

Blaxland Public School

Annual Report



2017



1258

Introduction

The Annual Report for 2017 is provided to the community of Blaxland 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 Martin Zoglmeier

Relieving Principal

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School background

School vision statement

Our vision is to provide for a caring, holistic, relaxed, safe and educationally rich learning environment where all community members:

- discover and experience what it is to be a life long learner.
- learn to foster intrinsic happiness and joy.
- develop skills to minimise and manage stress.
- cultivate confidence, self motivation and self discipline.
- operate in a framework of inclusivity and interdependence.
- think creatively, critically and flexibly.
- maintain persistence and resilience as we strive for excellence.

As a learning community our collective goal is to deliver educational experiences and wellbeing practices that encourage the consistent improvement of outcomes for students, parents and staff.

School context

Blaxland Public School is committed to promoting a culture of life long learning, happiness and joy, inclusivity and interdependence, thinking creatively and critically with persistence and resilience within the framework of a learning community. Fundamental to this learning community are the partnerships we sustain and continue to develop along with the support networks currently in place. These include the P&C, the schools of the Lower Blue Mountains' Learning Community, Rotary, Gateway Family Services and local businesses and industry.

114 students are enrolled from Kindergarten to Year 6 across six classes. 12% of our students are from Aboriginal backgrounds.

The school received equity funding for the year that enables the delivery of specialised programs and support such as:

- Aboriginal enrichment programs in learning and culture.
- additional School Learning Support Officers to boost student wellbeing and learning.
- socio-economic support.
- additional teaching and learning support for students identified with specific low level needs and
- additional learning support for students diagnosed with specific high level learning and wellbeing needs.

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, our 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.

1. Learning

Creating quality 21st century learners

During 2017 the school focussed on cultivating the capabilities of students through the:

- development of cross stage relationships including Stage 3 to 4 through buddy programs, peer support, in school activities, high school transition programs and preschool transition programs.
- acquisition of competencies and skills that enable effective interaction with a variety of people both at school and externally.

- improvement of skills and strategies aligned with 21st century learning across key learning areas.

Student outcomes demonstrated improved confidence and being able to articulate their knowledge and understanding of:

- what transitioning to new classes and school environments requires of them.
- how they can interact more comfortably with peers, community members, visitors to the school and others when attending out of school activities.

Responses were aligned with teaching and learning experiences appropriate to the students' age and stage of emotional and social development.

•what they are learning, why, how the learning will transpire and evaluative thinking practices.. Teachers demonstrated knowledge, understanding and effective utilisation of assessment data to plan for differentiated learning tasks. through collaboration with colleagues, lesson observations and feedback, staff meetings, the implementation of learning support programs based on evidentiary data, collegial reviews of programs and practices and performance reviews. 21st century teaching and learning practices were articulated and shared by teachers kindergarten to Year 6. 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:

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

Strategic Direction 1

Strategic Direction 1 LEARNING

Purpose

Creating quality 21st century learners

Focus:

Reading and Numeracy

To ensure learning for students across our Community of Schools is continuous K–12 and is based on quality educational delivery, consistently high standards and shared professional practices.

To create 21st century students who are independent, interdependent and collaborative learners, deep and logical thinkers, with the ability to obtain, investigate and evaluate information in a disciplined way.

To provide opportunities to be creative, innovative and resourceful.

Overall summary of progress

The milestones for the year were achieved throughout the school. This included:

