

Blairmount Public School

Annual Report



2018



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Introduction

The Annual Report for 2018 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

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Message from the Principal

The Blairmount Public School community has enjoyed a wonderful 2018 school year. We have achieved many great things this year such as the beginning of student voice, visible learning and the Spiral of Inquiry framework.

The wonderful students at Blairmount amaze me daily with their enthusiasm, creativity and desire to learn. It is a privilege to be your Principal. Our 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 our programs, make our 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

Principal

School background

School vision statement

Students, teachers, parents and carers at Blairmount Public School are members of an informed, innovative, empowered and successful learning community.

Students at Blairmount Public School are challenged and empowered to take educational risks to develop deep understanding. Our learners have the mindset to demonstrate learning resilience in a safe and inclusive learning environment. They reflect on their learning and take on feedback to improve. Students are connected learners who publish to and celebrate success with an authentic global audience.

Teachers at Blairmount Public School are reflective, innovative and have a deep understanding of their students and the way they learn. They empower students to have an active voice in the learning process and work creatively and innovatively to best meet the needs of students. Teachers work collaboratively both within and across schools. They seek feedback and are adaptive and motivated to help students achieve their full potential. Teachers encourage a positive school culture and promote and lead the celebration of all successes across the school community.

Parents and carers at Blairmount Public School are informed and active partners in their children's education. They are knowledgeable of student progress and are encouraged, welcomed and empowered to have an authentic voice in decision making and planning. They are seen as an integral part of our successful learning community. Partnerships with community businesses and experts are created and sustained to authentically engage with students and the school.

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 currently has an enrolment of 516 students, 12% of which identify as Aboriginal and/or Torres Strait Islander and 38% from language backgrounds other and English.

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, the school has 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

In 2018 Blairmount Public School has improved significantly in the Learning Domain of the School Excellence Framework (SEF). The 'Wellbeing' element has shown tremendous growth from delivering to excelling. The evolution of Positive Behaviour for Learning (PBL) has resulted in stronger whole school practices with accurate records of student behaviour, regular analysis of data from Sentral and the collective responsibility for student behaviour. Individual learning needs are regularly identified by teachers as a result of the strong rapport they have with students. This is combined with regular analysis of assessments, with the support of Instructional Leaders (ILs) and coaches. Individual goals are created in consultation with parents/carers through Learning Conversations, Personalised Learning Pathway (PLP) meetings and during the creation of Individual Education Plans (IEPs). Positive and respectful relationships are evident across Blairmount Public School students and staff as in-class time is focused on learning, not behaviour. The 'Reporting' element has also improved from delivering to excelling. This is due to the evolution of student reports based on parent/carer feedback. Learning Conversations are highly valued by the school community as students, parents/carers and staff become engaged partners in learning, reflecting on achievement and growth, and collaboratively developing next steps. Parents/carers are provided with personalised and comprehensive information in these bi-annual sessions. The ongoing work of the ILs with staff, our whole school commitment to the Spiral of Inquiry framework and the beginning of our Visible Learning Professional Learning (PL) with Corwin, has resulted in growth in the 'Curriculum' element from sustaining and growing to excelling, and the 'Assessment' element has progressed from delivering to sustaining and growing.

In the Teaching Domain, we have become excelling in the 'Learning and Development' element, as a result of the embedded and explicit mentoring and coaching systems that facilitate professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback. The investment in these human resources has continued to drive ongoing, school-wide improvement of teaching practices. This continual development in pedagogy, as well as the school culture of trialling innovative practices, has made Blairmount Public School a leader across schools. This has resulted in several staff presenting their knowledge and experiences at networking events and colleagues from other schools visiting classrooms to develop their teaching practices.

In the Leadership Domain, we are now excelling in the 'School Resources' and 'Management Practices and Processes' elements. The use of a technology coach and additional funding for 1:1 devices is combined with ongoing PL, ensuring that all students and staff across the school integrate this tool purposefully into lessons. There is a school culture that every space is a learning space which results in teachers taking students outside of the four walls of their classroom to enrich learning experiences. Regular finance meetings with the School Administrative Manager (SAM) and senior executive staff, ensure that long-term financial planning is integrated with school planning and processes to ensure school strategic priorities and improvement goals are met. Regular feedback from the community is attained to enhance the management practices and processes of the school, through parent surveys, the P&C and parent engagement at the annual Planning Weekend.

Future directions in the Students Domain is to ensure that the wellbeing of students is enhanced by staff by ensuring that every student has an adult at school that they can seek for support and guidance. The continuing Visible Learning PL will increase student involvement in the assessment process and ensure student assessments drive reflection and feedback. The executive team will work on identifying greater links between standardised testing and school-based assessments to identify students at risk and to develop collective accountability of student growth. The Teaching Domain could be enhanced by systematically monitoring assessments and analysing student cohort data to drive PL. The PL that staff do attend will be shared regularly with all staff to develop sustainable teaching practices. Teachers will also be developing the quality of their feedback to students during our Visible Learning journey.

Strategic Direction 1

Empowered, Risk Taking & Successful Students

Purpose

Students at Blairmount Public School are challenged and empowered to take educational risks to develop deep understanding. Our learners have the mindset to demonstrate learning resilience in a safe and inclusive learning environment. They reflect on their learning and take on feedback to improve. Students are connected learners who publish to and celebrate success with an authentic global audience.

Overall summary of progress

Students at Blairmount Public School are becoming empowered, risk taking and successful learners through engagement with Aboriginal Education, the development of future focussed learners with the implementation of technology and growth mindset practices and a whole-school focus on student wellbeing.

