

Blaxcell Street Public School

Annual Report



2017



1257

Introduction

The Annual Report for 2017 is provided to the community of Blaxcell Street 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.

Mr. Hani Zahra

Principal

School contact details

Blaxcell Street Public School

Blaxcell St

Granville, 2142

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

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

9632 8162

Message from the Principal

It is with great pleasure that I present the 2017 Annual School Report for Blaxcell Street Public School. Congratulations to students, staff and parents on a successful year.

I take this opportunity to reflect on 2017 and celebrate with our school community all the wonderful achievements of the year. Our entire school community should be extremely proud of our student achievements in 2017.

These successes would not have been possible without the dedicated, committed and passionate teachers here at Blaxcell Street Public School. Our teachers are highly qualified and deliver outstanding teaching and learning programs that cater for all students in a safe and harmonious environment. They care and support our students to ensure each child is valued and reaches their potential. Our teachers guide and influence our students to become life-long learners. Our teachers make a difference!

I take this opportunity to thank the P & C for their continuous support throughout the year. Furthermore, I thank our hard working and committed office and support staff.

Parents – your support is greatly appreciated. Thank you for your ongoing care and commitment to our students. Parents play a pivotal role in the education of our children and we are extremely fortunate here at Blaxcell Street Public School to have such a dedicated and supportive community. I thank you and look forward to further developing the school's relationship with each and every one of you.

Students – well done. Another great year at Blaxcell Street Public School! Congratulations! Remain focused and continue to aspire to attain higher achievements. Remember, What you do – do well! On behalf of the teachers, I would like to congratulate you all on your achievements throughout year.

At Blaxcell Street Public School, we are all working extremely hard to prepare for 2017. Our priorities are solid – to deliver highly effective teaching and learning programs that ensure all students achieve to their potential. The teachers at Blaxcell Street Public School ensure that quality teaching underpins all learning activities. Our vision is clear – at Blaxcell Street Public School every student must achieve success.

In closing, I would like to thank everyone involved with our wonderful school. Your support, commitment and loyalty to our school ensure its success.

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.

School background

School vision statement

At Blaxcell Street Public School, every student must achieve success.

Striving for excellence and equity, the school aims to deliver high quality differentiated educational programs that meet the needs of all students; providing them with the knowledge and skills necessary to grow, learn and succeed. Celebrating achievements and valuing cultural diversity, the staff, parents and community members work collaboratively to create an educationally rich and supportive environment where high expectations are the norm, and where everyone is united in the same goal; ensuring the success of every student.

School context

Blaxcell Street Public School provides a rich and robust curriculum which is delivered in a supportive and caring environment. The school has over 825 students enrolled, of which more than 95% are from language backgrounds other than English. Over 35 language groups are represented in the diverse student population, with some students being the sole representative of their country of origin. The most prevalent language group is Arabic, with other significant groups including Chinese, Vietnamese and Pacific Islanders. There are currently five students enrolled who identify themselves as Aboriginal or Torres Strait Islander.

The student's at Blaxcell Street Public School are predominantly from families with low socio economic status, and as such the school is supported by the Transitional Equity Funding and Low SES School Communities National Partnership.

Staff at the school are committed to public education and dedicated towards improving learning outcomes for all students. At Blaxcell Street Public School, every child must achieve success. The school priorities include quality student learning experiences, quality leading learning and quality community connectedness.

The school has an outstanding reputation within and outside of the local community, and staff work hard to support both students and community members. There are a number of community groups who utilize the school facilities outside school hours and this helps to promote the school.

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.

