

Blaxland Public School

2019 Annual Report



1258

Introduction

The Annual Report for 2019 is provided to the community of Blaxland Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Blaxland Public School

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School background

School vision statement

To provide the Blaxland Public School Learning Community with a bridge to learning through the provision of opportunities to:

- **be lifelong learners** who demonstrate a love of learning, take calculated risks, are in charge of their behaviour and learning and aim for personal bests. They are self-motivated, self-disciplined, reflective and can apply past knowledge to new situations.
- **experience happiness and joy**, where students are able to love and enjoy life, have positive self-esteem and humour and are enthusiastic, understanding, honest, friendly and kind.
- **be inclusive and interdependent** demonstrating consideration, trustworthiness, reliability, generosity, care, cooperation, collaboration and empathy. The students have the capacity to listen, lead and empower others, to be respectful, responsible and have initiative, integrity, tolerance and acceptance of difference.
- **think** in ways that are creative, innovative, flexible, critical, questioning, independent, metacognitive, hypothetical, problem solving and considerate of all options and opinions. Students have the capacity to take what is known to the partially known in order to increase learning.
- **be persistent and resilient** displaying ethical understanding, high expectations, patience, courage, persistence and perseverance. We manage impulsivity, strive for accuracy, precision and excellence.

School context

Blaxland Public School is committed to bridging the learning of students, parents, staff and the wider community through a culture of life long learning, happiness and joy, inclusivity and interdependence with persistence and resilience within the framework of a learning community. Thinking creatively and critically is encouraged and supported. Fundamental to this learning community are the partnerships we sustain and continue to develop along with the support networks currently in place. This includes the P&C, the schools of the Lower Blue Mountains' Learning Community, Rotary, Gateway Family Services, local businesses and industry.

High expectations that encourage risk taking, achievement and personal excellence are inherent in school culture. Individual strengths and the potential of each and every student are valued and programs are provided to enhance student welfare, self confidence and self esteem. Teaching and learning is responsive to student, teacher and community needs and interests where a wide range of experiences that encourage leadership and enjoyment of learning are provided.

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

The school received equity funding for 2019 that enabled the delivery of specialised programs and support such as:

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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Student Wellbeing

Purpose

Student wellbeing underpins student learning. Positive student wellbeing systems provide the required learning environment in which children develop a love of learning and evolve into life long learners who are increasingly in charge of their learning. Student wellbeing enhances self-esteem and provides the resilience and trust needed to allow them to be calculated risk-takers in a learning environment that they find intrinsically motivating and inspiring.

Improvement Measures

Increase in student self-esteem, personal identity, social and emotional understandings and competencies evident in student surveys.

Quality evidence-based wellbeing practices are embedded in the school culture including positive behaviour for learning.

Improved transition programs designed to support new students and graduating students implemented.

Progress towards achieving improvement measures

Process 1: Whole school implementation of Positive Behaviour for Learning designed to build the development of skills, strategies and consistent practices across the school with all students, staff and the community are to articulate and demonstrate Be Safe, Be Respectful, Be a Learner.

Evaluation	Funds Expended (Resources)
Staff have reviewed the Friendly Schools Program with the intent of carrying it through to 2020. Additional resources including personnel to implement PD/ Health across the school in 2020 have been purchased and arranged for the new year.	Purchased new "My Wellbeing Journal" for each student and teacher's manuals to support. Suggest RFF in 2020 may incorporate PD/ Health across the school by one teacher to ensure continuity and consistency of terminology and 'quality' teaching. Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Process 2: Professional development of school leaders in *PBL*. Opportunities for data analysis, systems revision and development.

Opportunities for staff consultation and development of the procedures.

Opportunities for parents and caregivers to be consulted and informed.

Evaluation	Funds Expended (Resources)
PBL has been successfully implemented in 2019 so that all students are cognisant of the three 'rules' and the reward system in place. All staff have a deep understanding of the PBL direction and were an integral part of the design and implementation of the program within the school.	Identified PBL focus areas PBL Resources PBL schedule Reporting of PBL in the fortnightly newsletter.

Process 3: Whole school involvement in the Cancer Council NSW *SunSmart* project trialling new teaching resources and devising a school wide action plan.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
All students are actively part of this program with 100% of students wearing school hat during all outdoor activities. 100% of staff wear hats and use an umbrella for extra protection. School community is very supportive of this program, sunscreen is available for all students to apply at school.	Signs hats action plan reward chart

Next Steps

In 2020, the school will work collaboratively with parents in the implementation of PBL and a revised student welfare and discipline policy. The school will provide continuous feedback as required and gain feedback from parents through school surveys, tell them for me surveys and parent consultation meetings.

