

Blakebrook Public School

Annual Report



1254

Introduction

The Annual Report for **2017** is provided to the community of **Blakebrook 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.

Louise Tate

Relieving Principal

School contact details

Blakebrook Public School

Rosehill Rd

Blakebrook, 2480

www.blakebrook-p.schools.nsw.edu.au

blakebrook-p.School@det.nsw.edu.au

6629 3263

School background

School vision statement

Blakebrook Public School aims to produce well-educated citizens with the capacity and confidence to succeed in the 21st century.

A commitment to high expectations for student learning, teacher learning and school learning with strong home/school partnerships.

Embrace 21st century learning pedagogy and technologies to inform a diversity of teaching and learning opportunities.

School context

Blakebrook Public School, through the school planning process, will ensure quality teaching programs are evident in our school where students, teachers, parents and the school community plan and work co-operatively to provide the most responsive, supportive and challenging learning experiences for students in a safe, caring environment.

Blakebrook Public School is nestled in a quiet, rural setting on Rosehill Road 10km north west of Lismore. Our school provides a quality learning environment for students from the Nimbin, Jiggi, Koonorigan, Keerrong, Rock Valley and Lismore areas.

Blakebrook Public School has a proud history and currently supports 95 pupils in Kindergarten to Year 6.

Our school is a place where students develop values, attitudes, skills, knowledge and habits of mind to enable them to be caring, responsible, competent and self-directed learners, able to take their place positively and effectively in society.

Our school encourages the development of staff as competent and skilled professionals who find fulfilment and enjoyment in their careers and value the establishment of partnerships with parents and the community in the education of the students.

Our school is part of a dynamic community of schools and a proud member of The Rivers P-12 College.

Our students enjoy an exciting learning environment that includes well-resourced classrooms and excellent playground facilities.

Our school promotes values and unity through focus on the 'BLIMPS': Blakebrook is Learning, Inclusive, Mindful, Positive and Safe. These values underpin our policies and programs to foster a holistic school learning environment which values diversity and respects individual differences.

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.

In the domain of **Learning** our efforts have focused on the development of current policies, programs and processes to identify, address and monitor student learning needs. We have striven to ensure that that positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. The school consistently implements a whole-school approach to wellbeing that has consistent and improved behavioural expectations. Curriculum provision is enhanced by Blakebrook's learning alliances with our small school Big Scrub network. Parents play an important role in planning to support students as they progress through the stages of education. Student reports contain detailed information about individual student achievement and areas for growth. Parents have improved understandings about what their children are expected to know at each stage.

In the domain of **Teaching** our school focus has been on improving teaching methods in literacy and numeracy, with

professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers actively share learning from targeted professional development with others. Teachers are committed to their ongoing development as members of the teaching profession and the school has a culture of supporting teachers to pursue higher levels of accreditation. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers analyse and use student data to understand the learning needs of students.

In the domain of **Leading** our school focused on articulating a commitment to equity and high expectations for learning for each student and is responsive to their changing needs. Staff, students, parents and the wider community are welcomed and engaged in the development of the vision, values and purpose of the school. The Blakebrook School Plan aligns to local and system priorities and ensures responsiveness to emerging needs. There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Physical learning spaces are used flexibly and technology is accessible to staff and students.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Collaborative and innovative learning community

Purpose

Allow student to reach their full personal, educational and social potential.

Build positive relationships and strong partnerships, between parents, students, staff and community.

Continually meet the changing needs of students through innovation, excellence and improvement.

Overall summary of progress

Our school has utilised every opportunity to increase the personal, educational and social potential of our staff and students. Learning opportunities offered by our cohort of small schools has developed positive relationships and a supportive network for students transitioning to high school. Students have been able to access innovative teaching practices by attending small school network interest and enrichment days.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Maximum engagement by staff and students in all opportunities offered by the learning community		Student numbers increased in learning and sporting activities according to attendance data. Staff report high interest and engagement at Big Scrub combined professional learning opportunities.
A greater number of students willing to participate in a wide range of enrichment and interest activities.		Student celebration and survey afternoon. Data collated and feedback presented to leaders. Staff give feedback on leadership development at celebration arvo tea.
Students and parents report satisfaction with the transition to High School.		All students attended Orientation. Communication systems improved between home, primary and secondary schools.
Staff participation in collegiate meetings is increased. Leadership of these meetings is developed with more staff willing to lead learning		All staff leading sessions at network meetings, summarising new learning at school based TPL and during professional development days.

