

2020 Annual Report

Blakehurst Public School



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Introduction

The Annual Report for 2020 is provided to the community of Blakehurst 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.

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Message from the principal

In 2020, we experienced a year like no other. We had a very positive start to the year, with the commencement of our new autism support class, our Stage 3 students attending camp and our school Captains and Prefects participating in the School Leaders Day at Darling Harbour. Our before and after school care program continued to flourish and we also commenced a new community partnership, with Mandarin classes operating on the school grounds each Tuesday evening and Saturday morning.

The beginning of 2020 also provided a number of opportunities for parents to engage with the school, with key events including our 'Meet the Teacher' evening, barbecue for Kindergarten and newly enrolled families and our first P&C meeting for the year. On the sporting front, we also held our school swimming carnival and the school was also well represented at the proceeding zone swimming carnival.

Unfortunately, like all schools across the country, our operations were significantly impacted by COVID-19. Staff were incredibly resilient and provided outstanding online resources and learning opportunities during our 'learn from home' period. It was very pleasing to see the vast majority of our student population return to school following this period, however, very strict regulations from NSW Health and the Department of Education significantly influenced the daily operations of the school, forced community engagement initiatives to be postponed and prevented students from participating in zone and network level events or competitions.

Term 4 saw some of our restrictions ease. Although COVID planning was essential for all school events, we were pleased to be able to return to some normality by participating in public speaking and debating competitions (online), running the school's Peer Support program and electing our 2021 School Captains and Prefects through our annual leadership speech assembly.

A small number of external providers were also welcomed back onto school grounds. Limited opportunities were centred primarily around our Year 6 students, to ensure that they had the opportunity to enjoy as many events as possible before moving on to high school. We were also pleased to be able to close out the year by going ahead with our annual Presentation Day Assembly and the Year 6 Farewell dinner at The Kyle Bay.

Despite the challenges of 2020, I was very proud of our achievements and the opportunities that we were able to provide to the students. The year also provided us with the opportunity to complete a rigorous evaluation of the School Plan in preparation for the development and implementation of a new plan in 2021. I was very grateful for the commitment, flexibility and enthusiasm shown by our staff to ensure that despite the challenges of the year, student growth and achievement and the overall success of the school remained everyone's priority. I look forward to continued growth and success in 2021.



School vision

Blakehurst Public School, working in partnership with our community, develops friendly, caring students who are resilient and respectful, engaged in a challenging, diverse curriculum taught by passionate teachers committed to making them learners who achieve success and become active, informed citizens.

School context

Blakehurst Public School is in the Georges River Local Government Area. The site has been a public school since 1881. The school has undertaken an extensive rebuild over the past 15 years, ensuring that students have access to modern and flexible learning environments. Nestled in a bush land setting above Carss Park, the school has approximately 260 students, representing a wide range of socio-economic and language backgrounds. Approximately 68% of students have a language background other than English with a total of 33 different languages represented across the school. A total of 5% of the student population identify as being of Aboriginal or Torres Strait Islander background. The school has a highly professional and diverse teaching and support staff, ranging from early career to highly experienced teachers. The school also has a very active Parents and Citizens (P&C) Association who manage the school's canteen and uniform shop and lead many fundraising events and community-based projects across the school.



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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
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

In 2020, the school completed a rigorous evaluation of all school initiatives and programs to inform the directions of the 2021-2024 School Plan.

Following an in depth analysis, we determined that our **Learning Culture was Sustaining and Growing**. A focal point in the next school plan will be to develop a broader range of strategies for connecting with the community and sharing student and school progress and achievement data.

Our **Wellbeing** was identified as **Sustaining and Growing**. In order to move towards excelling in this element, the school will look to introduce more internal strategies for measuring student and staff wellbeing.

In 2020, our **Curriculum** was **Sustaining and Growing**. Moving forward, the school will look to establish strong partnerships with other schools in order to share expertise and practices. There will also be an increased emphasis on quality assessment practices to inform teaching and resourcing across the curriculum.

The school's **Assessment** was identified as **Sustaining and Growing**. The introduction of a more diverse suite of assessment practices, as well as consistency around teacher judgements and the recording of assessment data will be key initiatives within the new school plan.

Our **Reporting and Student Performance Measures** were both identified as **Delivering**. An increased emphasis on data literacy and quality assessment practices as part of the next school plan will address identified areas of need in these elements.

