

# 2020 Annual Report

## Blayney Public School



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# Introduction

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

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

## School contact details

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Blayney Public School

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## School vision

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

## School context

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

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

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

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

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

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

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

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

## Strategic Direction 1

### Quality Learning

#### Purpose

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

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

#### Improvement Measures

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

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

Increase instances of positive behaviours.

#### Progress towards achieving improvement measures

##### Process 1: Curriculum and Learning

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

Evaluation	Funds Expended (Resources)
<p>What have we been doing and how well?</p> <p>100% of students completed an IEP in consultation with their classroom teacher. Using data from internal and external sources, teachers and students set SMART goals surrounding Literacy and Numeracy achievement which were evaluated at the completion of Semester 2. IEP's were shared with parents through adaptive COVID measures. All ATSI students created a PLP that included both academic and cultural goals. Data from internal assessment was collected on Sentral Markbook to centralise access to student achievement, and ease transition of this information from year to year. Students were given access to online packs throughout COVID lockdown which were tailored to their grade level.</p> <p>What data do we have to support this?</p> <p>All student IEP's and PLP's recorded on Sentral for 2020. They demonstrate consistent areas of development across a Stage group in the areas of Literacy and Numeracy. Due to COVID, parent interviews took place by phone and IEP's were sent home in packs.</p> <p>What is the analysis of the data?</p> <p>Data analysis reveals student growth still took place, but at a reduced pace over the COVID period. Students were able to regulate their learning from home, which yielded very mixed results. Home learning mathematics programs showed very slow student growth in across stage assessment, which was then prioritised in Semester 2.</p> <p>Was it worth it? What is the next step?</p> <p>Centralising data collection for teacher access to tailor programs for students has been very successful. Rolling out a consistent approach to recording data across the school should be a priority for 2021. Consistent Pre and Post testing, especially for maths would benefit teachers in preparing student</p>	

## Progress towards achieving improvement measures

centred programs that target areas of significant need.

### Process 2: Personalised Learning

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

Evaluation	Funds Expended (Resources)
<p>What have we been doing and how well?</p> <p>Assessment schedules were reviewed and streamlined to ensure their quality and pertinence to student need. TORCH was removed and DIBELS added as a baseline data measure for fluency. Maths Sprints targeting the Measurement strand were trialled and adapted to a 5-week period for student growth across multiple strands. We opted in for the Check-In assessment and reviewed student results as compared to other schools across NSW.</p> <p>What data do we have to support this?</p> <p>Assessment results have been recorded in Stages using Markbook on Sentral. Each stage has an updated Assessment Schedule for use in 2021. Check-In assessment data compares the results for Blayney to the State and SSSG averages. Analysis of the Check-In assessment showed Yr 5 students were slightly behind State averages in Numeracy (57.4% compared to 60.0%) and Reading (59.4% compared to 60.7%) but above SSSG averages. Yr 3 students were more significantly behind in Numeracy (55.1% compared to 62.8%) and Reading (49.3% compared to 58.8%).</p> <p>What is the analysis of the data?</p> <p>Students will have better access to programs tailored to their need as assessments reflect their abilities and data is more transparent across a Stage. Blayney sits above the SSSG scores according to the Check-In assessment but still well behind the State averages we need to be in front of.</p> <p>Was it worth it? What is the next step?</p> <p>In the future, we will need to identify areas of weakness in Literacy and Numeracy as defined by internal and external assessment data. Develop student centred units of work and continue to monitor students growth across a Stage.</p>	<p>Assessments for AFCL conducted again and submitted for the trial</p>

### Process 3: Student Wellbeing

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

Evaluation	Funds Expended (Resources)
<p>What have we been doing and how well?</p> <p>Across Stage meetings on student growth and achievement occurred, analysing Check-In and PAT assessment data. PBL sessions resumed with students and staff maintaining a regular routine of teaching PBL lessons each Monday morning with a consistent whole school focus for that week. LaST meetings took place regularly and included Executive staff from all Stages, the School Counselor and Principal to ensure clear communication and consistent approaches to support across the school. The chaplaincy program continues to run and support students before and during school. Wellbeing of students is consistently shared with staff during staff and Stage meetings to ensure all issues or concerns are well communicated.</p>	

## Progress towards achieving improvement measures

What data do we have to support this?

