

Blakehurst Public School

Annual Report



2017



1255

Introduction

The Annual Report for 2017 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 Georges River 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

On 17/08/2017, the school participated in an external validation. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Schools regularly self-assess their improvement efforts using evidence to support their reflections and an external validation panel considers the school's evidence, providing assurance to the school and the system that the progress being made either through the school plan or as part of their ongoing school focus areas, aligns with the standards articulated in the School Excellence Framework.

The determination of this process included critical analysis of the annotated information provided in the body of evidence. Overall, the results and analysis indicated the school was currently **delivering** quality teaching practice across the three domains of learning, teaching and leading.

Our self-assessment and the external validation process has assisted the school with direction for the new school which will lead 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

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

The culminating year of the 2015–2017 plan resulted in progress in the delivery of products and practices that supported and enriched student learning and achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75 per cent of students achieve a learning effect size of above 0.4 in key literacy and numeracy indicators, including reading comprehension and mathematics.	SBAR funding used to fund staff	The results from Progressive Assessment Tests sourced from ACER indicate PAT testing has been very informative and provided rich data. A useful tool for 2018+. A majority of students achieved the desired effect size
The proportion of students in the top two NAPLAN bands are increased by eight per cent.	Learning and Support staff targeted during Term One and Two to support Years 3 & 5	The school did not achieve the anticipated target for the final year of the plan, despite the improvement and achievement in the second year of the cycle. The analysis of value adding between for students 3 to 5 is positive for the matched students
Teachers in the school use formative assessment practices for effective feedback in their classrooms.	Mentor teachers and demonstration lessons	There is increasing use of formative assessment practices and language evident in classrooms
A majority of students in Years 3 and 5 scoring in the top three bands of NAPLAN	Learning and Support staff targeted during Term One and Two to support Years 3 & 5	While there is evidence of value added growth between matched students Years 3 – 5, the improvement measure was not achieved.
Most parents/carers have an improved understanding of their child's achievement as evidenced by TTFM data.	<i>Tell Them From Me</i> survey tool sourced through CESE	The small number of parent responses meant that the sample size was not sufficient to assess the effectiveness of the improvement measure. However, the school now has a large pool of data and information to use based on TTFM over the past three years. It will continue to be used in 2018+

Next Steps

Following the completion of the three year cycle and the external validation process, the school has a record of achievement across a range of areas that will support the development of the new three year plan. The evidence from Naplan and other data sources support the achievements made under the current plan and provide direct for the new plan, which will include a focus on numeracy and writing. The positive gains noted from the STEM initiative, which had strong support across all stakeholders (parents, students and teachers) will be further developed in the next school plan. To work towards achieving improvements in the Premier's priority around proportion of students in the two two bands of Naplan, and to facilitate movement from the lower three bands, additional support and intervention will be focused on both early intervention and targeted support for students before, during and after learning and assessment processes. Systematic data analysis will be used by all staff to hone their own pedagogy and planning which should result in quality, differentiated and tailored learning experiences that address student need.

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

This strategic direction has met the intended purpose over the three year cycle. Professional learning has been facilitated against a wide range of school plan focused and personal learning aspirations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff include a minimum of one goal that is based on a standard from the Australian Professional Standards for Teachers	SBAR Professional learning funds support school and external learning	Mandatory PL has been completed by all staff. Some staff have taken the opportunity to seek out PL targeted at their personal goals and PL as been completed to focus on the school goals including PBL, Focus on Reading, Accreditation, PDHPE, data collection and Future Focused learning. Pre–2004 staff adept at using APST in PDP plans
60% of staff undertake a leadership initiative within the school setting based on 2015 as the baseline	Targeted professional learning. Mentoring and leadership opportunities	All staff who are willing to undertake a leadership position have had the opportunity over the three years. Three staff have further achieved promotion positions during the three year cycle.

Next Steps

The purpose and improvement within this strategic direction have been realised. The strong emphasis on providing both quality professional learning activities to enhance teaching practice and the rich opportunities for staff to lead professional learning, projects and whole school leadership has resulted in the improvement measures being exceeded.

In the next school plan, the intention is to build upon the learning and leadership capacity and capabilities of staff and students by providing opportunities, mentoring and support for existing and aspiring leaders. There will be significant leadership change in the new cycle, with two new assistant principals appointed and the likelihood of the current substantive assistant principal and the current principal relinquishing their leadership roles at the school. It is in this context that the new school plan will herald transformative change in school leadership, structures and systems. Leadership will underpin planning across all strategic directions of the 2018–2020 plan.



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

The end of the three year cycle and the evaluation of the data supports the achievement of the improvement measures which will give direction for the next phase of school planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Using 2015 data as the baseline, the registry of attendance, survey feedback and participation increases by 2% each year of the plan	Staffing allocation to facilitate community consultation, engagement and promotion	Analysis of TTFM data anticipated to show improvement in parent's satisfaction with school communication processes. Anticipated data collection to show a trend to maintain enrolments for 2018 despite an aging local community, and local schools accepting a significant number of out-of-area enrolments.
Monitoring of website, school app and local media indicates a 10% increase in hits, views or articles published based on T1, 2015 data	Resource funds for app, publicity and promotional activities	The SD3 team has made significant in-roads into building a positive relationship with local pre-schools and community organisations, as well as making connections with local media organisations.

Next Steps

Blakehurst Public School is fortunate to have a supportive and engaged community. The activities and initiatives provided and/or facilitated by the school, in collaboration with the community have high levels of acceptance and participation. Enrolment data for the new intake of students anticipated for 2018 is increased. While the P&C membership remains small, the level of involvement of the whole parent community across the range of opportunities available is reflected in the high levels of participation and attendance at these.