In 2020, our **Effective Classroom Practice** was **Sustaining and Growing**. The school identified itself as excelling in many areas of this element, however, felt that there was a need to expand planning teams beyond specific grades/stages in order to be identified as excelling overall. The development of Professional Learning Community (PLC) teams made up of staff from all parts of the school will address this need in 2021.

The school's **Data Skills and Use** was identified as **Delivering**. Moving forward, there will be an increased emphasis on embedding data literacy into teacher professional learning and setting up practices to increase the consistency of data collation, interpretation and use across the school.

In 2020, our **Professional Standards** and **Learning and Development** were **Sustaining and Growing**. Quality professional learning opportunities for staff will continue to be a primary focus of the school and there will also be an increased emphasis on encouraging and supporting teachers to work towards higher levels of accreditation.

Our **Educational Leadership** was identified as **Sustaining and Growing**. The school identified itself as working towards excelling in this element, however, it was determined that further engagement with external stakeholders was required to support the quality instructional leadership in place across the school.

Our **School Planning, Implementation and Reporting** was also identified as **Sustaining and Growing**. The school will continue to ensure that there are regular opportunities for staff to reflect on key initiatives and evaluate their performance.

In 2020, our **School Resources** were identified as **Sustaining and Growing**. A key focus moving forward will be to ensure that there is more promotion with the community in regards to the resources that are purchased and how they are being implemented into the classroom. This is identified as particularly important for resources where there has been a significant financial commitment. The school's financial committee will also ensure that the financial management of the school remains a transparent process.

Finally, our **Management Practices and Processes** were identified as **Sustaining and Growing**. A focus moving forward will be to look at new and alternate means of capturing feedback from community.

Strategic Direction 1

Teaching & learning

Purpose

Establish teaching and learning practices that create a strong foundation in literacy and numeracy to enable successful, competent and creative future learners.

Improvement Measures

Increased proportion of students achieving expected growth in literacy and numeracy on internal and external measures.

Increased proportion of students in the top two NAPLAN bands in literacy and numeracy.

Student voice, work samples and reflections show an increased understanding of learning dispositions, adaptability and mindsets to be a successful learner.

PDPs, observations and teacher feedback show increasing quality teaching practice specifically in creativity, collaboration, communication and critical thinking (4Cs) and explicit teaching of literacy and numeracy.

Overall summary of progress

In 2020, there was an increased proportion of students achieving expected growth on internal and external measures. Given that our Year 3 and 5 students did not participate in NAPLAN, the external results were obtained through the Check in Assessments in Reading and Numeracy. Learning intentions and success criteria were also evident in all classrooms across the school. Although these were evident for all curriculum areas, there was a whole school focus placed on Numeracy (Whole Number), with an expectation that all students K-6 could discuss what they were learning, identify areas for personal improvement and identify what they needed to do in order to reach their learning goal. Despite many students being able to clearly and accurately articulate their learning pathway, this will continue to be a focus in the next school plan to ensure that practices are embedded across the curriculum and evident for students across all grades. In 2020, the school's consultative coaching model expanded from a K-2 focus to include all classes K-6. This ensured that explicit feedback on teaching practice and targeted professional support was being routinely offered by executive staff to the teachers in their teams. This built teaching capacity, supported the implementation of consistent practices across the school and ensured that all teachers were supported to achieve their professional goals.

Progress towards achieving improvement measures

Process 1: Literacy

Implement a whole school approach to literacy centred on Focus on Reading, integrated literacy programs and explicit teaching evidence based teaching practices.

Evaluation	Funds Expended (Resources)
Focus on Reading strategies have been successfully embedded into classrooms across the school. Given that the program is no longer supported by the Department of Education, the school will continue to support valued strategies within the program, however, there will be no formal professional learning for staff moving forward. The school's MiniLit and MacqLit programs will continue in 2021. The school will expand the program to engage more students and offer training to more staff in 2021.	<p>Training folders for Focus on Reading were purchased for new staff at a cost \$500. All professional learning was built into the school's professional learning schedule at no cost to the school.</p> <p>The school's MiniLit program was run by the Learning and Support Teacher using the school's 1.0 staffing allocation. The school's MacqLit program was run by a teacher included in the school's staffing allocation, with Literacy and Numeracy funds accessed for the purchasing of resources. Professional learning funds were accessed for staff training.</p>

Progress towards achieving improvement measures

Focus on Reading strategies have been successfully embedded into classrooms across the school. Given that the program is no longer supported by the Department of Education, the school will continue to support valued strategies within the program, however, there will be no formal professional learning for staff moving forward. The school's MiniLit and Macqlit programs will continue in 2021. The school will expand the program to engage more students and offer training to more staff in 2021.

