2020 Annual Report

Blairmount Public School

4535

Introduction

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

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

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School vision

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

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

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

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

School context

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	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

Empowered, Risk Taking & Successful Students

Purpose

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

Improvement Measures

Aboriginal Education
 • 100% of Aboriginal students achieve growth towards individual goals within their Personalised Learning Pathways.
Future Focussed Learners
 • 100% of students at BPS have 1:1 access to a device.
 • Increased proportion of students using the language of Growth Mindset
Wellbeing
 • 100% of students can identify a staff member who can provide advice, support and assistance to help them fulfill their potential.

Progress towards achieving improvement measures

Process 1: Aboriginal Education

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

Evaluation	Funds Expended (Resources)
• In 2020, Aboriginal students did not engage in any community events, however, they continued to participate in Blairmount Indigenous Group (BIG) and a modified Personalised Learning Pathway (PLP) process that is called 'Learning Footprints'. • 77% of classroom teachers identified that the PLP process has provided their Aboriginal students with the support needed to achieve & be successful with their goals.	$40000 (0.4 Teacher to support Aboriginal students) $10000 casual relief

Process 2: Future Focussed Learners

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

Evaluation	Funds Expended (Resources)
Student Agency • In 2020 'Empower Hour' for students in Years 2-6 was launched as an evolution of 'Student Voice Hour' from 2019. All students engaged weekly for one hour in passion projects or student agency groups, such as 'Community Engagement Team' and 'Innovation Team'. At the end of Term 1, 89% of students and 100% of staff reported that they enjoyed this opportunity, with increased student engagement being the greatest outcome. Due to the shift to remote learning, this initiative was not continued. • 'Wonder Time' was also established in 2020 for students in Kindergarten and Year 1 for one hour a week to explore play-based learning and to build beginning skills for engagement in 'Empower Hour' in later years. Due to the shift to remote learning, this initiative was not continued past Term 1.	$60000 Technology to support 1:1 program

Progress towards achieving improvement measures	
• 35 students joined the 'Fully Charged' group which worked on planning a whole school community relaunch of our Blairmount Public School learner qualities. • Stage 3 students collaboratively developed ideas for new whole school house groups and presented these ideas to the senior executive. Student leaders and Stage 3 students developed a launch strategy that included logos, games and flags. As a result 98% of students are aware of their house, a 35% uplift from earlier in the year. Growth Mindset • 88% of teachers surveyed use the Blairmount Public School learner quality language with students everyday or almost every day. This language includes curious, risk taker, problem solver, collaborative, challenged, determined and reflective. There was a 35% uplift from 2019 in the proportion of staff that use the language daily. • In the 2020 Tell Them from Me survey, 89% of students indicated they like challenging goals and 59% set challenges for themselves. Technology • In 2020 Blairmount Public School became an Apple Distinguished School and engaged with an Apple Pencil Pilot with the purchase of 120 Apple pencils to enhance iPad creativity. • 100% of students continued to have 1:1 access to a device in the form of an iPad. • 62% of students reported using their iPads daily, with 33% using them a few times a week to engage with literacy & numeracy apps, creation apps, coding and robotics. • 87% of families surveyed identified that their child uses technology to post learning on the Seesaw app. • Blairmount Public School also lent out 190 iPads to families that required technology to support engagement with remote learning experiences.	

Process 3: Wellbeing

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

Evaluation	Funds Expended (Resources)
• Continuation of school-based wellbeing programs, including Chaplaincy, Positive Behaviour for Learning (PB4L), birthday cards for every student, Kindness on Purpose, Silent Mentor and Rock and Water. • 57% of students found the Kindness on Purpose 'Feelings First Aid Kit' helped with their heavy feelings and 33% of staff agreed. 10% of staff identified the Kindness on Purpose initiative 'useful' and 71% identified this intervention towas 'somewhat useful'. • 35 target students were identified for the continuation of the Silent Mentoring Program. • Established Community Connection Week where staff contacted families to check in on student and family wellbeing.	$7000 Chaplaincy Program $10000 Kindness on Purpose $8000 PB4L

Progress towards achieving improvement measures

- Evolution of raffle tickets as part of the PB4L program to 'Bee-Bucks' tokens that are collected in new whole school house teams where the winning team receive a treat at the end of each term. The new school house teams include Gliders, Burras, Matildas and Wallabies and each have their own qualities that they value and uphold.

- 21 staff ran lunch time groups to provide an opportunity for students to engage in structured activities of their choice.

- During remote learning, every family was contacted once a week by a staff member to check on their wellbeing and provide support when required. At risk families were supported by the Learning and Support Teacher, Chaplain and Community Engagement Officer.

- Hampers of food were regularly provided to families in need.

In the 2020 Tell Them from Me survey, students provided the following feedback on the aspects of student wellbeing:

Student engagement when compared to the same time in 2019:

- Decreased social engagement.

- Decreased aspects of institutional engagement, including value schooling outcomes' and 'positive homework behaviours'.

- Increased 'positive behaviour' aspect of institutional engagement which was also above the government norm.

- Decreased aspects of intellectual engagement, including 'interested and motivated' and 'quality instruction'.

- Steady 'effort' aspect of intellectual engagement.

Drivers of student outcomes when compared to the same time in 2019:

- Increased advocacy at school.

- Decreased relevance to own lives, positive teacher-student relations (although this still remains higher than the government norm), positive learning climate and expectations for success.

- Reduced rate of bullying with 82% of students indicated they knew where to seek help if they were being bullied.

- 56% of students still felt connected to school and each other during remote learning.