The results of this process indicated:

Learning – Sustaining and Growing – The results of this process indicated that in the School Excellence Framework domain of Learning, Blaxcell Street Public School has moved from *Delivering* to *Sustaining and Growing*. Quality teaching and professional practices are evident in every learning environment, with systematic policies, programs and processes in place that identify, address and monitor student learning needs. The Teaching and Learning Core Program is a fundamental part of each teacher's professional responsibility and accountability and is a workable, practical document that ensures all students make measureable progress. Student progress is assessed using transparent criteria and principles of valid, authentic assessment and consistent teacher judgement. This allows teachers to provide explicit, specific and timely formative feedback to students on how to improve. Teachers and executive use data from internal and external student assessments to evaluate learning, identify interventions and modify teaching. Teachers differentiate curriculum delivery within classrooms to meet the needs of individual students and interventions are put in place for students requiring additional support. Ready Set Go, MacqLit, MultiLit and MiniLit are interventions that address the needs of identified student groups. Data sets show that students involved in these interventions are making expected growth on internal school performance measures.

Teaching – Sustaining and Growing – The results of this process indicated that in the School Excellence Framework domain of Teaching, Blaxcell Street Public School has moved from *Delivering* to *Sustaining and Growing*. A focus for

2017 has been to develop the capacity of staff to deliver teaching and learning programs aligned with school scope and sequence documents. Teachers work together to improve teaching and learning in their teams and stages. There is a particular focus on improved teaching methods in literacy and numeracy, with professional dialogue focused on building teachers' understanding of effective teaching strategies in these areas. Teachers regularly incorporate data analysis into planning for learning, and use this data and other student feedback to evaluate the effectiveness of teaching practices and to understand the learning needs of students. The implementation of data walls and formal analysis allows teachers to monitor and track student progress, which impacts teaching and learning programs. To further develop teacher capacity, differentiation of professional learning and demonstration lessons are regarded as important aspects of school improvement. These are based on teachers' identified professional goals, school strategic directions and data. Within a framework of instructional leadership, evidence based practice is promoted and modelled effectively through demonstration lessons. Distributed leadership enables teachers to build capacity, identify expertise and to draw on these skills to further develop teaching practice.

Leading – Delivering – The results of this process indicated that in the School Excellence Framework domain of Leading, Blaxcell Street Public School is *Delivering*. Positive school leadership across all levels is critical to achieving optimal student learning outcomes. Instructional leadership, with a focus on professional learning and practices that have the greatest impact on student learning, is a key component to achieving effective distributed leadership across the staff. Professional Learning Communities (PLCs) provide systems to support teacher development and build leadership capacity. Leading teaching and learning in specific curriculum areas, PLCs design and deliver research and evidence based policies and programs to facilitate innovation and promote improvement. The delivery of quality professional learning and demonstration lessons entails the collaboration of teachers and engages them in mentoring and coaching relationships to improve professional practice. The student leadership team, house captains and library monitor hold positions where students lead. Through leadership, students engage and work with the school community. High expectations are communicated and upheld, and a positive learning culture is cultivated. Teachers are recognised as leaders across forums such as learning in the classroom, with colleagues and within the broader school community. The distributed model of leadership allows executive and highly accomplished teachers to grow the leadership of others. In areas such as the implementation of Positive Behaviour for Learning, the team is led by an emerging leader with the support of an executive teacher. The planning and writing of the core program is overseen by executive staff who support other teachers to develop effective teaching and learning programs. School data is analysed under the direction of executive teachers, and teams are responsible for using data to inform collaborative planning. The aim of distributed leadership is to develop emerging leaders with instructional leadership strategies for improvement in teaching practice and the quality of student learning.

Our self-assessment and the external validation 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

Quality Student Learning Experiences

Purpose

To ensure all students achieve success. Improving student learning outcomes is the core focus of a school, and providing quality learning experiences that meet student's individual needs is essential in achieving success.