Funding Sources:

- Literacy and numeracy (\$5000.00)
- Professional learning (\$5000.00)

Process 2: Numeracy

Implement a whole school approach to numeracy focusing on problem solving, explicit instruction, differentiation and authentic learning experiences.

Evaluation	Funds Expended (Resources)
Internal feedback indicated that 100% of staff benefited from the professional learning and strategies provided by the 'mathematics expert'. Strategies presented through the professional learning were also evident in all classrooms across the school. Internal feedback also indicated that 100% of teachers valued the consultative mentoring program and believed that their teaching capacity and ability to best support the needs of their students was heightened through the targeted support offered through the initiative.	<p>School funds (6100) used to employ an external expert to drive whole school professional learning, demonstrate best practice and provide targeted in class support.</p> <p>The school's consultative coaching program was utilised to ensure that teaching, resourcing and assessment practices in Mathematics were being consistently implemented across the school. The school utilised Socio Economic and internal funds (6100) to employ a teacher to release the executive staff for the mentoring program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$6500.00)• Socio-economic background (\$26784.00)

Next Steps

There will be a continued focus on partnerships with external experts to support enhancements in teaching and learning in 2021. The school's consultative coaching structures will also continue in 2021. An additional focus for the next school plan will be to also engage more heavily with other local schools to establish strong professional learning partnerships that build knowledge and skills within our school setting.

Strategic Direction 2

Connecting through wellbeing

Purpose

To ensure wellbeing is enhanced by a positive school culture, explicit teaching of behaviour and effective and reflective initiatives that allow all to connect, succeed and thrive.

Improvement Measures

Increase in positive feedback from student, staff and community Tell Them From Me surveys.

Improvement in the Positive Behaviour for Learning assessment.

Staff surveys and feedback show increasingly collaborative workplace culture where staff feel connected and supported.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Overall summary of progress

Student, staff and community feedback from the Tell Them From Me (TTFM) surveys was very positive towards the school, its systems and programs. Students indicated a strong sense of belonging and advocacy at school. They also indicated that the school was a positive learning environment where they felt challenged and supported to reach their full potential. This was also reflected through specific surveys developed by the school as part of its evaluation of the current school plan and development of the Strategic Implementation Plan for 2021-2024. The school's Positive Behaviour for Learning (PBL) team continued to evaluate the effectiveness of practices and engaged with external parties to evaluate the effectiveness of the school's initiatives and programs. The collation, analysis and use of data to ensure that areas of need were responded to in a timely manner was a primary focus of the PBL team in 2020. Feedback from staff in 2020 also indicated a highly collaborative school culture, with teachers indicating that they felt highly supported by the school's leadership team.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

Continued implementation of Positive Behaviour for Learning through the explicit instruction of school rules and expectations, meaningful professional learning and community consultation.

Evaluation	Funds Expended (Resources)
<p>The school developed a clear understanding of its strengths and areas for further development through the rigorous review of survey results and other feedback. This will ensure that the initiatives outlined in the new school plan reflect the voice of all stakeholders.</p> <p>Students with identified expressive and/or receptive language needs received targeted professional support. Teachers also benefited from the professional learning offered by the speech pathologist, with the result being appropriate teaching strategies and resources being utilised in mainstream classrooms to support identified students when not working with the speech pathologist.</p> <p>Very clear behaviour expectations across the school and clear and consistent measures for addressing matters has resulted in a significant decrease in negative behaviours across the school in 2020 compared to 2019 data.</p> <p>Scheduled Learning and Support Team meetings ensured that the social and emotional needs of students were discussed and acted upon in a timely manner with the support of the school counsellor.</p> <p>100% of students with a diagnosed learning disability or significant learning needs across the curriculum were placed on a Personalised Learning Plan</p>	<p>Tell Them From Me (TTFM) and School Excellence in Action (SEiA) surveys for students, staff and parents were developed and implemented at no cost to the school.</p> <p>An external speech pathologist was purchased using internal funds (6100) at a cost of \$28,000 to provide intensive group support for students and to assist teachers in developing and implementing programs and resources to support language development in the classroom.</p> <p>\$3,000 of school funds (6300) were allocated to the school's PBL team to purchase resources and run wellbeing events throughout the year.</p> <p>Learning and Support meetings were</p>

Progress towards achieving improvement measures

(PLP) which was developed in collaboration with the class teacher, student, parents and external agencies as required.

held fortnightly at no cost to the school.

