

Blairmount Public School

Annual Report



2017



4535

Introduction

The Annual Report for 2017 is provided to the community of Blairmount Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Greg Turnbull

Principal

School contact details

Blairmount Public School

Badgally Rd

Blairmount, 2559

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

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

4626 1795

Message from the Principal

The Blairmount Public School community has enjoyed a wonderful 2017 school year.

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

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

I am extraordinarily proud of the achievements reflected in this report. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Greg Turnbull

School background

School vision statement

Blairmount Public School is an engaged learning community.

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

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

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

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

School context

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

Blairmount Public School receives significant loading in our RAM allocation to support the needs of students from Low SES School Communities. We encourage participation and involvement with an emphasis on equity for all students.

Blairmount participates in the Early Action for Success (EaFS) initiative. This means we have two instructional leaders who work directly with teachers in the early years of school (K–4), to strategically plan appropriate interventions in literacy and numeracy. Reflective practices underpin a process of continual classroom improvement, allowing for stakeholders to be responsive to the ever changing needs and the latest developments and research in pedagogy and improving student outcomes. The belief that learning together whilst striving to achieve personal best is encouraged in all.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. 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.

The results of this process indicated;

That in the School Excellence Framework domain of Learning: Developing a positive and consistent **learning culture** is a strength at Blairmount Public School. Staff demonstrate an ongoing commitment to deliver on school learning priorities as outlined in the school plan. Regular stage meetings and planning days are driven by whole school professional development priorities. These priority areas are strengthened through growth coaching that includes ongoing reflection on teaching practices and in-class support. Positive and respectful relationships are clearly evident among students and staff through the consistent implementation of Positive Behaviour for Learning (PBL) which has been a focus in 2017.

This is an evidence-based whole school process that promotes student wellbeing and develops positive learning environments that are conducive to student learning. This whole school focus has developed consistency of behavioural expectations, a greater emphasis on acknowledging positive behaviour, respectful relationships and ensures good conditions for student learning.

Due to the ethnically diverse and low socio-economic school community, student **wellbeing** is a priority at Blairmount Public School. Students, staff and the school community understand the behaviours, attitudes and expectations that enhance wellbeing and improve student outcomes, through the 2017 employment of a Wellbeing Teacher. We regularly identify factors contributing to student wellbeing in the delivery of teaching and learning by developing and following a clear and consistent Learning and Support Team (LST) process. This process ensures the implementation of ongoing school-based and external interventions that support the achievement of personalised learning and behaviour goals for identified students. Blairmount Public School encourages students and the wider school community to recognise and respect cultural identity and diversity by promoting and engaging in significant and highly popular cultural events, such as Harmony Day and NAIDOC Week.

The delivery of engaging, relevant and authentic **curriculum and learning** is also a strength at Blairmount Public School. Curriculum provision is enhanced by learning alliances with other schools and organisations, such as Social Ventures Australia (SVA) and Elderslie Public School. These partnerships provide staff with the opportunity to develop innovative practices, build consistent teacher judgement (CTJ) and engage in professional dialogue. Blairmount Public School actively collects and uses information to support students' successful transitions through the 'Busy Buzzy Learner' school transition program. As well as developing early literacy, numeracy, fine motor and social skills, this initiative supports the early recognition of student learning and behavioural needs to support a successful transition into Kindergarten. Blairmount Public School has systematic policies, programs and processes to identify and address student learning needs, such as the interventionist teachers that are allocated to each stage. These staff work collaboratively with class teachers and Instructional Leaders to analyse student data to identify students at risk and explicitly teach small groups of students. Teachers constantly and authentically involve students and parents in planning learning goals to support students as they progress through stages of education, by engaging with learning conversations.

2016 and 2017 have been defining years for Blairmount Public School in shifting our implementation of **assessment and reporting**. We analyse internal and external assessment data to monitor, track and report on student and school performance, including NAPLAN, PLaN and more recently, writing descriptors collaboratively developed by all staff. These writing descriptors combine the expectations from the NSW English K-6 syllabus for the Australian Curriculum, Literacy Continuum, Early Action for Success writing tool, NAPLAN rubric and ARC work samples. This tool also assists teachers to set transparent criteria for student assessment and engage in collegial dialogue. Additionally, teachers set transparent criteria in other subject areas by making learning intentions and success criteria clear to students so they understand what they are learning, why this learning is important and how to be successful. Learning conversations update parents on the progress of their children and includes descriptions of student's strengths and areas of growth. This process is also supported by written reports that align feedback to syllabus content areas and clearly identify achievements and areas for development.

With the introduction of Instructional Leaders at Blairmount Public School in 2017, we have begun to utilise **student performance measures** regularly to identify student needs and plan future teaching and learning experiences. We are able to identify students that are at, above or below Early Action for Success standards for literacy and numeracy through the implementation of visible and regularly updated digital and print data walls. These walls are used to analyse class and stage needs and support the development of targeted and differentiated learning experiences that are responsive to student learning needs.