Overall summary of progress

Staff have monitored student progress through assessment, data analysis and differentiation of teaching and learning programs. They are familiar with and confident in delivering the content of the Spelling Mastery and A Learning Place, A Teaching Place programs. Staff have a deep understanding of the role phonics plays in reading. The academic partnership with Simon Breakspear has introduced staff to the improvement sprint cycles to support student achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of students achieving Band 3 or higher in NAPLAN for Numeracy.	\$30,000	<ul style="list-style-type: none">• 90% of Year 3 students and 96% of Year 5 achieving at/or above National Minimum Standard.• 17% increase in the percentage of students achieving at proficiency since Year 3, 2015.• 72% of students made greater than expected growth from Year 3 to Year 5.• Approximately one third of students performed in the top 25% percentile growth range in 2017.
75% of students achieving Band 3 or higher in NAPLAN for spelling.	\$30,000	<ul style="list-style-type: none">• 99% of Year 3 students and 95% of Year 5 students achieving at/or above National Minimum Standard which is the highest percentage of students performing at proficiency since 2010.• Phenomenal growth in scaled average performance with Year 3 students matching state average for the first time in nine years, and Year 5 students outperforming the state for the first time since 2013.• The percentage of Band 8 students at BSPS is significantly higher than the state and Department of Education average for the third year in a row.• 67% of students made greater than expected growth from Year 3 to Year 5, with a significantly higher average growth than NSW Department of Education and state. Approximately 41% of Year 5 students achieved in the top 25% growth percentile range in Spelling.
75% of students achieving Band 3 or higher in NAPLAN for reading.	\$30,000	<ul style="list-style-type: none">• 98% of Year 3 students at or above National Minimum Standard and the highest number of students in the top two bands for the last 8 years.• 15% increase in Year 5 students performing in the top three NAPLAN bands since 2015 with a significant decrease in Year 5 students working in Band 3 over the last three years.• 57% of students made greater than expected growth from Year 3 to Year 5, which is a higher average growth than NSW Department of Education and state, for the fourth year in a row.• 82% of the 40 highest performing students in Year 3 made greater than expected growth in 2017.

Next Steps

APs, DP-ILs and DPs are supporting and mentoring teachers to ensure high quality teaching and learning programs. Staff are working collaboratively and with external consultants to ensure consistent teacher practice and ongoing professional development.

Strategic Direction 2

Quality Leading Learning

Purpose

To create a culture of organisational improvement by building the capacity of all staff through focused professional learning and collaboration where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

Overall summary of progress

Staff have developed and continuously reviewed professional learning plans and through the distributive leadership model, aspiring leaders are developing their skills through experience and support. Staff have developed their knowledge and understanding of current research based pedagogical practice and understand that improving student learning is our core focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased leadership opportunities for teachers.	\$18,000	<ul style="list-style-type: none">• Provided opportunities for staff to direct their own professional development through the leadership team, various leadership initiatives and the implementation of Professional Learning Communities.• Provided opportunities to staff to take on leadership roles such as team leader, executive team leader and PLC leader.
Early career teachers completing accreditation at Professional Competence within one year of teaching.	\$12,000	<ul style="list-style-type: none">• Up-skilled teachers through holding weekly teacher professional learning sessions.• Provide opportunities for demonstration lessons by experienced teachers, executive leaders, DP-ILs and external consultants.• Provided team teaching opportunities in maths.
Increase in teachers gaining accreditation at leadership level.	Funding Initiative	<ul style="list-style-type: none">• APs, DP-ILs and DPs mentor beginning teachers to support them through the accreditation process.

Next Steps

- AP, DP-IL and DP walk-throughs and formal observations with constructive and effective feedback built into the process.
- Quarterly review of professional learning plans.
- Continuation of formalised student learning data analysis.
- Continuation of book scrutiny and core program collection.
- Quarterly review of teacher and leader professional learning plans measured against the national standards and quality teaching framework.

Strategic Direction 3

Quality Systems

Purpose

To produce and implement clear, research and evidence–based improvement plans and policies to improve the quality of student learning outcomes.

