

2020 Annual Report

Blandford Public School



1256

Introduction

The Annual Report for 2020 is provided to the community of Blandford Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

2020 was a year of significant change for our country, community and school, with life changing events such as ongoing drought, bushfires, floods and COVID-19. School life too changed in March with children transitioning to learning from home due to COVID-19. Staff moved swiftly to develop material for each class and provided physical resources to meet the needs of all students, as they worked in a less social environment. Our strong partnerships with families and the community shone as our dedicated staff were recognised for the work done throughout the year. Whilst the year was disrupted by a number of challenges, we all moved forward and became creative, innovative and engaged in different teaching styles to continue to provide high quality education for our students. A highlight was watching the faces of our students who were excited to return to school with a spring in their step and the as they reconnected with their friends and teachers. I applaud the staff on their constant dedication to providing a high standard of education to our students.

School vision

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

School context

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Quality teaching, successful students, inspired learning

Purpose

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

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: Data skills and use

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

Evaluation	Funds Expended (Resources)
School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school. The school is able to show evidence that it has achieved sustaining and growing in data use, assessment and curriculum.	Teacher time off class to analyse data Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$6000.00)

Process 2: Assessment

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

Evaluation	Funds Expended (Resources)
School wide practices including the regular collection and evaluation of student data using the Learning Progressions guides teaching programs. This has improved teacher clarity in regard to improving teaching practice and identifying and meeting student needs. Consistent whole school practices for assessment are used to monitor, plan and report on student learning as evidenced in scope and sequences and assessment schedule. Teachers have embedded at least two formative assessment strategies into current practice. Student learning goals are consistently referred to and evaluated and students are increasing their use of self assessment linked to their goals. Further improvement would be supported by the implementation of;	Principal off class developing writing moderation templates aligned to progressions. Continued use of student personalised learning processes, including modified process of virtual meetings in line with DoE COVID updates. Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$7000.00)

Progress towards achieving improvement measures

- * embedded 5 weekly teacher learning community sessions
- * developing a school wide system of agreed instructional strategies for each phase of learning

Process 3: Curriculum

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

Evaluation	Funds Expended (Resources)
<p>Teachers deliver learning programs that demonstrate evidence of feedback on student learning and teaching practices.</p> <p>Our future direction will be to continue to develop scope and sequences and units to support teachers in delivering quality teaching for all students. This will include continuing to work with the Small Schools Curriculum Team and investigate and implement efficient processes for implementation of formative and summative assessments in a multi- stage setting.</p>	<p>Additional teacher time</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$5500.00)

Strategic Direction 2

Connect, succeed, thrive

Purpose

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

We will:

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

Our students will:

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

Improvement Measures

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

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

Progress towards achieving improvement measures

Process 1: The Leader in Me

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

Evaluation	Funds Expended (Resources)
The Leader in Me was discontinued as it is not relevant to our current school context.	

Process 2: Professional learning

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

Evaluation	Funds Expended (Resources)
<p>Whole school practices such as Monday assemblies and the behaviour matrix are regularly utilised to support students in evaluating their behaviour and engagement within all areas of their school life. The use of the language of the character strengths has increased.</p> <p>Teachers implement evidenced based approaches to identify, monitor and review individual student well-being needs as evidence by learning support team meetings and teaching programs.</p> <p>Students actively participate in learning and monitor own progress as demonstrated by student assessment tasks.</p> <p>Reviewing of a variety of data sources, including EbS-On Track behaviour entries, student, parent and teacher meeting notes and engagement with a variety of services within and outside the department, the need for further support in developing wellbeing is evident. An evidenced based approach such as mindfulness will be investigated and implemented in the next school planning cycle.</p>	<p>Casual Teacher time to release class teachers for collaboration</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$4000.00)

Progress towards achieving improvement measures

To improve the effectiveness of this process the following strategies will be implemented;

Smiling Mind program- including professional learning and daily lessons

Continued implementation of current reward system, and mid year evaluation.