All meeting minutes are recorded using Sentral. They are accessible to any staff member not present after a meeting has taken place. All meetings are scheduled and recorded by teachers using Sentral to ensure transparency and reminders are emailed out to external members required.

What is the analysis of the data?

Staff are regularly meeting to discuss academic and social aspects of students and design and implement new ways of supporting them. Community members are consulted and encouraged to be part of the learning process through clear communication. All data and plans are recorded and tracked using a centralised system (Sentral).

Was it worth it? What is the next step?

Planning for 2021 will now begin with time allocations for meetings, funding allocations and discussion with community members and health professionals as to where our students can be best supported.

## Strategic Direction 2

### Quality Teaching

#### Purpose

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

#### Improvement Measures

Increased use of evidence-informed practice by all teachers.

Improved collaboration and learning culture.

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

#### Progress towards achieving improvement measures

##### Process 1: Research Information Pedagogy

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

Evaluation	Funds Expended (Resources)
<p>What have we been doing and how well? L3 literacy ongoing in Stage One and support classes. Use of SENA data and progressions to differentiate maths lessons particularly early arithmetical strategies. Completion of PLAN2 training for staff and mapping of some domains for all students. Limited face to face PL, but an increase of online Professional Learning targeting specific need. Stage 2 &amp; 3 students used explicit writing rubrics. Seven Steps writing program and Super 6 comprehension activities were utilised across the school. Maths sprints were completed in all stages targeting specific areas of development. Home learning programs established that engage students and utilise a range of online applications.</p> <p>What data do we have to support this? L3 data and ongoing class routines and observations. Stage group PL targeting Phonics and Writing. PLAN2 mapping for CrT domain for all stages/students. Online programs established including practices for reflection and evaluation by staff. Embedded online applications include: <i>Mathletics, Targeting Maths, Epic, Wushka, Reading Eggs, Kahoots</i>, and similar. Students utilised rubrics to reflect on their progress. Maths sprints demonstrated significant growth in targeted areas of Numeracy.</p> <p>What is the analysis of the data? Limited data sets show some student growth as demonstrated in summative assessment tasks. Small improvements in some areas (Stage 3 PM 'working towards' students).</p> <p>Was it worth it? What is the next step? To focus on Mathematics intervention in the new school plan we will need resources purchased to support SLSOs and intervention staff. This is needed to support our intervention teams in catering for targeted maths areas and goals. We will also receive COVID funding to assist with intervention programs and this will need student data samples to drive the focus areas in maths.</p> <p>Teachers will continue utilising L3 strategies in their reading programs although training has ceased.</p> <p>Reading is to be a focus through explicit collaborative teaching practice across the school.</p>	

## Progress towards achieving improvement measures

Maths Sprints to continue and be refined.

Writing processes established throughout Instructional rounds to be continued within all classes.

### Process 2: Collaborative Practice

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

Evaluation	Funds Expended (Resources)
<p>What have we been doing and how well? All staff were offered the opportunity to complete the HBDI survey and attend training at the start of the year. Staff feedback indicated a greater understanding of their own and their colleagues' strengths and that they could see how it would impact on students in their class. Executive leaders continued to guide staff and share/discuss processes that were already in place in their stages. They used this to program for learning gaps found in collected data. Due to the COVID-19 all external training and meetings were cancelled later in the year. This has impacted on staff professional learning and their focus changed to support online learning, streaming and technology skills. Staff have successfully applied new strategies and catered for the changes.</p> <p>What data do we have to support this? Staff surveys, observations, agendas for meetings, PDPs.</p> <p>What is the analysis of the data? Staff buy in for sprints was high and student growth was evident. Staff felt more confident to use PLAN2 when tracking progressions. Due to COVID, Staff PDP goals and training were impacted and will move into 2021. Stage meeting agendas allowed for reflection of student progression and moderation for consistency.</p> <p>Was it worth it? What is the next step?</p> <p>Sprints will continue in 2021, due to possibility of high student growth. The data reflected significant growth from pre and post testing.</p> <p>PDP's will be reevaluated as PL has been rescheduled for 2021 due to covid.</p> <p>PLAN2 use is increasing due to covid funding. Intervention teachers to document student data using PLAN2.</p>	