Overall summary of progress

Staff continue to analyse data effectively and use it to differentiate learning experiences in order to meet student learning needs. Staff use, maintain and annotate the core program and all relevant scope and sequence documents., holding high expectations for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs delivered in the school are in line with the school's strategic directions and aimed at improving student learning outcomes.	\$8,000	<ul style="list-style-type: none">• Ensured that learning intentions and success criteria were explicitly explained at the beginning of each lesson.• Maintained the core program and annotated it regularly.
Evidence that all K–6 classes are analysing trend data and using it to differentiate and direct programming.	\$10,000	<ul style="list-style-type: none">• All teachers developed, in consultation with students, realistic and individual targets.• Collected formal assessment data and analysed trends.• Used data to identify targeted students based on need and provided strategic support for these students.
All teachers hold high expectations of themselves and their students and are reflective learners.	\$12,000	<ul style="list-style-type: none">• Facilitated a common time for regular team discussions based around professional learning and dialogue.• Provided consultation time with APs, DP–ILs and DPs through team planning days to support high quality teaching and learning programs.

Next Steps

- Continuation of Core Program collection and proof of assessment and differentiation occurring.
- Ongoing book scrutiny and feedback sessions.
- Quarterly review of data analysis, grade trends and grade strategies put in place for the following term.
- Ongoing monitoring of K–3 student achievement against the Literacy and Numeracy Progressions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,881	All Aboriginal and Torres Strait Islander students have an individual learning plan (ILP) and are monitored on achieving their goals.
English language proficiency	\$551,209	All students with English as an additional language/dialect are monitored with individual goals. Specialist EAL/D staff are employed to work with students and teachers and have a consultative capacity across the school. Whole school audit was conducted of EAL/D data.
Low level adjustment for disability	\$588,674	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. Student Learning Support Officers work across classrooms to support students with adjustments in learning.
Quality Teaching, Successful Students (QTSS)	\$61,249	Additional classroom teachers are employed to support classroom programs and EAL/D programs.
Socio-economic background	\$909,481	Additional teachers employed to ensure consistent and collaborative teaching and learning practices. APs, DP-ILs and DPs establish mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. Teams allocated time to engage in data conversations that drives critical reflection of teaching and drives future planning and programming.
Support for beginning teachers	\$75,516	All beginning teachers receive additional support in the first three years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with their supervisors. Beginning teachers all have individual Professional Learning Plans with clear goals, clear lines of support and clear accountability measures to ensure their

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	432	410	401	390
Girls	405	402	409	404

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	90.7	94.1	92.8
1	94.8	91.1	90.5	89.9
2	95	89.8	91.9	90.3
3	95.4	90.4	92.3	90.6
4	94.7	90.8	93.2	88.6
5	95.1	92.4	93	90.1
6	94.5	89.1	91.3	89.9
All Years	95.1	90.6	92.4	90.3
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

Non attendance is managed by classroom teachers, Assistant Principals and Deputy Principals. The Deputy Principal monitors any attendance issues, communicating with the Home School Liaison Officer and implementing attendance plans as required.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	32.23
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	4.1
Teacher Librarian	1.4
Teacher of ESL	5.2
School Counsellor	1
School Administration & Support Staff	4.87
Other Positions	5

*Full Time Equivalent

There are currently no members of staff that 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	100
Postgraduate degree	24

Professional learning and teacher accreditation

In 2017, 100% of teachers participated in ongoing professional learning to support the achievement of our school targets and ensure we are familiar with current curriculum and pedagogy changes. Each week teachers participated in a minimum of one hour of professional learning on a diverse range of topics. In addition, all staff participated in five professional learning days (School Development Days) that were held at the beginning of Terms 1, 2 and 3, and the end of Term 4. All mandatory DoE training and professional learning was implemented in compliance with legal and departmental requirements.

DoE as well as school directed funds via the RAM was used throughout the year to conduct professional learning. In 2017, over \$50,000 of DoE and school funds was used to further develop staff and support our

students.