Process 2: Connection, collaboration and communication

Foster a positive school environment and increase community connection through clear communication, collaboration and positive wellbeing that allows the school community to Respect, Reflect, Reset.

Evaluation	Funds Expended (Resources)
<p>A Community Engagement Committee was established, comprising teachers and community members to take a shared responsibility in the identification, planning and implementation of significant school projects.</p> <p>There was a measurable increase in parent and community engagement across the school in 2020. This was demonstrated through an increase in parent attendance at P&C meetings, strong parent/community attendance at school events (where COVID restrictions allowed) and an increase in parent/community feedback on school events and initiatives.</p> <p>Students with identified needs received targeted and intensive support through the school's engagement with external experts and support agencies.</p> <p>The Respect, Reflect and Reset program was not seen as required within the school and was not undertaken.</p>	<p>The school's Community Engagement Committee was established at no cost to the school.</p> <p>P&C meetings and initiatives were undertaken at no cost to the school.</p> <p>The regular dissemination of important school information continued through the school's social media platforms including Skoolbag, the school website, Facebook, Instagram and the P&C Facebook page. The only cost to the school was a small subscription fee (approx \$600) for access to the Skoolbag app.</p> <p>The vast majority of parent/community feedback was obtained through surveys due to COVID regulations. Feedback was captured without the school incurring a cost.</p>

Next Steps

The school will continue to strengthen programs and strategies for meeting the academic, social and emotional needs of students. Post COVID, parents will be encouraged to be more actively involved in the daily operations of the school, including being partners in the teaching and learning process. The school will continue to draw on the expertise of the local community through an increased emphasis on establishing and maintaining strong partnerships with external agencies and local schools. The school will also develop a broader range of strategies for connecting with parents and communicating both student and broader school achievements across the year.

Strategic Direction 3

Data informed practice

Purpose

To build enhanced teaching practice through the development of quality teaching programs, procedures and use of data for improvement.

Improvement Measures

Program feedback indicates improvement in the use of data to structure quality teaching and learning programs.

School procedures and implementation practices are continuously reviewed and realigned to address current needs.

Assessment data is collaboratively analysed and increasingly used to inform planning, early intervention, differentiation and to modify teaching practice.

Progress towards achieving improvement measures

Process 1: Data

Collect, collate and analyse assessment data to inform teaching, monitor performance and evaluate practice including the Learning Progressions.

Evaluation	Funds Expended (Resources)
<p>PAT testing was completed for all students in Years 1-6 and results were recorded online. Comparisons were made between school and state data. Best Start Assessments were completed for all Kindergarten students and SENA testing was completed for all students in Years K-4. Data was successfully collected and used to inform resourcing and teaching practices.</p> <p>The results of internal assessments successfully informed the development of support timetables across the school.</p>	<p>Stage/team meetings were built into the school's professional learning schedule and came at no cost to the school.</p> <p>Planning days were held once each term for all teachers and were paid for through the school's professional learning and internal (6100) funds at a cost of \$26,000.</p> <p>Regular assessment/testing schedule built into the school timetable at no cost to the school.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$6446.00)

Process 2: Programs procedures & practices

Collaboratively work with staff to develop engaging, explicit and systematic teaching programs and procedures supported by structures that foster quality teaching.

