

# Blayney Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Blayney 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

Blayney Public School

Lindsay St

Blayney, 2799

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

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

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## School background

### School vision statement

Blayney Public School is a reflective and responsive school offering a diverse range of educational opportunities that promote the development of confident, well equipped citizens who have a positive attitude towards continued learning and an active concern for the world.

### School context

Blayney Public School, with an enrolment of 312 students, is located in the central west of NSW.

Our school is a growing school community which currently has 39 ATSI students and 7 students from multicultural backgrounds. Blayney Public School had a relatively transient school population, with a high turnover of students between Kindergarten and Year 6 but despite this maintains a fairly stable enrolment of students.

The school has a very supportive community. Employment opportunities in the area have resulted in large number of parents who are shift workers.

Blayney Public has a highly motivated staff dedicated to providing quality educational opportunities to our students. The school prides itself on the wide range of activities in which students are able to take part. The school is committed to delivering progressive education through innovative programs in literacy and numeracy and the continuous implementation of state-of-the-art technology.

Blayney Public School is a proud member of the Heritage Country Schools and an active member of the SPARKE learning community.

## 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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

### Quality Learning

#### Purpose

To extend each students potential in the areas of literacy and numeracy and equip them with the necessary skills to make informed contributions as responsible, respectful citizens and leaders. Teachers work in partnership with parents in understanding every child's individual capabilities to plan meaningful, rich and engaging learning experiences.

Quality learning experiences, along with positive, respectful and caring relationships will contribute to an inclusive learning culture that supports all aspects of student wellbeing.

#### Improvement Measures

Increase the proportion of students achieving at or above state level in Literacy and Numeracy.

Raise expectations and students opportunities in curricula and extra curricula activities.

Increase instances of positive behaviours.

#### Progress towards achieving improvement measures

##### Process 1: Curriculum and Learning

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve SMART goals.

Evaluation	Funds Expended (Resources)
<p>What have we been doing and how well?</p> <p>During 2019, Student Individual Education Plans, PBL data and reports have been used to track students across, academic and social areas using SENTRAL as a common, easily accessible recording area. IEPs created by staff were used for parent interviews with 90.81 % of parents participating in a Teacher Parent Conference</p> <p>What data do we have to support this?</p> <p>During 2019 staff have collaborated to find areas of need to improve writing using Writing Progressions, these have been incorporated into writing programs across Stages. Student data is now readily available for planning, meetings and accessing support for students. The process of recording NAPLAN, PAT tests. True Blue data is more effective and efficient. Students have been working on SMART Goals</p> <p>What is the analysis of the data?</p> <p>The analysis of the data has enabled staff to target areas of the syllabus that need extra work. Writing data has been extensively used to plan next steps for Instructional Rounds, True Blue data, leads to the areas of focus in managing student behaviour and keeping our school Safe, Respectful and Responsible.</p> <p>Was it worth it? What is the next step?</p> <p>Data collection systems in place are working well, results from the data collected about aspects of learning and student wellbeing have been useful in trying to help students reach their full potential. Teacher time is still an issue with logging information and keeping up to date. Refinement of the systems and a possible directory of where things are recorded may help with this. Staff are still working on trying to find new and more effective ways of recording necessary information and making it more accessible. Student</p>	

## Progress towards achieving improvement measures

SMART Goals need to continue to be refined and improved during 2020. It will always be a work in progress as technology changes and new systems become available.

### Process 2: Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning progressions. Targeted intervention and feedback that reflects best practice for each student and maximises outcomes.

Evaluation	Funds Expended (Resources)
<p>What have we been doing and how well?</p> <p>Student assessment data has been placed on Sentral and is now readily available for staff to use to complete IEPs, collect information for Three Way Interviews and Reporting. The improved systems allow parents and staff to work together to improve student outcomes.</p> <p>Data on attendance at meetings and completion of individual plans for students is readily available. 90.8 % of student parent meetings were held before the end of Term1. These were supported by an IEP or PLP to give parents a comprehensive picture of their child's learning.</p> <p>What data do we have to support this?</p> <p>Records of interviews are now available on Sentral and are accessible to staff for recognising areas of learning need and planning for student individual progress.</p> <p>What is the analysis of the data?</p> <p>During 2019 data used to lead and identify areas of need and direct change led to all S2/3 classes participating in Focus on Reading comprehension activities and reading programs which complemented the Seven Steps Writing. Data collected also showed a high level of parent interest in supporting their child's learning and desire to communicate with staff during interviews, special school events and information sessions.</p> <p>Was it worth it? What is the next step?</p> <p>The information gained in the interchange of information and specific programs during 2019 was of great benefit to staff, students and parents. A review of Three-way Conferences to improve accessibility for parents needs to be examined for 2020.</p>	

