

# Blakehurst Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Blakehurst Public School as an account of the school's operations and achievements throughout the year.

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

Cameron Smyth–Gapps

Principal

### School contact details

Blakehurst Public School

Dewrang St

Blakehurst, 2221

[www.blakehurst-p.schools.nsw.edu.au](http://www.blakehurst-p.schools.nsw.edu.au)

[blakehurst-p.school@det.nsw.edu.au](mailto:blakehurst-p.school@det.nsw.edu.au)

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# School background

## School vision statement

Blakehurst Public School, working in partnership with our community, develops friendly, caring students who are resilient and respectful, engaged in a challenging, diverse curriculum taught by passionate teachers committed to making them learners who achieve success and become active, informed citizens.

## School context

Blakehurst Public School is in the Georges River Local Government Area. The site has been a public school since 1881. The school has been extensively rebuilt over the past 15 years. Nestled in a bush land setting above Carss Park, it is a school of approximately 270 students, coming from a wide range of socio-economic and language backgrounds. Around 70% of students have a language background other than English. A total of 1% of the student population identify as being of Aboriginal or Torres Strait Islander background. The school has a diverse staff ranging from early career to highly experienced teachers and a very active Parents and Citizens (P&C) Association that leads many fundraising events and community-based projects and initiatives across 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.

In 2018, our school completed a self-assessment of all significant programs and initiatives against the School Excellence Framework (SEF). 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.

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

For more information about the School Excellence Framework:

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

## For Learning:

In 2018, our **Learning Culture** was **Delivering**. The school placed a priority on the analysis of student performance data to inform planning and learning across the curriculum. High expectations were evident across all learning environments and the school worked closely with parents to ensure that they were active partners in the learning process.

A continuity of learning for students was also ensured through a rigorous Kindergarten Orientation program and strong relationships with local high schools to support students transitioning from Year 6 to Year 7.

In 2018, the **Wellbeing** element was **Delivering**. Wellbeing was recognised as a vital condition for student success and the school's Learning and Support Team (LST) and Positive Behaviour for Learning (PBL) team planned and implemented explicit strategies and initiatives both in the classroom and on the playground to support the social, emotional and cognitive needs of all students.

Special Religious Education (SRE) classes catered for students of various religions and student interests across the school were met through quality Dance, Music, Sport, Creative Arts and Choir programs. Student leadership opportunities were also sought and promoted across the school. The school's Captains and Prefects participated in a variety of activities to build their leadership skills and the Year 6 students led the annual Peer Support program.

In 2018, the **Curriculum** element was **Delivering**. Teaching programs aligned to *Department of Education* and *NSW Education Standards Authority* (NESA) requirements and ensured that all students had equitable access to an engaging and connected curriculum. Evidence-based pedagogy was evident in all classrooms and program content was differentiated to meet the individual learning needs of all students.

In 2018, the **Assessment** element was **Delivering**. Teachers collected and analysed student performance data to determine the learning needs of students and to inform future teaching and learning. Summative assessment practices were used as the primary source of data collection, with formative assessment to be the focus of professional learning

for teachers in 2019. Teachers utilised scheduled opportunities to discuss student progress with colleagues to ensure a consistency in assessment strategies and teacher judgements across the school.

In 2018, the **Reporting** element was **Delivering**. The school utilised both formal and informal methods for communicating student progress with parents. This included formal interviews, informal meetings and dialogue and formal written reports. Individual student reports were developed using a variety of assessment methods, offered a personalised account of student progress and met the requirements of the Department of Education.

In 2018, the **Student Performance Measures** element was **Delivering**. An understanding of student performance measures allowed school leadership and teaching practices to be strengthened across the school. There was an increased capacity in stage supervisors to analyse data trends and use this information to facilitate professional learning for their teachers. Teachers also had an increased ability to use student performance measures to identify and cater for the learning needs of students in their classroom. The strategies introduced by the school in 2018 were to ensure that teachers became 'data informed' as well as 'data rich'.