### Process 3: Evaluative Practice

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

Evaluation	Funds Expended (Resources)
<p>What have we been doing and how well? All staff attended professional development and group sessions on building Feedback and questioning to develop rich tasks and deepen student knowledge. Executive worked with mentor to develop clear understanding and expectations. Stage plans were developed with executive taking leadership for their stage in the implementation, data collection and leadership of instructional rounds in their individual stage as well as a whole school approach. Due to COVID-19 changes occurred in professional development, no external personnel were allowed on site and teachers had to modify practice to cater for online learning and social distancing. One work pack was developed for learning either on site or at home.</p>	

## Progress towards achieving improvement measures

What data do we have to support this? All class teachers attended professional development sessions on developing feedback mechanisms and rich tasks. Stage meetings were led by executive staff to develop consistent expectations of student achievement.

What is the analysis of the data? Staff collaboratively developed student rubrics used within stages to ensure consistency of teacher judgement.

Was it worth it? What is the next step? The process was successful in establishing consistent teacher judgement. The process will continue in future plans with a reading or numeracy focus to embed these practices across the school.

### Strategic Direction 3

#### Real World Connections

#### Purpose

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

#### Improvement Measures

Increased student opportunities or participation of community in school learning.

Improved student attendance rates.

Increase levels of student engagement.

#### Progress towards achieving improvement measures

##### Process 1: Community Engagement

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

Evaluation	Funds Expended (Resources)
<p>What have we been doing and how well? We have continued to communicate all of the changes due to COVID extremely well with staff and community. Follow up phone calls regarding COVID were implemented regularly and parents were commenting about how organised the school was during the pandemic. Staff continued to be available via email and messaging platforms for parents and students the remainder of the year.</p> <p>What data do we have to support this? Data to support this is: meetings minutes for whole school, each stage and individual teams. Programs and teacher logs also documents community/parent engagement. Also the use of Google Classroom, Dojo and email provides a digital trail of the communication between parents, students and staff.</p> <p>What is the analysis of the data? The data shows that staff continued to maintain professional and open means of communication with our community for the remainder of the year. Staff also took the time to call parents and discuss reporting grades after assessing, to ensure parents were well informed of their child's level of achievements and next steps.</p> <p>Was it worth it? What is the next step? The level of organisation and ability to learn new skills by staff was outstanding. This is reflected in the positive comments from parents and community support. Staff worked hard to ensure parents felt supported in all aspects/stages of this pandemic.</p>	

##### Process 2: Student Engagement

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

Evaluation	Funds Expended (Resources)
<p>What have we been doing and how well? Purchase of the new furniture created a sense of pride amongst students and staff. Students saw that their learning space was valued and this was reflective in their own thinking about their classroom. We were unable to attend Tournament of the Minds due to COVID. Our presentation night was stage-based, rather than whole school. This was easier to manage and all performances (no singing) were videoed and shown to parents. They were also given links to watch the presentation if</p>	

## Progress towards achieving improvement measures

they could not make it on the day. This suited many parents as we have a high proportion of shift workers in the area who have previously been unable to attend. SRC were able to continue their fundraising programs through out Term 4 as COVID restrictions started to relax. Our school leaders were able to develop their skills in leading our presentation day.

What data do we have to support this? Verbal feedback from parents and staff in all areas was positive. Student leaders were happy they were still able to lead the presentation as it is something they have always done and lack of assemblies in 2020 prohibited this opportunity. Newsletter and Facebook posts regularly showed photos/blurbs about what was happening. Meeting minutes from various stages documented positive outcomes from presentation days.

What is the analysis of the data? Verbal feedback from parents indicated they particularly liked the presentation day in separate stages as it made it quicker if they were attending only one. Stage-based presentation days are a possibility in future years and not just during COVID. Many parents liked our Facebook book posts about our new furniture and presentation photos.