- peer support – buddy programs.
- extended transition time for preschool students entering Kindergarten.
- extended transition program for Year 6 students entering Year 7 at Blaxland High School.
- the development of programs based on data gathered through NAPLAN, class-based assessment, standardised tests, running records and teacher observations.
- implementation of teaching and learning based on evidence based practice such as 'What Works Best' (Centre for Evaluation and Statistics)
- professional development to support investigation of research into teaching and learning practices.
- implementation of assessment and tracking practices using PLAN, The Literacy and Numeracy continuums (progressions), matrices, individual learning programs, parent and teacher interviews, reports and NAPLAN.
- planning for 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Literacy and numeracy growth is commensurate with state expectations.	\$2000.00 Fully Expended	50% of Year 5 students performed in Bands 7 and 8 for Literacy, well above state. 50% of students performed in Bands 6 and 7 for Numeracy.
Increased transition interaction for Preschool to Kindergarten students.	\$1500.00 Fully Expended	Increased and improved transition activities were offered to pre – students during Term 3 and 4
Improved high school transition strategies for Year 6 to Year 7 students.	\$1000.00	Year 6 student feedback confirmed higher levels of confidence and reduced anxiety.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students achieve cluster level benchmarks in literacy and numeracy PLAN.	\$2500.00	90% of students achieved at or above cluster level benchmarks.
90% of students achieve DoE recommended reading recovery levels.	Nil Cost	90% of students achieved Reading Recovery levels: 8 for Kindergarten, 16 to 18 for Year 1 and 26 for Year 2..
Increase of students achieving in the top two NAPLAN bands for reading and numeracy by 4% each year until 2019.	Resources – PAT Tests / Professional Reading Funds fully expended	Year 5 increased performance in Bands 7 and 8 in Reading by 38%. Year 5 Numeracy requires further development. Year 3 increased performance in Band 6 by 3.8% in Reading and 24.6% in Numeracy.

Next Steps

In 2018 staff will continue to implement the school plan and monitor milestones with a focus on Literacy, Numeracy and student wellbeing. The focus for Literacy will be to lift middle performing student growth to above state expectations through work in:

- literal and inferential comprehension.
- rich and extended vocabulary, particularly subject specific vocabulary, including the language of poetry.
 - grammar and punctuation, including clauses, direct speech, use of capitals and commas, singular and plural nouns.
 - paragraphing
 - spelling, including vowel and consonant digraphs.

The focus for Numeracy will be to lift middle performing student growth to above state expectations through work in:

- problem solving, division and multiplication strategies.
- use and interpretation of data.
- chance / probability.
- 2D, angles.
- fractions and decimals
- equivalency
- length, perimeter.

Teachers will do this through:

- the development and implementation of explicit teaching and learning plans.
- formative assessment and evaluation.
- tracking of students through PLAN and the Numeracy continuum (progressions).
- individual learning plans.

- the development of personalised student learning goals.
- explicit teacher feedback for students.
- setting of criterion–based tasks that inform students of what is required, the steps to achieve an excellent outcome in the task and what the task will look like at completion.
- professional development, consultation, sharing of Best Practice, current strategies for improved practices and outcomes.
- the support of the learning team and Learning and Support Teacher.
- the implementation of software designed to support student learning.

Strategic Direction 2

Strategic Direction 2 ENGAGEMENT

Purpose

Building a 21st Century learning environment for student learning.

To ensure all students across our Community of Schools are actively and purposefully engaged in their learning and all aspects of school life K–12.

To create a safe and respectful school that supports the core business of learning, engaging the school community, working and making decisions collaboratively and embedding a shared system of values and cultural excellence.

Overall summary of progress

In 2017 staff worked towards developing capacities in both teachers and students to reflect on personal learning, to share feedback as learners and teachers and to set goals in response to that feedback and reflection. Students and teachers will continue to work on processes and practices to further develop and improve product outcomes, including achievement in the higher bands for Literacy and Numeracy. All milestones were achieved in the reduction of student welfare issues. Evidence of achievement is provided through minimal data entry in LMBR Student Wellbeing, referrals to the Learning Support Team and suspensions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students map learning goals with teachers and discuss daily progress.	Nil Cost	Teachers informally provided feedback to students where student and teacher quietly discussed how they felt work was progressing, how it could be improved and what the follow up learning goal needed to be. Teachers are highly positive about the strategy and student outcomes, particularly what appears to be improved engagement levels.
Reduction of student welfare issues evident by fewer referrals to the Principal, Assistant Principals and Counsellor.	Live Life Well at School:\$271.00 Social Skills Development Program: \$4708.00 Low Level Funding Support:\$12412.00 Funds Fully Expended	A reduction in student referrals is evident through minimal entries into LMBR student welfare and reduced suspensions.
Improved growth in NAPLAN between Year 3 and Year 5 students for literacy and numeracy.	Nil Costs	Growth rates recorded from Years 3 to 5 were up to 164 points. This is outstanding. The average scaled score for all Year 5 students at Blaxland Public School was 70.8.
Increased student attainment in the top two NAPLAN bands for reading and numeracy by 4%.		Year 5 increased performance in Bands 7 and 8 in Reading by 38%. Year 5 Numeracy requires further development. Year 3 increased performance in Band 6 by 3.8% in Reading and 24.6% in Numeracy.