Teacher professional learning in evidenced based approach to supporting student wellbeing, such as ALSUP and implementation of strategy into behavior system

Process 3: Personalised learning

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

Evaluation	Funds Expended (Resources)
<p>Teachers, parents and students are a collaborative team, regularly working together to monitor student progress towards achieving personal learning goals. This progress is evidenced by student learning plans, health and other services reports and observation of classroom practice.</p> <p>Students are engaged, evaluative learners who actively use set criteria and learning goals to monitor their progress and achievement, as evidenced by student reflections and formative assessment techniques and tools.</p> <p>To further improve our impact, we will investigate and implement, evidenced based collaborative practices that shift culture and increase parent engagement.</p>	<p>PLP process- goal development, collaboration, meetings and classroom practice, teacher time</p> <p>Whole student focus- including occupational therapist, speech pathologists, APLA.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$4500.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Engage temp teacher Funding Sources: • Aboriginal background loading (\$4 200.00)	Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school. The school is able to show evidence that it has achieved sustaining and growing in data use, assessment and curriculum.
Low level adjustment for disability	Casual teacher days Professional learning sessions Funding Sources: • Low level adjustment for disability (\$10 500.00)	Teachers, parents and students are a collaborative team, regularly working together to monitor student progress towards achieving personal learning goals. This progress is evidenced by student learning plans, health and other services reports and observation of classroom practice. Students are developing as engaged, evaluative learners who actively use set criteria and learning goals to monitor their progress and achievement, as evidenced by student reflections and formative assessment techniques and tools. To further improve our impact we will; • investigate and implement, evidenced based collaborative practices that shift culture and increase parent engagement. • investigate and implement efficient processes for formative and summative assessment practices in a multi-stage setting
Quality Teaching, Successful Students (QTSS)	Additional teacher time Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$5 000.00)	Whole school collaborative practices have improved. Teacher understanding of collaboration and support for student outcomes has increased. Shifts in student learning outcomes have been tracked, with all students making progress.
Socio-economic background	Casual teacher days Speech pathologist Occupational Therapist Professional Learning	Teachers deliver learning programs that demonstrate evidence of feedback on student learning and teaching practices. Our future direction will be to continue to develop scope and sequences and units to support teachers in delivering quality teaching for all students. This will include continuing to work with the Small Schools Curriculum Team and investigate and implement efficient processes for implementation of formative and summative assessments in a multi- stage setting.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	21	16	12	10
Girls	18	19	13	11

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	95	95.2	97.2
1	97.8	95.1	95.6	93.6
2	95.5	91.6	94.5	94.4
3	96.3	92.1	97.9	96.6
4	97	96.2	91.8	
5	97.3	90.3	94.5	90.2
6	97	94.4	95.4	91.5
All Years	96.5	93.7	94.5	93.2
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	
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
Classroom Teacher(s)	1.67
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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.

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	156,230
Revenue	577,238
Appropriation	557,049
Grants and contributions	19,965
Investment income	224
Expenses	-482,461
Employee related	-405,601
Operating expenses	-76,860
Surplus / deficit for the year	94,777
Closing Balance	251,006

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	0
Equity Total	27,988
Equity - Aboriginal	4,213
Equity - Socio-economic	5,033
Equity - Language	2,898
Equity - Disability	15,844
Base Total	507,982
Base - Per Capita	6,013
Base - Location	10,592
Base - Other	491,377
Other Total	18,739
Grand Total	554,709

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 Satisfaction

The parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The following summaries provide results based on data from 5 respondents between 03 September 2020 and 23 September 2020. The average response of parents who feel that the school supports learning and positive behaviour, informs parents and promotes an inclusive environment, exceeds the state norm. The majority of parents have high aspirations for their children to complete Year 12 (100%) and to go on to university (96%). In the area of parents feeling welcome the average response of parents exceeds state norm in,

I can easily speak with my child's teacher

I can easily speak with the school principal,

Teachers listen to concerns and

The helpfulness of school administrative staff.

Student Satisfaction

Blandford Public School Year 5 and Year 6 students completed the TELL Them From Me Survey on 15 September 2020. This survey included nine measures of student engagement alongside the five drivers of student outcomes.

The summaries of the student survey results outline:

* 88% of students surveyed feel that what school staff emphasise academic skills and hold high expectations for all students to succeed.

82% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

* 89% of students are intellectually engaged in their learning. This is closely tied to student belief around quality teacher instruction. Students are engaged in their learning and value school outcomes.

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.