Evaluation	Funds Expended (Resources)
<p>Planning days for executive staff ensured consistency in regards to communication and team leadership.</p> <p>Collaborative data analysis allowed teachers to benefit from the experience and expertise of peers and ensured consistency across the school in regards to how data is analysed, interpreted and used.</p>	<p>Professional learning on data literacy embedded through the school's professional learning schedule, including Staff Development Days. No cost to the school.</p> <p>Executive staff released through internal funds (6100) once each term for planning at an annual cost of \$6000.</p>

Next Steps

Moving forward, data analysis will become a 'cross stage focus' through the development of Professional Learning Community (PLC) groups aligned to the strategic directions of the next school plan. This will ensure a broader analysis of school initiatives by considering the perspectives of staff in various roles across the school. A more effective internal process for record keeping will also be established using Sentral.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>The school received an allocation of \$6,207.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$6 207.00) 	Funds were utilised to subsidise educational opportunities and to support identified families with the purchasing of uniforms and school resources.
English language proficiency	<p>The school did not receive a staffing allocation in 2020, however, flexible funding was received to the value of \$45,686.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$45 686.00) 	Funding was used to employ additional English as an Additional Language or Dialect (EAL/D) teaching hours. This ensured that students benefited from targeted interventions in the form of both in class and withdrawal support. Professional learning for staff and a shared responsibility for the development and implementation of resources to support EAL/D students in the mainstream classroom also resulted from this funding allocation.
Low level adjustment for disability	<p>The school received a staffing allocation of 1.0 and flexible funding to the value of \$43,812.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$43 812.00) 	<p>Students in Years K-2 with identified needs in literacy benefited from intensive and daily support through the MiniLit program.</p> <p>Students in Years 3-6 with identified needs in literacy benefited from intensive and daily support through the MacqLit program.</p> <p>Identified students also benefited from access to additional in class support from the Learning and Support Teacher (LaST).</p>
Socio-economic background	<p>The school received flexible funding to the value of \$26,784.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$26 784.00) 	The employment of an additional staff member to release executive staff ensured the successful and regular implementation of the school's consultative coaching model. Staff capacity was further developed and a consistency in practices was evident across the school as a result of teachers receiving targeted support, collaboratively planning and sharing their knowledge and expertise with colleagues.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	142	140	129	127
Girls	127	127	129	121

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.1	95.3	90.9	95.9
1	92.6	93.1	91.7	92.2
2	93.8	90.7	95.3	94.9
3	94.2	93.7	91.6	95.2
4	93.5	93.3	92.4	94.6
5	93.7	93.8	92.3	93
6	93.6	92.3	94	92.4
All Years	93.6	93.3	92.6	94
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	3
Classroom Teacher(s)	9.34
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	3.52

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Professional learning was highly prevalent across the school in 2020. The school's professional learning schedule

ensured regular and ongoing opportunities for teachers to develop knowledge and skills across the curriculum and utilised expertise from both within the school and externally. The school also placed an emphasis on practical and collaborative opportunities for staff to share their knowledge and skills as well as benefit from the expertise of their colleagues. This was achieved in 2020 through collaborative planning days, ongoing professional learning at stage and team level, the school's explicit supervision structures and the consultative coaching model.

As part of the school's rigorous evaluation of the 2018-2020 School Plan, staff also engaged in research and developed their knowledge of new and dynamic evidence based practices for consideration and inclusion in the new school plan for 2021.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	390,926
Revenue	2,857,182
Appropriation	2,754,156
Sale of Goods and Services	1,196
Grants and contributions	99,811
Investment income	1,265
Other revenue	754
Expenses	-3,048,503
Employee related	-2,754,718
Operating expenses	-293,785
Surplus / deficit for the year	-191,321
Closing Balance	199,606

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.

	2020 Approved SBA (\$)
Targeted Total	57,826
Equity Total	231,874
Equity - Aboriginal	6,207
Equity - Socio-economic	26,784
Equity - Language	45,686
Equity - Disability	153,196
Base Total	2,121,616
Base - Per Capita	62,050
Base - Location	0
Base - Other	2,059,566
Other Total	261,412
Grand Total	2,672,728

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent Feedback

In 2020, feedback from parents and carers was collected using the Tell Them From Me (TTFM) survey and internal parent/community surveys developed as part of the school's situational analysis to support the development of the new school plan.