In the School Excellence Framework domain of Teaching: Blairmount Public School teaching and executive staff are committed to implementing **effective classroom practice** that is driven by current research and is evidence based. Teachers regularly use student performance data, with the support of Instructional Leaders, to evaluate the effectiveness of their literacy and numeracy teaching practices. Regular one-on-one data meetings and stage meetings with Instructional Leaders supports the development of data driven teaching practices that are differentiated and targeted. In K-2 classes, these practices are further enhanced through engagement with L3 professional development that is driven by student performance data and student feedback to reflect on and flexibly plan for individualised literacy learning experiences. The L3 teaching practices are also underpinned by providing explicit, specific and timely formative feedback based on individual literacy learning goals, in order to support students to improve their literacy development. Teachers across the school also provide high quality feedback in other Key Learning Areas (KLAs) based on clear learning intentions and success criteria. Students use this feedback to improve their achievement of student learning outcomes.

In 2017, Blairmount Public School have refined their focus on **data skills and use** in order to identify student needs and develop future school directions. We provide teachers with professional learning that builds their skills to analyse, interpret and use student performance data through stage planning days. Teachers have developed a clear understanding of student learning needs, with the support of Instructional Leaders and Stage Supervisors. Regular updating of PLaN and EAfS data ensures that student needs are the focus of professional dialogue and supports the identification of whole school needs, for example writing, that drives future professional development. Blairmount Public School regularly collects student performance data and feedback and collates this information into a comprehensive data

book that is shared with the community annually at a parent engagement session. This supports the community to authentically engage in conversations about student learning and plan future school directions at the annual planning weekend.

At Blairmount Public School, there is a culture of **collaborative practice** that is embedded across the whole school to support the development of quality pedagogy. This area is a strength of our school as teachers regularly collaborate within and across stages. Each term, stage teams are given a day off class to reflect on teaching practices and develop teaching and learning programs. Stage meetings ensure that regular collaboration and pedagogical discussions drive improvements in teaching practices with a focus on improving the achievement of student outcomes. Teachers are also provided with growth coaching support based on a teacher developed professional learning goal. There are also regular sessions for coaches to provide teachers with feedback to improve pedagogy to enhance student success. Coaching support over the past few years has been incredibly influential in developing a culture of continual reflection of individual teaching practices and responsiveness to the feedback of colleagues. Staff are also provided opportunities to engage with inter-school relationships through 'discovery days' where stage teams travel to another school to observe effective classroom practices, reflect on current pedagogy and collaboratively plan improvements in teaching practices.

Staff are regularly provided with opportunities to engage with professional **learning and development** to enhance their teaching practices. Teachers actively share learning from targeted professional development with others, such as ongoing growth mindset professional development that has been shared with students, parents, a local school and stage teams. Sharing across the whole school community supports the transference of this professional development into the school culture. Staff at Blairmount Public School regularly engage in sharing their quality teaching practices through a staff Seesaw account, Twitter and a NSW SVA Teach Meet event. There is a particular focus on improving teaching methods in literacy and numeracy. This is evident with the development of the writing descriptors that enhanced teachers' understanding of expectations of student achievement and future directions. Staff also actively engage in the Professional Development Plan (PLP) process with Stage Supervisors to plan their own professional goals, reflect on their achievement, collect evidence of success and plan opportunities to engage with professional development experiences.

Staff at Blairmount Public School demonstrate a desire for the ongoing development of their **professional standards**. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals by engaging actively in the collaborative development of the priority areas of the school plan at planning weekends. We believe in the importance of providing students with a variety of broader school programs in order to support the holistic development of our students, such as lunch time groups. These groups provide students with opportunities to engage with sporting activities, academic opportunities, creative programs, animal care, plant care and cultural groups. Selected staff are also proactively engaged in working beyond their classrooms to contribute to an Aspiring Leaders program to pursue the development of their professional standards in the area of leadership. As a result, we have built the capacity of staff to engage with a variety of leadership opportunities.

In the School Excellence Framework domain of Leading: The **leadership** team at Blairmount Public School supports a culture of high expectations for students and staff, with authentic engagement from the community. We regularly and actively solicit and address feedback on school performance. For example, parent/carer feedback is sought through surveys and focus groups on initiatives and programs run in the school to ensure informed decisions can be made in regard to future planning. Staff are supported to engage with leadership roles through informal and formal coaching and mentoring opportunities where staff are able to plan and reflect on their leadership journey. Blairmount Public School has productive relationships with external agencies, such as the University of Western Sydney. We regularly engage with professional dialogue based on the MeE Framework for student engagement that supports staff to implement high cognitive, high operative and high affective learning experiences. We also regularly engage with the Seesaw company that is highly responsive to feedback and provides professional development opportunities for staff. This learning journal app is implemented across all classes and allows for the authentic engagement of parents/carers with student learning.

The leadership team at Blairmount Public School is committed to collaboratively developing innovative and future-focused **school planning, implementation and reporting** processes. We use evidence-based strategies and innovative thinking when designing our school plan that delivers ongoing improvements in student outcomes. Staff regularly collect evidence of achievement of whole school priority areas throughout the year, organise this into a data book and reflect on these with students and the community at a planning weekend. The leadership team builds the capacity of the community to use data and evidence collected by engaging the community in a parent engagement session prior to the planning weekend. This provides the community with a safe and supportive environment to ask questions and develop their understanding of school performance. The planning weekend is driven by this evidence in order to develop shared school-wide responsibility of reviewing learning improvements and collaboratively plan future strategic directions that are driven by the achievement of student learning outcomes. Staff are also provided with an opportunity to pitch innovative ideas at the planning weekend and these are often incorporated into the following year's school plan. The collaborative feedback and reflection from the planning weekend are utilised by the leadership team to incorporate into the strategic directions in the school plan. As we are driven by student performance data and innovative ideas, we are able to develop a school plan that promotes and generates learning and innovation.