Next Steps

In 2018:

- students and teachers will further develop capabilities in mapping goals and building in strategic feedback in Literacy and Numeracy sessions.
- 'Friendly Schools' program will be implemented Kindergarten to Year 6.
- teachers will share strategies in delivering timely feedback during the learning sessions and how they set the learning intentions for the next day with the student.
- social skills program to be delivered by 'Healthy Skills for Life' during Term 1.
- personalised learning plans will be developed for all identified students including Aboriginal and Gifted and Talented students.
- staff will improve data entry for positive behaviours.
- Positive Behaviour for Learning to be implemented K – 6.

Strategic Direction 3

Strategic Direction 3 QUALITY TEACHING

Purpose

Enhancing school leadership and teaching excellence for a modern school 21st century school.

To ensure all staff across our Community of Schools takes responsibility for personal ongoing professional learning, striving for innovation, improvement and ensuring quality teaching is occurring in all classrooms. Staff will have a deep knowledge and understanding of the National Standards for Teachers, achieving leadership at all levels.

To develop high quality 21st century leaders with the knowledge and skills to inspire others in innovative and creative practices for 21st century learning, meeting the diverse needs of all our learners.

Overall summary of progress

All staff worked collaboratively to:

- investigate assessment data, including SMART data to identify implications for teaching and learning K – 6.
- track students in PLAN and continuums (progressions).
- develop matrices.
- individual learning plans.
- develop school based professional learning directions and personal professional development goals using evidence based practices, school evaluations, Quality Teaching Framework and Australian Standards.
- plan and program K – 6, triangulating assessment data, syllabus, the Quality Teaching Framework and the Australian Teaching Standards.
- evaluate programs for teaching and learning K – 6.

Policies were upgraded as required by AZT.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers engage in collaborative planning, programming and evaluation evident through practice.	\$2913.06 Professional Development Funds .Fully expended \$12183.73 Professional Development and Release Costs Fully Expended	Professional development provided teachers with the scaffolding to collaboratively analyse K – 6 data, plan and program.
All teachers know and understand the National Standards for Teachers, evident through dialogue and personal professional development	Nil Cost	Professional Standards were referred to for the development of personal professional learning plans and teaching and learning practices. Planning for evidence of meeting National Standards was undertaken through professional development meetings.
Improved leadership, management and administration are evident through upgraded policy and practices.	Nil Cost	Policies and practices related to policy were upgraded as required in the NSW Department of Education AZT.

Next Steps

In 2018 teachers will further develop collaborative practices Kindergarten to Year 6 to analyse data, plan, program and evaluate school policy, practices and processes in teaching and learning, leadership and administration.

Policies to be reviewed and upgraded as required by AZT.

Policy for Gifted and Talented to be upgraded.

Policies in Literacy and Numeracy to be reviewed and upgraded.

Scope and sequences to be refined in 2018 include:

- formative and summative assessment, Kindergarten to Year 6.
- collection of evidence for school accountabilities.
- collection of evidentiary data for teachers applying for highly accomplished or lead teacher accreditation.
- History, Geography, Science and Technology.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	Staffing allocation Fully expended	Teacher feedback. Teacher sharing of effective classroom practices in response to NAPLAN data. Formative and summative assessment data and analyses in Mathematics and reading.
Socio-economic background	Funds fully expended	Teacher and family feedback. Student attendance.
Aboriginal background loading	Funds fully expended	Observation, Learning Indicator Checklist, anecdotal records, student feedback, follow up with class teachers, follow up with Principal / AP. Staff meeting feedback, social skills /self reflection / leadership, sharing of outcomes with parents and wider community through newsletter, website.
English language proficiency		Observation, reassessment using: Educcheck, Running Records, Learning Indicator Checklist, anecdotal records, student feedback, follow up with class teachers, follow up with Principal / AP.
Low level adjustment for disability	Funds fully expended	Formative and Summative Assessment Reports.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	84	83	74	62
Girls	81	76	67	66