### Process 3: Student Wellbeing

Implement a whole school integrated approach to student well-being in which students can connect, succeed, thrive and learn at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>What have we been doing and how well?</p> <p>Systems are in place to continue PBL in 2019. Coach selected. Meetings productive and new ideas are discussed each session. Extra meeting helps to follow data collected.</p> <p>What data do we have to support this?</p> <p>Data has been collected and analysed about behaviour incidents, students involved and locations around the school. This has been used to redirect</p>	

## Progress towards achieving improvement measures

focus and look at where personnel have been placed for supervision, helped to direct teaching focus and review lessons and timetables for reteaching.

What is the analysis of the data?

The data showed that changes have come about in areas of the playground, the changes may not necessarily be due to student behaviour but less reporting due to issues such as close supervision. Exactly how incidents are recorded also affects the data. Teacher observation is still an important tool to add to the data.

Was it worth it?

True Blue and the initiatives have been worthwhile in targeting and addressing issues around the school. Most students know the language and expectations and enjoy the participation in rewards.

What is the next step?

Ongoing review, evaluation and input across all aspects.

## Strategic Direction 2

### Quality Teaching

#### Purpose

Teachers demonstrate personal responsibility for improving their pedagogical practice both collaboratively and individually. Staff demonstrate high levels of professionalism and commitment to provide engaging opportunities for students that are evidence based. Teachers show an individual and shared responsibility for students and staff improvement.

#### Improvement Measures

Increased use of evidence–informed practice by all teachers.

Improved collaboration and learning culture.

Staff to monitor and be responsive to data to inform learning.

#### Progress towards achieving improvement measures

##### Process 1: Research Information Pedagogy

Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p><b>What have we been doing and how well?</b></p> <p>Staff have undertaken a range of professional development opportunities based on pedagogical research and implemented meaningful changes to their teaching practice. This has included L3, Berry St (behavioural program with impacts on Literacy and Numeracy), Effective Reading in the Early Years, Focus on Reading and Visual Literacy. This has resulted in student improvement in Literacy and Numeracy. L3 has led to all infants students making significant gains. Reading programs have led to marked improvement in some areas of comprehension including making connections and predicting texts.</p> <p><b>What data do we have to support this?</b></p> <p>Staff engaged in whole school PD in the use of STEM resources to boost mathematics engagement and results. SCOPE training in Instructional Rounds has been ongoing with Kate English. Smaller staff groups have undertaken training in L3, Reading, Progressions and TEN. These programs are now evident in staff programs as their structures are evident in the planning of lesson sequences and the metalanguage used. Progressions milestones have been established in most stages and staff are using terminology (ie. CrT 10) to refer to student achievement. Students undertook a reading assessment in week 4 based on the reading program implemented at the encouragement of District Office.</p> <p><b>What is the analysis of the data?</b></p> <p>Most students work samples demonstrate a clear understanding of 'Making Connections' and 'Predicting' comprehension skills. In junior years, most infants students are meeting the stage expectations in Literacy and Numeracy. Staff programs reflect the changes recommended through Instructional Rounds and clearly show collaborative and reflective teaching practice.</p> <p><b>Was it worth it? What is the next step?</b></p>	

## Progress towards achieving improvement measures

Students have improved in targeted areas; the next step is for staff to identify the next area/s of student development and develop strategies to accommodate this. As an executive team we will need to guide this process through the collection of data from assessment and ongoing dialogue with staff and collate results to form a genuine picture of student growth and ability.

### Process 2: Collaborative Practice

Develop and implement collaborative processes for consistency in teacher judgement in literacy and numeracy progressions as well as internal assessment.