Strategic Direction 2

Quality Teaching and Learning

Purpose

Quality teaching and learning is at the core of school excellence. Quality teaching and learning is based on high expectations, explicit teaching and effective feedback. Quality teaching practices are designed to meet the diverse needs of all students through a differentiated curriculum that is responsive, relevant, and reflective. Education is in a time of great change and schools need to constantly critique and trial evidence-based innovative and creative pedagogies.

Improvement Measures

Increase the proportion of students in the top two NAPLAN bands by 12% in Reading and Numeracy by 2019.

100% of identified middle band performing students (BIU) have Individual Learning Plans developed.

100% of teachers develop Performance and Development Plans that incorporate the school focus and are linked to the Australian Professional Teaching Standards.

Innovative and creative pedagogies designed to enhance student learning and engagement will be trialled such as visible learning, robotics, coding and film-making etc.

Progress towards achieving improvement measures

Process 1: Professional development will include a deeper understanding of success criteria, explicit teaching, effective feedback, use of data, innovative and creative teaching strategies.

Evaluation	Funds Expended (Resources)
Unfortunately due to personnel changes and staff leave of the major drivers of this program, the school will need to address the following areas of professional learning in 2020. Professional learning in 2020 will focus on developing staff knowledge, skills and strategies in the development of explicit teaching, effective feedback, use of data and quality evidence based teaching practices.	

Process 2: Strengthening systems and protocols for teachers to collect and analyse data on student learning to differentiate practice.

Evaluation	Funds Expended (Resources)
Blaxland Public School staff were an integral part the initial set up of this project but unfortunately due to personnel changes across the schools the project did not gather momentum and come to fruition.	

Process 3: Staff engage in professional development designed to deepen their understanding of the Literacy and Numeracy progressions including the use of PLAN2.

Evaluation	Funds Expended (Resources)
Due to changes to key staff at Blaxland Public School in 2019, the implementation of effective and purposeful professional learning for all staff in learning progressions and tracking using PLAN2 was not started. This will be a major focus in 2020. All staff are keen to develop their understanding and implementation of the Progressions in 2020. All staff will develop their data skills and use, data analysis and use data to inform teaching and learning programs in 2020.	Learning Progressions and PLaN 2.

Next Steps

To implement a coordinated and differentiated professional learning program for all staff to develop the use of data skills and evidence based practices across the school to inform teaching and learning programs in all classrooms.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>SLSO's employed to work with targeted students working on independent programs and with small groups.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$58 626.00) 	<p>SLSO's worked alongside classroom teachers and learning support teacher to facilitate targeted individual support programs for students in literacy, numeracy and social emotional wellbeing programs to enable students access to the curriculum at school resulting in increased achievement of outcomes for these targeted students. The SLSO's implemented sensory programs, emotional regulation programs and social skills programs with targeted students resulting in students building a bank of skills and strategies to use when they are faced with challenges in learning or peer relationships in the classroom or playground.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS funding was used to release staff to work with other staff in the identified areas.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$20 169.00) 	<p>Blaxland Public School staff developed skills in movie making resulting in the school showcasing the movies at a film night in the hall for all members of the school community. School Librarian also worked with staff in building their capacity in teaching coding and robotics.</p>
Socio-economic background	<p>Sports equipment \$3516 Sandpit upgrade \$1000 Music resources \$1500</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$6 116.00) 	<p>The use of these funds enabled our students access to new music, sport and playground resources.</p> <p>All staff were able to use the resources in their teaching and learning programs across the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	74	62	61	73
Girls	67	66	52	57

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.6	94.5	93.2	95.2
1	94	91.9	92.9	90.6
2	93.8	95.2	92.3	91.8
3	92.8	94.7	90	90.7
4	90	90.4	93.8	94.6
5	92	91	89.6	93.1
6	92.7	91.9	90.1	91
All Years	93.1	93	91.9	92.4
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
Assistant Principal(s)	1
Classroom Teacher(s)	4.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*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	140,204
Revenue	1,575,290
Appropriation	1,485,805
Sale of Goods and Services	7,710
Grants and contributions	80,831
Investment income	944
Expenses	-1,590,339
Employee related	-1,368,352
Operating expenses	-221,987
Surplus / deficit for the year	-15,049

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	187,584
Equity Total	80,037
Equity - Aboriginal	12,468
Equity - Socio-economic	6,116
Equity - Language	2,827
Equity - Disability	58,626
Base Total	1,045,248
Base - Per Capita	26,514
Base - Location	0
Base - Other	1,018,734
Other Total	52,741
Grand Total	1,365,610