Next Steps

In 2018, we will continue to maximise student and teacher engagement in opportunities with the small schools learning community. Staff will commence 'Assessment for Learning' Professional Learning to develop feedback strategies for students. Students and staff will set personal learning goals and challenge themselves to improve their learning capabilities and impact on student learning outcomes.

Strategic Direction 2

Quality Teaching and Leadership

Purpose

Build the capacity of teachers and staff through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and well-informed learning and practice, at an individual and collective level.

Overall summary of progress

Staff have developed a deeper understanding of Professional Development Plans (PLPs). They are better informed about their learning needs and have identified areas for ongoing improvement in order to enhance student outcomes.

Evidence shows increasing staff confidence in their own professional learning and quality programming, to support growth in teaching and student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will have a Performance and Development plan (PDP) that outlines personal goals and areas for improvement.	Prof Learning funds	Staff commenced unpacking Proficient Standards. Individual PDPs show evidence of Teaching Standards embedded within.
Teacher surveys indicate an increase in work satisfaction and increased levels of support to achieve personal professional learning goals.		Staff discussions indicate 50% feel confident with having successfully met learning goals.
Improved programming with varied teaching/learning activities that are based around the Quality Teaching Framework.	Prof Learning funds	Staff programming reflects focus shift to multi-modal aspects. Quality Teaching Framework revisited and types of evidence discussed.

Next Steps

In 2018, we will continue to improve staff knowledge around accreditation, confidence when developing their individual Professional Development Plans and ensure school plan links are evident. Staff will also undertake professional learning around Assessment for Learning with collegiate groups from our community of small schools, to ensure feedback to students meet their learning needs.

Strategic Direction 3

Quality Learning

Purpose

Engage and apply knowledge to new situations, analyse information, collaborate and solve problems through a diversity of learning opportunities utilising technology.

Build students' sense of self-worth, self-awareness, and personal identity.

Deliver relevant and dynamic learning experiences which allow students to take ownership and drive 21st Century learning.

Overall summary of progress

School wide progress was focussed on setting realistic yet aspirational learning goals across all classes. This challenged teachers and students in the way in which they tracked and monitored achievement of goals. Parents and carers spoke highly of this initiative and found it encouraged open communication around their child's learning.

Students were able to see 'where to next' after being plotted into clusters within literacy and numeracy continuums. Greater independence and self direction resulted in improved engagement and sense of ownership over learning, according to student survey results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Visible Learning: 100% of students accurately plotted on Literacy and Numeracy continuums. Evidence of learning through a positive growth mindset. Evidence of lesson differentiation in all classrooms.	QTSS funds \$3500 L3/L3S1 Prof Learning	Evidence indicates 75% of students are plotted against literacy and numeracy continuums. L3 and L3S1 data shows consistent improvement. Feedback from Individual Learning Plan meetings involving students, teachers and parents indicates improved understanding and communication.
PBL: Reduction in negative behavior incidents from the playground. Increased student engagement in lessons.		Red and yellow slip PBL data indicates reduction and frequency of negative incidences in identified areas of playground. Focus group/TTFM data indicates positive attitude toward school attendance has improved for nominated students.
21st Century learning: increased use of technology to support learning in classrooms.	Technology budget / flood insurance Prof Learning \$2000	Second set ipads purchased for senior classes. Year 6 performance DVDs received praise from community at presentation afternoon.