With over 50% of the teaching staff being new scheme teachers it is essential that professional learning is appropriate for all staff. Differentiated professional learning was again implemented. This allowed staff with varying levels of expertise to identify personal areas for improvement based on their Professional Learning Plan. All staff are required to complete an individual professional learning plan and submit this to their supervisor. From here, whole school as well as individual professional learning is developed and delivered. The professional learning delivered in 2017 included:

- Synthetic Phonics
- Comprehension
- Writing
- Spelling
- Guided Reading
- Mathematics
- Behaviour Management
- Differentiation
- Professional Learning Communities
- Staff Wellbeing
- Literacy and Numeracy Continuum

The staff at Blaxcell Street Public School is committed to developing their teaching skills in order to achieve best practice, which positively impacts on the quality of our teaching programs and the success of all our students. In 2017, over 85% of all teachers were accredited with the NSW Institute of Teachers.

	2017 Actual (\$)
Opening Balance	180,640
Revenue	8,688,905
Appropriation	8,512,654
Sale of Goods and Services	6,082
Grants and Contributions	166,920
Gain and Loss	0
Other Revenue	0
Investment Income	3,249
Expenses	-8,297,037
Recurrent Expenses	-8,297,037
Employee Related	-7,734,314
Operating Expenses	-562,724
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	391,868
Balance Carried Forward	572,508

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.

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	5,208,350
Base Per Capita	123,789
Base Location	0
Other Base	5,084,561
Equity Total	2,053,245
Equity Aboriginal	3,881
Equity Socio economic	909,481
Equity Language	551,209
Equity Disability	588,674
Targeted Total	73,115
Other Total	1,036,631
Grand Total	8,371,342

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.

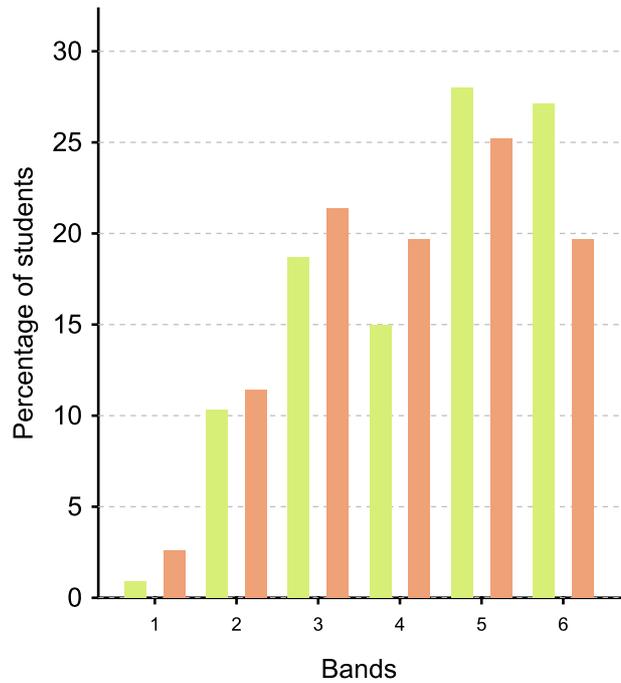
School performance

NAPLAN

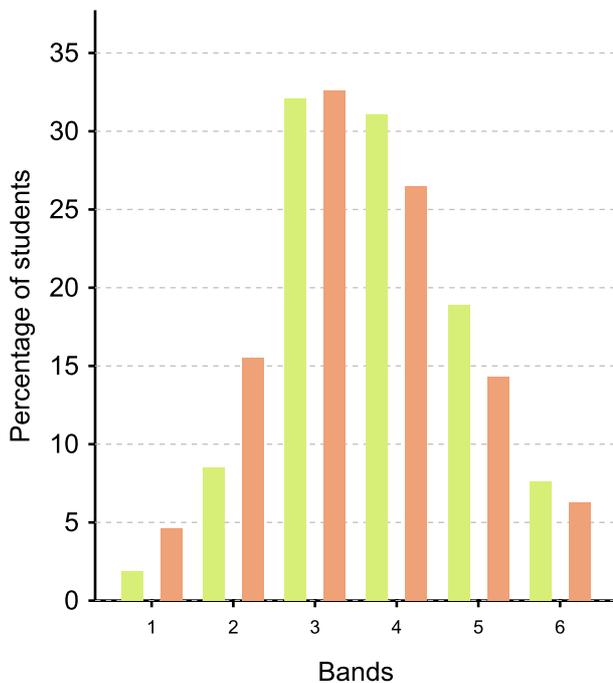
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