#### **For Teaching:**

In 2018, the **Effective Classroom Practice** element was **Delivering**. Teachers regularly engaged in professional dialogue with peers and accessed evidence-based research to determine the impact of their teaching on student performance. Evidence sets across the curriculum were used by teachers to determine what students did well and to identify areas for future development. This review process ensured that teaching programs challenged the students and built on prior knowledge.

Teachers also supported student learning by offering timely and explicit feedback on pre-determined learning goals and success criteria. This ensured that each student understood the reason behind their learning as well as what they needed to do in order to improve their learning outcomes across the curriculum. Teachers also adopted strategies to ensure that classrooms remained orderly and provided a challenging environment for each student.

In 2018, the **Data Skills and Use** element was **Delivering**. The school's professional learning built teacher skills in the analysis, interpretation and use of student performance data. This information was then used to inform learning goals at the classroom and stage level and key decisions at the school leadership level. Systematic practices were developed to ensure that decisions were based on qualitative and quantitative evidence. Regular data review meetings were also held at stage and committee level to ensure that there was a whole school commitment to data analysis and a uniform understanding of the strategies required to address identified areas of need.

In 2018, the school was **Delivering** in the element of **Professional Standards**. Teachers developed learning goals as part of their Performance and Development Plan (PDP) that aligned to the *Australian Professional Standards for Teachers*, the school's priorities and areas of personal professional need. The school had processes in place to support teachers through the process of Accreditation and ongoing access to both internal and external professional learning ensured that teacher capacity was built across the school.

In 2018, the school was **Delivering** in the element of **Learning and Development**. The school utilised scheduled meetings at stage, committee and executive level to review practices, analyse data and revise programs and initiatives across the school to address areas of arising need.

*Quality Teachers Successful Students (QTSS)* and *Beginning Teacher* funding provided opportunities for teachers to receive mentoring to improve teaching practice. Processes in place across the school included additional release for executive staff to demonstrate lessons, complete observations of professional practice and provide feedback to teachers. Teachers also had the opportunity to work in peer classrooms and receive targeted professional learning through a supervisor or mentor. Collaborative planning opportunities also ensured a consistency in curriculum delivery, differentiation and assessment practices across the school.

#### **For Leading:**

In 2018, the **Educational Leadership** element was **Delivering**. Leadership development was central to school capacity building. Professional learning was embedded into weekly executive meetings and executive development days across the year. Supervisors set a culture of high expectations for their teams and performance reviews for both teaching and non-teaching staff ensured that quality teaching practices remained evident across the school. The school also engaged with parents and the community on a regular basis to seek feedback on programs and initiatives and to ensure that a cohesive educational community was sustained.

In 2018, the **School Planning, Implementation and Reporting** element was **Delivering**. The staff actively engaged in rigorous discussions to analyse current school practices against the School Excellence Framework (SEF). The strategic directions of the School Plan aligned to local and system priorities and monitoring, evaluation and review processes were embedded and undertaken routinely. The school also collected and analysed data to monitor the achievement of milestones and inform the development of the Annual School Report (ASR).



In 2018, the **School Resources** element was **Sustaining and Growing**. The school invested heavily in Interactive Classroom Technology (ICT) to support the implementation of 21st Century teaching practices in the classroom. The Skoolbag application and school website were also regularly updated with important information and were amongst the school's primary vehicles for engaging with the community.

Physical learning spaces across the school continued to be enhanced to ensure safe and flexible environments for staff, students and the community. Committees were also established to ensure that school resources were appropriately allocated and financial decisions were made with the school's strategic plan and priorities in mind.

In 2018, the **Management Practices and Processes** element was **Delivering**. The school's administrative practices effectively supported school operations and teaching. School-wide procedures were also regularly reviewed and updated, responsive to staff and community feedback. All priorities and practices were aligned with legislative requirements and obligations and measures were in place to measure community satisfaction and ensure that the school best represented the needs and wishes of the community.

## Strategic Direction 1

### Teaching & learning

#### Purpose

Establish teaching and learning practices that create a strong foundation in literacy and numeracy to enable successful, competent and creative future learners.