The leadership team at Blairmount Public School strategically co-ordinates **school resources** to support the achievement of student learning outcomes and provide high quality learning experiences. Workforce planning supports

curriculum provision and the recruitment of high quality staff that implement intervention initiatives and supports the development of teacher quality. We are able to allocate funds to interventionist teachers for each stage to support literacy and numeracy, Instructional Leaders, an early intervention teacher to run Busy Buzzy Learners, a speech pathologist, an EAL/D teacher and School Learning and Support Officers (SLSOs) to run MiniLit, MultiLit, MacqLit and QuickSmart. As a result of this, staffing has been designed to support students that require additional assistance and increase the capacity of classroom teachers to differentiate teaching to support the needs of these students. Physical learning spaces at Blairmount Public School are used flexibly by staff to optimise student learning. There is a culture across the school that teaching is not confined to the four walls of the classroom, but should move beyond, to support students to become flexible learners. We have a high level of technology across the school, with iPads, laptops, desktop computers and XO's.

The Blairmount Public School leadership team have clear and well-established ***management practices and processes*** that encourage student and community feedback and engagement. There are opportunities for students and the community to provide constructive feedback on school practices and procedures, for example Learning Conversation surveys and the Compass Report. Through our partnership with SVA, we had the opportunity to utilise this student reflection tool based on the South Australian Teaching for Effective Learning policy. This feedback from students was utilised by staff to identify areas of teaching that students perceive as being successful and develop areas for future professional development. This reflection has driven fortnightly professional learning in stage teams on how to develop students as expert learners. There are also streamlined, flexible processes that exist to deliver services and information and strengthen parental engagement, such as the development of the Curriculum and Community Liaison Officer (CCLO) role. This role has supported the implementation of a variety of opportunities for parents to authentically engage with Blairmount Public School, such as the parent helper program, school and community events and working bees.

Our self-assessment and the external validation 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

Students are engaged, empowered and reflective learners.

Purpose

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

Overall summary of progress

Staff were supported to implement innovative 21st Century learning practices through Science, Technology, Engineering and Mathematics (STEM) Professional Learning (PL), Thought Leadership Gatherings co-ordinated by Social Ventures Australia (SVA) and a NSW SVA Teach Meet on innovation, where Blairmount Public School (BPS) staff also presented. As a result of ongoing PL, 71% of teachers engage students in STEM, Self Organised Learning Environments (SOLE), Inquiry Based Learning (IBL), Genius Hour, Science fair, Store enterprise, robotics and/or coding learning experiences. This fostered student problem solving and collaboration, as well as increased student engagement, particularly in Numeracy and Science lessons. For the first time this year at planning weekend, students pitched an idea for implementation in 2018, a STEM vision. This was a true representation of the level of student voice and empowerment.

The employment of two Instructional Leaders (ILs) in 2017 under the Early Action for Success (EaFS) strategy, has enhanced the quality and accuracy of assessment and reporting, especially in the area of writing. Stage teams, whole school teams and cross stage teams have met regularly this year to develop K–6 writing descriptors that embed the content from the English K–6 syllabus, Literacy Continuum, EaFS writing tool, NAPLAN rubric and ARC work samples. This comprehensive document is being utilised across the school to drive teaching and learning programs, develop differentiated groupings, refine individual learning goals and enhance Consistent Teacher Judgement (CTJ). At a combined Staff Development Day (SDD) with Elderslie Public School, school writing descriptor documents were compared and contrasted to develop Consistent Teacher Judgement (CTJ) across schools. This was followed by the alignment of work samples from both schools. 100% of staff attending this session felt like this process increased their knowledge of writing content and after the session, 81% of teachers used the writing descriptors to inform teaching and learning, create individual student goals and inform CTJ discussions. Additionally, the IL's have also refined the school's use of student performance measures by developing, maintaining and referring to digital and print data walls for literacy and numeracy. As a result, 93% of staff use this data and PL with the IL's to drive collegial dialogue on student learning, support CTJ and identify focus groups. These discussions have also been filtered down into stage meetings with 85.7% of staff engaging in these consistency discussions.

This year has seen a continuation of Learning Conversations at BPS with the same template being used across the school for consistency. Feedback from the community has remained positive with 95% agreeing that they were useful for understanding current learning and future directions.

The implementation of Learning Intentions and Success Criteria (LISC) also continued this year, now with 100% of staff using this pedagogy to help students identify what to do, mostly in English and Mathematics.

Seesaw was continually used across BPS as a form of communication to parents/carers, with 404 parents connected across 21 classes and there were on average between 550–800 parent visits a week. Some staff are beginning to use this tool as an assessment tool to track achievement in a private spreadsheet format.