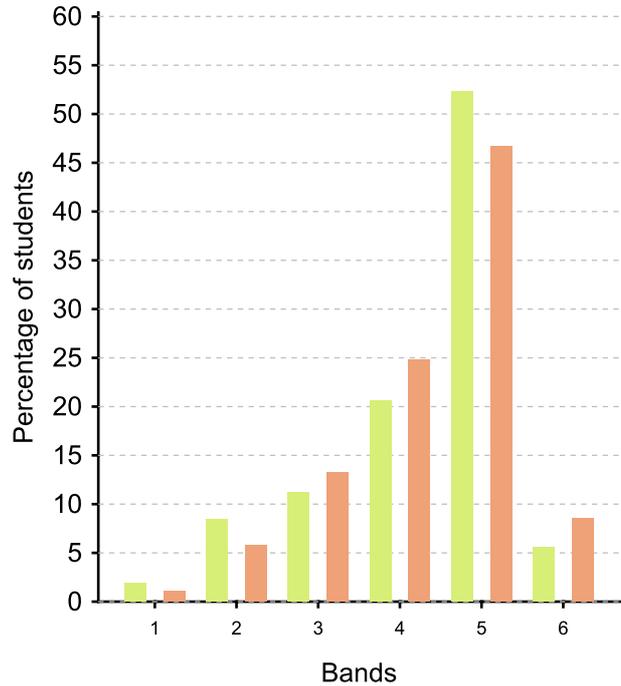
Percentage in bands:
Year 3 Spelling



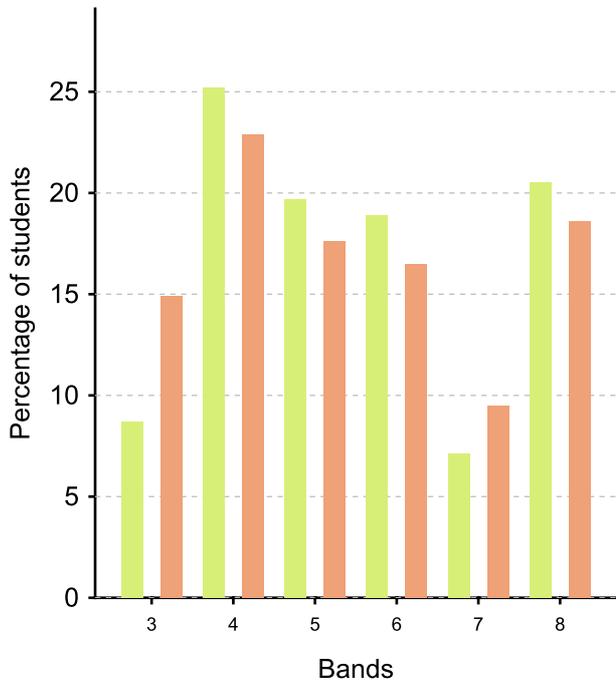
Percentage in bands:
Year 3 Reading