#### Overall summary of progress

Professional learning for staff has focussed on embedding quality pedagogy across the school in Literacy and Numeracy. Teacher capacity has been developed through training in 'Focus on Reading' and 'Building Blocks for Numeracy' and teachers have had ongoing opportunities to consolidate their knowledge by sharing ideas, evidence of success and student performance data at team meetings. Student centred environments have also been fostered across the school and students of all ages are approaching learning in Literacy and Numeracy with a broader range of strategies and greater autonomy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving expected growth in literacy and numeracy on internal and external measures.	Whole staff professional learning focussed on Focus on Reading and Building Blocks for Numeracy programs.	Modules 1 and 2 now completed in Focus on Reading. Teachers have regularly evaluated their practices and analysed student performance data to determine the impact of their teaching and inform future practices. Professional learning is directly attributing to strong growth in literacy and numeracy results, as indicated through internal assessment measures.
Increased proportion of students in the top two NAPLAN bands in literacy and numeracy.	Strategic placement of specialist and support staff to provide targeted literacy and numeracy interventions for identified students.  A strong focus on the analysis and use of student performance data to personalise teaching content, resources and pedagogy for each student.	The percentage of Year 3 students performing in the top 2 bands in Literacy was consistent with results in 2017.  There was a significant increase in the percentage of Year 5 students performing in the top 2 bands in NAPLAN Literacy in 2018 compared to 2017. This growth was 20% in Reading, 3% in Writing, 20% in Spelling and 12% in Numeracy.
Student voice, work samples and reflections show an increased understanding of learning dispositions, adaptability and mindsets to be a successful learner.	Staff embedded growth mindset and future focussed teaching strategies in their classrooms to build the personal qualities in students to allow them to become resilient and lifelong learners.	Problem solving tasks across the curriculum and high levels of meaningful questioning were evident in 100% of classrooms.  Years 3–6 classrooms had an increased focus on flexible and autonomous learning spaces where students felt challenged and intrinsically motivated.  The Learning Bar Survey undertaken by all students in Years 4–6 indicated the following:  *71% of students were interested and motivated at school. This result was 7% lower than the average response across other government schools.  *87% of students indicated that they apply themselves to their learning and demonstrate a high level of effort. This result was consistent with other government schools.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student voice, work samples and reflections show an increased understanding of learning dispositions, adaptability and mindsets to be a successful learner.		*Students provided a score of 7.5 out of 10 when identifying the relevance of their learning and a 7.9 out of 10 when discussing the rigour of their learning. These results were also consistent with results for other government schools.
PDPs observations and teacher feedback show increasing quality teaching practice specifically in creativity, collaboration, communication and critical thinking (4Cs) and explicit teaching of literacy and numeracy.	Structures were in place for teachers to observe the practice of colleagues, share their expertise through demonstration lessons and receive explicit feedback by supervisors on their teaching practices. Supervisors directly supported teachers to establish learning goals that aligned to school priorities, accreditation requirements and the professional development needs of each teacher.	<p>Teachers have indicated that direct support and feedback from colleagues has had a positive impact on teaching practices and an increased confidence to implement new pedagogies.</p> <p>The 2018 Learning Bar Survey for teachers provided the following results:</p> <p>*Teachers identified that the feedback, observations and support provided by school leaders had a positive impact on their teaching practices. This was scored as a 7.9 out of 10, which was above the average for government schools.</p> <p>*Teachers scored the collaborative nature of the school as a 7.9 out of 10, which was well above the government average.</p>

## Next Steps

In 2019, an Instructional Leadership position will be developed within the school. This staff member will work directly with K–2 teachers to strengthen curriculum knowledge, broaden teaching pedagogies and increase the capacity of staff to collate, analyse and use data to inform teaching in Literacy and Numeracy.

The school will also establish strong learning communities with local schools that share common priorities. Professional learning on Formative Assessment, data analysis and Quality Teaching Rounds will be key focus areas of these partnerships.

Strategies for meeting the professional development needs of staff will also be a priority in 2019. The school's Performance and Development Framework (PDF) Procedures will be updated to clearly identify the roles of all staff in building the capacity of colleagues. Guidelines will also be developed to ensure that Performance and Development Plans (PDPs) are meaningful and aligned to the professional needs of teachers. The school will also ensure that funding and scheduled opportunities are made available for teachers to collaboratively plan, observe the practices of peers, receive explicit feedback on their own practices and participate in both internal and external professional learning.