Parent feedback indicated that the school performed well in the following areas:

- Parents felt that practices across the school were inclusive of all students
- Parents believed that the school placed a high priority on friendships and a positive learning environment
- Parents believed that students followed school expectations
- Parents saw the school as a safe and supportive environment
- Parents felt welcome at the school and valued when they volunteered or contributed to school activities (although this was limited due to COVID 19)
- Many parents felt that communication between the school and community was regular and easy to understand. Having said this, some parents indicated that they wanted to see communication at a deeper level (as indicated below)
- Parents believed that staff were accessible
- Parents identified the school grounds and learning environments as being well maintained

Parents indicated that they felt included in the processes of school planning. Surveys were used as the primary means of seeking parent feedback during the evaluation process, however, online meetings were also used as a means of communicating with parents and collecting feedback.

Moving forward into 2021, parent feedback has indicated that more opportunities need to be made available by the school to talk to parents about the progress and achievements of their children. The inability of parents to access the school grounds during COVID 19 certainly posed a significant challenge, however, parents have still indicated that more regular opportunities to be 'partners' in teaching and learning are essential. Parents also indicated that they wanted to receive more regular communication on specific areas of progress and achievement both for their child and the school in general. A greater focus on the integration of technology across the school and enrichment opportunities for students were also identified by parents as areas for further growth. This feedback will be reflected through the directions of the 2021-2024 School Plan.

Student Feedback

In 2020, the school achieved very pleasing feedback through internal surveys and the Tell Them From Me (TTFM) survey. In regards to the TTFM survey, the school's results exceeded government norm data in the following areas:

- Students identify a positive sense of belonging
- Students identify as having positive relationships with peers
- Students believe that they demonstrate positive behaviour at school
- Students identify as being challenged, interested and motivated at school
- Students identify themselves as putting effort into their schooling experience
- Students believe that the curriculum is relevant and they use their learning time effectively
- Students believe that the school environment is very supportive and friendly with limited incidents of bullying
- The school environment demonstrates a high level of advocacy
- The school learning environment is highly positive

In each of the above survey areas, the school not only exceeded government norm data but also grew on the results achieved in 2019. The areas where the students scored below the school's results of 2019 were in participation in sport and extra-curricular activities and attitude towards homework. Moving forward, the school expects to capture improved data in the areas of sport and extra-curricular activities post COVID. A lack of opportunities in these areas during the pandemic was seen as a key reason for a decrease in results in these survey areas. Homework structures will be considered and revisited in the new school plan.

Teacher Satisfaction

In 2020, teacher satisfaction was formally measured through the Tell Them From Me (TTFM) Survey and informally collated through stage/team meetings, internal surveys and discussions. Teacher feedback indicated the following:

- Teachers felt highly supported by school leaders
- Teachers identified many opportunities to learn from stage/team leaders, including having their practices observed and receiving explicit feedback
- Teachers felt that the school was highly collaborative, with many opportunities provided to plan with colleagues and share ideas and expertise
- Teachers felt that professional learning had provided them with the knowledge and skills to provide explicit feedback to students about their learning and support children to identify areas for further development

- Teachers felt equipped with the skills and resources to meet the needs of learners in their class

Moving forward, teachers have indicated that they would like additional professional learning around data literacy. Some have also indicated a wish to further develop their ability to embed technology into the curriculum. Both of these areas will be a focus of the new school plan.

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.

Blakehurst Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they can excel and achieve in every aspect of their education. The school pays its respects to Aboriginal people by acknowledging the traditional custodians of the land at assemblies, meetings and special events.

The contributions that Aboriginals have made to the land as well as our local community are also recognised and celebrated through NAIDOC Week events, incursions, Sorry Day activities and excursions to places of significance. Given the restrictions associated with COVID 19 in 2020, we were unable to engage with local community members or performance groups (as was the case in previous years) and as a result, our primary means of connecting with Aboriginal culture and histories was through the classroom curriculum.

Aboriginal perspectives were embedded into teaching and learning programs, including through the '8 Ways of Learning', to ensure that all students were exposed to Aboriginal perspectives and learning techniques across the curriculum. Aboriginal students were also encouraged to be involved in the school gardening project to help foster connection to the land. Personalised Learning Pathways (PLPs) were also established in consultation with parents and external agencies where applicable, to ensure that each Aboriginal student had a connection to the curriculum and was having his or her learning needs met.

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.