2017 has seen a dramatic increase in the number of opportunities to celebrate and engage in Aboriginal Education. Aboriginal students have engaged in Blairmount Indigenous Group (BIG), planting a bush tucker garden, Yarning Circle opening, Heartbeat excursions, NAIDOC assemblies at other schools, Aboriginal dance workshop, Yarn Up public speaking program, Sydney STEM camp and Twugia camp, OCHRE Opportunity Hub program, SistaSpeak, BroSpeak, Personalised Learning Pathway (PLP) meetings and ear screening. All Indigenous and non-Indigenous students at BPS participated in Sorry Day lessons and assembly, Stage 2 morning tea with Uncle Charlie and NAIDOC 'Our Languages Matter' lessons and assembly. Staff were also able to engage with a Yarning Circle PL to learn about how to correctly and authentically use this space in teaching and learning experiences.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|--|
| All students monitor their own | \$60000 (Coaching) | All students to monitor their progress using |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| <p>progress using Learning Intentions & Success Criteria in writing.</p> <p>100% of students participate in Learning Conversations with their parent and teacher.</p> <p>100% of students are given opportunity to take part in a self-directed, passion driven project.</p> <p>100% of students are given the opportunity to take part in Inquiry Based Learning.</p> <p>Attendance rates of Blairmount PS exceeding state averages from 94.9% to 95.9%.</p> <p>100% of Aboriginal students achieve growth towards individual goals within their Personalised Learning Pathways.</p> <p>100% of students sharing their learning journey through Seesaw.</p> <p>100% of students are provided with effective teacher feedback</p> | <p>\$20000 (0.2 Aboriginal Education Resource Teacher)</p> <p>\$4500 (Casual Teacher Relief)</p> <p>\$3500 (Seesaw licence)</p> <p>\$5000 (Resources to support Inquiry Based Learning)</p> | <p>Learning Intentions & Success Criteria in writing.</p> <p>100% of students participate in Learning Conversations with a teacher, 81% of students also have a parent/carer attend.</p> <p>30% of students are given opportunity to take part in self-directed, passion driven projects.</p> <p>71% of students are given the opportunity to take part in Inquiry Based Learning.</p> <p>Attendance rates of Blairmount PS averaged 93.97% in Term 1, 92.8% in Term 2 and 91.55% in Term 3.</p> <p>90% of Aboriginal students achieve growth towards individual goals within their Personalised Learning Pathways.</p> <p>96% of students share their learning journey through Seesaw.</p> <p>25% of students are provided with effective teacher feedback through Seesaw.</p> |

Next Steps

2018 comes with the implementation of a new school plan to take Blairmount Public School through to 2020. The Strategic Direction for students will now state that we would like students at the end of 2020 to be empowered, informed and innovative risk takers. The first next steps in Strategic Direction 1 include the implementation of visible learning and student voice through continual PL on LISC. Students will also be given opportunities to lead lunch time groups and Learning Conversations. Student wellbeing will be enhanced through the development of resilience, reflection and growth mindset practices. Growth mindset language and pedagogy will be embedded in teaching and learning practices and students will have opportunities to lead PBL lessons. Blairmount Public School will also be concentrating on future focused learning experiences through the establishment of a school Maker Space, implementation of STEM challenges across the school and greater partnerships to external experts, including a STEM professional with the CSIRO. Students will also have the ability to share their learning on different platforms for authentic audiences.

Strategic Direction 2

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

Purpose

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

Overall summary of progress

Staff at BPS have continued to engage with whole school, stage, cross school, mandated and optional PL throughout 2017. This has continued the development of the school culture of teachers as lifelong learners that are reflective of their current practices and risk takers to apply new practices. One area of PL that has been a focus in 2017, has been growth mindset practices. Staff were provided with the text 'The Growth Mindset Coach' by Annie Brock and Heather Hundley, and supported with ongoing professional dialogue through fortnightly stage meetings. 100% of the staff engaged with this PL and 86% of staff felt like it had impacted their classroom practice. These included increasing positivity, authentically embedding growth mindset language everyday, using the BPS learning pit, explicit teaching of growth mindset, teaching what challenges are and exploring how to develop resilience.

All stage teams continued to have stage planning days off class to reflect, share and collaboratively program for the following term. This year saw a stronger focus on using evidence of student abilities, particularly in writing. Feedback found that 100% of staff enjoy this time with their stage. These opportunities to reflect and refine teaching practices with guided support allow staff to learn and grow in a supportive work environment.

Coaching this year has been modified as most stage supervisors (coaches) went back on class and were only available one day a week for coaching. As a result, teachers were not coached all term, but on a termly cycle. The lack of traditional coaching was substituted by regular in class support by our IL's in all K-4 classrooms. Of people that were coached, almost 80% felt like coaching positively impacted their professional learning and 83% of staff wanted coaching to continue in the future.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| 100% of staff provided with effective feedback and an opportunity to be part of a community of reflection. 100% of teachers will be able to provide assessment data that demonstrates student growth within their coaching focus area. 100% of staff are reflective learners and pursue current educational research (EAfS). 100% of teachers providing opportunities for students to engage in models of current research and 21st Century pedagogies e.g. Inquiry Based Learning, Genius Hour, 20% time, PBL etc. 100% of teachers/students engaging with and sharing their learning journey through blogs, vlogs, twitter, Facebook, etc. | \$10000 (Discovery Days to visit other schools) \$500 (Growth Mindset reading for all staff) | 100% of staff provided with effective feedback and an opportunity to be part of a community of reflection. 80% of class teachers are able to provide assessment data that demonstrates student growth within their coaching focus area. 100% of staff are reflective learners and pursue current educational research (EAfS). 71% of teachers provide opportunities for students to engage in models of current research and 21st Century pedagogies. 80% of teachers/students engage with and share their learning journey through blogs, vlogs, Twitter, Facebook, etc. 100% of staff engaged in Growth Mindset training. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| 100% of staff engage in Growth Mindset training. | | <p>100% of staff provided with effective feedback and an opportunity to be part of a community of reflection.</p> <p>80% of class teachers are able to provide assessment data that demonstrates student growth within their coaching focus area.</p> <p>100% of staff are reflective learners and pursue current educational research (EAfS).</p> <p>71% of teachers provide opportunities for students to engage in models of current research and 21st Century pedagogies.</p> <p>80% of teachers/students engage with and share their learning journey through blogs, vlogs, Twitter, Facebook, etc.</p> <p>100% of staff engaged in Growth Mindset training.</p> |