## Strategic Direction 2

### Connecting through wellbeing

#### Purpose

To ensure wellbeing is enhanced by a positive school culture, explicit teaching of behaviour and effective and reflective initiatives that allow all to connect, succeed and thrive.

#### Overall summary of progress

The school has worked to develop a positive culture, where the wellbeing of students and staff has been paramount in all operations. The school's Learning and Support Team, Positive Behaviour for Learning (PBL) Team and school counsellor have also supported the development of programs, resources and initiatives to enhance student wellbeing across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in positive feedback from student, staff and community Tell Them From Me surveys.	<i>Tell Them From Me</i> surveys were completed by students (March and September), staff (September) and parents (September) in 2018.	Parent responses to the survey increased by 91% on the previous year. Parent satisfaction was slightly less in 2018 compared to 2017, with the 2018 results also below the government school average.  Student responses for the <i>Social Emotional Outcomes</i> section of the survey were unchanged from the previous year (average score of 78%). There was, however, a slight decrease in student satisfaction for the <i>Drivers of Student Outcomes</i> section of the survey (down by an overall 0.2 points on last year).  Teacher satisfaction slightly decreased between 2017 and 2018, however, the results still remained above the average for government schools.
Improvement in the Positive Behaviour for Learning assessment.	Positive Behaviour for Learning (PBL) discussions were embedded into weekly executive and administration meetings to ensure transparency and opportunities for staff feedback.  The Sentral system was introduced to record behaviour incidents.	Data analysis and discussions at PBL, stage and Learning and Support Team meetings ensured that interventions more accurately reflected areas of need.
Staff surveys and feedback show increasingly collaborative workplace culture where staff feel connected and supported.	The <i>Tell Them From Me</i> surveys as well as internal measures were used to seek staff feedback.	Results from the <i>Tell Them From Me</i> surveys identified the school as a collaborative workplace with a strong learning culture. Internal data also supported these findings.
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.	The <i>Tell Them From Me</i> surveys as well as internal measures were used to seek student feedback.	Survey results and internal data indicated that students identified a strong sense of belonging with the school. This result was a significant increase on the previous year (85% – up from 78%).  Students felt that the expectations placed on them for success had declined from the previous year



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.		(8.3 – down from 8.7).  Advocacy at school remained the same between 2017 and 2018.

## Next Steps

In 2019, the school will increase staff knowledge of the Student Wellbeing Framework to build upon the current programs and resources that have been developed to support the social, emotional, cognitive, spiritual and physical needs of students across the school.

An Outside School Hours Care (OSHC) service as well as programs led by external operators will also be established in 2019, to engage students before and after school in activities that align to and build on the school curriculum.

The school will also engage with a broader range of external agencies and organisations to ensure that students and their families are accessing targeted support that addresses their identified needs.



### Strategic Direction 3

#### Data informed practice

#### Purpose

To build enhanced teaching practice through the development of quality teaching programs, procedures and use of data for improvement.

#### Overall summary of progress

The school has worked to enhance the quality of teaching practices across the school by building the capacity of staff to use data and evidence to inform teaching and learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Program feedback indicates improvement in the use of data to structure quality teaching and learning programs.	Clear expectations were set by the executive staff to ensure consistent practices across the school for collating, analysing and using student performance data.	The content, teaching pedagogies and resources used across the curriculum demonstrated an alignment with student performance data and identified needs.
1. School procedures and implementation practices are continuously reviewed and realigned to address current needs.	Regular reviews of school procedures were scheduled throughout the year.	School procedures were updated and communicated with staff as required to meet changing needs and Departmental requirements.
Assessment data analysis is increasingly used collaboratively to inform planning, early intervention, differentiation and to modify teaching practice.	Consistent measures for data collection and analysis were introduced across the school. Professional discussions around student performance data became more prevalent at team meetings.	A greater alignment was evident between programs, resources and the identified needs of students.  A consistency in assessment practices and teacher judgements became evident across the school.