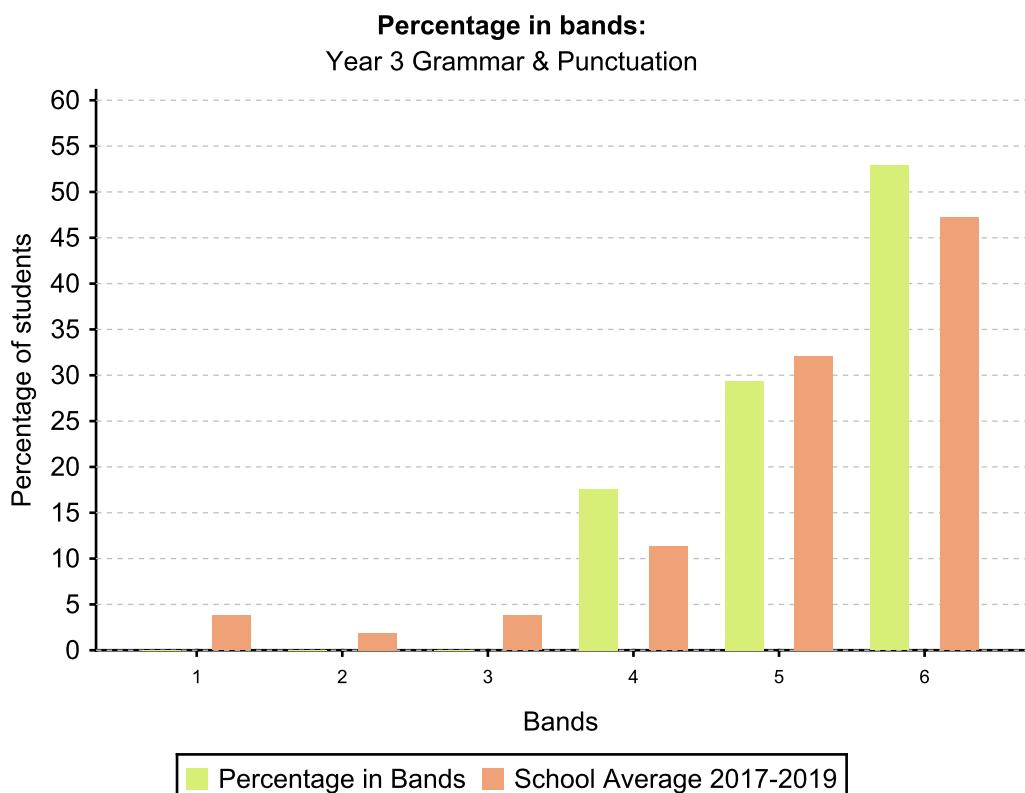
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School performance - NAPLAN

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.

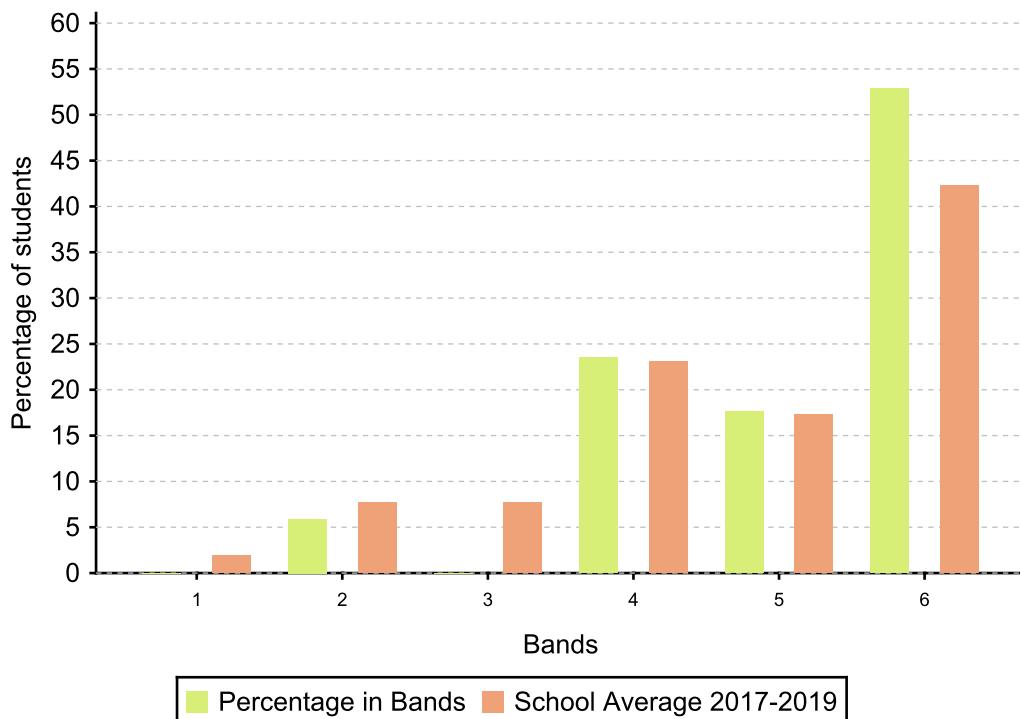
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