Blairmount Indigenous Group (BIG) continued this year, with the separation of K–2 and 3–6 students to support age-specific activities, and the introduction of a BIG lunch time group. All students across the school engaged with authentic Sorry Day and NAIDOC activities, assemblies and community events. Stage 3 BIG students displayed leadership by sharing their cultural knowledge. Indigenous students had opportunities to engage with an Aboriginal dance workshop through The Sydney Dance Company, Yarn Up program, OCHRE Opportunity Hub, Mates Puzzle Program and cultural speakers. All Aboriginal students collaboratively created PLP goals. Over 66% of classes used the yarning circle, that was built last year.

This year Blairmount Public School was transformed to a 1:1 iPad environment for students which was managed by a Technology Coordinator. Staff were taught to set up their own iPads and troubleshoot any common issues. iPad maintenance was supported by the purchase of 21 Wireless Access Points (WAP), charging stations, heavy duty cases and the use of Zulu Desk. 10 teachers engaged with Datacom 'MyPD: Transform' PL which supported their confident and authentic implementation of new technology and applications. Tekky Brekky's continued throughout the year and showcased the use of technology in classrooms. Almost 90% of staff attended with 100% of these found the experience practical. Stage 3 students became leaders of technology by running workshops at a Staff Development Day (SDD). Additionally, Blairmount Public School hired a 3D printer and purchased Spheros, Osmos, Lego WeDo sets, Samsung Virtual Reality headsets and a 360 degree camera. As a result of our achievements in technology, 64% of staff used technology daily.

Students in Years 4–6 across Blairmount Public School completed the 'Tell Them from Me' survey in Term 3 which indicated that 57% of our students place themselves in the mid-range for perseverance. This figure is an increase from Term 1 data that showed 47% students placed themselves in the mid-range. The percentage of students that ranked themselves in the high-range for perseverance fell from 43% in Term 1 to 23% in Term 3, which is a significant drop. Students were also surveyed at a school level and this indicated that 72% students were able to articulate what having a growth mindset means to them. 78% of teachers indicated that they use growth mindset language every day or almost every day.

Student wellbeing at Blairmount Public School has continued to be a priority area with the continuation of Positive Behaviour for Learning (PBL) and a range of interventions for students in need. The 'Tell Them from Me' student perception surveys indicated that girls at Blairmount Public School tend to feel more accepted, were more interested and motivated, and were 'better behaved' than boys. 69% of students felt challenged in English and Mathematics, with 66% confident in their knowledge in these areas. 70% of students indicated that they knew what they were learning and the purpose of learning, almost always or always.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aboriginal Education <ul style="list-style-type: none">100% of Aboriginal students achieve growth towards individual goals within their Personalised	\$20000 (0.2 Teacher to support Aboriginal Students)	62.5% of Aboriginal students achieved growth towards individual goals within their Personalised Learning Pathways.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Learning Pathways. Future Focussed Learners <ul style="list-style-type: none"> • 100% of students at BPS have 1:1 access to a device. • Increased proportion of students using the language of Growth Mindset Wellbeing <ul style="list-style-type: none"> • 100% of students can identify a staff member who can provide advice, support and assistance to help them fulfill their potential. 	\$10000 (Casual Teacher Relief) \$3500 (Seesaw licence) \$35000 (Technology to support 1:1 program)	100% of students at Blairmount Public School have 1:1 access to a device. 72% of students use the language of Growth Mindset. 82% of students can identify a staff member who can provide advice, support and assistance to help them learn.

Next Steps

BIG students suggested they would like to attend bush walks, engage with language and Creative Arts lessons and participate in Sista Speak and Bro Speak days. They are driven to build strong connections with mentors through; regular visits from Aboriginal elders, learning Aboriginal dances from older students and having a BIG camp. Students would like to start a didgeridoo performance group and have an end of year disco. The Aboriginal Education team suggested that BIG activities could be driven by student voice in an allocated BIG space and be supported by an Aboriginal Student Learning Support Officer (SLSO). The team would like to see stronger connections with the Aboriginal and Torres Strait Islander (ATSI) community, including local elders and parents/carers of ATSI students. Additional PL would be beneficial to explore the integration of Aboriginal perspectives, as only 11% of staff feel confident in this area. 2019 could see a community developed welcome to country and the introduction of a Dreamtime scripture. This final suggestion was overwhelmingly supported at our Planning Weekend that involved students, parents and staff.

After collecting feedback from teachers, the technology coordinator suggested that PL could be enhanced by providing opportunities for teachers to observe each other and having a session early in 2019. There is a need for robotics for the younger grades, such as Beebots. Students in Years 1–6 could log into their own devices so their work can be saved to a storage cloud. Consistency of practices could be supported through the development of an ICT policy by an innovation team that involves students. The continued purchase of heavy duty cases was also suggested to ensure the sustainability of iPads. At Planning Weekend it was suggested that we could enhance student voice and leadership by training students to be technology experts as a lunch time group. This could also be supported by an off-class technology coach. The purchase of printers in accessible locations was also a popular recommendation.

Making growth mindset part of Blairmount Public School's culture will involve making clear links with Visible Learning PL as well as our new learner qualities that will be rolled out in 2019. This should also coincide with the creation of a new learning pit that integrates the two of these concepts. Growth mindset PL will need to be revised and staff will need to be supported to use this language in classrooms.

Enhancing student wellbeing should continue to be a priority by developing stronger student–teacher relationships so all students have an advocate. Students showing early disengagement should be identified and monitored. Staff will re-engage with the MeE Framework for student engagement and regularly receive feedback on their teaching from Instructional Leaders (ILs) and coaches. Blairmount Public School should implement a support program to improve student resilience. Staff, students and parents who attended the Planning Weekend suggested a walking bus or using the school bus could improve attendance, as well as the implementation of a peer support program and employing a wellbeing teacher.