#### Next Steps

In 2019, a focus will be placed on further developing the capacity of teachers to meet the diverse learning needs of the students in their classrooms. Evidence based practices, including deep learning around Formative assessment, will be embedded into the school to ensure that teachers have the most trusted and reliable methods for collating and analysing student performance data.

The school will also increase its engagement with parents, specialist and support staff when planning and reviewing programs and resources designed to support the achievement of learning outcomes for students with identified and diagnosed learning needs.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	The school received a funding allocation of <b>\$4,868</b> .	Resources were purchased that aligned to the Personalised Learning Pathway (PLP) for each Aboriginal student and the costs associated with incursions, excursions and uniforms were also subsidised.
<b>English language proficiency</b>	The school received a staffing allocation of 0.4.  A flexible funding allocation of <b>\$38,946</b> was also received.	Flexible funding was utilised to extend the number of days that the English as an Additional Language or Dialect (EALD) teacher was working on the school grounds. Resources were also purchased to support the implementation of EALD programs across the school.
<b>Low level adjustment for disability</b>	The school received a staffing allocation of 1.0.  A flexible funding allocation of <b>\$42,996</b> was also received.	Flexible funding was utilised to employ additional School Learning and Support Officers (SLSOs) to work in classrooms and support learning outcomes for students with diagnosed or identified learning needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	The school received a funding allocation of <b>\$47,300</b> .	This allocation was used to release executive staff in order to effectively implement mentoring, coaching and professional development initiatives across the school.
<b>Socio-economic background</b>	The school received a funding allocation of <b>\$24,900</b> .	This allocation was based on the school's Family Occupation and Employment Index (FOEI) and was primarily used to employ additional staff to support the implementation of targeted and support programs across the school.
<b>Support for beginning teachers</b>	The school received a funding allocation of <b>\$13,786</b> .	This allocation allowed for early career teachers in their first year of full time employment to build their teaching capability. The allocation allowed for these teachers to be released from class to participate in professional learning, observe the practices of colleagues and participate in explicit mentoring programs with their supervisors.
<b>Targeted student support for refugees and new arrivals</b>	The school received a funding allocation of <b>\$822</b> .	This allocation was utilised to subsidise costs associated with school resources, uniforms and excursions to ensure that eligible students felt connected to the school and had full access to the curriculum.





## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	150	154	142	140
Girls	149	134	127	127

School enrolments remained steady between 2017 and 2018., with boys making up 52% and girls 48% of the overall school enrolment.

The school established clear enrolment procedures to ensure that a clear understanding of students and their families was established before an enrolment was finalised. This ensured that specific plans were developed for students with identified needs, prior to them commencing at the school.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.5	92.7	94.1	95.3
1	95	93.6	92.6	93.1
2	97.2	95.1	93.8	90.7
3	94.2	95.6	94.2	93.7
4	94.4	94.9	93.5	93.3
5	94.1	96.3	93.7	93.8
6	94.1	93.8	93.6	92.3
All Years	94.9	94.6	93.6	93.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

In 2018, the importance of regular school attendance and punctuality was actively promoted to students and parents. Strategies employed by the school included the regular analysis of attendance data at stage level meetings, phone calls home to parents following 2 days of unexplained absences, the active recording of attendance concerns and parent explanations on Sentral and regular discussions regarding attendance concerns at Learning and Support Team meetings. Referrals were made to the Home School Liaison Officer (HSLO) where attendance was a concern to ensure more intensive interventions. Information regarding the importance of regular attendance was also communicated to the community through the school's social media, newsletters, parent workshops

and assemblies.

Aboriginal.

### Class sizes

Class	Total
KL	25
KM	26
1/2G	21
1/2S	22
1/2P	22
3/4H	26
3/4C	27
3/4RC	26
5/6WF	28
5/6T	28
5/6K	28

### Structure of classes

In 2018, the school comprised of the following class structures:

2 x Kindergarten classes

3 x Years 1 and 2 composite classes

3 x Years 3 and 4 composite classes

3 x Years 5 and 5 composite classes

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.42
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	2.52

\*Full Time Equivalent

There are no members of staff who identify as being

### 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	45

### Professional learning and teacher accreditation

In 2018, Blakehurst Public School demonstrated a commitment to building the capacity of all staff. All staff participated in rigorous professional learning which was aligned to school priorities and the professional learning needs of teachers, as identified in their Performance and Development Plans (PDPs). All staff completed mandatory Child Protection, Code of Conduct, CPR/Emergency Care and Anaphylaxis training. Ongoing training in Positive Behaviour for Learning (PBL), Kids Matter, Focus on Reading and Building Blocks for Numeracy were the primary focus areas for whole staff meetings across the year.