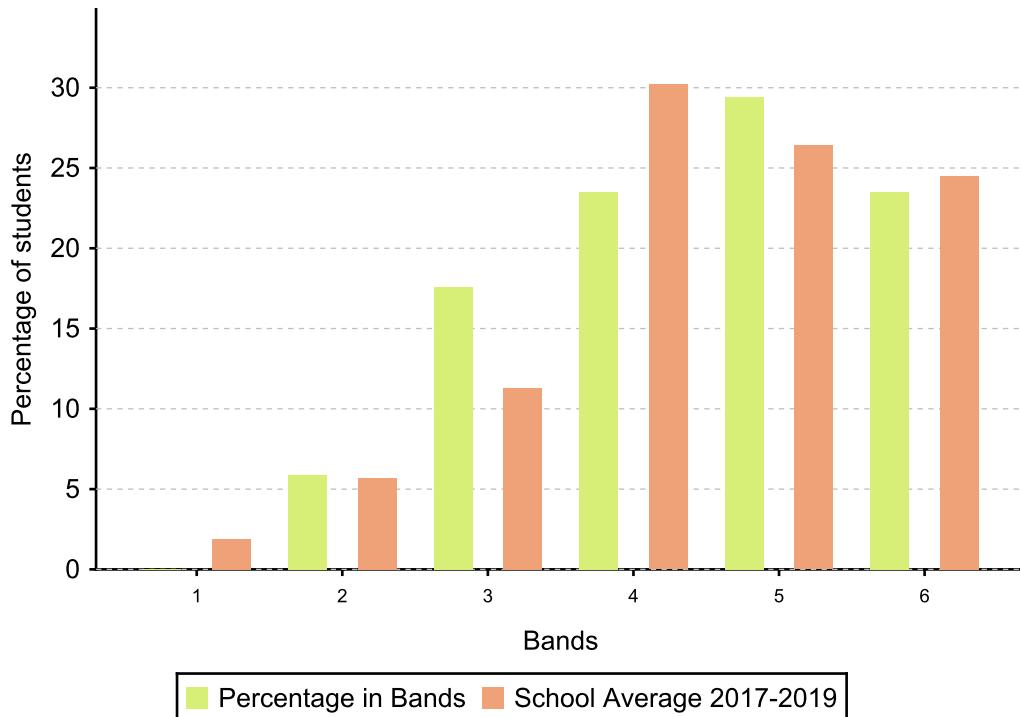
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	17.6	29.4	52.9
School avg 2017-2019	3.8	1.9	3.8	11.3	32.1	47.2

