

Blandford Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Blandford 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.

School contact details

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School background

School vision statement

At Blandford Public School we will create a learning environment that promotes kindness and excellence. Our learners will become confident and creative individuals who actively contribute to the community and love learning.

School context

Blandford Public School is a small, rural school situated in the village of Blandford, with an average enrolment of 32 students.

The school draws students from the village of Blandford, the farming district of Timor and the town of Murrurundi. Some families have an historic connection to Blandford Public School and continue to send their children here.

Currently there are students who identify as ATSI as well as children who come from a language background other than English. There is a relatively even gender mix of students.

The teaching staff consists of the relieving principal teaching Kindergarten, Years 1 and 2 a classroom teacher teaching Years 4 – 6, a LaST RFF teacher and a principals release teacher. There are two part-time administrative staff, two school learning support officers, a Stage 1 and 2 mathematics tutor and a general assistant.

Blandford Public School sits beside the New England Highway with two separate classrooms and one other building which combines the school office, principal's office, library, staffroom/kitchen and storerooms. The playground is a safe place where students can play and participate in activities and is well maintained with mature trees on the boundaries, tennis court, cubby, vegetable garden and chicken house and an open grass oval area.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Quality teaching, successful students, inspired learning

Purpose

Our students will be successful learners. They will develop: a growth mindset, creativity, collaborative skills, empathy and critical thinking skills.

Our teachers will be receptive to the needs of students, catering for their individual differences through the modification of learning experiences, guided by assessment data and expert knowledge of curriculum.

Improvement Measures

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

The school is able to show evidence that it has achieved sustaining and growing in *data use, assessment* and *curriculum*.

Progress towards achieving improvement measures

Process 1: Data skills and use

Teachers increase knowledge and skills in gathering, analysing and interpreting student data from external and internal sources.

Evaluation	Funds Expended (Resources)
<p>The school's strong focus on evaluating current practice, resources and teacher understanding and skill in relation to gathering, evaluating and using student data to guide whole school teaching practices led to the development and implementation of a whole school process of curriculum delivery and evaluation. The launch pad for the evaluation was an audit of school resources, linked to current curriculum documents. This audit identified the lack of external assessment processes, quality teaching resources, school assessment schedules and scope and sequence documents.</p> <p>Once the audit was completed the teaching staff worked collaboratively with the LANSAs, other department support staff and literacy and numeracy leaders, to develop scope and sequence documents, a whole school assessment schedule and to identify suitable professional learning opportunities and purchase curriculum linked quality teaching resources, with a specific focus on comprehension and mathematics.</p> <p>The implementation of these processes resulted in teachers deepening their understanding and skills in using current student data to identify, evaluate and plan appropriate strategies in comprehension and mathematics to grow student understanding, skills and abilities.</p> <p>The improved use of student data has seen teachers plan, implement and evaluate learning through a more focused and explicit manner, which has supported students in identifying a specific goal or strategy to improve the quality and depth of their understandings and skills.</p> <p>The improvement in teaching practice and the provision of quality resources had a positive impact on students, with many students starting to think in a growth mindset way and beginning to use learning goals and success criteria to guide their learning.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$5000.00)• English language proficiency (\$1000.00)

Progress towards achieving improvement measures

Process 2: Assessment

Teaches increase knowledge and implementation of learning progressions. Development and implementation of formative and summative assessment strategies are delivered strategically.

Evaluation	Funds Expended (Resources)
<p>Teacher knowledge and skill in the effective use of the Learning Progressions and Additive Strategies, has assisted the development of an effective and systematic approach to assessment across K–6. The refined approach and school processes has led to increased, more regular data entry and a stronger focus on a developmental approach to assessment. This has improved teacher and student clarity around students' strengths and identifying the necessary teaching to move learning forward.</p> <p>The modification of the school's processed and documentation for reporting to parents occurred in consultation with staff, parents and the community. Student reports now met NESA requirements, the Department of Education's Assessment and Reporting Policy and provide parents with a clear indication of their child's current achievement in learning against state wide syllabus standards.</p>	<p>Casual teacher– 8 days</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$5000.00)

Process 3: Curriculum

School practices and programs are further developed and implemented to support teachers in providing dynamic learning programs that cater for individual differences through effective assessment, revision and tracking of students.

Evaluation	Funds Expended (Resources)
<p>Teaching and Learning programs use data to plan for differentiated learning experiences which meet current syllabus requirements.</p> <p>The implementation of the assessment schedule has resulted in teaching staff clearly identifying student learning needs, modifying teaching programs. Additionally the effective collection and use of data ensured the success of applications to the Centre for Effective Reading and Royal Far West for additional support for students who have significant learning needs. The positive impact of this process has been the provision of targeted teaching which has resulted in students demonstrating over a year's growth in their learning outcomes within one or more curriculum areas.</p>	<p>Staff Meetings</p> <p>Additional Teacher Release</p> <p>Subscription to Momentum ESR student reporting software</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$1200.00)

Strategic Direction 2

Connect, succeed, thrive

Purpose

Blandford Public School will have a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical and spiritual wellbeing of all students in a context of quality teaching and learning.