Student enrolment grew well above expectations pre2014. Growth in enrolment was not a result of increased housing availability. 2016 and 2017 see school numbers reflecting the historic perspectives for Blaxland Public School enrolments.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.8	93.4	95.6	94.5
1	92.9	92.8	94	91.9
2	94.6	93.2	93.8	95.2
3	94.6	91.6	92.8	94.7
4	93.6	93.3	90	90.4
5	91	95.2	92	91
6	93.1	93	92.7	91.9
All Years	93.2	93.2	93.1	93
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

Student attendance is managed in accordance with the NSW Department of Education Attendance Policy. Attendance is recorded electronically on a daily basis and monitored. Students who are experiencing attendance issues such as frequent and unexplained whole day and partial absences are quickly identified. Strategies are implemented by the school to positively support the student and their family to enable improved

attendance. In situations where concern for a student's attendance continues despite school based interventions an application is forwarded to the Home School Liaison Officer to work directly with the student, school and family.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	5.66
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.71
Other Positions	0

*Full Time Equivalent

Staffing remained stable during 2017. The workforce composition of Blaxland Public School includes staff with an Indigenous background.

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

100% of teaching staff maintain the level of Proficient Teacher for the Australian Professional Standards for Teachers. During 2017 staff engaged in a range of

professional development. This included, for example: Child Protection, Cardio Pulmonary Resuscitation, Emergency Care, Disabilities Standards, curriculum development, Centre for Evaluation and Statistics –'What Works Best', Super Six Comprehension Strategies, Differentiation, Explicit Teaching, Anti Bullying – Friendly Schools, teacher and student wellbeing, SMART Data, strategies for shifting students performing in the middle bands of NAPLAN in reading and numeracy to the upper bands.

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	33,595
Revenue	1,435,913
Appropriation	1,349,917
Sale of Goods and Services	14,825
Grants and Contributions	70,456
Gain and Loss	0
Other Revenue	0
Investment Income	715
Expenses	-1,457,794
Recurrent Expenses	-1,457,794
Employee Related	-1,283,158
Operating Expenses	-174,636
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-21,881
Balance Carried Forward	11,714

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	1,107,403
Base Per Capita	21,549
Base Location	0
Other Base	1,085,855
Equity Total	99,933
Equity Aboriginal	11,847
Equity Socio economic	8,392
Equity Language	4,469
Equity Disability	75,225
Targeted Total	93,251
Other Total	12,237
Grand Total	1,312,824

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 for the primary school years of 3 and 5 are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3

- 50% of Year 3 students performed in the top two bands for numeracy, compared to 40.2% of students across the state.
- 45% of Year 3 performed in the top two bands for Writing.
- 55% of Year 3 performed in the top two bands for Spelling.
- 80% of Year 3 performed in the top two bands for Grammar and Punctuation compared to 58.4% of students across the State.

Year 5

Data for Year 5 must be viewed in the context of the efficacy of that data which has been drawn from a very small cohort. As a result, reliability, and hence the standard error of measurement of the information gleaned, is potentially misleading. In 2017 the Year 5 cohort sitting for NAPLAN involved six students. With

respect to those students and the efficacy of the data in regard to the cohort, Blaxland Public School will not comment on the data. All Year 5 students worked well and demonstrated measurable progress towards their learning goals.

Year 3

- 50% of Year 3 students performed in the highest band for Reading, Band 6 compared to 29.2% of students across the State.
- 40% of Year 3 performed in the top two bands for data, chance, measurement, space and geometry, compared to 34.2% across the State. .
- 55% of Year 3 performed in the top two bands for number, patterns and algebra, compared to 40.8% of students across the State.

Year 5

Data for Year 5 must be viewed in the context of the efficacy of that data which has been drawn from a very small cohort. As a result, reliability, and hence the standard error of measurement of the information gleaned, is potentially misleading. In 2017 the Year 5 cohort sitting for NAPLAN involved six students. With respect to those students and the efficacy of the data in regard to the cohort, Blaxland Public School will not comment on the data. All Year 5 students worked well and demonstrated measurable progress towards their learning goals.

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.>

Blaxland Public School excelled at meeting their targets of lifting the performance of middle performing students to upper NAPLAN bands and was recognised by the Premier's Department of having achieved their Literacy and Numeracy goals two years earlier than expected. As a result Blaxland Public School is providing a model, as a case study, for the Premier's Department and the NSW Department of Education to support NSW's schools in the implementation of pedagogy to lift student performance.