Collaborative planning days and regular stage meetings were scheduled across the year to ensure that teachers were engaging in professional dialogue with peers and a consistency in programming, teaching and assessment practices was evident across each stage.

Full time beginning teachers were offered release time through targeted funding to allow them to observe the practices of colleagues, receive explicit feedback on their practices by their supervisor and to access and participate in external professional learning. Supervisors also offered rigorous support to teachers completing their Accreditation, as outlined in the school's Performance and Development Framework (PDF) procedures. A total of 3 teachers completed their Accreditation at Proficient level in 2017, with a further 3 due to complete their Accreditation in 2019. There is one member of staff who has commenced the process of being accredited at Lead level.

There was approximately \$18,000 in Professional Learning funds allocated to the school in 2018.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	487,121
<b>Revenue</b>	2,762,238
Appropriation	2,610,838
Sale of Goods and Services	1,993
Grants and Contributions	143,586
Gain and Loss	0
Other Revenue	0
Investment Income	5,821
<b>Expenses</b>	-2,660,980
Recurrent Expenses	-2,660,980
Employee Related	-2,412,638
Operating Expenses	-248,342
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	101,258
<b>Balance Carried Forward</b>	588,379

In 2018, the school completed its transition to the new SAP based finance system. Specific amounts of money were allocated to each Key Learning Area, however, the school was very cautious with its expenditure, resulting in a large amount of money being rolled over into 2019.

The school intends on undertaking a number of larger projects in 2019, including the completion of capital works projects on the school grounds, the establishment of an Instructional Leadership position for 2 days each week as well as the purchase of a variety of resources to improve student access to the curriculum. The additional money that currently remains in the school account will assist with funding these projects and initiatives.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,988,167
Base Per Capita	52,016
Base Location	0
Other Base	1,936,151
<b>Equity Total</b>	257,469
Equity Aboriginal	4,868
Equity Socio economic	24,900
Equity Language	80,591
Equity Disability	147,109
<b>Targeted Total</b>	66,356
<b>Other Total</b>	197,283
<b>Grand Total</b>	2,509,276

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Literacy results for 2018 in both the Year 3 and 5 NAPLAN tests identified significant growth from last year. There was an increase in the percentage of students shifting into the upper bands and at the same time, a decrease in the percentage of students in the bottom 2 bands. Students who performed in the middle bands for NAPLAN Literacy in 2017, made a shift into the upper bands in 2018.

NAPLAN Numeracy results across both Years 3 and 5 improved in 2018 compared to the school's 2017 results. There was an increase in the percentage of students shifting into the upper bands and at the same time, a decrease in the percentage of students in the bottom 2 bands. 7% of students in Year 5 reached Band 9 in NAPLAN Numeracy. Last year, there were no students in the school who reached Band 9.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In 2018, Year 3 had a 1.5% and Year 5 had a significant 11.6% increase in the percentage of students performing in the top 2 bands in NAPLAN Numeracy compared to 2017.

Year 5 NAPLAN Reading saw a significant 19.7% increase in the percentage of students performing in the top 2 bands and a 5.7% increase for students in Year 3.

There was a 2.4% increase in the percentage of Year 5 students performing in the top 2 bands for NAPLAN Writing, however, the Year 3 results saw a small decline from 2017.



## Parent/caregiver, student, teacher satisfaction

In 2018, the school used a variety of methods to seek feedback from parents, teachers and students. Teacher feedback was regularly sought through internal surveys and discussions at scheduled committee and stage meetings. Student feedback was sought through class discussions and Student Representative Council (SRC) meetings. Feedback from parents and the community was sought through parent forums, discussions at P&C

meetings, feedback charts that parents could access and respond to during community events and school level surveys.