Evaluation	Funds Expended (Resources)
<p><b>What have we been doing and how well?</b></p> <p>Staff have continued to work towards achieving collective efficacy in our goal setting and evaluation of student work samples. This is achieved through ongoing formal sessions in Instructional Rounds, informal regular meetings and whole school initiatives (ie. Writers Morning Tea). Staff have developed assessment tasks and rubrics to pre and post test student ability and mapped this on the progressions across all stages.</p> <p><b>What data do we have to support this?</b></p> <p>We have lesson sequences produced by every stage in the school which highlight our staff's ability to establish an agreed upon shared goal, and incorporate school-based programs (TEN, 7 Steps) in a learning program. Formal sessions with Kate English as part of the Instructional Rounds program has resulted in constructive dialogue between staff, formal lesson sequences, collaborative goals and helped develop a mindset aimed at enabling students to effectively self-assess. Consistent across-stage assessment which demonstrates students progress and comparative levels of achievement.</p> <p><b>What is the analysis of the data?</b></p> <p>We have seen staff using different lessons and tasks to reach shared goals in Instructional Round observations. This shared knowledge has improved staff knowledge of content and teaching practices that improved delivery to students. We can see that student outcomes are slightly below state average when mapping students on the progressions.</p> <p><b>Was it worth it? What is the next step?</b></p> <p>Continue to develop learning programs in Instructional Rounds and continually adapt and monitor them to meet student need. Keep promoting tools and lessons that allow students to self-assess and demonstrate WGLL (What Good Looks Like). Collate data on progressions from each staff member and map student growth through a student tracking program ie. Sentral or a working document stored on the faculty drive.</p>	

### Process 3: Evaluative Practice

Strengthen evaluative culture and practice by establishing regular review throughout the year and providing professional learning on the use of quality sources of data to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
<p><b>What have we been doing and how well?</b></p> <p>Staff have undertaken a range of professional development opportunities</p>	

## Progress towards achieving improvement measures

based on pedagogical research, implementing meaningful changes to their teaching practice. School with PL opportunities have included Berry St model and Instructional Rounds. We have dedicated staff and stage meetings to reflect on student results and effective teaching practices. This has included in depth evaluation of NAPLAN results, reflection of assessment results and general staff discussion of teaching practices. Staff have made PDP's to meet professional targets and reflected on their goals at the conclusion of the year. This led to professional development which targeted specific areas and staff members committed to building skills in areas matching our school plan.

### **What data do we have to support this?**

Instructional Rounds have been ongoing, promoting collaborative practice. In week 2 we conducted a staff meeting which reflected on NAPLAN results. Staff programs show evidence of changes to lesson sequences and content, based on discussion with peers. Every staff member completed a PDP, and undertook schoolwide PL in one or more areas. End of year reports show SMART goals for Literacy and Numeracy, which were created in conjunction with students.

### **What is the analysis of the data?**

Student writing structure has improved as seen through across stage assessment. Students are using common terminology throughout the school (sizzling starts, etc.) and staff are working towards collective efficacy with shared goals and resources. We can compare our student benchmarks using the Progressions and establish where our academics are in relation to average student development in NSW.

### **Was it worth it? What is the next step?**

Students have improved in targeted areas; the next step is for staff to identify the next area/s of student development and develop strategies to accommodate this. As an executive team we will need to guide this process through the collection of data from assessment and ongoing dialogue with staff and collate results to form a genuine picture of student growth and ability.

## Strategic Direction 3

### Real World Connections

#### Purpose

Promoting and nurturing a culture of excellence by providing supportive, challenging and engaging learning experiences in partnership with our parents/carers and local community in order for our students to become active, informed citizens.

#### Improvement Measures

Increased student opportunities or participation of community in school learning.

Improved student attendance rates.

Increase levels of student engagement.

#### Progress towards achieving improvement measures

##### Process 1: Community Engagement

Strengthen and implement collaborative processes for parents and community to engage in life long learning to facilitate learning partnerships and shared communication.