The school's anti-racism procedures align to Department of Education policy and were put in place to ensure that school operations always promoted equity and inclusion for all students, staff and community members. The school had a trained Anti-Racism Contact Officer (ARCO) who assisted the Principal in leading anti-racism education programs. The school's procedures ensured that clear strategies were available for addressing the following concerns:

- Cyber racism or bullying
- Physical bullying or violence
- Verbal bullying
- Incidents of discrimination or unreasonable exclusion
- Harassment or intimidation

In 2020, the school was pleased to report that there were no incidents that required the intervention of the ARCO.

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.

In 2020, Blakehurst Public School served a culturally, linguistically and religiously diverse community. Approximately 65% of the students came from a background other than English. There were 32 different language backgrounds represented across the school in 2020. The school recognised and celebrated its religious and cultural diversity through the classroom curriculum. In previous years, the school's diversity was also celebrated through many community events including Harmony Day, Multicultural Day, NAIDOC Week celebrations and through the offering of Special Religious Education (SRE) and Ethics programs. The school was pleased to be able to resume SRE and Ethics classes in the later part of last year, however, most other significant school events did not take place due to COVID 19. The school looks forward to these events returning in 2021.

Tolerance and a cultural competency within the students, staff and community always has been and always will be a primary focus of the school.

Other School Programs (optional)

Student Leadership

Over the course of 2020, our School Captains and Prefects, House Captains and Library Monitors were given opportunities to further develop their leadership skills. The School Captains and Prefects attended the 2020 National Young Leaders Day Halogen conference alongside thousands of other students from across NSW. This day introduced them to the core qualities of a great leader and they also explored ways they could use their leadership skills within their school. This leadership day was highly successful in inspiring and influencing our student leaders.

In 2020, we also introduced a 'Leadership Breakfast', where students attended with family members to celebrate the beginning of their leadership journey. Leaders signed their contract and set goals for the coming year. This event was well received by students and the community. The school leaders, in particular the School Captains and Prefects were able to lead important school events throughout the year including assemblies and our annual Presentation Day. The leaders also took on various roles and responsibilities across the school and played an important role in driving initiatives developed through the school's Student Representative Council (SRC).

MiniLit and MacqLit

In 2020, the school also implemented the MiniLit (K-2) and MacqLit (3-6) programs to provide additional and intensive small group support for students experiencing difficulty in Literacy. These programs were introduced as an additional layer of support to the roles that were being undertaken by the Learning and Support Teacher (LaST) and English as an Additional Language or Dialect (EAL/D) teacher. The school made a considerable time and financial commitment to ensure that these programs were successfully implemented. This included the training of 2 teachers (with a 3rd teacher to be trained ahead of 2021) and the purchasing of resources specific to the program.

The achievement of each student was identified through the weekly collation and analysis of performance data. From the initial test in February to the final test in late November, data indicated that all students K-6 who accessed the program demonstrated significant growth in their learning, with over 30% graduating from the program prior early due to achieving their intended targets. The success achieved through the program has resulted in its continuation in 2021 with a new group of students coming onto the program.

Public Speaking and Debating

In 2020, our school continued to enjoy significant success in Public Speaking and Debating. The school participated in a variety of online competitions across the year, with 35 students representing the school across these competitions.

In the Multicultural Perspectives Public Speaking Competition, all students participated in a class competition, with the winners moving forward to participate in the stage competitions. As a result of their outstanding efforts at the class and stage level, 4 students qualified to represent our school at the local finals against students from 12 other local schools. One of our students (Maeve Wheeler) excelled in this competition and went on to represent the school at the Regional Final.

In 2020, the Metropolitan South Operational Directorate Primary Schools Public Speaking Competition was limited to a Stage 3 event only due to COVID restrictions. Once again, students needed to excel at the class and stage level in order to qualify for the zone event. We had one student (Maeve Wheeler) qualify for the zone final in 2020.

In 2020, the school registered one team of 4 students for the Premier's Debating Challenge. Our team was named 'It's Debatable' and we competed against students from Beverley Hills PS, Como PS, Cronulla South PS, Oatley West PS and Woollooware PS. Our students achieved fantastic results in the competition, progressing through the zone competition undefeated and earning immediate qualification for the state knock-out finals. We then progressed to the 5th round of the state finals before eventually being eliminated. Ultimately, our final result for the competition placed us in the top 10 schools in the state. A wonderful achievement!