Percentage in bands:
Year 3 Reading

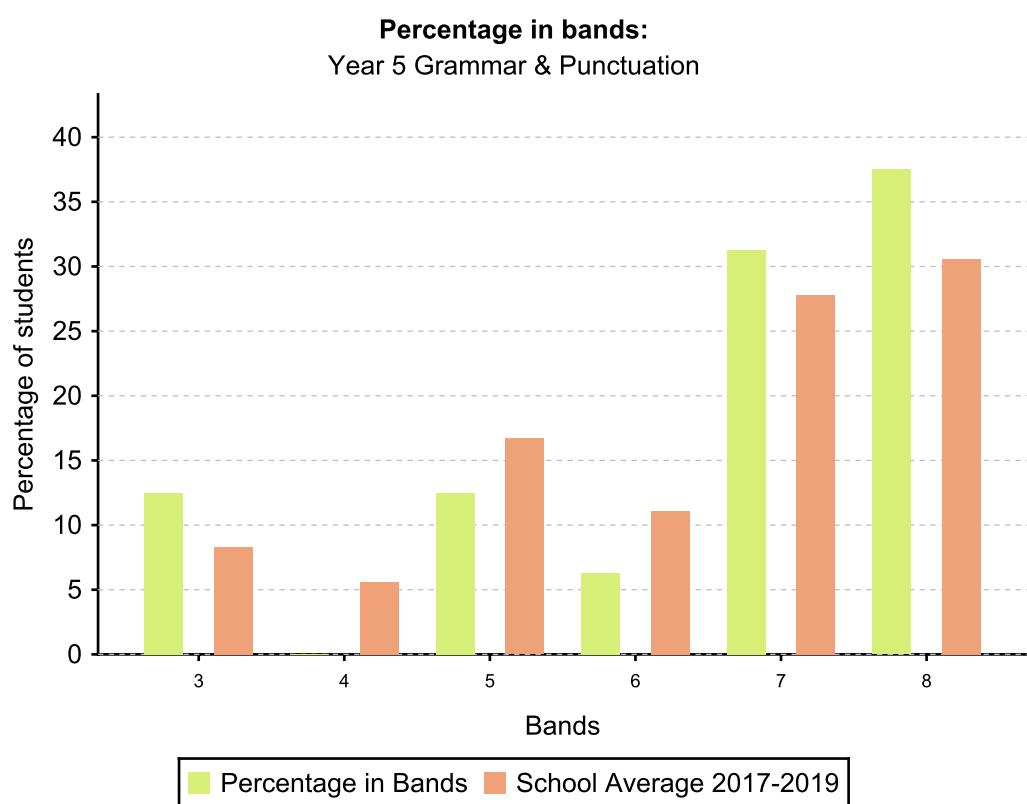
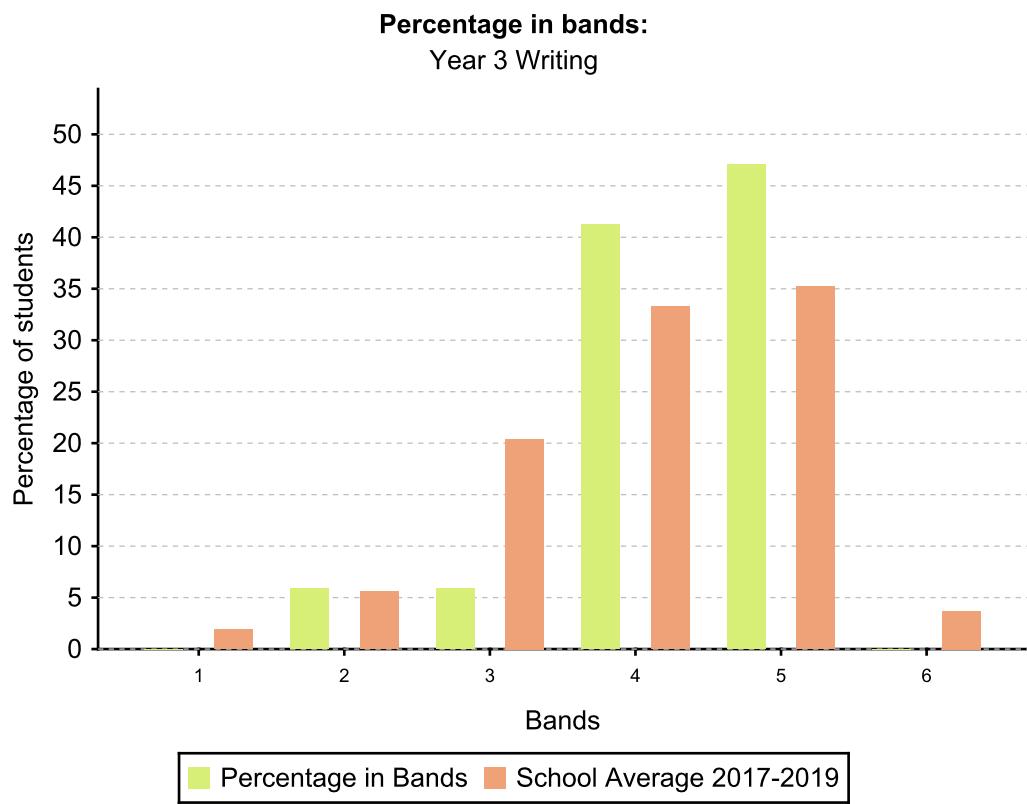


Band	1	2	3	4	5	6
Percentage of students	0.0	5.9	0.0	23.5	17.6	52.9
School avg 2017-2019	1.9	7.7	7.7	23.1	17.3	42.3