Was it worth it? What is the next step? Changing the presentation night to stage-based was a good way to celebrate student achievement in socially restrictive times. The committee will have to discuss elements to keep and incorporate into future events. Many projects that were postponed will need to be discussed and rescheduled when able.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$44 319.00)	All students have personalised Learning Plan (PLP) and are making progress across the literacy and numeracy continuums.  Funding was used in the development of Individual student programs, their implementation and employment of support staff.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$0.00)	The school supported individual programs with the employment of additional staff as required.
<b>Low level adjustment for disability</b>	0.9 staffing  \$48130	Students with low level support needs have been supported within the classroom by employed SLSO's to support small group and individual programs.  Wellbeing Officer has supported individual programs and personalised student learning.  Teachers have been supported in personalising learning and using accommodations and adjustments to improve student outcomes.  The school used the Nationally Consistent Collection and Data (NCCD) to engage teachers in meaningful professional dialogue about how to cater for the varied needs of students in their classes.  Individual Learning Plans have been developed in consultation with parents, students and teachers.  A speech pathologist and occupational therapist has been employed and individual programs implemented to support identified students.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$60489 in staffing	Teacher mentoring, lesson observations and team planning opportunities to enable collaborative practices which allow teachers to jointly plan and observe other lessons when negotiated.  Effective mentoring and leadership practices provided constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. All teachers received support with accreditation processes and the Performance and Development Framework within their stage teams.
<b>Socio-economic background</b>	\$209,617	Improved access to quality research based pedagogies through the training and implementation of Language, Learning and Literacy (L3), Focus on Reading (FoR), TEN, Instructional Rounds and Stage network days including teacher professional training and resources.  Funds were used to employ an additional teacher to provide reduced student numbers

<p><b>Socio-economic background</b></p>	<p>\$209,617</p>	<p>in stage 3 and support programs for students and individual adjustments.</p> <p>Employment of staff to provide individual programs and implement support and extension programs for students across the school.</p> <p>Increase student access to technology and educational resources and programs.</p> <p>Funds were also used to support an AP to be off class to assist in mentoring and leadership practices and support teacher lesson delivery and classroom management, with a focus on student wellbeing and supporting families.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	166	162	167	173
Girls	134	139	141	144

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	93.2	92.8	91
1	93.4	93.1	92.1	87.4
2	94.6	93.7	92.8	89.3
3	94.5	92.8	93.4	89.4
4	94.8	94.2	91.4	92
5	95.1	92.7	93.8	88
6	93.6	94.5	91.1	88.9
All Years	94.2	93.5	92.5	89.5
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)	4
Classroom Teacher(s)	12.85
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	5.87

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	765,967
<b>Revenue</b>	3,729,884
Appropriation	3,686,010
Sale of Goods and Services	669
Grants and contributions	41,925
Investment income	1,080
Other revenue	200
<b>Expenses</b>	-3,687,341
Employee related	-3,110,112
Operating expenses	-577,229
<b>Surplus / deficit for the year</b>	42,543
<b>Closing Balance</b>	808,510

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	97,234
<b>Equity Total</b>	400,511
Equity - Aboriginal	44,319
Equity - Socio-economic	209,617
Equity - Language	0
Equity - Disability	146,576
<b>Base Total</b>	2,867,799
Base - Per Capita	78,212
Base - Location	17,338
Base - Other	2,772,248
<b>Other Total</b>	175,981
<b>Grand Total</b>	3,541,524

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2020 we sought the opinions of parents, students (Year 4-6) and teachers about our school using the Tell Them From Me survey. The parent and teacher responses are presented below using a ten point scale. A score of 10 indicates strong agreement, 5 indicates a neutral agreement and 0 indicates strong disagreement. Student responses are listed as a percentage.

### **Parent/Carer Satisfaction**

*This data is the results from 23 respondents in this school who completed the Parent Survey between 11 August and 19 Oct 2020.*

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

- Parents feel welcome at school - 6.6
- Parents are Informed - 5.2
- Parents support learning at home - 6.5
- The school supports learning - 6.4
- The school supports positive behaviour - 7.2
- The school is safe - 7.1
- The school is inclusive - 6.4

Parents survey results indicate that parents are satisfied with the programs and opportunities being offered in class and have identified a number of areas that the school does well. These include the dedicated and caring teachers and staff, the opportunities for students as well as the support programs that are implemented. Our results were lower than previous years, COVID has had an impact how parents have engaged with the school and our opportunities to involve parents in student learning.

