

# Blairmount Public School

## 2019 Annual Report



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## Introduction

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

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

### School contact details

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## School background

### School vision statement

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

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

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

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

### School context

Blairmount Public School, established in 1983, has a strong culture of being proudly public and a vital part of the wider community. The school is situated on the western side of Campbelltown and its feeder areas comprise 60% public housing & 40% private housing including the housing estate of Blair Athol. Blairmount currently has an enrolment of 516 students, 12% of which identify as Aboriginal and/or Torres Strait Islander and 38% from language backgrounds other and English.

Blairmount Public School receives significant loading in our RAM allocation to support the needs of students from Low SES School Communities. We encourage participation and involvement with an emphasis on equity for all students.

Blairmount participates in the Early Action for Success (EAfS) initiative, the school has two instructional leaders who work directly with teachers in the early years of school (K–4), to strategically plan appropriate interventions in literacy and numeracy. Reflective practices underpin a process of continual classroom improvement, allowing for stakeholders to be responsive to the ever changing needs and the latest developments and research in pedagogy and improving student outcomes. The belief that learning together whilst striving to achieve personal best is encouraged in all.

The school aims to promote pride in self and school by encouraging the wearing of school uniform and participation in community events. Very successful student welfare practices promote in students a sense of well-being, happiness and responsibility. The school enjoys a high profile within the wider community through sport and the performing arts, which are important parts of the school culture.

## Self-assessment and school achievement

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

## Strategic Direction 1

### Empowered, Risk Taking & Successful Students

#### Purpose

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

#### Improvement Measures

##### Aboriginal Education

- 100% of Aboriginal students achieve growth towards individual goals within their Personalised Learning Pathways.

##### Future Focussed Learners

- 100% of students at BPS have 1:1 access to a device.
- Increased proportion of students using the language of Growth Mindset

##### Wellbeing

- 100% of students can identify a staff member who can provide advice, support and assistance to help them fulfill their potential.

#### Progress towards achieving improvement measures

##### Process 1: Aboriginal Education

Aboriginal students are supported in attendance, engagement and achievement of outcomes that match or better outcomes of all students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100% of Aboriginal students created goals as part of the Learning Footprint process.</li><li>• 76% of initial Learning Footprint meetings included parents/carers that collaboratively created these goals.</li><li>• Of the Indigenous students that completed a full year of schooling at Blairmount Public School, 96% achieved growth towards their individual learning goals on the Personalised Learning Pathways (PLP).</li><li>• 29% of Indigenous students achieved 2 out of 3 original PLP goals and 25% achieved 3 out of 3 original PLP goals.</li><li>• 6% of Indigenous students well-exceeded our performance measure by achieving more than 3 PLP goals across the year.</li></ul>	<p>\$40000 (0.4 Teacher to support Aboriginal Students)</p> <p>\$10000 (Casual Teacher Relief to support PLP process)</p>

##### Process 2: Future Focussed Learners

Students are supported to become resilient learners who regularly co-author their own learning experiences including the effective and authentic use of technologies.

Evaluation	Funds Expended (Resources)
<p><b>Technology Access</b></p> <ul style="list-style-type: none"><li>• 100% of students at BPS had 1:1 access to a device in the form of an iPad. Students also had access to a range of robotic devices, including BlueBots, Spheroes, LEGO We Do, Makey Makey kits, Osmos, Dash, EV3 and Virtual Reality Headsets.</li></ul> <p><b>Growth Mindset</b></p> <ul style="list-style-type: none"><li>• The student voice group, Fully Charged, ran lessons for all classes on our 7 learner qualities, the learning pit and Growth Mindset. 99% of students surveyed indicated that the learner qualities helped their learning.</li><li>• 73% of teachers use the learner quality language everyday or almost everyday.</li></ul>	<p>\$60000 (Technology hardware to support 1:1 program)</p>

## Progress towards achieving improvement measures

### Process 3: Wellbeing

Students are provided with supportive and positive frameworks that result in improved resilience, engagement and relationships, where individual successes are acknowledged and celebrated.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Towards the end of the year through an in-school survey, 88% of students identified that they had an adult at school who they felt they could go to for support or help. This increased from 80% at the beginning of the year.</li><li>• In the Tell Them From Me survey, student ranking of advocacy at school was 8.2, 0.5 higher than the NSW Government norm. Student ranking of positive teacher-student relations was 8.6, 0.2 higher than the NSW Government norm in the Tell Them From Me survey.</li><li>• Later in the year the Pivot student perception survey was conducted and as a school, our highest area of strength was that the students felt like 'My teacher treats me with respect.'</li></ul>	<p>\$2500 (PIVOT Student Voice Survey)</p> <p>\$7000 (Chaplaincy Program)</p> <p>\$10000 (Kindness on Purpose)</p> <p>\$8000 (Support for PBL)</p>

### Next Steps

Our end of year planning day with students, parents and staff developed a list of future recommendations that are detailed below.