Dance

In 2020, the school formed 3 dance performance teams. We had 18 students in the Infants Dance Troupe (Years K-2), 24 students in the Primary Jazz Troupe (Years 3-6) and 24 students in the Primary Contemporary Troupe (Years 3-6). Due to COVID regulations, all competitions were held online, with our teams required to submit a filmed version of their performances for an online panel to judge.

In the national 'Ooh La La Online Dance Competition', our Infants Troupe finished in 1st place with a performance named 'Andy's Room', inspired by the movie 'Toy Story'. In the same competition, our primary students also achieved outstanding results with the Contemporary Troup winning the competition for their performance 'Nature is Speaking' and the Jazz Troupe coming runners up in the same section for their performance 'Expecto Patronum'.

The school also participated in the national online competition, 'Everybody Sing and Dance Now'. Utilising the same performances, our Infants Dance Troupe once again won their section of the competition while the Jazz Troupe and Contemporary Troupe came 2nd and 4th respectively. These were outstanding achievements considering the school was competing against many other schools from right across the country.

The school also had one Year 6 student (Maeve Wheeler) audition and be accepted into Wollongong High School of the Performing Arts for dance. Two of our other Year 6 students (Annabelle Townsend and Tiana Hansimakali) were accepted into the dance program at Endeavour Sports High School for 2021.

School Representative Council (SRC)

There were limited events led by the SRC in 2020 due to COVID 19, however, our school leaders endeavored to lead as many 'in house' initiatives across the school as possible. This included fund raising events to support the school's sponsored child, fundraising as part of the bushfire appeal and purchasing a variety of sporting equipment for the playground, including padding for the netball posts and new goals for the school's soccer pitch.

The major event led by the SRC in 2020 was the school walkathon and barbecue. This proved to be a significant fundraising event, with the money raised being used to purchase water bottle filling stations for the school.

Premier's Reading Challenge

All students were encouraged to take part in the Premier's Reading Challenge, with several lessons provided to support students entering books read for their challenge online. 167 students completed the challenge successfully in 2020 which was 28 students more than in 2019. As part of the challenge, Kindergarten to Year 2 teachers read 30 books with their students while Students in Years 3 to 6 completed the challenge independently.

Library

In 2020, Kindergarten to Year 6 classes visited the library for lessons each week. Students across the school also had access to the library 4 days each week at recess and lunch. While students were learning from home, each stage had a combined online library lesson through Adobe Connect taught by Mrs Wyatt and moderated by class teachers. Lessons were collaboratively programmed with a focus on literature and information and research skills. Content taught during the library lessons connected to a variety of curriculum areas including History, Science and English. As well as accessing physical books, library lessons were also used to familiarise students with online learning tools such as *Oliver Library*, *Literacy Pro* and *Wheelers ebook library*.

Even though students were not able to borrow physical books during the COVID period, 10,874 books were borrowed across the year by the students, which was a tremendous effort and surpassed data from 2019. This result was attributed to a number of things, including the library and its resources being strongly promoted across the school and new resources being purchased for students to access in the library. Borrowing data was shared twice each term with class teachers to keep them informed of the borrowing habits of their students.. 697 *Wheelers ebooks* were loaned from 98 active patrons in our first year of our subscription. Most of these loans were during the months of April and May when students were learning from home.

Literacy Pro was utilised more than ever during 2020 due to its accessible online format. Students had access to appropriately levelled ebooks. *Literacy Pro* assessments were performed on students from Year 3 to 6 each term. The average Lexile growth for the school was 67L and 6 916 651 words were read. 251 quizzes aligned to the online readers were successfully completed. These results indicated that our students were heavily engaged in the reading of quality texts in 2020 and demonstrated measurable improvements in their reading and comprehension skills.

Special Religious Education and Ethics

Special Religious Education (SRE) and Ethics classes were taught to 226 students at Blakehurst Public School through 19 classes each week. Lessons were suspended for parts of Term 2 and 3 due to COVID restrictions. Volunteer SRE

and Ethics teachers provided information for Kindergarten Online Orientations regarding their syllabi. The combined Christian assemblies were not held this year for students.

45 students attended Ethics classes, 53 students took part in Catholic classes, 68 students took part in Protestant classes, 32 students took part in Orthodox classes, 17 students took part in Shia Islamic classes and 10 students attended Islamic SRE. The school was very pleased to be able to offer a diverse SRE and ethics schedule in 2020 that catered for as many families within the school community as possible.