Percentage in bands:
Year 3 Spelling

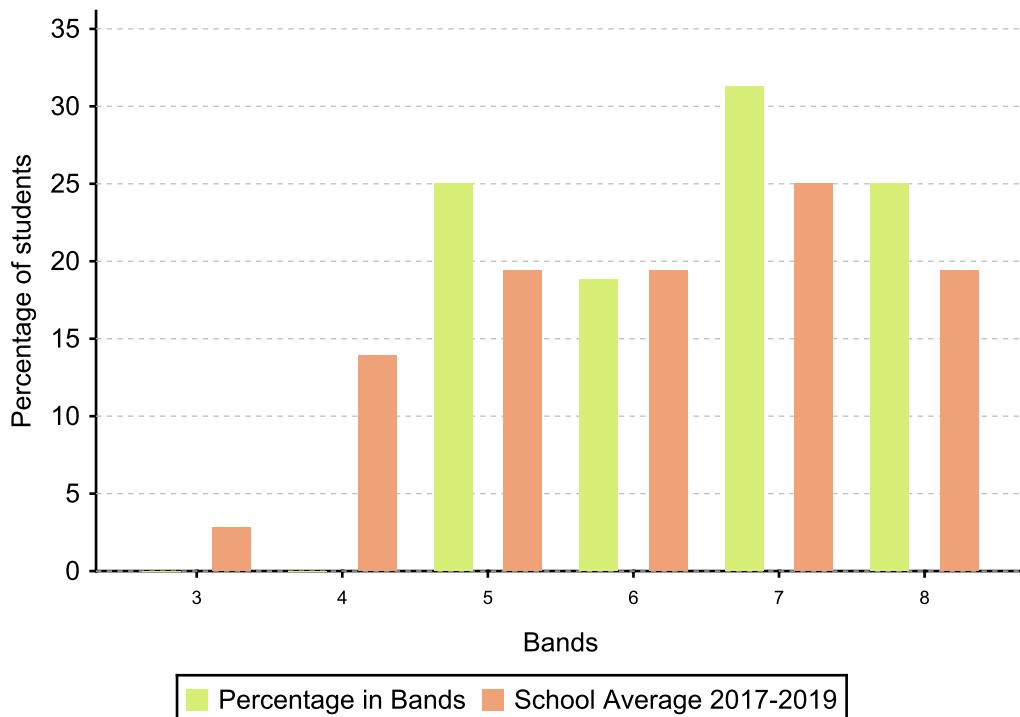


Band	1	2	3	4	5	6
Percentage of students	0.0	5.9	17.6	23.5	29.4	23.5
School avg 2017-2019	1.9	5.7	11.3	30.2	26.4	24.5



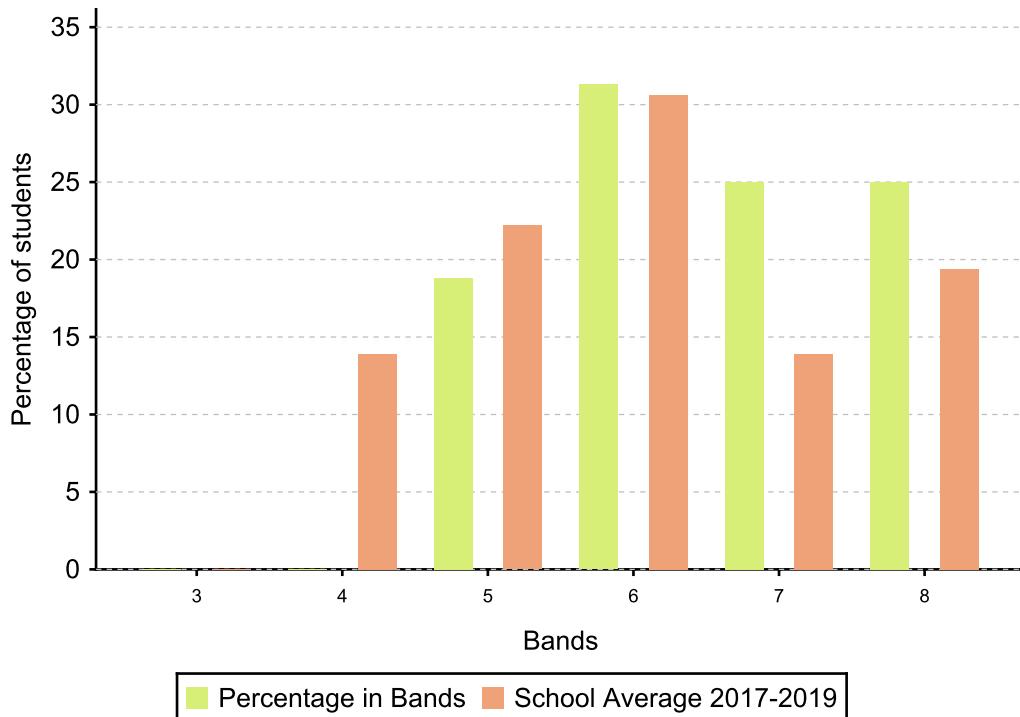
Band	3	4	5	6	7	8
Percentage of students	12.5	0.0	12.5	6.3	31.3	37.5
School avg 2017-2019	8.3	5.6	16.7	11.1	27.8	30.6