#### Aboriginal Education

1. Employment of an off-class Aboriginal specialist teacher.
2. Creation of an allocated multi-purpose space for Blairmount Indigenous Group.
3. Professional learning for all staff on the 8 ways of learning, cultural awareness and Aboriginal perspectives.
4. Whole school fortnightly 8 ways of learning focus to support the inclusion of Aboriginal perspectives in teaching and learning programs.
5. Funding for an outdoor Aboriginal space, such as a bush tucker garden.

#### Future Focussed Learners

1. Specialised Release from Face to Face (RFF) to enhance student learning experiences.
2. Creation of a Wellness Gym to improve student wellbeing.
3. Expansion of the Learning Boost intervention program for students that require additional support in literacy and numeracy.
4. Growth of the use of loose parts pedagogy to enhance the quality of literacy programs.
5. Student Learning Support Officer (SLSO) involvement in Student Voice Hour to continue to build an inclusive school culture.

#### Technology

1. Refurbishment of an existing technology space into a 'Tech Hub' with better storage and access, and the ability to use this as a learning space.
2. Staff professional learning on technology to include planning time for staff.
3. Continuation of the Pedagogical Coach and STEM Coach roles, including the pedagogy of Project Based Learning.
4. Improvement of the Wifi access in outdoor spaces.
5. Inclusion of cybersafety education in teaching and learning programs.

## Strategic Direction 2

### Reflective, Innovative & Knowledgeable Teachers

#### Purpose

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

#### Improvement Measures

##### Evidence Based Practices

- An increase in the percentage of students achieving equal to or greater than expected growth in literacy and numeracy.

##### Innovative Research Based Pedagogy

- 100% of staff participating in stage, school and cross school collaboration.
- Increase in visible learning strategies measured through a visible learning matrix.

##### Future Focussed Classrooms

- An increase in the percentage of teachers reflecting on current practices to initiate change.

#### Progress towards achieving improvement measures

##### Process 1: Evidence Based Practices

Staff are supported to use evidence based practices. The spiral of inquiry framework and Growth Coaching will be used to promote professional reflection and individual professional learning along with regular meetings with Instructional Leaders.

Evaluation	Funds Expended (Resources)
<b>Individual Professional Learning</b> <ul style="list-style-type: none"><li>• 94% of teachers engaged in coaching with an Instructional Leader, STEM Coach and/or Pedagogical Coach on a variety of projects to enhance the evidence based practices.</li></ul> <b>Student Growth in Literacy and Numeracy</b> <ul style="list-style-type: none"><li>• 43% of Year 5 students are achieving equal to or greater than expected growth in numeracy. This is a drop of 8% from 2018.</li><li>• 56% of Year 5 students are achieving equal to or greater than expected growth in reading. This is a drop of 2% from 2018.</li><li>• 47% of Year 5 students are achieving equal to or greater than expected growth in writing. This is a drop of 7% from 2018.</li></ul>	\$205000 Deputy Principal Instructional Leader 1.4  \$65000 Deputy Principal Instructional Leader Digital Technologies 0.4  \$200000 Release for 2 x Pedagogical Coaches

##### Process 2: Innovative Researched Based Pedagogy

Teachers, in partnership with CORWIN and a community of schools, engage in current educational research to become an accredited Visible Learning school.