Strategic Direction 2

Reflective, Innovative & Knowledgeable Teachers

Purpose

Teachers at Blairmount Public School are reflective, innovative and have a deep understanding of their students and the way they learn. They empower students to have an active voice in the learning process and work creatively and innovatively to best meet the needs of students. Teachers work collaboratively both within and across schools. They seek feedback and are adaptive and motivated to help students achieve their full potential. Teachers encourage a positive school culture and promote and lead the celebration of all successes across the school community.

Overall summary of progress

Teachers at Blairmount Public School are becoming reflective, innovative and knowledgeable through evidence based practices that are driven by the Early Action for Success (EaFS) ILs and the Spiral of Inquiry framework. All staff are also applying innovative research based pedagogy through engagement with Visible Learning PL and creating future focussed classrooms with support of coaches.

This year, ILs utilised the Learning Sprints approach to collaboratively plan, act and evaluate the impact of change, with the support of student evidence and relevant research. The ILs have continued to unpack the National Literacy and Numeracy Progressions with staff and supported the input of student data into Planning for Literacy and Numeracy 2 (PLaN2). Almost 80% of staff indicated that this support enhanced their content knowledge. Teachers also shared the value of demonstration lessons, reflection time and collaborative planning.

The Spiral of Inquiry evidence informed inquiry framework was engaged with fortnightly by all stage teams with the support of stage supervisors, ILs and senior executive staff. Staff reflected that they enjoyed being given the time to collaborate, reflect, share, learn, embed data driven teaching, positively impact student learning and develop Consistent Teacher Judgement (CTJ). 75% of staff strongly agree or agree that the Spiral of Inquiry framework is a valuable reflective tool to develop pedagogy. The Early Stage One team investigated student engagement in literacy, embedding the MeE Framework, which resulted in high cognitive, differentiated independent activities with embedded student choice. The Stage One team explored student engagement with the planning phase of writing by providing more time for planning, incorporating 'experiences' that students could connect with and embedding creativity. The Stage Two team investigated how to enhance the quality of writing with rich talk which resulted in teachers providing students with more talk time. Staff also focussed on enhancing planning by incorporating pedagogy from the Seven Steps to Success PL. The Stage Three team explored grammar and punctuation in writing with the support of Prioritising Grammar PL and unpacking the 'What Works Best' reflection guide from the Centre for Education Statistics and Evaluation (CESE). This led to the development of short, sharp explicit writing activities.

Blairmount Public School engaged with Visible Learning PL by Corwin as a whole staff with two other schools, which unpacked the theory and principles behind visible learning as well as the 10 Mindframes for Visible Learning. Executive staff assessed the school using the Visible Learning School Matrix and collected evidence to demonstrate current achievement under the areas of: Knowing Thy Impact, Feedback, Inspired and Passionate Teachers and Visible Learners. This led to identifying a focus on learner qualities for SDD where teachers and students collaboratively developed seven Blairmount Public School learner qualities: curious, challenged, risk-taker, problem-solver, collaborative, determined and reflective. A student focus group worked with a graphic designer to develop a gender neutral character to represent the learner qualities.

Stage supervisors supported staff through individualised Growth Coaching and mentoring throughout the year, including in-class support with demonstrations, team teaching and observations, as well as off-class reflection sessions. Early Stage One teachers explored an open classroom organisation for reading groups, inquiry in Geography and embedding intervention programs, such as Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN). Stage One teachers investigated an open classroom organisation for reading groups, embedding L3 practices and visible learning practices. Stage Two and Three teachers were supported on a needs basis and linked coaching goals to their investigations in their Spiral of Inquiry.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence Based Practices <ul style="list-style-type: none"> An increase in the percentage of students achieving equal to or greater than expected growth in literacy and numeracy. Innovative Research Based Pedagogy <ul style="list-style-type: none"> 100% of staff participating in stage, school and cross school collaboration. Increase in visible learning strategies measured through a visible learning matrix. Future Focussed Classrooms <ul style="list-style-type: none"> An increase in the percentage of teachers reflecting on current practices to initiate change. 	\$50000 (Casual Teacher to facilitate the introduction on Spirals of Inquiry) \$65000 Deputy Principal Instructional Leader 0.4 \$18000 Visible Learning PL with Corwin	58% of Year 5 students achieved equal to or greater than expected growth in NAPLAN for reading. This has dropped by 1.2% from last year. 54% of Year 5 students achieved equal to or greater than expected growth in NAPLAN for writing. This has dropped by 8% from last year. 51% of Year 5 students achieved equal to or greater than expected growth in NAPLAN for numeracy. This has dropped by 12.5% from last year. 73% of staff participated in stage collaboration through the Spiral of Inquiry framework. 100% of staff participated in school and cross school collaboration. A baseline of visible learning strategies has been measured through a Visible Learning School Matrix. Further data will develop over time. 76% of teachers reflected on current practices to initiate change.

Next Steps

To enhance evidence based practices at Blairmount Public School, we will be attaining a third IL to support all staff K–6. Moving forward, all staff K–6 will monitor student literacy and numeracy progress through the PLaN2 software and use this data to inform teaching and learning programs. ILs will continue to develop their knowledge of Learning Sprints and how this can be used to transform pedagogy.

The Spiral of Inquiry framework could be improved with further PL for executive staff. Focuses should be narrow and achievable and could be shared cross-stage and across schools. Off-class staff will engage with Spiral of Inquiry and all stages should endeavour to engage students and parents/carers more often. It was suggested at Planning Weekend that there are opportunities in the future for cross stage collaboration.

In 2019, all students will be explicitly taught the seven Blairmount Public School learner qualities, starting with 'Curious', with strong links to growth mindset and the learning pit, in order to develop a strong learner identity for our students.