Parent/caregiver, student, teacher satisfaction

Each year the school seeks the opinions of students, teachers and parents. In 2017 this information took the form of a student wellbeing survey from Kindergarten to Year 6, discussion with and feedback from parents and teachers. The student surveys were a delight to tabulate.

Kindergarten and Year 1 clearly demonstrated that they:

- know they are liked by their teacher and enjoy being at school.

- think learning is fun.

- have friends.

- generally like Crunch and Sip.

- follow class and playground rules.

- like to learn new things

- see older students as friendly.

- felt students and teachers helped them.

- felt the Principal is kind and cares about them.

Years 2 to 6 clearly demonstrated that students felt their school is a place where:

- they like to go each day, feel confident and proud to be a student. Where they feel teachers are fair and take an interest in what they do.

- they get along with others, feel happy and have friends who accept them as they are.

- they are successful and know how to cope with the work.

- work is recognised as helping them in their future learning and that what they learn is important, especially for high school.

- teachers listen to what they have to say.

- work is interesting.

- students are mostly friendly and helpful.

- they feel they can achieve good work.

- teachers help them to do their best.

Teachers

Professional learning, pedagogy, technology and inclusion were areas staff continue to reflect on. . Feedback regarding professional development was positive with teachers noting:

- all mandatory courses for 2017 were completed by staff online and face to face.

- increased engagement with professional development has led to improved student achievement, particularly in Literacy and Numeracy and wellbeing along with improved teacher knowledge, understanding and capacities.

- benefits of keeping up to date with policy, pedagogy, departmental software for student tracking such as the continuums.

Teachers noted the greatest area of difficulty for professional development continues to be finding appropriate courses that correlate with personal professional development needs. Feedback on collaborative practices was very positive indicating a continued school culture of cooperative and collaborative practices.

Parents

Informal discussions with parents throughout the year provided feedback that was generally very positive. Parents noted that:

- Skoolbag was implemented by the school at the request of parents in 2017 in order to further support communication.
- they appreciated the capacity to email the school in regard to their child's attendance.
- the Family nights at school, such as *Super Family Fun Night* are great events.
- name badges have been implemented by parents at the request of parents in 2017.
- the change of parent and teacher interviews from Term 2 to Term 1 means information is shared at a time that enables teachers and parents to better work together to meet the needs of their child.
- they are appreciative of the work the P&C and teachers do at the school for all the students.

Policy requirements

Aboriginal education

Blaxland Public School ensures Aboriginal Education perspectives are addressed through the delivery of syllabus across all key learning areas where required and appropriate. NAIDOC is celebrated on a whole school basis encouraging the engagement of parents and the wider community. In 2017 Blaxland Public School expanded NAIDOC activities in order to extend and further enrich relationships. Students and the community had a wonderful day sharing in a 'Smoking Ceremony' led by one of our Aboriginal local elders, campfires, Dreamtime story telling, damper making, Aboriginal art and dance.

All Aboriginal students have personalised learning plans in place and are monitored and tracked to ensure learning outcomes are commensurate with those of their non Aboriginal peers. Support is provided to students requiring additional follow up.

Throughout the year Aboriginal students were provided with opportunities to enrich their Aboriginal Education cultural experiences.

Blaxland Public School demonstrates and pays respect to elders past and present in regards to the fact that we

reside and meet on Aboriginal land through an 'Acknowledgement of Country' at all events. Blaxland Public School continues to work with Aunty Carol and Aunty Jacinta on the development of the school's Aboriginal Totem. The animals selecting our school area are a Brush Tail Possum, Eastern Water Dragon and Satin Bowerbird.

Multicultural and anti-racism education

Blaxland Public School encourages a culture of inclusivity and zero tolerance for racism.

Difference is celebrated with respect and as culturally and experientially enriching.

Harmony Day is an annual event for our school and implemented Kindergarten to Year 6 where students unpack the meaning of *Harmony Day* in class-based activities and share their learning in a whole school assembly on the day. Activities based around *Harmony Day* are provided for students throughout the day.

All staff are provided with the opportunity to train as an *Anti Racism Officer*.