Next Steps

The strategic direction for teachers in the new school plan states that teachers at Blairmount Public School should develop into reflective, innovative and knowledgeable teachers by the end of 2020. Teachers will increase their reflection of student data and collaboratively develop their professional practice through engagement with the Spirals of Inquiry process with stage teams. All staff will develop a deeper understanding of visible learning practices and there will be evidence of visible learning practices in classrooms. Innovative future focused pedagogy will also be explored through coaching and networking with other schools.

Strategic Direction 3

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

Purpose

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

Overall summary of progress

Our Curriculum and Community Liaison Officer (CCLO) has continued to be a remarkable asset to BPS by promoting and providing support for the whole school community to enhance student welfare, particularly with the distribution of food hampers weekly to families in need. In 2017, the CCLO has taken over collation of the school newsletter to ensure effective communication between the school staff and home. This year has also been the introduction of the BPS Cafe with Stage Three parents attending and Stage Three students serving. The CCLO has worked collaboratively with the staff member running Busy Buzzy Learners, our transition to school program, to modify the organisation and host a 'Getting Ready for Big School' workshop hosted at BPS. She has also been responsive to community events and issues by attending Claymore Action Network meetings and engaging with the Claymore Redevelopment program. The parent helper program continued in 2017 with 18 parents engaging in classrooms to support teaching and learning programs.

BPS continued to host several community celebrations throughout the year to authentically engage the school community in student success and learning. This engagement was once again further enhanced by the school's purchase of the Seesaw app. 89.5% of students have a parent/carer connected and 100% of staff want the use of the tool to continue. The school leadership team actively seek, value, share and respond to feedback from the school community. This facilitates authentic community voice in school planning and improvement, such as through the Parents and Citizens association (P&C) and feedback surveys.

Genuine parent engagement with learning is continued through the Learning Conversation process and this year saw an increase of 12% parent engagement, with 200 families attending this year.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| 60% of parents collaboratively developing at least one learning goal for each of their children. 100% of school events communicated via a variety of forums including social media and an increase in parental participation in all aspects of school life. An increase in parental participation at professional development opportunities from 1% to 10%. An increase in parental engagement from 1% to 3% with P&C, planning days and other groups that provide opportunities for discussion, feedback and decision-making. 5% of parents accessing higher education through school organised training. | \$5000 (Teacher Relief for Learning Conversations) \$600 (SkoolBag App) \$600 (Interview Booking Online) | 89.5% of students collaboratively developed at least one learning goal with one or more parents/carers. 100% of school events were communicated through a variety of forums. 5% of parents engaged in P&C, planning days and other groups that provide opportunities for discussion, feedback and decision-making. 0% of parents accessed higher education through school organised training. |

Next Steps

The strategic direction for the community has transformed from parent focused to community focused to support the development of informed and active partnerships within and beyond Blairmount Public School. Our parents will be empowered to have an authentic voice in school planning by encouraging a greater cross-section of the school community to attend P&C meetings. Our parents and the greater community will become more informed and active through greater use of the school website calendar. Authentic and sustained community partnerships will be enhanced by a partnership with the CSIRO co-ordinated STEM experts in schools representative that will support programming and teaching of STEM.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|---|
| Aboriginal background loading | <p>\$5000 (Casual Teacher Relief)</p> <p>\$20000 (Yarning Circle)</p> <p>\$2000 (NAIDOC Week performers)</p> | <p>Staff member leading Aboriginal Education was given one day a week to meet with BIG and plan other Aboriginal Education initiatives.</p> <p>Aboriginal students engaged in more than 20 events that aimed to improve their educational outcomes and opportunities.</p> <p>Non-indigenous students engaged with 6 of these events to increase their cultural awareness.</p> <p>Yarning circle was designed, created and opened, including a bush tucker garden.</p> <p>All staff of Aboriginal students were provided with time off class to collaboratively develop Personalised Learning Pathway goals with Aboriginal students, their parent/carer and a member of the Aboriginal Education Committee.</p> |
| English language proficiency | \$40000 (0.4 EAL/D Teacher) | <p>36 EAL/D students engaged with withdrawal groups with the EAL/D teacher.</p> <p>28 EAL/D students were directly supported in class by the EAL/D teacher.</p> <p>All teachers of EAL/D students were given time to reflect on student placement on the EAL/D phases and plan literacy goals with the EAL/D teacher.</p> |
| Low level adjustment for disability | \$45000 (1.0 SLSO) | <p>12 access requests were completed by the LaST, resulting in 4 support class placements and 8 receiving integrated funding support.</p> <p>Teachers were provided with PL on NCCD, Learning and Support Teacher (LaST) role and Individual Education Plans by the LaST.</p> <p>LaST co-ordinated LST and conducted student behavioural assessments when required.</p> |
| Socio-economic background | <p>\$100000 (1.4 SLSO)</p> <p>\$380000 (3.8 Teaching Staff)</p> <p>\$50000 (Speech Pathologist)</p> <p>\$55000 (0.8 CLO)</p> <p>\$10000 (Resources for Busy Buzzy Learners preschool transition program)</p> | <p>MultLit reading program ran with 7 students beyond Year 3 and increased student confidence and abilities.</p> <p>MacqLit phonics and vocabulary program ran with 12 students in Year 5 and 6 and saw significant improvement in word recognition and phonics strategies.</p> <p>MiniLit early literacy program ran with 16 students from Year 1 and 2 and has also seen significant gains in reading and writing.</p> <p>QuickSmart numeracy program ran with 10 students in Year 4 and resulted 100% improving their accuracy and speed of solving numeracy problems.</p> <p>Speech pathologist was employed 2 days a week to complete screening assessments,</p> |