Coaching should be enhanced next year by ensuring consistency and having three off-class coaches that can focus their time on innovative practices. Teacher's goals should be driven by current educational trends and practices in education and innovation, and individualised based on needs, such as Early Career Teachers (ECTs). Coaching goals could also align to PDP goals, school priority areas and inquiry. Coaches could focus on building the capacity of teachers to be leaders. Teachers that are involved in coaching, should share their coaching goals and journey with other staff. Coaches and ILs would benefit from collaborating to ensure both roles are clearly defined and effective. Students, staff and parents that attended Planning Weekend suggested that coaching be available for all teachers and include goals around authentic learning experiences, including inquiry-based learning and experiences outside of school grounds.

Strategic Direction 3

Informed, Active Community

Purpose

Parents and carers at Blairmount Public School are informed and active partners in their children's education. They are knowledgeable of student progress and are encouraged, welcomed and empowered to have an authentic voice in decision making and planning. They are seen as an integral part of our successful learning community. Partnerships with community businesses and experts are created and sustained to authentically engage with students and the school.

Overall summary of progress

Our community at Blairmount Public School are engaged through active partnerships and empowered decision making.

Blairmount Public School joined the Scientists and Mathematicians in Schools (SMiS) program and their partner, the Commonwealth Science and Industrial Research Organisation (CSIRO). This partnership with a retired industrial chemist supported the Stage Three team to enhance the quality of their science programs. 95% of students found this program valuable as they increased their knowledge of scientific terms and content. 89% of students enjoyed the lessons more with the Science Technology Engineering and Mathematics (STEM) professional and 92% would recommend the program to others. All teachers found the program valuable as they developed extensive knowledge of science content, lessons and experiments, and found students increased their engagement by learning from a STEM professional.

Throughout the year, student voice in decision making has been prevalent by having students run and collaborate with staff at a SDD, plan and host their own Learning Conversations, attend Spiral of Inquiry sessions, give feedback on the implementation of visible learning and collaborate with a graphic designer to create Blairmount Public School learner qualities. Students and the Parents & Citizens (P&C) association provided feedback on PBL which directed the change of behavioural expectations from 'Safe, Respectful Learner' to 'Safe, Respectful, Responsible and Kind'.

35 parents and students attended the annual Planning Weekend in 2018 and engaged with discussing and planning future directions for the following focus areas: students, teachers, community, welfare/PBL, technology and Aboriginal Education. 88% of parents said that the evidence book assisted with their decision making. All parents believed that staff valued their opinions throughout the day and they felt like they have a good understanding of the school vision and future directions. Parents explained that they enjoyed the collaborative nature of the day, the level of student voice and having the opportunity to build stronger relationships with teachers. 100% of students who attended enjoyed the opportunity and believed that this should be continued. Students shared that they enjoyed the discussions and moving around to the different activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Authentic and Sustained Parent Engagement <ul style="list-style-type: none">Increased number of opportunities for parents to attend high quality learning experiences in a range of curriculum areas. Partnerships <ul style="list-style-type: none">Increase in community and expert partnerships and the number of classes engaging in entrepreneurship. Empowered Decision Making <ul style="list-style-type: none">An increased proportion of parents and students at P&C, planning days and other forums that provide opportunities for discussion, feedback and decision making.	\$3000 (Graphic Designer worked with students on Learner Quality Character) \$1000 (SkoolBag App) \$1000 (Interview Bookings Online) \$5000 (Teacher Relief for Learning Conversations)	24% of classes engaged in community and expert partnerships. 24% of classes engaged in entrepreneurship, as well as SRC representatives from 13 classes. 7 parents attend P&C. 8 students from Stage Three attended a SDD. 10 students from Stage Two and Three collaborated with a graphic designer to create a learner quality character. 14 parents and 21 students attended Planning Weekend and represented 14 classes out of 21.

Next Steps

At Planning Weekend, students, staff and parents suggested that professional development opportunities for parents could include: opportunities to share cultural and interest-based skills and workshops run by students, other parents and staff. This could be supported by the employment of a Curriculum and Community Liaison Officer (CCLO) or a wellbeing teacher to build stronger partnerships between home and school.

To enhance the teaching of STEM at Blairmount Public School, we could extend our involvement in the SMiS program, by including other stage teams and developing partnerships with a wider range of STEM professionals, including Mathematicians. There could also be a stronger focus on STEM with a budget allocated for resources. At Planning Weekend it was suggested that students investigate problems in the community through inquiry. It was also recommended that we make connections with local services, such as nursing homes.

Parents who attended the annual Planning Weekend suggested that we could get more parents to attend by personally inviting parents and taking the time to explain the purpose of this day. Parents also recommended that the evidence book and agenda could be sent to attendees earlier so they have more time to review it. Students who attended suggested that more students should be invited and the invitations could be extended to ex-students that are in high school. The P&C would benefit from increasing the number of parents attending, making them more visible and providing additional opportunities to be active decision makers. The number of parents and students engaged in SDD, staff meetings and Planning Weekend should be increased in the future. More students should be given the opportunity to run their own Learning Conversations. Students could be involved in a staff team to make major decisions for the school. Student teams could also be given the opportunity to engage with student teams from other schools.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$5000 (Casual Teacher Relief for PLPs)</p> <p>\$2000 (NAIDOC Week performances)</p> <p>\$5000 (Resources for Blairmount Indigenous Group)</p>	<p>The staff member leading Aboriginal Education was given two and half hours a fortnight to meet with BIG and plan other Aboriginal Education initiatives. Funding also allowed for staff to be taken off class to supervise Aboriginal students attending excursions. Aboriginal students engaged in 8 whole school and external experiences that aimed to improve their educational outcomes and opportunities. Non-Indigenous students engaged in two of these whole school events to increase their cultural awareness. All staff of Aboriginal students were provided with time off class to collaboratively develop PLP 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>31 English as an additional Language/Dialect (EaL/D) students engaged in withdrawal groups with the EaL/D teacher. 29 EaL/D students were directly supported in class by with EaL/D teacher.</p>
Low level adjustment for disability	\$90000 (2.0 SLSO)	<p>11 access requests were completed by the Learning and Support Teacher (LaST), resulting in 7 support class placements and 4 students receiving integrated funding support.</p> <p>The LaST attended 'Traffic Jam in my Brain' PL and PL to become an Online Australia Tutor.</p> <p>The LaST co-ordinated the Learning and Support Team (LST) and the implementation and staffing of intervention programs, including MiniLit, MultiLit, MacqLit, QuickSmart and the Bizzy Buzzy Learners prior to school transition program. Additionally, the LaST liaised with the school speech therapist who worked 1–2 days per week.</p>
Quality Teaching, Successful Students (QTSS)	<p>Each AP was provided with a day off class each week to coach the members of their team.</p> <p>All staff were provided with an extra 2 hours extra fortnight to participate in Spirals of Inquiry.</p>	<p>Our current IL allocation is 1.6 and the remaining 0.4 is funded to support the employment of 2 full time ILs to enhance the literacy and numeracy practices of class teachers.</p> <p>The 3 full time Assistant Principals (APs) were allocated the mandatory executive 45 minutes Release from Face to Face (RFF) and the remainder of the day (approximately 4 hours teaching time) was self-funded to support mentoring and coaching practices. 1 of the 2 part time APs was given the mandatory additional 9 minutes and the remainder of the half day (approximately 2 hours and 20 minutes teaching time) was funded for mentoring and coaching. The other part time AP was given time off class from Aboriginal Education funding.</p> <p>All full time staff were given their mandatory 2 hours RFF and funding provided them with an</p>