In 2018, the school also participated in the *Tell Them From Me* suite of surveys, which provided the opportunity for students, staff and parents to provide additional and anonymous feedback on school programs and culture. All students in Years 4 to 6 completed the survey, with 17 teachers and 23 parents completing the survey.

The following key findings were extracted from the surveys:

**Parents** indicated that they felt welcome at the school and identified that teachers were very accessible and that the office staff were helpful and followed up on questions or concerns. The survey results also indicated that parents had a willingness to contribute to the school by being involved in school committees and attending meetings and school events where possible.

**Students** indicated a positive sense of belonging and were able to identify positive relationships with many staff and students across the school. They also indicated that the school offered a positive learning environment, positive behaviours were evident in students across the school and they felt supported by teachers. School results in all of these areas were above the average for government schools.

**Teachers** indicated that they were satisfied with the support and professional development offered by the executive staff. They also noted that the environment was collaborative and that they had opportunities to plan with colleagues, participate in professional dialogue and receive feedback on their practices.

The school's focus for 2019 is to further strengthen learning partnerships between the school and parents, as well as to increase the overall level of parent and community engagement across the school. The new School Plan will also incorporate a focus on future focussed teaching pedagogy and resources to strengthen student engagement and ensure that students feel highly challenged across the curriculum. A focus for the 2018–2020 School Plan will also be to strengthen staff capacity to obtain, analyse and use data and evidence to inform classroom practices and whole school operations.

## Policy requirements

### Aboriginal education

Blakehurst Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they can excel and achieve in every aspect of their education. The school paid their respects to Aboriginal people by acknowledging the traditional custodians of the land at assemblies, meetings and special events. The contributions that Aboriginals have made to the land as well as our local community were also recognised and celebrated through NAIDOC Week events, incursions,



Sorry Day activities and excursions to places of significance.

Aboriginal perspectives were also embedded into teaching and learning programs, including through the '8 Ways of Learning', to ensure that all students were exposed to Aboriginal perspectives and learning techniques across the curriculum. Personalised Learning Pathways (PLPs) were also established in consultation with parents and external agencies where applicable, to ensure that each Aboriginal student had a connection to the curriculum and was having his or her learning needs met.

### Multicultural and anti-racism education

In 2018, Blakehurst Public School served a culturally, linguistically and religiously diverse multicultural community. Approximately 70% of the students came from a background other than English. There were 41 different language backgrounds represented across the school in 2018. The non-English language backgrounds with the highest representation across the school were Arabic (12%), Greek (11%), Cantonese (8%), Mandarin (7%) and Macedonian (5%).

The school held a variety of events across the year to engage and celebrate its diverse community and promote intercultural understanding, acceptance and respect. Significant events recognised across the year included Ramadan/Eid, Chinese New Year, Diwali, Easter and Christmas. The school also hosted Harmony Day and Multicultural Day events to celebrate the community's diversity and promote parent participation in the school.

Special Religious Education (SRE) classes were offered across the school in 2018 and a number of parents led weekly 'ethics' classes to teach tolerance and instil strong values in the students. The school also received a 0.8 (4 day per week) staffing allocation to have a specialist English as an Additional Language or Dialect (EALD) teacher at the school. This teacher worked with students to strengthen their English language skills and allow them to access the curriculum with greater confidence and independence. Strong collaboration between the EALD and classroom teachers ensured that quality teaching pedagogy and resources were shared and increased the capacity of class teachers to meet the needs of non-English speaking students in their classroom.

### Other school programs

In 2018, students had the opportunity to access the curriculum through a variety of extra-curricular activities.

#### Sport

In 2018, our students participated in weekly sport and fitness programs and many students also represented the school at PSSA Sport. Our students participated in a variety of PSSA sports across the year including

soccer, netball, touch football, softball and cricket. PSSA teams included students from Years 3 to 6 and allowed our students to demonstrate their skills in a competitive environment against other schools in the Kogarah Network. A highlight for the 2018 PSSA calendar came from our senior cricket team, who won the competition by going through the season undefeated.