| | | |
|---------------------------------------|--|---|
| Socio-economic background | <p>\$100000 (1.4 SLSO)</p> <p>\$380000 (3.8 Teaching Staff)</p> <p>\$50000 (Speech Pathologist)</p> <p>\$55000 (0.8 CLO)</p> <p>\$10000 (Resources for Busy Buzzy Learners preschool transition program)</p> | <p>run demonstration lessons and take withdrawal groups with 100% of students improving their sentence structure.</p> <p>5 interventionist teachers were employed to support the achievement of focus groups in literacy and numeracy. Students now at grade expectations in Early Stage One in writing have increased by 14% and in reading by 10%. 56.5% of Stage 1 students made one level growth in writing and 35% made two or more levels growth. Stage 2 feedback from students and staff was overwhelmingly positive. Stage 3 groups ran for first semester and saw 81% of students move 2 or more reading levels.</p> <p>One teacher was placed off class to run Busy Buzzy Learners for 50 students in 4 groups. 95% could recognise their name and 74% could write it, with 35% of students able to write their first and last name. 94% of students developed correct pencil grip.</p> <p>One assistant principal was employed to fulfill a Wellbeing Teacher role that monitored attendance and ran PBL across the school.</p> |
| Support for beginning teachers | <p>\$40000 (Teacher relief for Coaching and Mentoring)</p> | <p>Beginning teachers were provided with mentoring (and some coaching) by the ILs and supervising assistant principals.</p> <p>Beginning teachers were able to use their funding allocation to have time off to complete tasks for their accreditation and to achieve their PDP goals.</p> <p>Beginning teachers were provided with afternoon support meetings with the Deputy Principal on topics of their choice.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 270 | 261 | 272 | 266 |
| Girls | 259 | 246 | 252 | 246 |

The enrollment rate at Blairmount Public School has remained reasonably consistent for the last four years. The Claymore Urban Renewal project has continued with several families leaving the area throughout 2017 and 2018. These families will be relocated to allow room for private housing developments. Enrollments will fluctuate when families with school-age children move into the new housing estate.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 94.5 | 93.1 | 90.6 | 93.2 |
| 1 | 94.3 | 91.8 | 93.1 | 92.2 |
| 2 | 94.3 | 94.6 | 93.8 | 92.2 |
| 3 | 95 | 93.9 | 94 | 92.6 |
| 4 | 94 | 93.1 | 94.2 | 94.7 |
| 5 | 95.8 | 94.2 | 92.2 | 94 |
| 6 | 95.5 | 94.7 | 91.6 | 91.8 |
| All Years | 94.8 | 93.6 | 92.8 | 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

In 2017 we have continued to work hard to improve student attendance and unjustified absences. A number of strategies have been used to encourage students to come to school everyday and to improve student attendance. These include:

1. Continuing the Breakfast Club which caters for up to 150 students each day
2. Presenting an "Attendance Champion" trophy and certificate each fortnight to the best attending class
3. Class rewards for the most percentage of students arriving on time to school
4. Including regular inserts in the school newsletter and display boards informing the school community of our attendance targets and our current attendance rate.

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

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

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 18.73 |
| Teacher of Reading Recovery | 0.63 |
| Learning & Support Teacher(s) | 1.1 |
| Teacher Librarian | 1 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 3.96 |
| Other Positions | 0 |

*Full Time Equivalent

In 2017 Blairmount Public School had two staff members who identify as being Indigenous.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

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

Financial information (for schools 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 | 560,689 |
| Revenue | 5,106,149 |
| Appropriation | 4,967,668 |
| Sale of Goods and Services | 28,049 |
| Grants and Contributions | 107,463 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 2,970 |
| Expenses | -5,544,280 |
| Recurrent Expenses | -5,544,280 |
| Employee Related | -4,801,691 |
| Operating Expenses | -742,589 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | -438,131 |
| Balance Carried Forward | 122,558 |

The finance committee (Principal, Deputy Principal and School Admin Manager) meets twice a term to review and adjust the budget based on need.