Next Steps

In 2018, we will continue to improve our processes and strategies in PBL. We will move from non classroom based focus to classroom strategies, after SET completed. The school action plan will take shape and lessons will be developed by staff to support positive student engagement. School signage will be developed by community member and installed by end of Term 3.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Funds \$3000	Review of student's progress by LaST teacher, class teacher and Principal. Scaffold possible needs for following year and discuss at Staff Meeting. Resources enhanced students learning and engagement.
Quality Teaching, Successful Students (QTSS)	0.5 day TPL 2x TPL QTSS funds	Progress results, comparison to previous year (L3). Identify positives and negatives. Area of focus for teacher development in 2018.
Socio-economic background	Funds \$2000 0.5 RFF \$2000 RAM funds	End of semester interviews with parents or carers. Planning scaffold developed for next year and discussed at staff meeting – welfare meeting.
Aboriginal background loading	\$750 resources (Aboriginal background) \$2500 subsidy for attendance (Aboriginal background)	Review and plan, make note of academic or social focus for following year. Learning Plan resources to support implementation. Virtual Reality Indigenous presentation. Student engagement 100% due to subsidising the program allowed all student to access the program.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	55	50	51	45
Girls	44	45	43	45

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.2	94.1	95.3	90.7
1	89.4	94.5	90.7	94.4
2	89	93	94.8	92.3
3	92	95.7	92.2	90.7
4	92.2	93.1	94.8	92.2
5	94.1	91.8	91.8	94.1
6	93.6	94.3	90.9	94.7
All Years	92.5	93.6	92.5	93.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3.41
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.51
Other Positions	0

*Full Time Equivalent

In 2017 no staff identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

The Kindergarten teacher continued ongoing professional learning in L3, whilst the Stage 1 teacher commenced L3S1 training.

All classroom teachers and SASS staff participated in mandatory updates including Anaphylaxis Training, CPR, Code of Conduct and Child Protection. Staff also completed their Working with Children checks and additional Workplace Health & Safety training as required.

Staff attended their Community of Schools group meeting each term, Infantry, TOTs and Teaching Principals (TPs).

All teachers were maintaining accreditation at the Proficient phase. Professional Learning was linked to teacher PDPs.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	74,675
Global funds	120,704
Tied funds	95,625
School & community sources	4,706
Interest	1,054
Trust receipts	2,369
Canteen	0
Total Receipts	224,459
Payments	
Teaching & learning	
Key Learning Areas	17,199
Excursions	3,087
Extracurricular dissections	2,897
Library	1,801
Training & Development	1,094
Tied Funds Payments	73,923
Short Term Relief	7,890
Administration & Office	30,224
Canteen Payments	0
Utilities	3,886
Maintenance	6,605
Trust Payments	2,659
Capital Programs	0
Total Payments	151,263
Balance carried forward	147,871

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	153,434
Appropriation	147,871
Sale of Goods and Services	0
Grants and Contributions	5,475
Gain and Loss	0
Other Revenue	0
Investment Income	88
Expenses	-61,424
Recurrent Expenses	-61,424
Employee Related	-50,022
Operating Expenses	-11,402
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	92,010
Balance Carried Forward	92,010

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	711,326
Base Per Capita	14,366
Base Location	2,029
Other Base	694,932
Equity Total	51,231
Equity Aboriginal	3,660
Equity Socio economic	19,119
Equity Language	0
Equity Disability	28,453
Targeted Total	36,250
Other Total	8,913
Grand Total	807,721

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	18.2	0.0	36.4	27.3	18.2	0.0
School avg 2015-2017	6.1	0.0	12.1	9.1	6.1	0.0

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	9.1	27.3	36.4	18.2	9.1	0.0
School avg 2015-2017	3.0	9.1	12.1	6.1	3.0	0.0

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	9.1	9.1	27.3	45.5	9.1	0.0
School avg 2015-2017	3.0	3.0	9.1	15.2	3.0	0.0

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	10.0	20.0	30.0	20.0	20.0
School avg 2015-2017	4.6	20.4	13.7	26.2	15.9	19.3

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	10.0	20.0	40.0	30.0	0.0	0.0
School avg 2015-2017	10.3	22.5	28.3	26.2	5.6	7.0