Quality Teaching, Successful Students (QTSS)	<p>Each AP was provided with a day off class each week to coach the members of their team.</p> <p>All staff were provided with an extra 2 hours extra fortnight to participate in Spirals of Inquiry.</p>	<p>additional 30 mins RFF to meet with the ILs or APs to develop reflective practices.</p> <p>All classroom teachers were given a half day (approximately 2½ hours teaching time) off class with their stage team, ILs, AP and senior executive for Spiral of Inquiry sessions, which supported collaborative practices, Consistent Teacher Judgement (CTJ), PL and reflection. All classroom teachers were also given a full day off class each term for a collaborative planning day with their stage team.</p> <p>Funding was allocated to cover on-class teachers who left the school for Discovery Days where they observed quality teaching practices at other schools.</p>
Socio-economic background	<p>\$100000 (1.4 SLSO)</p> <p>\$300000 (3 Teaching Staff)</p> <p>\$60000 (Speech Pathologist)</p> <p>\$40000 (Furniture for Future Focused Learning)</p> <p>\$5000 (Resources preschool transition program)</p>	<p>The MacqLit phonics and vocabulary program ran with 4 students in Years 5 and 6 and saw significant improvement in word recognition and phonics strategies. The MiniLit early literacy program ran with 15 students from Years 1, 2 and 3 and has also seen significant gains in reading and writing. The MultiLit reading program ran with 1 student due to the one-on-one program requirement and this intervention increased that student's confidence and reading ability. The QuickSmart numeracy program ran with 8 students in Year 4 and resulted in 100% improving their accuracy and speed of solving numeracy problems.</p> <p>A speech pathologist was employed 1–2 days a week to complete screening assessments, run demonstration lessons and take withdrawal groups. 100% of focus students improved their sentence structure, word structure and expressive vocabulary.</p> <p>One Student Learning Support Officer (SLSO) ran Busy Buzzy Learners for 73 students throughout the year. At the conclusion of the program, 95% could recognise their name and 90% could write it, with 96% of students using correct pencil grip. 92% of students could identify the numerals 1–5 and 65% could identify numerals 1–10.</p>
Support for beginning teachers	<p>All teachers were provided with extra time each week to participate in reflective practice, this involved;</p> <ul style="list-style-type: none"> • Coaching • Mentoring • Spirals of Inquiry <p>Time and support was also provided for all beginning teachers to complete their accreditation.</p>	<p>Beginning teachers were provided with mentoring and coaching by the ILs and supervising APs. They were able to use their funding allocation to have time off class to complete tasks for their accreditation and to achieve their Professional and Development Plan (PDP) goals. Beginning teachers engaged with afternoon support meetings with the Deputy Principal on topics of their choice.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	261	272	266	260
Girls	246	252	246	225

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 as families with school age children move into the new housing estate.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.1	90.6	93.2	91.1
1	91.8	93.1	92.2	91.3
2	94.6	93.8	92.2	91
3	93.9	94	92.6	93.1
4	93.1	94.2	94.7	91.8
5	94.2	92.2	94	92.3
6	94.7	91.6	91.8	92.5
All Years	93.6	92.8	93	91.8
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 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 their 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 at the Celebration of Learning assembly to the class with the best attendance.
3. Overall term attendance champions that are announced at whole school assemblies at the end of each term.
4. PBL reward days are held close to the end of each term.
5. PBL stamp charts are used to reward students who attend every day.

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

1. The Deputy Principal regularly liaising with the Home School Liaison Officer (HSLO) fortnightly. Students with concerning attendance are identified and actionable instructions are then e-mailed to each classroom teacher. Any students who do not improve their attendance, are placed on a Home School Liaison Program.
2. Attendance is monitored and recorded electronically and teachers contact parents if a student is absent for three consecutive days.
3. Sending home weekly reminders requesting a written explanation for all whole day absences.
4. Sending an SMS to the parents of students who are absent from school. The responses are collated to explain absences.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.36
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Administration and Support Staff	3.96

*Full Time Equivalent

2018 Blairmount Public School had one staff member

who identified 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

As well as whole school meetings, stage planning days and stage meetings, Blairmount Public School offers staff an extensive amount of PL throughout the year, including:

- Spiral of Inquiry framework
- Seven Steps to Writing Success
- Building Numeracy Leadership (BNL)
- Autism Understanding
- Language, Learning, Literacy (L3)
- Social Ventures Australia (SVA) Star Hub days and Thought Leadership Gatherings interstate
- Student voice
- Beginning teacher's meetings
- Apple
- Learning Sprints
- Future Film Makers
- New Science syllabus
- Visible Learning
- iPads in the early years
- Quality Literacy Teaching
- Monkey Baa Theatre drama workshop
- CV writing
- Effective practice in teaching writing
- Datacom technology
- Tekky Brekky's
- Sport coaching
- STEM partnership
- Planning for Literacy and Numeracy 2 (PLaN2)
- First Aide
- NSW SVA Teach Meet on student voice and choice

In 2018, three Early Career Teachers completed their accreditation and achieved Proficiency status.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	122,558
Revenue	5,789,127
Appropriation	5,627,010
Sale of Goods and Services	70,768
Grants and Contributions	87,220
Gain and Loss	0
Other Revenue	0
Investment Income	4,130
Expenses	-5,187,222
Recurrent Expenses	-5,187,222
Employee Related	-4,285,282
Operating Expenses	-901,940
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	601,905
Balance Carried Forward	724,462

The school's finance committee (Principal, Deputy Principal and the 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;

- employing a third Deputy Principal, Instructional Leader to support Stage 3
- new furniture to support futures education in the library and classrooms
- continue to purchase and update iPads to support our 1:1 program
- outdoor playground equipment

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,648,259
Base Per Capita	99,005
Base Location	0
Other Base	3,549,254
Equity Total	1,144,558
Equity Aboriginal	60,842
Equity Socio economic	763,270
Equity Language	45,014
Equity Disability	275,432
Targeted Total	186,269
Other Total	413,838
Grand Total	5,392,924

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.

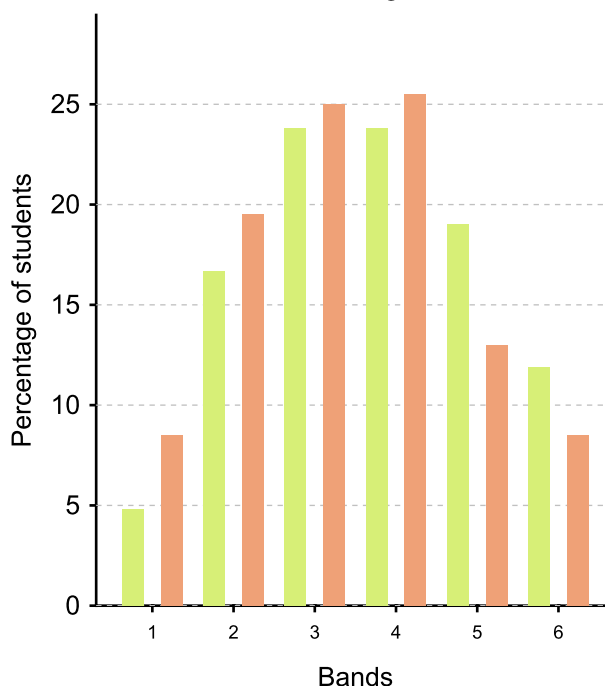
Year 3 NAPLAN results in Reading indicated that 95% of students achieved at or above minimum standard. 32% of students achieved proficiency in this area.

Year 3 NAPLAN results in Writing indicated that 100% of students achieved at or above minimum standard. 37% of students achieved proficiency in this area.

Year 5 NAPLAN results in Reading indicated that 92% of students achieved at or above minimum standard. 9% of students achieved proficiency in this area.

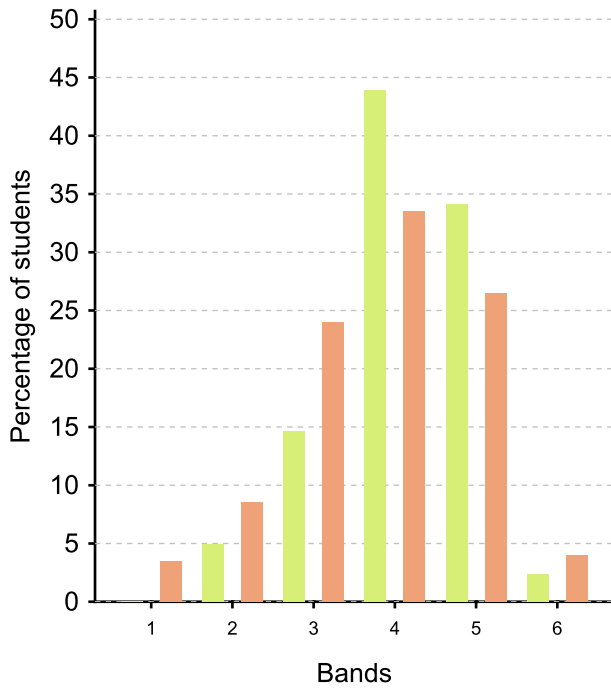
Year 5 NAPLAN results in Writing indicated that 86% of students achieved at or above minimum standard. 3% of students achieved proficiency in this area.