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	25.0	18.8	31.3	25.0
School avg 2017-2019	2.8	13.9	19.4	19.4	25	19.4

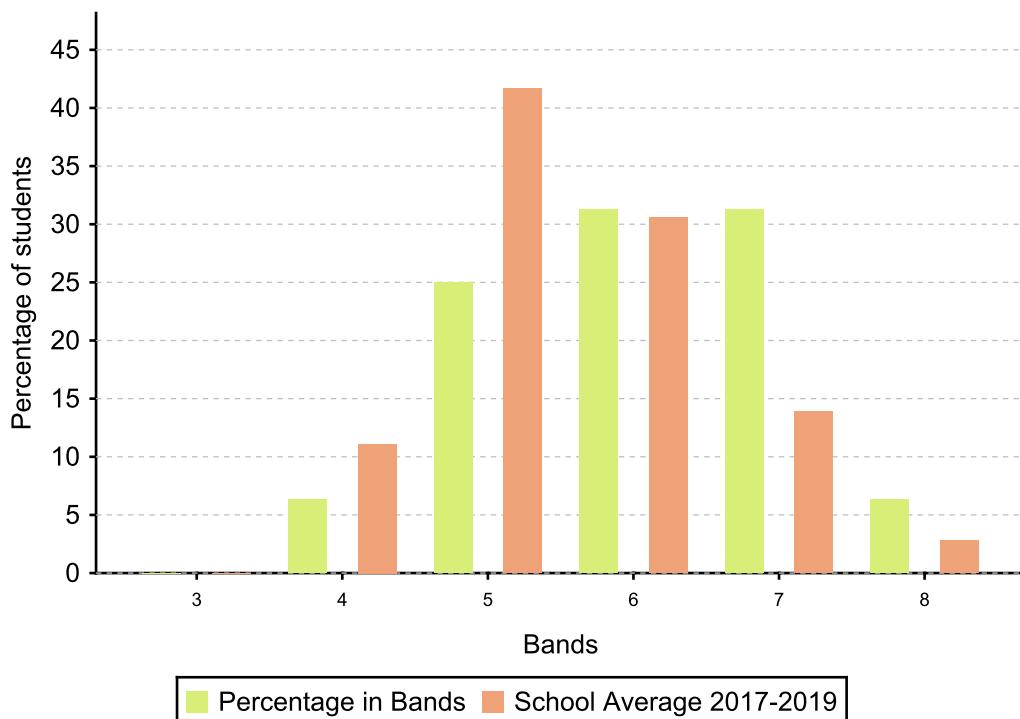
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	18.8	31.3	25.0	25.0
School avg 2017-2019	0	13.9	22.2	30.6	13.9	19.4

Percentage in bands:

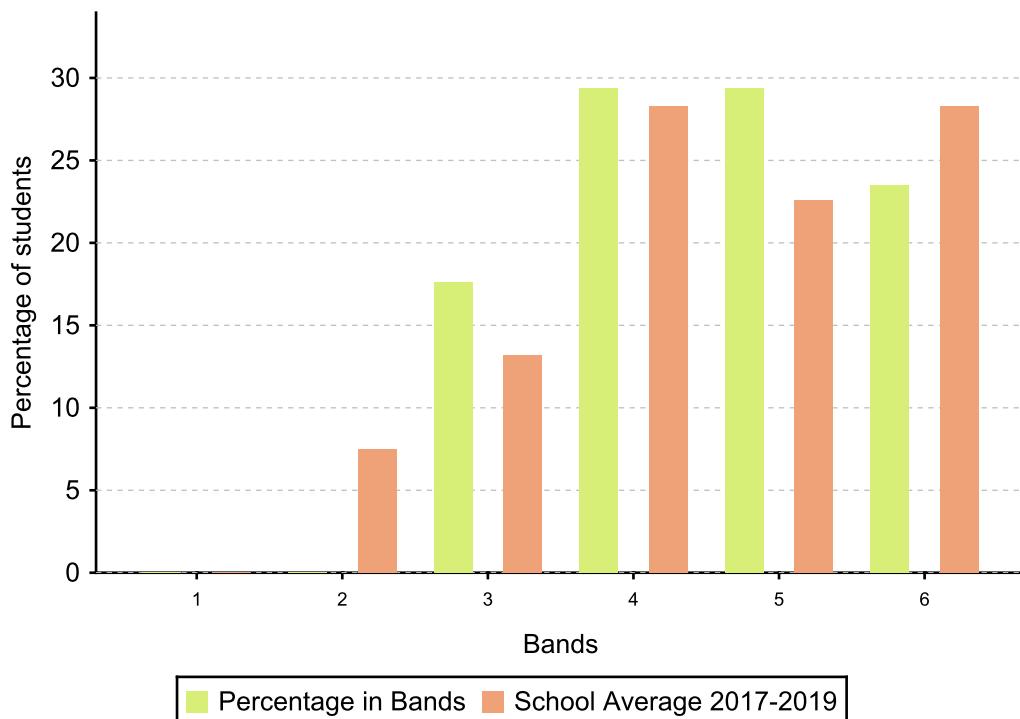
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	0.0	6.3	25.0	31.3	31.3	6.3
School avg 2017-2019	0	11.1	41.7	30.6	13.9	2.8