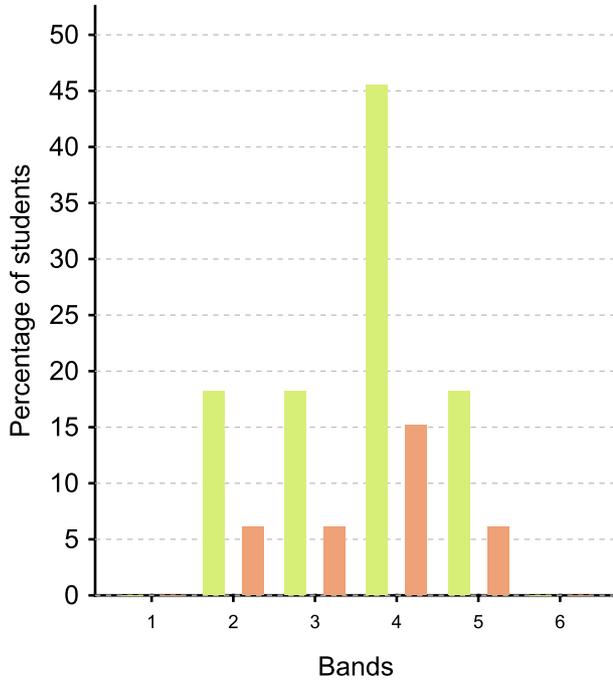
Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	0.0	30.0	40.0	30.0	0.0	0.0
School avg 2015-2017	0.0	19.2	42.1	35.2	3.4	0.0

Percentage in bands:

Year 3 Numeracy

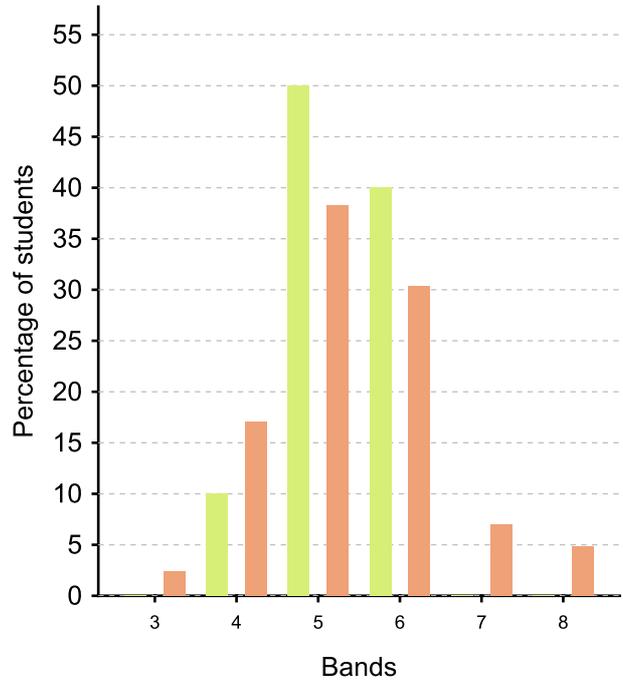


Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	18.2	18.2	45.5	18.2	0.0
School avg 2015-2017	0.0	6.1	6.1	15.2	6.1	0.0

Percentage in bands:

Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	10.0	50.0	40.0	0.0	0.0
School avg 2015-2017	2.4	17.1	38.3	30.4	7.0	4.8

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Blakebrook Public School is committed to improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

Through consultation with students, staff and parents we collected the following

Give reasons why you would recommend Blakebrook PS to a prospective family.

1. Supportive, caring environment
2. Energetic, experienced staff who know our children
3. Plenty of opportunities for community to be involved in child's learning

In what ways could we enhance the:–

Learning Opportunities

1. Music lessons offered – instrumental
2. Build links with SCU

Social Opportunities

1. Employ or encourage positive male role models to engage with students, on a more regular basis
2. Clear communication of upcoming school events



Policy requirements

Aboriginal education

Blakebrook Public School received funding to support students who identify as Aboriginal and/or Torres Strait Islander. Funding was used to run initiatives and individual interest activities at school.

* Personal Learning Plans for all students who identify and termly meetings with parents and carers.

*Building Aboriginal perspectives across all Key Learning Areas.

*Subsidising students to attend culturally rich learning activities.

Multicultural and anti-racism education

Multicultural and anti-racism education is explored through –

* Weekly LOTE lessons for all students – focus on Chinese Mandarin

* Professional Learning involving the new History and Geography syllabus.

* Harmony Day celebrations with mixed K–6 groups engaging with diverse activities.

* Parents and community members from other cultural backgrounds invited to speak to classes.