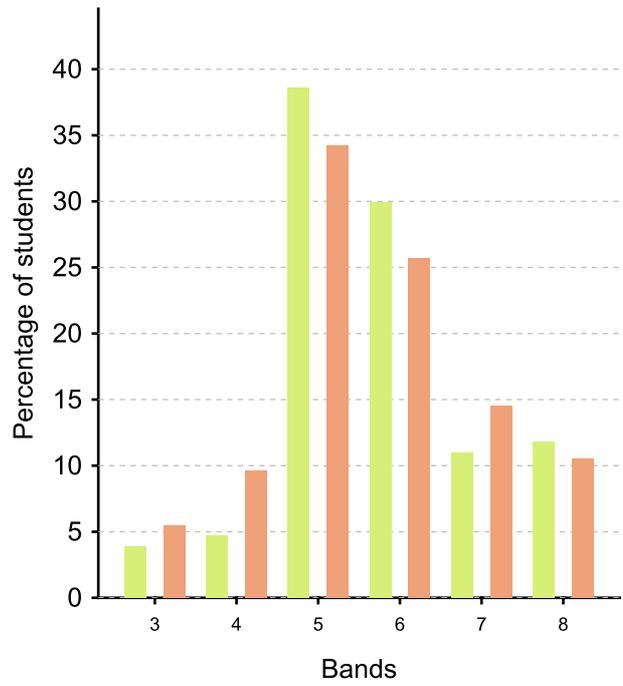
Percentage in bands:
Year 3 Writing



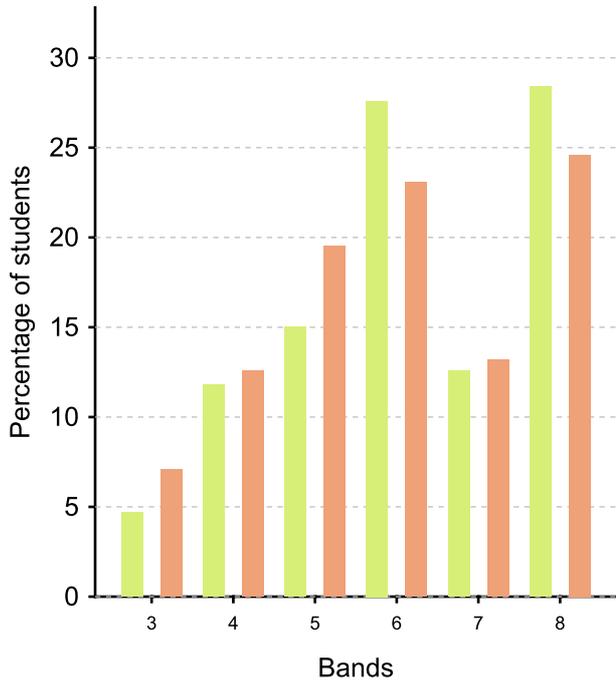
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