A number of projects are planned to use available funds, these include;

- increase the number of iPads to facilitate a 1:1 program
- 21 charging stations to support iPads in all classrooms
- a new electronic sign to communicate school events
- a kitchen for classroom use
- replacement of IWBs with new interactive panels in all classrooms
- new wireless access points in all learning areas

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 | 3,405,954 |
| Base Per Capita | 80,081 |
| Base Location | 0 |
| Other Base | 3,325,873 |
| Equity Total | 1,024,118 |
| Equity Aboriginal | 49,778 |
| Equity Socio economic | 737,577 |
| Equity Language | 47,977 |
| Equity Disability | 188,787 |
| Targeted Total | 72,761 |
| Other Total | 354,045 |
| Grand Total | 4,856,878 |

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

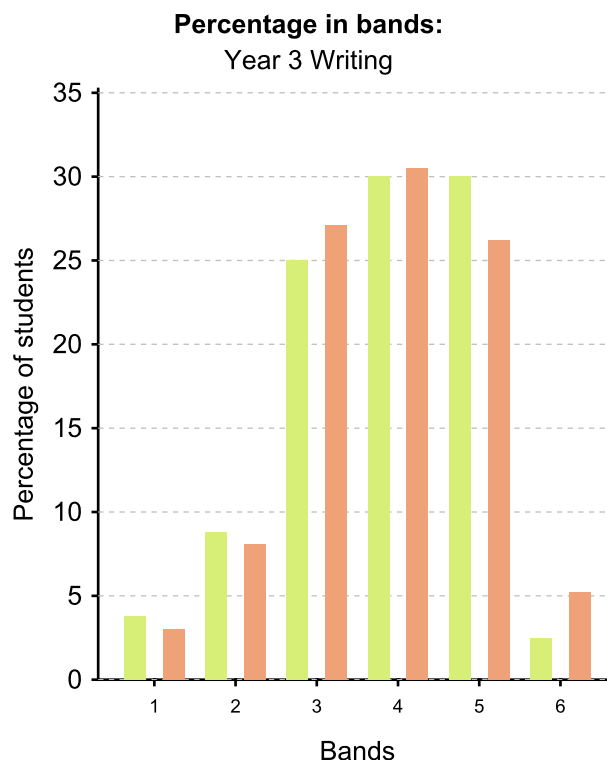
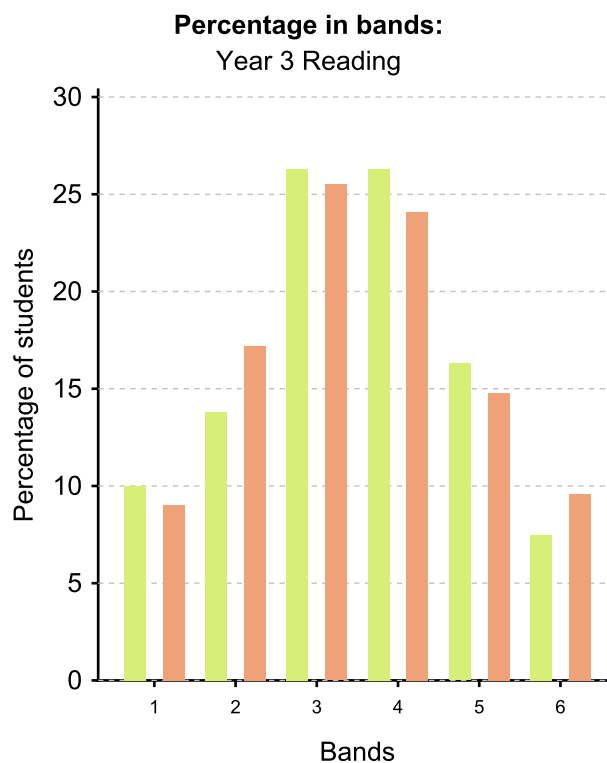
In the National Assessment Program (NAPLAN), the results across Years 3, 5, 7 and 9 of literacy and numeracy assessments are reported on a scale from Band 1 (lowest) to Band 10 (highest). The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 NAPLAN results in Reading indicated that 90% of students achieved at or above minimum standard. 24% of students achieved proficiency in this area.

Year 5 NAPLAN results in Reading indicated that 93% of students achieved at or above minimum standard. 15% of students achieved proficiency in this area.

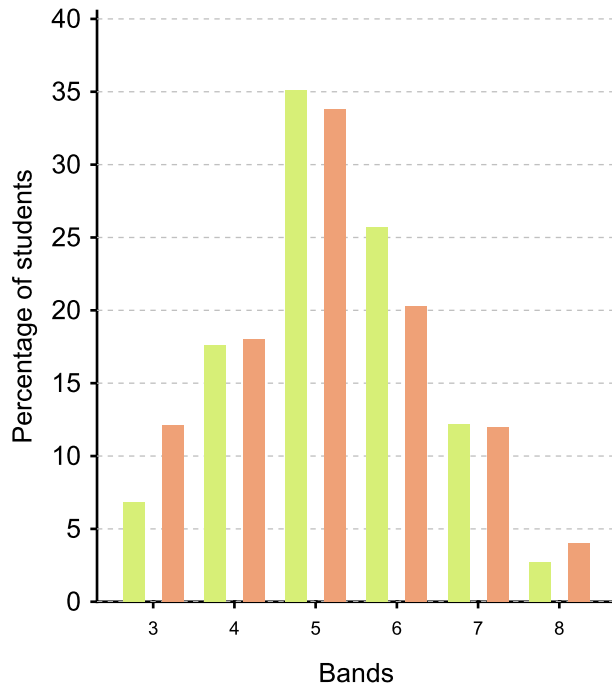
Year 3 NAPLAN results in Writing indicated that 96% of students achieved at or above minimum standard. 33% of students achieved proficiency in this area.