Evaluation	Funds Expended (Resources)
<b>Collaboration</b> <ul style="list-style-type: none"><li>• 100% of teachers collaborated with their stage teams during stage meetings, Spirals of Inquiry/Learning Sprint sessions, Staff Development Days and planning days.</li><li>• 100% of staff engaged in cross school collaboration during two combined professional learning opportunities with Corwin on visible learning practices and the Network Of Innovation and Inquiry (NOII) on innovative teaching practices, as well as critical and creative thinking.</li></ul> <b>Visible Learning</b> <ul style="list-style-type: none"><li>• 73% of teachers reported that they embed learner quality language almost everyday or everyday. This is an improvement from last year when staff and</li></ul>	\$50000 (Casual Teacher to facilitate the introduction on Spirals of Inquiry)  \$40000 (Resources to support the rollout of the Learner Qualities)  \$18000 Visible Learning PL with Corwin



## Progress towards achieving improvement measures

students were in the early stages of implementation.

- 100% of classroom teachers used visible learning intentions and differentiated success criteria in Mathematics lessons.

### Process 3: Future Focussed Classrooms

Teachers are encouraged to reflect on current practice to create classrooms that are empowering, innovative, informed and successful.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 94% of teachers engaged in reflective practices with a coach or mentor to develop individual professional learning goals, plan changes to pedagogy and monitor the impact of these changes on the achievement of student learning outcomes and perception data.</li><li>• 100% of teachers engaged in Spirals of Inquiry or Learning Sprints which involved collaborative reflection of what is going on for learners at Blairmount Public School, engagement with current research, the enhancement of current teaching practices and monitoring of the impact on students. This is an increase of 27% from 2018.</li><li>• 100% of teachers learnt from colleagues across the school during two Blairmount Public School Teach Meets.</li><li>• All staff attended a combined NOII Staff Development Day with three other schools for networking, reflection and collaboration.</li></ul>	

## Next Steps

Our end of year planning day with students, parents and staff developed a list of future recommendations that are detailed below to improve evidence based practices, innovative research based pedagogy and future focussed classrooms:

1. Specialised Release from Face to Face (RFF) to improve student engagement and support rapport building with students.
2. Altering the organisation of coaching to include teacher choice of coach and support for three terms instead of all year.
3. Intervention groups run by SLSOs to support the attainment of literacy and numeracy skills and strategies.
4. Focusing on the general capabilities in teaching and learning programs, and link to learner qualities.
5. Opportunities for cross stage transitions for students in Term 4.



## Strategic Direction 3

Informed, Active Community

### Purpose

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

### Improvement Measures

#### **Authentic and Sustained Parent Engagement**

- Increased number of opportunities for parents to attend high quality learning experiences in a range of curriculum areas.

#### **Partnerships**

- Increase in community and expert partnerships and the number of classes engaging in entrepreneurship.

#### **Empowered Decision Making**

- An increased proportion of parents and students at P&C, planning days and other forums that provide opportunities for discussion, feedback and decision making.

### Progress towards achieving improvement measures

#### **Process 1: Authentic and Sustained Parent Engagement**

Opportunities and experiences are delivered innovatively to develop positive relationships and a deeper understanding of current curriculum and classroom practice.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 85% of parents surveyed felt the school provides enough opportunities for parent engagement with the most popular events being assemblies, Learning Conversations and the Easter Hat Parade.</li><li>• 81% of parents attended Learning Conversations and 100% of these parents indicated that the resources and the process of this event was useful.</li><li>• Of the 41 parents that attended the Kindergarten information sessions on literacy and numeracy, 100% found the resources given were useful to supporting their child's learning at home.</li></ul>	<p>\$1000 (Interview Bookings Online)</p> <p>\$5000 (Teacher Relief for Learning Conversations)</p>

#### **Process 2: Partnerships**

Investigate opportunities to develop partnerships between the school and local, national and international organisations allowing students to engage in and connect their learning to authentic real world experiences.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 10 staff and 6 classes engaged with professional development with T4L.</li><li>• 2 staff and 60 students connected with MDS.</li><li>• 86 students across Stages One, Two and Three engaged in Student Voice Hour. 94% of students enjoyed being part of this group and believed that these sessions were fun and helped them to communicate better and build teamwork skills.</li></ul>	

#### **Process 3: Empowered Decision Making**

Parents and students are provided opportunities to be equal partners in all decision making processes and know their voice is welcomed and valued.