We will:

- empower students with the leadership and life skills they need to thrive.

Our students will:

- learn how to become self-reliant, take initiative, plan ahead, set and track goals, prioritise their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life.

Improvement Measures

School self evaluation against the SEF indicates the school in excelling in the *wellbeing* element of the *learning* domain.

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Progress towards achieving improvement measures

Process 1: The Leader in Me

A whole school approach to student wellbeing, including developing students interpersonal and intrapersonal skills to ensure optimum conditions for life long learning.

Evaluation	Funds Expended (Resources)
<p>The mandatory requirement for all Leader In Me Schools to have a trained leader for implementation of 'The Leader In Me' was not seen as cost effective. The school community through the P and C agreed that an alternative process to build student resilience should be explored. Visible Well Being, a program used in Upper Hunter schools would be adopted as a collaborative, cost effective approach. Joining the Upper Hunter Visible Well Being team has increased the collaboration between the Upper Invermeil Small Schools, leading to the development and sharing of resources. This implementation of these resources has supported students to increase their understanding and use of character strengths in their learning and daily life.</p> <p>This process is mapped in Process 2: Professional Learning.</p>	

Process 2: Professional learning

A whole school approach to research based professional learning focused on student wellbeing and engagement.

Evaluation	Funds Expended (Resources)
<p>Student learning and well-being being is implemented and monitored through school wide processes and procedures. These include a n assessment schedule, scope and sequence documents for all curriculum areas and another scope and sequence for the implementation and teaching of Visible Well Being's Character Strengths.</p> <p>The implementation of school wide processes has supported teachers to</p>	<p>Student, parent and staff surveys.</p> <p>VIA strengths survey</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Progress towards achieving improvement measures

continually monitor and evaluate student learning in a timely manner. The more regular analysis of student learning data has seen students more regularly provided with feedback on their learning and has resulted in student's increasing their skills and understandings in a quicker progression than the previous year.

Providing regular feedback to students on their learning success and giving them an area for growth has increased engagement. Student personalised learning plans demonstrate the regular analysis of student data and the impact on student growth.

The implementation of weekly character strength lessons, and processes including peer teaching of character strengths has increased student engagement and understanding of the strengths. Most students are able to name and explain up to 10 character strengths.

Next steps will include continuing with regular teaching of the character strengths, developing and implementing a school wide process for acknowledging the effective use of the strengths and providing new, innovative ways for students to demonstrate their understanding of the strengths.

Process 3: Personalised learning

Strong partnership between parents, students and teachers are developed through regular meetings focused on personalised learning.

Evaluation	Funds Expended (Resources)
The Leader In Me initiative was discontinued.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$5 000.00) 	Scout data indicate that Year 5 students achieved results in all areas greater than those of students in SSSG in all areas.
Low level adjustment for disability	Momentum ESR Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$2 000.00) 	Student reports are aligned to current NSW syllabus documents, meet NESA requirements and are aligned with the NSW Department of Education's Assessment and Reporting Policy. The new reports provide parents with a clear reference of a student's achievement in each subject against state wide syllabus standards.
Quality Teaching, Successful Students (QTSS)	Professional Learning Comprehension Teaching Resources Mathematics Teaching Resources Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$3 000.00) 	Students engagement and learning outcomes in reading and mathematics have increased. Students can explain personal learning goals and their focus for moving their learning forward.
Socio-economic background	Additional teacher time Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$2 000.00) 	Specialist teachers provided students with learning in music, gymnastics and swimming. The growth in students' well being and confidence was evident particularly at the end of year presentation night performance. All students performed in at least two items, singing, dancing, public speaking and gymnastic displays.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	24	21	16	12
Girls	17	18	19	13

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	95.5	95	95.2
1	95.4	97.8	95.1	95.6
2	94.5	95.5	91.6	94.5
3	96.8	96.3	92.1	97.9
4	97.2	97	96.2	91.8
5	97	97.3	90.3	94.5
6	96.1	97	94.4	95.4
All Years	96	96.5	93.7	94.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.56
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	34,446
Revenue	649,833
Appropriation	623,093
Sale of Goods and Services	-39
Grants and contributions	26,194
Investment income	584
Expenses	-528,050
Employee related	-460,706
Operating expenses	-67,344
Surplus / deficit for the year	121,784

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	81,517
Equity Total	26,570
Equity - Aboriginal	6,369
Equity - Socio-economic	4,315
Equity - Language	400
Equity - Disability	15,486
Base Total	359,006
Base - Per Capita	8,212
Base - Location	11,769
Base - Other	339,025
Other Total	15,093
Grand Total	482,187

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Personalised Learning Meetings, the school's Facebook page, parent/teacher interviews, P&C meetings, informal meetings and community feedback indicate that there is a high level of satisfaction with the learning occurring in the school. Regular communication is provided through the Facebook page and the fortnightly newsletter.

Students are encouraged to discuss and collaborate with staff in regard to their vision for the school. Student surveys have provided information to the school regarding the events, activities and engagement with the community which is valued by the student body. This information has been shared with the P&C.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.