The next phase of the planning cycle for 2018–2020 will look at strategies to further connections with the parent community focused on an improved school website interface, community cafe forums and exploring social media applications beyond the existing *Skoolbag* app and *Twitter* platform

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding allocation \$6491	Aboriginal students have negotiated personal learning pathways. Participation and attendance of Aboriginal students above school average
English language proficiency	Staffing allocation \$60994 Funding allocation \$12690	Classroom and intervention program supports student and teachers with targeted instruction
Low level adjustment for disability	Staffing allocation \$81259 Funding allocation \$37237	PLPs for all eligible students in place, reviewed and adjusted and tracked using NCCDD monitoring. Flexible funding used for staffing to expand the support of specialist teaching staff
Quality Teaching, Successful Students (QTSS)	Funding allocation \$21838	School leadership staff, both executive and process leaders, supported through mentoring and modelling in achieving PDP goals and observations
Socio-economic background	Funding allocation \$23544	Additional support for students with additional learning needs including an enrichment program



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	170	150	154	142
Girls	171	149	134	127

The downward enrolment trend that has been apparent over the past four years continued in 2017. As noted in previous reports, the most significant factor is the lack of change in the demographic, with families moving through the school and on to high school, with no younger siblings to follow. The enrolment indications for kindergarten in 2018 are very positive, so hopefully the trend has been arrested.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	95.5	92.7	94.1
1	96.8	95	93.6	92.6
2	94.7	97.2	95.1	93.8
3	97.2	94.2	95.6	94.2
4	93.5	94.4	94.9	93.5
5	95.4	94.1	96.3	93.7
6	94.5	94.1	93.8	93.6
All Years	95.5	94.9	94.6	93.6
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

Management of non-attendance

In 2017, the attendance profile of the school was impacted upon by a persistent non-attending/school-refusal student who only attended on 2 of the 150 days enrolled. Despite the intervention of the Home School Liaison Officer, no improvement was made.

A continuing desire for the diverse community to travel overseas during school term also has an influence on

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.18
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	2.52
Other Positions	0

*Full Time Equivalent

No staff at Blakehurst PS 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 scheduled professional learning sessions, school development days and self-initiated learning based on professional development plans (PDPs). In 2017, 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. Ongoing training of two teams of staff continued 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 and collaborative practice lead to units being written, shared and implemented.

During 2017 two staff employed under temporary engagement completed their accreditation process to achieve accreditation at proficient. There are currently seven staff who have completed the accreditation process at proficient with one teacher working towards completing the process. 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 2018, in addition to the assistant principal who gained a principal position in 2016. In 2017, the professional learning allocation was \$18191 which approximates to \$930 per staff member.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	322,611
Revenue	2,556,656
Appropriation	2,388,798
Sale of Goods and Services	40
Grants and Contributions	162,298
Gain and Loss	0
Other Revenue	0
Investment Income	5,520
Expenses	-2,392,146
Recurrent Expenses	-2,392,146
Employee Related	-2,211,117
Operating Expenses	-181,029
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	164,510
Balance Carried Forward	487,121

The final year of the 2015–2017 school plan was the first year of full transition to a SAP based finance platform. Learning the new system and becoming familiar with its operation has resulted in the school being rather cautious in its expenditure resulting in a substantial carry forward amount. It is anticipated that as confidence and understanding of the new budgeting system is in place during 2018, a significant expenditure from both accrued and current finances will be directed to supporting the intentions of the school plan 2018–2020.

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	1,918,161
Base Per Capita	44,014
Base Location	0
Other Base	1,874,147
Equity Total	222,175
Equity Aboriginal	6,491
Equity Socio economic	23,554
Equity Language	73,634
Equity Disability	118,497
Targeted Total	31,071
Other Total	168,367
Grand Total	2,339,774

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.

Literacy results for 2017 were disappointing, especially give the high level of achievement in the previous year. The large number of students in the lower three bands will give direction to school planning over the next three year cycle in terms of focus based on more strategic early intervention and support as well as targeted support for students across bands in the middle years of school. The growth years five to seven continues to be positive.

The downward trend observed in Literacy scores was paralleled in numeracy results as well. The analysis of matched students years three to five shows positive growth for this cohort, despite the low levels of attainment in overall scores. The direction for the next school plan will be a focus on numeracy and how it is taught, what resources and strategies supported by evidence based best practice can be utilised to improve student learning, home-school support and teacher pedagogy.

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.

In 2017 the school did not meet the Premiers target related to the top two bands in Naplan. In Year 3, only 23% of students in numeracy and 45% in literacy scored in the top two bands. Year 5 was also below state averages, with 23% of Blakehurst students scoring in the top to bands in both literacy and numeracy. While disappointing in comparison to the high percentages in the previous year, it does allow for direction and reflection in planning for the school for 2018–2020.

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 third 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 very small sample (12 respondents) from the parent community answered. Of the staff, 17 respondents completed the survey. From the survey results the feedback was largely positive. Highlights from parents included clearly written information from the school, safety at school and community participation. School means were equal to or above the norms for all areas. Parents, students and teachers reported high levels of support for learning, engagement and behaviour. The new school plan will include a focus on engaging in a greater variety of ways with the school community to garner their views on a wider range of school issues. The use of school website and school app remains high and the level of community participation in events is very 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 six 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 knowledge of students and the community to the richness and history of Aboriginal Australia. The school promoted knowledge of Aboriginal culture and identity through activities such as Aboriginal performers during

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 performers who worked with students to create a wall-hanging. Students experienced Aboriginal and Torres Strait Islander music and dance as part of the day's learning. As is our custom, the day culminated in a shared community luncheon. Unfortunately, the school has experienced a further reduction in its staffing allocation (0.6) 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.