Evaluation	Funds Expended (Resources)
<p>What have we been doing and how well?</p> <p>Parent Workshops – we held two parent work shops that were well attended. Parent feedback showed that they gained knowledge and felt supported. Head Start – three weeks of transition and parent information session. Additional transition organised for identified students. Parent Club – we had an increase in attendance due to enrolment zones. Parent attendance was good at open events.</p> <p>What data do we have to support this and what is the analysis of the data?</p> <p>Data to support parent workshops was collected via TTFM surveys and verbal feedback from attending parents. This will be followed up by the GOT IT Program in 2020. Data from Head Start is captured by student and parent attendance. We will continue Head Start in 2020. We have a parent representative on PBL team. We need to keep up communication methods and meetings as need arises.</p> <p>Was it worth it? What is the next step?</p> <p>Parent workshops were worthwhile, however it is hard to offer a time when all parents who are wanting to attend are able. Daytime workshops suit parents who are on shift or stay at home with younger children, however does not suit parents who work in the day time. And afternoon or evening workshops does not suit parents with younger children, who have partners who work and cannot stay with children or if they are working themselves on shift. By alternating times between different workshops than all parents are able to attend something. Maybe we need to make the information from the workshop more accessible to those who cannot make it. Head Start continues to be beneficial by preparing students for Kindergarten and building strong connections with families before they attend the following year. We were able to prepare for adjustments for those starting and apply for support before they actually started school. Parent Club continues to be worthwhile at BPS and continued/regular meetings will help strengthen this.</p>	

##### Process 2: Student Engagement

Quality student opportunities that develop deep thinking, innovation and creativity.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>What have we been doing and how well?</p> <p>Variety Night was a successful whole school event. We had some changes to the event such as having two performances –day and night, to cater for families within our school community. We also changed the way we sold the tickets to follow WH&amp;S policies for the community centre. We had pre-sale tickets and limited the amount of tickets to ensure enough seating for families and community members. We eliminated the intermission that had occurred in previous years, which meant that the night performance didn't run too late into the night. Extend Them proved to be beneficial to student engagement. Selected students participated in sustainability activities such as mini composting systems with help from representatives at NetWaste, purposes of reusing cardboard boxes and making beeswax wraps as an alternative for plastic wrap. SRC activities included the Colour Run which proved a successful fundraising event for the whole school. Students from K–6 ran in the event and raised money for the event with community support.</p> <p>What data do we have to support this?</p> <p>Variety Night was proven a success through the large attendance from students, their families and community. Positive feedback about changes to the Variety Night from the school community was communicated to staff verbally. Extend Them has proven successful with high student attendance and positive comments in the TTFM survey from students. The SRC have taken minutes from their meetings to organise activities such as the Colour Run which raised money for the school to implement a sensory garden for student use.</p> <p>What is the analysis of the data?</p> <p>The whole school community supported the Variety Night and high student engagement was evident through the quality performances on the night. Changes to Variety Night have proven successful through community feedback which has been noted by staff for the next Variety Night event. The TTFM survey has given a stronger student voice and enabled the school to cater for student engagement. The SRC have been able to implement initiatives within the school through their fundraising events such as the Colour Run.</p> <p>Was it worth it? What is the next step?</p> <p>The Variety Night proved worthwhile for student engagement and to showcase student talent for the school community. Positive feedback from staff, students and parents proved that the night was enjoyed by all. Changes implemented to the Variety Night have been taken on board by staff to help run the next Variety Night smoothly. Extend Them has been successful through supporting students in taking their knowledge about sustainability further and sharing their activities on the school Facebook page for the community to see. Extend Them will continue for the following year for staff who are open to running the activity. Fundraising events run through the SRC prove worthwhile for the purchasing of new resources for the school. The SRC will continue to meet on a weekly basis to implement activities and initiatives throughout the school for 2020.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$37703	<p>All students have personalised Learning Plan (PLP) and are making progress across the literacy and numeracy continuums.</p> <p>Funding was used in the development of Individual student programs, their implementation and employment of support staff.</p>
<b>English language proficiency</b>	\$0	<p>The school supported individual programs with the employment of additional staff as required.</p>
<b>Low level adjustment for disability</b>	0.9 Staffing \$39046	<p>Students with low level support needs have been supported within the classroom by employed SLSO's to support small group and individual programs.</p> <p>Teachers have been supported in personalising learning and using accommodations and adjustments to improve student outcomes.</p> <p>The school used the Nationally Consistent Collection and Data (NCCD) to engage teachers in meaningful professional dialogue about how to cater for the varied needs of students in their classes.</p> <p>Individual Learning Plans have been developed in consultation with parents, students and teachers.</p> <p>A speech pathologist and occupational therapist has been employed and individual programs implemented to support identified students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$59,441 in staffing	<p>Teacher mentoring, lesson observations and team planning opportunities to enable collaborative practices which allow teachers to jointly plan and observe other lessons when negotiated.</p> <p>Effective mentoring and leadership practices provided constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. All teachers received support with accreditation processes and the Performance and Development Framework within their stage teams.</p>
<b>Socio-economic background</b>	\$171,925	<p>Improved access to quality research based pedagogies through the training and implementation of Language, Learning and Literacy (L3), Focus on Reading (FoR), TEN, Instructional Rounds and Stage network days including teacher professional training and resources.</p> <p>Funds were used to employ an additional teacher to provide reduced student numbers in stage 2 and support programs for students and individual adjustments.</p>