Evaluation	Funds Expended (Resources)

### Progress towards achieving improvement measures

<ul style="list-style-type: none"><li>• At the annual planning day with students, parents and staff, 11 classes were represented by parents.</li><li>• Weekly on Seesaw, a learning app, there were 750 posts, 800 parent visits and 130 comments.</li><li>• 13 parents/carers attended P&amp;C.</li></ul>	\$3000 Seesaw
	\$5000 Planning conference

### Next Steps

Our end of year planning day with students, parents and staff developed a list of future recommendations that are detailed below to improve authentic and sustained parent engagement, partnerships and empowered decision making:

1. Creation of a multi-purpose room for a community hub.
2. Wellness gym for the community to use.
3. Showcasing student work and exhibitions.
4. Development of welcome packs for new families.
5. Re-introduction of our school newsletter and/or term calendar.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$60000 EAL/D Teacher 0.6	<ul style="list-style-type: none"> <li>• No student data was collated due to the transition between staff.</li> </ul>
Low level adjustment for disability	\$90000 (2.0 SLSO)	<ul style="list-style-type: none"> <li>• 19 access requests were completed by the Learning and Support Teacher (LaST), resulting in 18 support class placements and 1 student receiving integrated funding support. At the conclusion of the year, 7 applications were approved for placement and there were several pending requests including: 11 applications for placement and 1 application for integration funding support.</li> <li>• LaST provided professional learning on the National Consistent Collection of Data.</li> <li>• School Speech Therapist provided ongoing professional learning with Early Stage One classes and Stage One classes on phonological awareness and phonics.</li> </ul>
Quality Teaching, Successful Students (QTSS)	<p>Each AP was provided with a day off class each week to coach the members of their team.</p> <p>All staff were provided with an extra 1 hours extra fortnight to participate in Spirals of Inquiry.</p>	<ul style="list-style-type: none"> <li>• 94% of teachers engaged in coaching with an Instructional Leader, STEM Coach and/or Pedagogical Coach on a variety of projects to enhance the evidence based practices.</li> <li>• 100% of teachers engaged in Spirals of Inquiry or Learning Sprints which involved collaborative reflection of what is going on for learners at Blairmount Public School, engagement with current research, the enhancement of current teaching practices and monitoring of the impact on students. This is an increase of 27% from 2018.</li> <li>• 100% of teachers were given termly planning days with their stage teams to engage in professional learning and collaborative planning.</li> </ul>
Socio-economic background	<p>\$100000 (1.4 SLSO)</p> <p>\$200000 (2 Teaching Staff)</p> <p>\$60000 (Speech Pathologist)</p> <p>\$25000 (Furniture for Future Focused Learning)</p> <p>\$5000 (Resources preschool transition program)</p>	<ul style="list-style-type: none"> <li>• MultiLit: 2 students participated in this program.</li> <li>• MiniLit: 8 students participated in this program with students averaging a 105% improvement on original results.</li> <li>• MacqLit: 4 students participated in this program with students averaging a 135% improvement on original results.</li> <li>• QuickSmart: 4 students participated in this program with students improving their average results from 88% accuracy to 96%.</li> <li>• 58 students attended Blairmount Juniors transition to school program with: <ul style="list-style-type: none"> <li>• 98% verbally counting forward to 10.</li> <li>• 95% recognising their name, listening on the story and following instructions.</li> <li>• 90% recalling basic shapes.</li> <li>• 89% understanding rules and routines.</li> <li>• 88% using correct pencil grip.</li> <li>• 85% writing their name.</li> <li>• 80% identifying numerals 1–10 and using one to one correspondance when counting.</li> </ul> </li> </ul>
Support for beginning teachers	<p>All teachers were provided with extra time each week to participate in reflective practice, this involved;</p> <p>* Coaching</p>	<ul style="list-style-type: none"> <li>• 100% of beginning teachers were given additional time Release from Face to Face to be mentored by an Instructional Leader, Pedagogical Coach and/or Instructional Leader STEM Coach</li> <li>• 100% of early career teachers completed a Professional Development Plan (PLP) with</li> </ul>

<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>* Mentoring</li> <li>* Spirals of Inquiry Time and</li> </ul> <p>support was also provided for all beginning teachers to complete their accreditation.</p>	<p>stage supervisors which outlined SMART goals for the year.</p> <ul style="list-style-type: none"> <li>• Several beginning teachers attended the NOII Beginning Teacher Conference.</li> <li>• 100% of early career teachers engaged in reflective practice through Spirals of Inquiry or Learning Sprints fortnightly.</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	272	266	260	284
Girls	252	246	225	239