Year 5 NAPLAN results in Writing indicated that 95% of students achieved at or above minimum standard. 12% of students achieved proficiency in this area.



Percentage in bands:

Year 5 Reading



Percentage in Bands
School Average 2015-2017

Year 3 NAPLAN results in Numeracy indicated that 96% of students achieved at or above minimum standard. 16% of students achieved proficiency in this area.

Year 5 NAPLAN results in Numeracy indicated that 95% of students achieved at or above minimum standard. 4% of students achieved proficiency in this area.

The percentage of Year 3 students achieving in the top two bands increased in 2017 for both Reading and Numeracy;

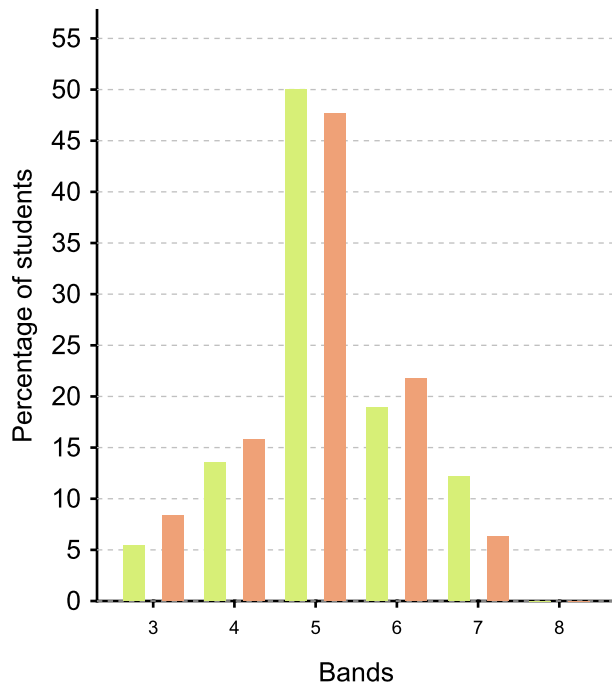
- 23.8% of students in Year 3 achieved in the top two bands in Reading this increased from 14.1% in 2016.
- 16.5% of students in Year 3 achieved in the top two bands in Numeracy this increased from 3.8% in 2016.

The percentage of Year 5 students achieving in the top two bands decreased slightly in 2017 for both Reading and Numeracy;

- 14.9% of students in Year 5 achieved in the top two bands in Reading this is a slight decrease from 17.1% in 2016.
- 4.1% of students in Year 5 achieved in the top two bands in Numeracy this is a slight decrease from 5.5% in 2016.

Percentage in bands:

Year 5 Writing



Percentage in Bands
School Average 2015-2017

Parent/caregiver, student, teacher satisfaction

Parent/caregiver feedback was sought throughout the year to gauge satisfaction levels and their feedback included:

- 95% of parents/carers found the Learning Conversation template useful.
- 96% of parents/carers found the child's work samples and demonstrations very useful at Learning Conversations.
- 92% of parents/carers completely understood the content of Learning Conversations.

Students were surveyed on their satisfaction with teaching and events at BPS and the results showed:

- 100% of students surveyed indicated that the implementation of LISC helps their learning.

Staff were surveyed throughout the year to determine their satisfaction with the professional learning and support provided at BPS. Results included:

- 86% of staff ranked IL meetings between 8–10 on a 0–10 scale.
- 100% of staff found the writing descriptor PL increased their pedagogical knowledge.
- 96% of staff enjoyed the partnership BPS have with Elderslie Public School.
- Over 80% of staff feel very confident or somewhat confident to teach Aboriginal perspectives after engaging in Aboriginal education PL.
- 95% of staff enjoyed the Growth Mindset text and stage PL.
- 100% of staff enjoyed stage planning days.
- 68% of staff felt supported by their coach.
- 100% of staff want Seesaw usage to continue.
- 100% of staff would recommend the Learning Conversation process to others.
- Increased positively from staff about the changes to the award system and Celebration of Learning assemblies through PBL.
- 100% of staff found Teckky Brekky PL useful.
- School leadership practices have increased in quality from the previous 2 years with the following areas receiving 100% approval rating: understanding of school's strengths and weaknesses, accountability for student learning outcomes, model commitment to school improvement, encourage teachers to reflect on their practices and encourage staff to constructively challenge practices.

Policy requirements

Aboriginal education

Blairmount Public School received Aboriginal background funding in 2017. An assistant principal was employed one day per week to manage Aboriginal Education. Some of Blairmount Public School's 2017 achievements in the area of Aboriginal Education are:

- Greater engagement of Indigenous and non-Indigenous students with Aboriginal Education celebrations and events.
- Creation and opening of the Yarning Circle.
- Empowerment of Aboriginal students to represent the school by performing at other school's celebrations, engaging in external workshops, public speaking at the Yarn Up program, participating in a STEM camp and building strong pathways at the OCHRE Opportunity Hub program.
- Greater engagement of Aboriginal elders.
- Building the capacity of staff to teach Aboriginal perspectives.

Multicultural and anti-racism education

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

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