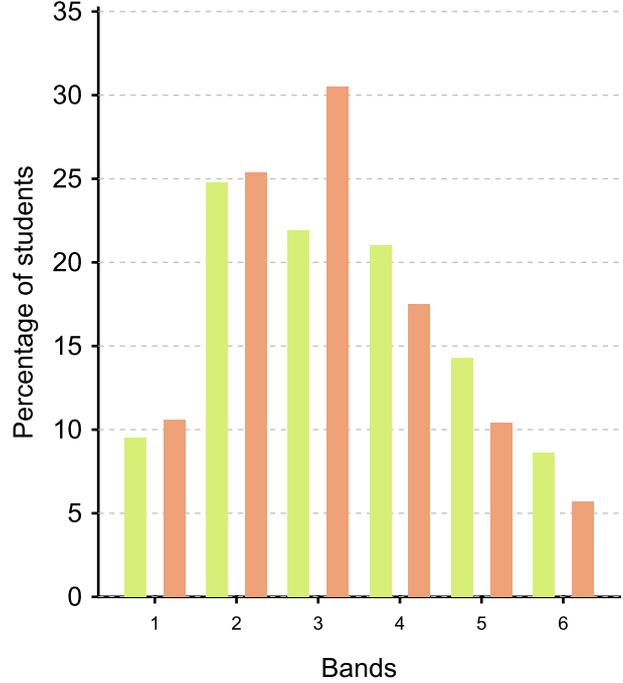


Percentage in bands:
Year 5 Spelling

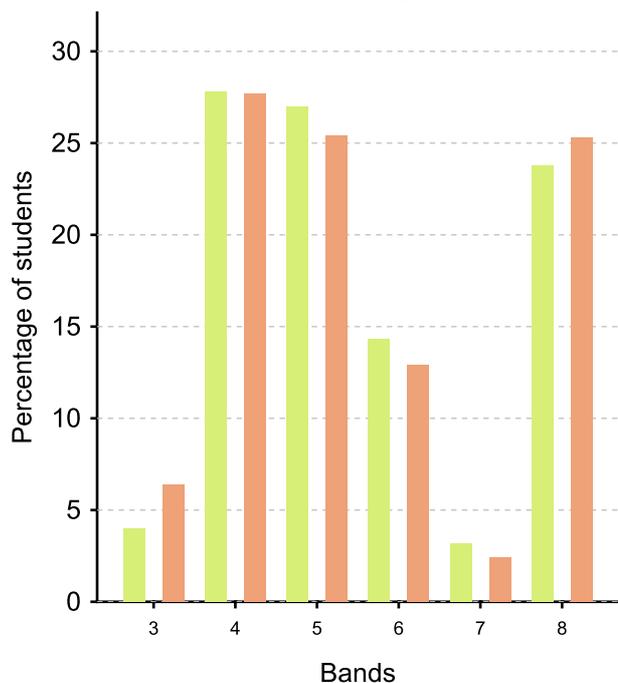


The *My School* website provides detailed information and data for national literacy and numeracy testing. Go to <https://www.myschool.edu.au/> to access the school data.

Percentage in bands:
Year 3 Numeracy



Percentage in bands: Year 5 Numeracy



■ Percentage in Bands
■ School Average 2015-2017

In accordance with the Premier's Priorities: *Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019*, Blaxcell Street Public School has achieved:

- 9% increase of Year 3 students achieving in the top two bands for Reading (17% to 26%)
- 9% increase of Year 3 students achieving in the top two bands for Spelling (46% to 55%)
- 9% increase of Year 5 students achieving in the top two bands for Spelling (32% to 41%)
- 8% increase of Year 3 students achieving in the top two bands for Numeracy (15% to 23%)
- 2% increase of Year 5 students achieving in the top two bands for Numeracy (25% to 27%)

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents fully support the school and the direction it has taken. Blaxcell Street Public School has developed a reputation of a school that sets high expectations for student academic achievement and has in place many initiatives that assist in boosting student learning outcomes that are based on research.

Teachers appreciate the development opportunities that are provided throughout the school and the fact that they are able to implement initiatives to assist in improving student learning outcomes. They also appreciate the manner in which their release is

provided allowing team planning and professional dialogue on an ongoing basis.

Students enjoy coming to school and our attendance is improving. The comments from students indicate that they recognise and appreciate the hard work of the teachers and the extra curricula programs offered to them.

Policy requirements

Aboriginal education

In 2017, the school received RAM Equity Aboriginal funding of \$3,881. The funds have been used to support the participation of Aboriginal students at the school in a variety of educational activities. In keeping with the Aboriginal Education Action Plan, Individual Learning Plans (ILPs) for Aboriginal and Torres Strait Islander students were developed, implemented and maintained by classroom teachers in consultation with parents. The ILPs were used to improve identified learning outcomes for students and enhance links between home and school.

Blaxcell Street Public School integrates Aboriginal Education into the curriculum across all key learning areas, in order to develop an enriched understanding for all students. Aboriginal culture is celebrated across the school and community by hosting key events such as NAIDOC week. Special guests from the community were invited to the school to speak at assembly to assist in recognising the importance of Aboriginal Culture.

Multicultural and anti-racism education

Our school has maintained a focus on multicultural education in all areas of the curriculum by providing the skills, knowledge and values which promote a culturally diverse society. With over 35 different nationalities represented, we have continued to provide students with many opportunities to accept explore and promote the various cultures prevalent in our school.

Arabic, Chinese, Vietnamese and Islander dance groups provide students with an opportunity to explore customs and traditions of the various cultures in our school.

Teachers continue to integrate multicultural education into class teaching and learning activities, with specialist language teachers provided for the major language groups in the school. Students from backgrounds other than the major language groups are also catered for by being provided with opportunities to study other various cultures represented in our school.