The main area identified to be addressed in the school's future directions was to ensure parents are kept informed and support individual student learning needs.

### **Student Satisfaction**

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

- 58% of students in this school had a high rate of Participation in Sports; the NSW Govt norm for these years is 83%

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

- In this school, 78% of students had positive relationships; the NSW Govt norm for these years is 85%.
- 85% of the girls and 71% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.

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

- 93% of students in this school valued School Outcomes; the NSW Govt norm for these years is 96%.
- 99% of the girls and 85% of the boys in this school valued School Outcomes. The NSW Govt norm for girls is 97% and for boys is 94%.

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

### **Positive teacher-student relations**

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

- In this school, Positive Teacher-Student Relations were rated 8.3 out of 10; the NSW Govt norm for these years is 8.4.

## Positive Learning Climate

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

- In this school, students rated there are clear rules and expectations for classroom behaviour 7.0 out of 10; the NSW Govt norm for these years is 7.2.

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

- In this school, students rated Teachers' Expectations for Academic Success 8.6 out of 10; the NSW Govt norm for these years is 8.7.

## Teacher Satisfaction

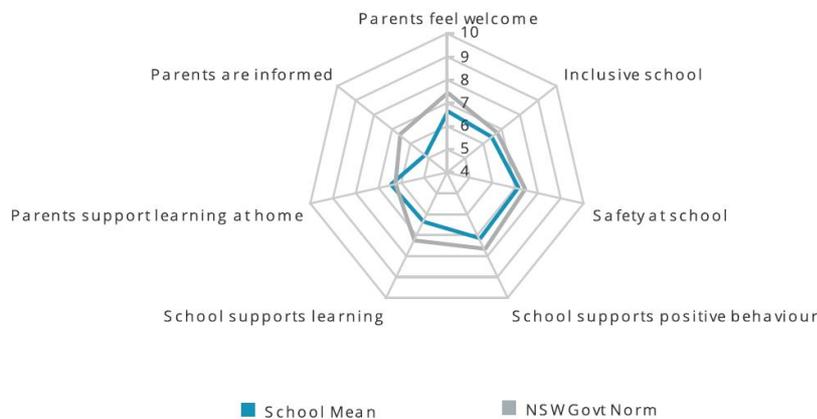
Research on 'effective schools' has identified important correlates of student outcomes.

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

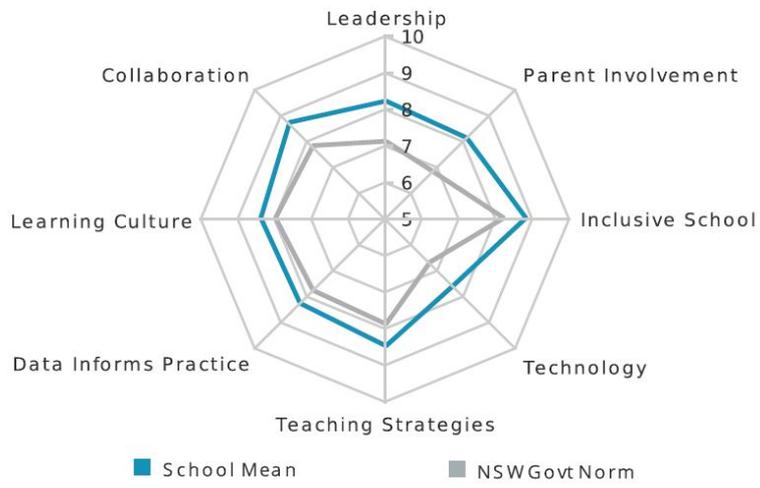
- Leadership - 8.2
- Collaboration - 8.7
- Learning Culture - 8.4
- Data Informs Practice - 8.3
- Teaching Strategies - 8.5
- Technology - 7.6
- Inclusive School - 8.8
- Parent Involvement - 8.1

Teacher responses indicated a positive result in most areas of focus. The area identified for continued focus in 2021 was Inclusive School and Learning Culture and Parent Engagement.

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



TTFM Parent Satisfaction Graph 2020



TTFM Teacher Satisfaction Graph 2020

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.