<b>Socio-economic background</b>	\$171,925	<p>Employment of staff to provide individual programs and implement support and extension programs for students across the school.</p> <p>Increase student access to technology and educational resources and programs.</p> <p>Funds were also used to support an AP to be off class to assist in mentoring and leadership practices and support teacher lesson delivery and classroom management, with a focus on student wellbeing and supporting families.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	158	166	162	167
Girls	135	134	139	141

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.5	93.9	93.2	92.8
1	94.3	93.4	93.1	92.1
2	94	94.6	93.7	92.8
3	95	94.5	92.8	93.4
4	95.4	94.8	94.2	91.4
5	94.7	95.1	92.7	93.8
6	93.7	93.6	94.5	91.1
All Years	94.3	94.2	93.5	92.5
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
Assistant Principal(s)	4
Classroom Teacher(s)	12.86
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	5.87

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	480,712
<b>Revenue</b>	3,576,887
Appropriation	3,450,691
Sale of Goods and Services	69
Grants and contributions	122,971
Investment income	3,156
<b>Expenses</b>	-3,291,632
Employee related	-2,915,327
Operating expenses	-376,304
<b>Surplus / deficit for the year</b>	285,255

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	613,840
<b>Equity Total</b>	344,719
Equity - Aboriginal	37,703
Equity - Socio-economic	171,925
Equity - Language	0
Equity - Disability	135,091
<b>Base Total</b>	2,211,566
Base - Per Capita	73,249
Base - Location	16,979
Base - Other	2,121,338
<b>Other Total</b>	192,431
<b>Grand Total</b>	3,362,556

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.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2019 we sought the opinions of parents, students (Year 4–6) and teachers about our school using the Tell Them From Me survey. The parent and teacher responses are presented below using a ten point scale. A score of 10 indicates strong agreement, 5 indicates a neutral agreement and 0 indicates strong disagreement. Student responses are listed as a percentage.

### **Parent/Carer Satisfaction**

Parents were required to respond to a survey that gathered information on how they believed that Blayney Public School met their needs in the following areas:

- Parents feel welcome at school – 7.7
- Parents are Informed – 7.2
- Parents support learning at home – 7.1
- The school supports learning – 8.1
- The school supports positive behaviour – 8.3
- The school is safe – 7.6
- The school is inclusive – 7.9

Parents survey results indicate that parents are satisfied with the programs and opportunities being offered in class and have identified a number of areas that the school does well. These include the dedicated and caring teachers and staff, the opportunities for students as well as the support programs that are implemented.

The main area identified to be addressed in the schools future directions was improving community engagement so that parents feel comfortable supporting learning at home.

### **Student Satisfaction**

*Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation.*

- 64% of students in this school had a high rate of Participation in Sports; the NSW Govt norm for these years is 83%

*Students have friends at school they can trust and who encourage them to make positive choices.*

- In this school, 81% of students had positive relationships; the NSW Govt norm for these years is 85%.
- 83% of the girls and 80% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.

*Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.*

- 91% of students in this school valued School Outcomes; the NSW Govt norm for these years is 96%.
- 96% of the girls and 85% of the boys in this school valued School Outcomes. The NSW Govt norm for girls is 97% and for boys is 94%.

*Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation.*

### **Positive teacher–student relations**

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, Positive Teacher–Student Relations were rated 8.1 out of 10; the NSW Govt norm for these years is 8.4.

### **Positive Learning Climate**

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated there are clear rules and expectations for classroom behaviour 6.9 out of 10; the

NSW Govt norm for these years is 7.2.

The school staff emphasises academic skills and hold high expectations for all students to succeed.

- In this school, students rated Teachers' Expectations for Academic Success 8.5 out of 10; the NSW Govt norm for these years is 8.7.

### Teacher Satisfaction

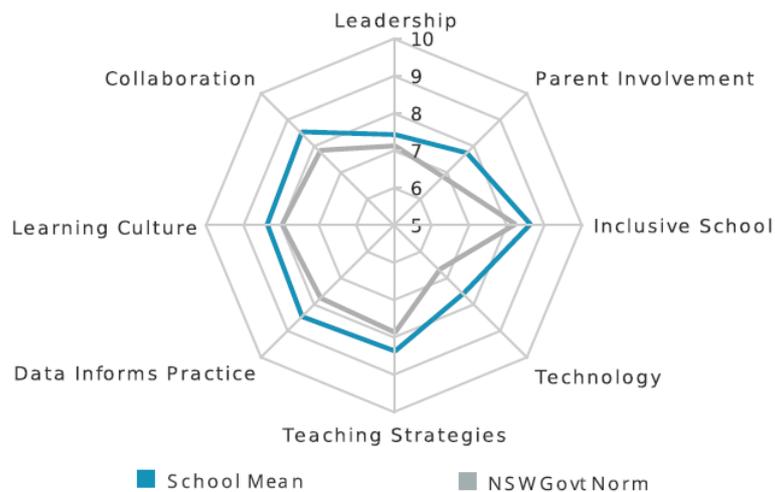
Research on 'effective schools' has identified important correlates of student outcomes.

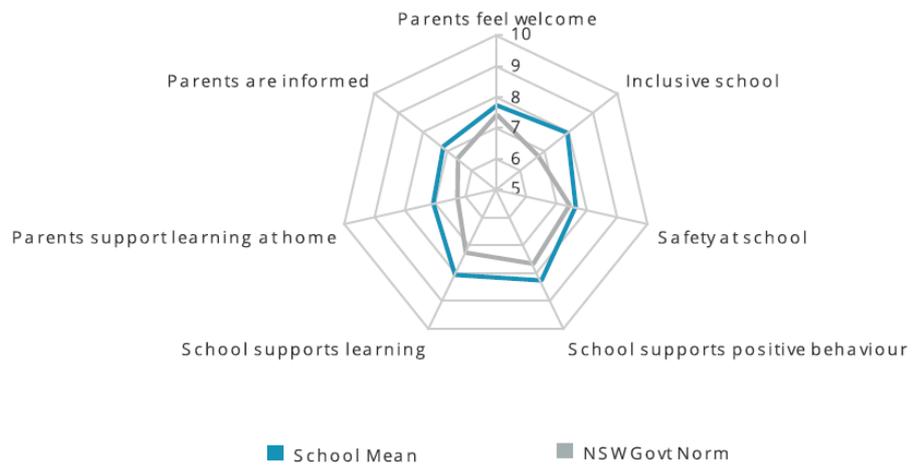
The questions in the survey were grouped to assess eight of the most important *Drivers of Student Learning*. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement;

- Leadership – 7.4
- Collaboration – 8.5
- Learning Culture – 8.4
- Data Informs Practice – 8.5
- Teaching Strategies – 8.4
- Technology – 7.6
- Inclusive School – 8.6
- Parent Involvement – 7.7

Teacher responses indicated a positive result in most areas of focus. The area identified for continued focus in 2020 was Inclusive School and Learning Culture and Parent Engagement.

A full copy of the findings from student, parents and teachers is available from the school on request.





## 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.