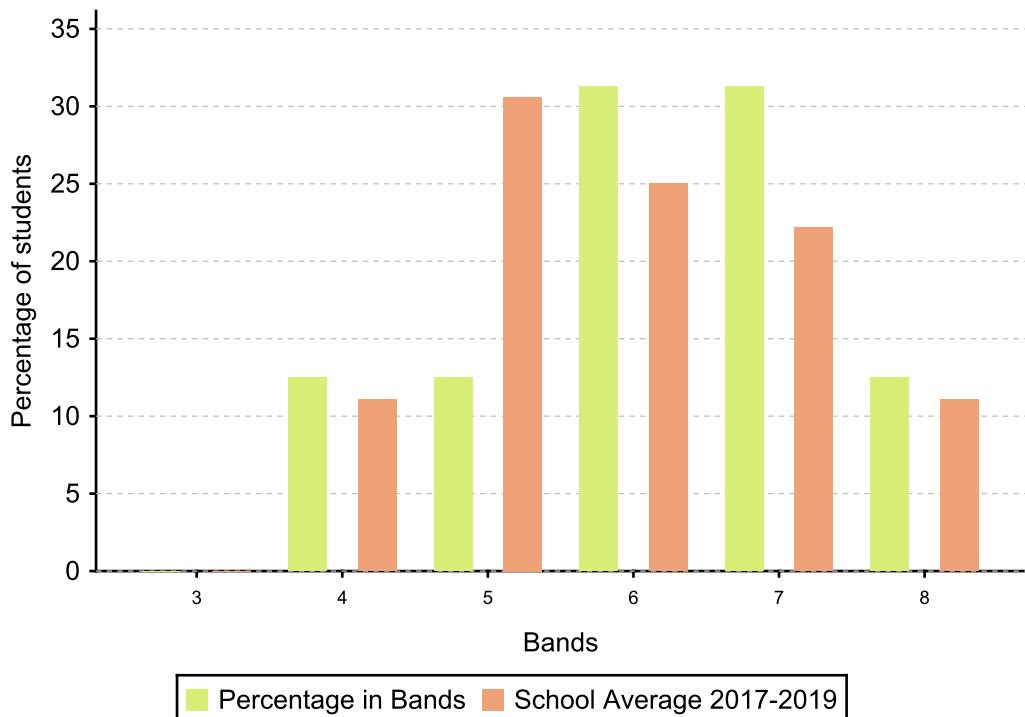
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	17.6	29.4	29.4	23.5
School avg 2017-2019	0	7.5	13.2	28.3	22.6	28.3

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	12.5	12.5	31.3	31.3	12.5
School avg 2017-2019	0	11.1	30.6	25	22.2	11.1

Parent/caregiver, student, teacher satisfaction

Anecdotally, parents, students and staff have worked together positively throughout the year at many school events including sports carnivals, P&C activities, Open Day, Book Parade etc. Anecdotally, feedback from parents and the wider community about the school and these events are positive and supportive.

Students and staff were surveyed to gauge their opinions on student learning, engagement and expectations.

Students

In 2019, the school focussed on building the leadership capacity of the students in Stage 3 and surveyed the students after the Peer Support program had finished.

70% of students were able to get their Peer Support group to cooperate during all activities.

90% of the students enjoyed their leadership role and enjoyed getting to know the students in their group.

90% of the students wanted to strengthen their management strategies and improve their delivery of the Peer Support Activities.

Teachers (100% of teaching staff participated in the anonymous survey)

In 2019, anecdotally, all staff set high expectations for the students and themselves. All staff have identified the need to work more collaboratively to share expertise and to build the capacity of each other.

Parents

Parent feedback indicated that communication with the school community is an area of concern. The school will work with the parents to seek further feedback and implement communication procedures allowing open channels of communication to engage and work with the school community including parents and the wider community of the Lower Blue Mountains.

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.