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.6	93.2	91.1	89.9
1	93.1	92.2	91.3	89.2
2	93.8	92.2	91	89.5
3	94	92.6	93.1	90.8
4	94.2	94.7	91.8	92.3
5	92.2	94	92.3	89.5
6	91.6	91.8	92.5	90.3
All Years	92.8	93	91.8	90.1
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	21.49
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Administration and Support Staff	6.96

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	724,462
<b>Revenue</b>	6,345,407
Appropriation	6,219,699
Sale of Goods and Services	47,873
Grants and contributions	74,544
Investment income	3,191
Other revenue	100
<b>Expenses</b>	-6,360,377
Employee related	-5,504,577
Operating expenses	-855,801
<b>Surplus / deficit for the year</b>	-14,971

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>	766,438
<b>Equity Total</b>	1,139,967
Equity - Aboriginal	47,025
Equity - Socio-economic	768,094
Equity - Language	40,457
Equity - Disability	284,390
<b>Base Total</b>	3,580,743
Base - Per Capita	113,800
Base - Location	0
Base - Other	3,466,943
<b>Other Total</b>	559,212
<b>Grand Total</b>	6,046,359

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 website.

# Parent/caregiver, student, teacher satisfaction

## Parent/Caregiver Satisfaction

- The Partners in Learning parent survey, parents/carers ranked our school higher than the government norm in 5 out of 7 categories, including parent support of learning at home, school support of positive behaviour and school support of learning. Parents surveyed indicated that they find formal interviews, school reports and telephone calls useful communication methods.
- At Learning Conversations, 99% of parents/carers believed that they understood or completely understood what their child was learning and what they need to do to improve. 100% of parents/carers indicated that the learning conversation goal sheet and looking at their child's work samples was useful.

## Student Satisfaction

- Aboriginal students enjoyed the NAIDOC dinner, NAIDOC assembly and Sorry Day/Reconciliation Week activities the most. These students also felt that their NAIDOC experience was fun and deadly. In the Tell Them from Me survey, 84% of Aboriginal students agreed or strongly agreed that they felt good about their culture and 83% of Aboriginal students agreed or strongly agreed that teachers understood their culture.
- Of the 86 students that engaged with Student Voice Hour, 94% enjoyed this opportunity as it was fun and helped them to communicate better and build teamwork skills.
- The Tell Them From Me survey with students in Years 4–6 indicated that female students tended to feel more accepted, were more interested and motivated and were better behaved than male students. 82% of students felt challenged in English and Mathematics and 63% of students were confident in their skills in these subjects. Most students believed that learning time was effective and that their teachers had high expectations. 86% of students indicated that they often, very often or always knew what they were learning and why. 40% of students believed that they were victims of bullying, with girls reporting in higher numbers than boys.
- In the Pivot survey, students indicated that the areas of strength of teaching staff were that teachers treated them with respect, encouraged the correction of mistakes and used different ways to teach new things.

## Teacher Satisfaction

- Teachers found that the most valuable Aboriginal Education experience for them was NAIDOC Week. 68.4% of staff felt somewhat confident incorporating Indigenous perspectives and 15.8% felt confident with this. 100% of staff felt like the lessons provided to them to support with NAIDOC Week were helpful.
- 79% of teachers felt moderately prepared or prepared for teaching with technology. Surveyed teachers indicated that technology could support learning in the classroom by assisting the creation of more professional-looking products, making it easier to manage assignments/projects and increasing student effort when completing tasks.
- 100% of teachers reported that the introduction of learner qualities had a positive impact.
- When asked about impact on student learning, teachers indicated that the top three drivers were having an inclusive school, collaboration and teaching strategies. In the Focus on Learning survey, Teachers stated that their greatest strengths were establishing clear expectations for behaviour and having high expectations for student learning.
- 64.3% of teachers felt that the support and feedback provided by school leaders (Instructional Leaders, Pedagogical Coaches and stage leaders) was adequate.
- 83% of teachers ranked the usefulness of the Blairmount Public School Teach Meet sharing sessions as 8 out of 10 or greater.
- Teachers indicated that the strengths of school leaders included: improving the school by understanding school strengths and weaknesses, demonstrating an interest in and accountability for school learning outcomes and modelling commitment to school improvement.

# 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.