Our students also competed in annual Swimming, Cross Country and Athletics carnivals. The school had 24 students (Cross Country) and 47 students (Athletics) represent the school at Zone level. Two students from the school (Kurt Michael and Cyrena Zhao) were successful at qualifying for the Regional Athletics Carnival and Kurt went on to represent the school at the State and National carnivals in high jump and the 4 x 100 metres relay.

#### Excursions and Camps

A variety of excursions were offered during 2018, to support classroom learning and to allow students across all grades to engage with the curriculum through contextual activities. Excursion destinations included Carss Park Cottage, Hazelhurst Art Gallery, Symbio Wildlife Park and Sydney Harbour. A variety of incursions were also offered throughout the year, including visits by 'Environmentors' and 'Grime Scene'. Students in Stage 3 also went on a camp to Myuna Bay.

#### Dance

In 2018, Blakehurst Public School formed two very successful dance groups. These were a Jazz Performance Team, comprising of a group of 24 boys and girls from Years 3 to 6 and the Lyrical Performance Team, comprising of 24 girls from Years 2 to 6. Both groups auditioned for, and were selected to perform at the *St George Performing Arts Festival (SPAF)* at the Hurstville Entertainment Centre, as well as the *'In the Spotlight' Regional Dance Festival*, held at the Seymour Centre. The dance groups also demonstrated their talents through performances at school assemblies, Education Week events and Kindergarten Orientation days.

Four of our talented dancers were selected to represent Blakehurst PS at the NSW Arts Unit's Intensive Dance Workshops, held at the Sydney Dance Company. A number of students from the school also auditioned for a place in our *'Schools Spectacular'* dance group, with 12 successful students learning an audition piece which was performed at the end of year concert.

#### Library

Students across all grades participated in weekly library lessons. The librarian developed lesson content in collaboration with class teachers to ensure a consistency between the library and classroom programs. Library lessons integrated technology and research across the curriculum, with English, History, Geography and Science units all covered within the library program.

There was a total of 9321 books borrowed from the library in 2018, with *The Very Hungry Bear*, the *Dog Man* series, the *Diary of a Wimpy Kid* series and *Minecraft* being the most regularly borrowed books. The school also spent \$5,000 this year to update and replenish resources in the library. A trial of *Literacy Pro* was also undertaken for students in Years 2 to 6. The feedback from students and teachers was very positive and this program will become a significant part of the school's homework program in 2019.

Remembrance Day assemblies and the Dawn Service at South Hurstville RSL Club.

### **Premier's Reading Challenge**

In 2018, the school once again participated in the Premier's Reading Challenge. The program promoted the benefits of reading and encouraged all students from Kindergarten to Year 6 to immerse themselves in quality literature. A total of 212 students (80% of the school) took part in the Premier's Reading Challenge, with 144 Students finishing the challenge.

### **Public Speaking**

In 2018, the school participated in the *Ultimo Operational Directorate Primary Schools Public Speaking Competition*. The students developed their skills through participation in training days and went on to demonstrate their skills at class, stage and then network competitions. The school was represented by 4 students at the network finals.

### **Debating**

In 2018, Blakehurst Public School registered for the *Sydney Primary Schools Debating Competition* for the very first time. 20 students expressed an interest in being part of the debating team and following auditions, a group of 10 students were selected to attend a debating workshop at Bonnet Bay Public School. The school then went on to have successful debates in the Level 1 Competition against Oatley West Public School, Beverly Hills Public School, Connells Point Public School and Cronulla South Public School. In the Level 2 Competition, the school progressed through to the quarter finals.

### **Student Representative Council (SRC)**

In 2018, the SRC were responsible for leading a variety of initiatives across the school. Fundraising was a key focus for the SRC, with our farmers, local and overseas families and the Salvation Army being amongst the beneficiaries of our generous school community. The SRC also acted as a 'voice for the students'. They discussed important issues at weekly meetings and worked directly with school staff to implement positive changes across the school. Some of the initiatives led by the SRC included school discos, mufti days, the purchase of equipment for the playground and activities aligned to significant events on the calendar, including Halloween and Christmas. The SRC also led the school's recycling program and students gave up their own time at lunch and recess to engage with their peers and be playground mentors.

Members of the school's SRC also played a lead role in significant events including the school's ANZAC and