Percentage in bands:
Year 3 Reading



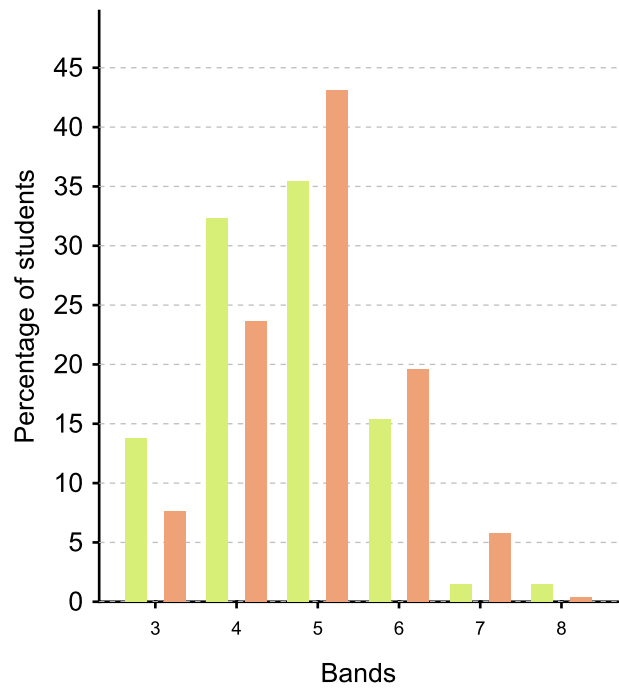
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



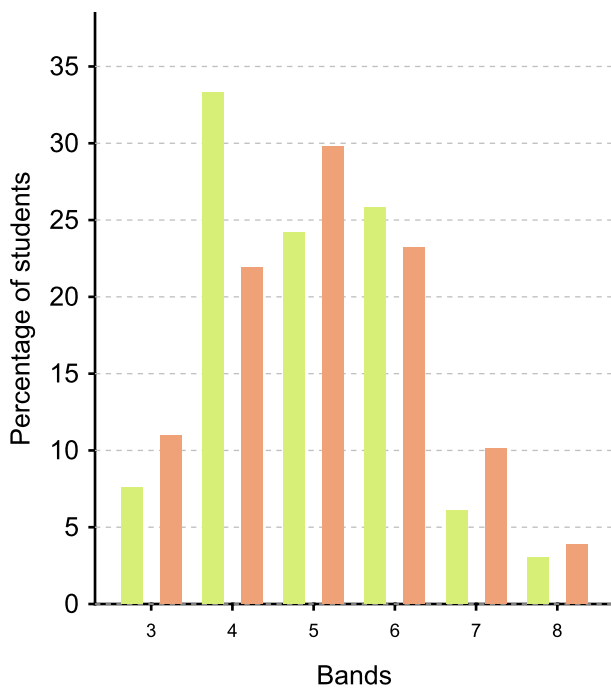
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading

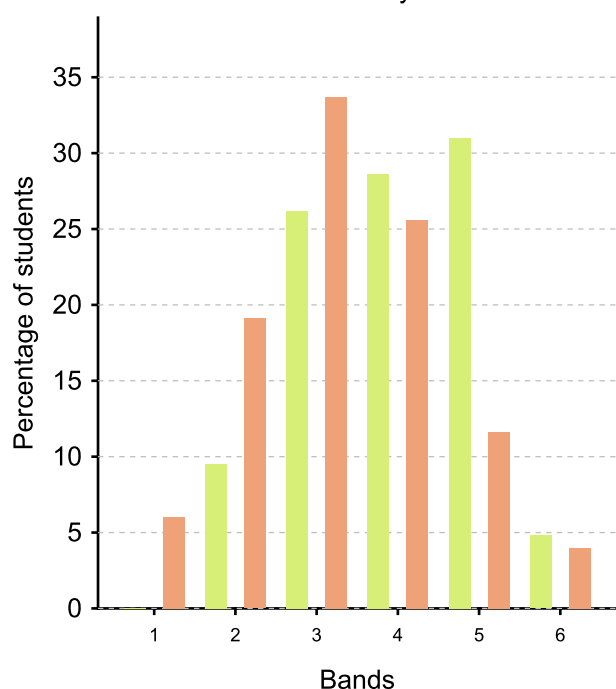


Percentage in Bands
School Average 2016-2018

Year 3 NAPLAN results in Numeracy indicated that 100% of students achieved at or above minimum standard. 36% of students achieved proficiency in this area.

Year 5 NAPLAN results in Numeracy indicated that 97% of students achieved at or above minimum standard. 5% of students achieved proficiency in this area.

Percentage in bands:
Year 3 Numeracy



- 32% of students in Year 3 achieved in the top two bands in Reading this increased from 24% in 2017
- 36% of students in Year 3 achieved in the top two bands in Numeracy this increased from 16.5% in 2017

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

- 9% of students in Year 5 achieved in the top two bands in Reading
- 5% of students in Year 5 achieved in the top two bands in Numeracy

Parent/caregiver, student, teacher satisfaction

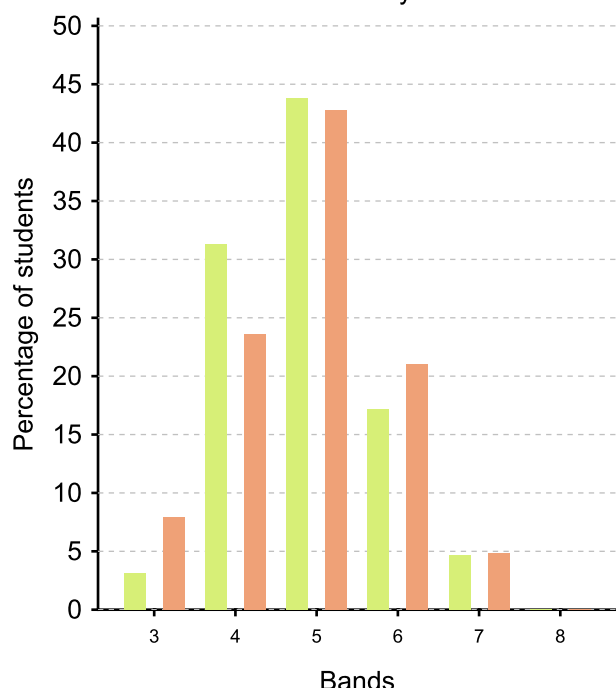
Parents/caregivers were surveyed to gauge their satisfaction with Blairmount Public School in the following areas:

- 'Tell Them From Me' survey: Parents feel welcome and informed, and believe that the school is safe and inclusive, at a rating higher than government norms. Parents feel like they can support their child's learning at home and that the school supports learning and positive behaviour, also rating these areas higher than government norms.
- Technology: 100% feel Seesaw is the best method of communication between school and home.
- Planning Weekend: 88% felt the evidence book helped them make informed decisions about school planning. 100% believed staff responded positively to their opinions and felt like they now have a good understanding of the school vision and future directions.
- Learning Conversations: 91% of parents found the Learning Conversation process and goal sheet useful. 90% understand completely what their child is learning as a result of Learning Conversations and 91% completely understand what their child needs to work on to improve. 93% found it useful to look at and analyse their child's work samples was useful.
- PBL: 89% agree with the current consequences for negative behaviour and 92% believe the current positive reinforcement system is effective. 92% felt that the Celebration of Learning assemblies are valued by parents and students.

Students were surveyed about the current projects and initiatives at Blairmount Public School, including:

- Aboriginal Education: BIG, NAIDOC Week and Sorry Day were our Aboriginal student's favourite Aboriginal Education activities.
- 'Tell Them From Me' survey: Girls felt more accepted at school, were more interested and motivated and were perceived as being 'better behaved' than boys. 69% felt challenged in English and Mathematics and 66% felt confident in their skills in these subjects. Most students believed that learning time was effective and teachers had high expectations. 70% knew what they were learning and why often, almost always

Percentage in bands:
Year 5 Numeracy



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.

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

or always. 82% could name at least one staff member who believed in them and who they could go to for support.

- Technology: 94% of students felt 1:1 devices has a positive impact on their learning.
- Partnerships: 95% of Stage Three students found the partnership with the CSIRO retired scientist valuable.
- Planning Weekend: 100% believed it was a good idea to have students attend.
- Classes who stayed together: 87% enjoyed being with the same teacher and 91% enjoyed being with the same students.
- Open classrooms: 96% of Stage Three students believed they learnt better in an open classroom than a 'normal' classroom and 74% of Stage One students enjoyed this organisation all of the time, with 20% enjoying this some of the time.
- Lunch time groups: 99% enjoyed these, mostly because they learnt new things and made friends.
- PBL: 69% preferred fortnightly PBL focuses rather than weekly and 72% enjoyed having student leaders deliver the PBL focus at lunch time. 64% enjoyed having student leaders delivering PBL lessons and 54% valued Celebration of Learning assemblies.

Staff were surveyed about their satisfaction levels at Blairmount Public School in the following areas:

- Aboriginal Education: NAIDOC Week was the most valuable Aboriginal event this year and 11% felt confident incorporating Aboriginal perspectives in their teaching.
- Technology: 100% of staff who engaged with Datacom technology PL found it beneficial. 100% of staff who attended Tekky Brekky technology PL believed it was useful. 96% felt 1:1 devices had a positive impact on teaching and learning.
- 'Tell Them From Me' survey: Leadership, inclusivity, technology and parent involvement were identified as strengths and significant drivers of student learning, ranking above government norms.
- Spiral of Inquiry: 75% agree or strongly agree that the Spiral of Inquiry framework is a valuable reflective tool for developing their pedagogy.
- Partnerships: 100% of Stage Three staff found the partnership with the CSIRO retired scientist valuable.
- Planning Weekend: 94% believe Planning Weekend provides them with enough opportunity to have input in the future directions of the school.
- EaL/D: 100% of staff who worked with the EaL/D teacher indicated this supported the students in their class.
- PBL: 45% believe the current positive reinforcement system is effective and 32% feel the current organisation of our Celebration of Learning assemblies is valued by students, parents and staff. 20% think the current reflection room process for negative behaviour is effective for major behaviours, however, 70% believe the new notification slips have positively impacted minor behaviours. 100% feel fortnightly focuses for PBL lessons were more effective than weekly and 72% perceived that PBL lessons run by

students had more impact than teacher delivered lessons.

- Planning days: 100% believe stage planning days were effective.
- School leadership: 100% believe school leaders almost always or usually build relationships based on trust, collegiality and mutual respect. 100% believe school leaders model a commitment to school improvement. 96% believe leaders ensure that all groups within the school community develop the statement of school's purpose.

Policy requirements

Aboriginal education

Blairmount Public School continued to receive Aboriginal background funding in 2018. An AP was given two and a half hours per fortnight to manage Aboriginal Education. Some of Blairmount Public School's 2018 achievements in the area of Aboriginal Education are the:

- Continued teaching of Aboriginal culture and history through fortnightly BIG meetings and, more recently, the introduction of a BIG lunch time groups.
- Engagement of Indigenous and non-Indigenous students with Aboriginal Education celebrations and events, such as NAIDOC Week and Sorry Day.
- Use of the Yarning Circle with Indigenous and non-Indigenous students.
- Continuation of the collaborative PLP process with Aboriginal students, their families and class teachers.
- Empowerment of Aboriginal students to represent the school by performing at whole school celebrations, engaging in external dance workshops and the OCHRE Opportunity Hub program, public speaking at the Yarn Up program and participating in the Mates Puzzle art program.
- Purchase of a culture kit to support the authentic and embedded teaching of Aboriginal perspectives.
- Parent engagement in the Aboriginal Education committee to assist planning NAIDOC Week and to build strong partnerships.
- Continued inclusion of Aboriginal elders and representatives to develop cultural knowledge.

Multicultural and anti-racism education

Staff at Blairmount Public School recognise the importance that culture has for our students and community. 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 enhanced cultural inclusivity, including Harmony Day, NAIDOC Week, Celebration of Learning assemblies and community BBQs, which displayed student learning and performances.

The Anti-Racism Contact Officer (ARCO) continued

her position this year and was available for staff and students to communicate with, receive support and ask advice.