total	758 626.79
Equity Aboriginal	30 629.19
Equity Socio economic	525 217.52
Equity Language	49 456.11
Equity Disability	153 323.97
Targeted Total	51 950.86
Other Total	67 035.15
Grand Total	4 215 544.73

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 in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Over 90% of all parents, students and teachers surveyed felt welcome at Blairmount Public School. Blairmount Public School is also perceived to be a caring environment that takes the concerns of its parents and students seriously.

Blairmount Public School is also focused on providing a quality learning and teaching environment. Almost 60 percent of teaching staff however, believe that parents need to share more in the education of their children to further support student learning. This includes being more involved in committee decision-making processes.

Survey data also indicated that further areas for improvement include, both the Parents and Citizen's Association and the school, communicating major decisions and/or changes more effectively to all stakeholders.

Policy requirements

Aboriginal education

Blairmount Public School received Aboriginal background funding in 2016. An Aboriginal Education Resource Teacher (AERT) was employed one day per week. Some of Blairmount Public School's 2016 achievements in the area of Aboriginal Education are:

- Establishing and maintaining effective partnerships between home, school and community,
- Maintaining links across transition points from pre-school to Kindergarten and year 6 to high school,
- Personalised learning pathways for all Indigenous students were written and a follow-up meeting was organised in Term 3 to assess student's progress,
- Blairmount Indigenous Group (BIG) continued once a fortnight. All of Blairmount Public School's Indigenous students participated in cultural activities such as learning language, creating artworks, learning local dreamtime stories and preparing for cultural events,
- Attended Indigenous excursions such as Heartbeat,
- Ties between 'Connected Communities' schools continue to strengthen. Three staff worked in Willcania Central School for a week.

Multicultural and anti-racism education

Staff at Blairmount Public School recognise the importance that culture has on our students. In order to engage students with learning, cultural perspectives are regularly embedded into teaching and learning programs. In addition to this, several school events have allowed for cultural inclusivity to be embedded into our school culture, including Harmony Day, NAIDOC Week, Celebration of Learning assemblies and Community BBQs, which displayed student learning and performances.

The anti-racism contact officer continued her position this year and was available for staff and students to communicate with, receive support and ask advice.