- 66% of students identify with the high belonging and high expectations quadrant of the 'low/high outcomes compared to academic expectations' graph.

Other Tell Them From Me survey results from students indicated that:

- 21-29% of students are displaying early signs of disengagement, which may be signs of anxiety or other psychological problems, learning or behavioural problems or family socio-economic factors.

- 84% of students can identify a staff member who believed in them and who they could go to for advice. This is a slight decrease from 2019 where 88% of students could identify this.

Strategic Direction 2

Reflective, Innovative & Knowledgable Teachers

Purpose

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

Improvement Measures

Evidence Based Practices
 • An increase in the percentage of students achieving equal to or greater than expected growth in literacy and numeracy.
Innovative Research Based Pedagogy
 • 100% of staff participating in stage, school and cross school collaboration.
 • Increase in visible learning strategies measured through a visible learning matrix.
Future Focussed Classrooms
 • An increase in the percentage of teachers reflecting on current practices to initiate change.

Progress towards achieving improvement measures

Process 1:   Evidence Based Practices

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

Evaluation	Funds Expended (Resources)
• 100% of K-2 teaching staff engaged with Spirals of Inquiry and 3-6 teaching staff engaged with Learning Sprints as frameworks for reflective practice, with a focus on enhancing pedagogy in the areas of literacy and numeracy. The 2020 focus areas included vocabulary, making thinking visible and comprehension. • In 2020 representatives from each stage team engaged with 'Broadening Knowledge of Mathematics Literacy and Language' professional learning with Dr Ryan Dunn to enhance the use of reasoning and higher order thinking skills. • Due to the 'Check-In Assessments' replacing NAPLAN in 2020, student performance measures were not comparable to previous years and Year 3 students were not compared to other cohorts. Our results indicate Year 5 students in reading were 0.5% above similar schools & Year 5 students in numeracy were 1.5% below similar schools. • Of the 15-27 students that participated in the literacy and numeracy University of NSW International Competitions and Assessments for Schools (ICAS), the following merits, credits or distinctions were awarded: 33% in English, 21% in Mathematics and 53% in Spelling. • Blairmount Public School participated in a trial of the 'Phonics Screening Check' that was conducted with students in Years 1-3. The results indicate: 26% of Year 1 students were on track, 59% of Year 2 students were on track and 80% of Year 3 students were on track.	$205000 DP Instructional Leader 1.4 $65000 DP Instructional Leader Digital Technologies 0.4 $200000 Release for 2 x Pedagogical Coaches

Process 2:   Innovative Researched Based Pedagogy

Progress towards achieving improvement measures

Process 2:

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

Evaluation	Funds Expended (Resources)
Collaboration • 100% of teachers collaborated with stage teams during stage meetings and School Development Days. • 100% of on-class teachers collaborated with stage teams during Spirals of Inquiry/Learning Sprint sessions and planning days. • 89% of staff agreed or strongly agreed that the Spirals of Inquiry and Learning Sprints frameworks were valuable tools for developing pedagogy. • In the 2020 Tell Them From Me survey, teachers reported decreased agreement about the impact of collaboration on student learning when compared to last year and the government norm. • Due to Department restrictions on social gatherings, social distancing and school closures the quantity of school and cross school collaboration were greatly reduced. Visible Learning • Continued use of learner qualities in classrooms across the school, with the support of WhyFi merchandise for students. This has become part of school culture as evident by the knowledge of families in the 2020 Tell Them from Me survey. • 100% of staff engaged in one cross school collaborative Staff Development Day session with a Community of Schools to engage in CORWIN professional learning on SOLO taxonomy to enhance the quality of assessments. • 100% of executive staff attended a Community of Schools training day by CORWIN on quality feedback and facilitated this training with their stage teams.	$50000 Casual teacher to facilitate Spirals of Inquiry process $40000 Resources for Learner Qualities $18000 Visible Learning PL with Corwin $18000 Social Venutres Australia

Process 3:   Future Focussed Classrooms

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

Evaluation	Funds Expended (Resources)
• In 2020, two part-time Digital STEM Technology coaches were employed to provide coaching to promote reflective practice in the areas of innovative practices, including technology and Problem Based Learning (PBL), and create opportunities for ongoing professional learning for staff. • In 2020, one full-time and one part-time pedagogical coaches were employed to facilitate reflective practice in diverse areas identified by individual teachers and their student's needs. Due to staffing changes, this was reduced to one part-time role after on-site schooling returned. • In 2020, three Instructional Leaders continued their role in leading reflective practice in literacy and numeracy as part of the Early Action for Success intervention. During this time staff explored co-reflecting on teaching practice,	$1000 Interviews online $5000 Teacher Relief for Learning Conversations

Progress towards achieving improvement measures	
co-planning lessons and professional learning/research. 87% of teachers indicated their teaching had changed or improved as a result of working with an Instructional Leader. • Across the school, 97% of teachers engaged in reflective practices with a coach or mentor to develop individual professional learning goals, plan changes to pedagogy and monitor the impact of these changes on the achievement of student learning outcomes and perception data. • 100% of on-class teachers collaborated with stage teams during Spirals of Inquiry/Learning Sprint sessions and planning days.	

Strategic Direction 3

Informed, Active Community

Purpose

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

Improvement Measures

Authentic and Sustained Parent Engagement
 • Increased number of opportunities for parents to attend high quality learning experiences in a range of curriculum areas.
Partnerships
 • Increase in community and expert partnerships and the number of classes engaging in entrepreneurship.
Empowered Decision Making
 • An increased proportion of parents and students at P&C, planning days and other forums that provide opportunities for discussion, feedback and decision making.

Progress towards achieving improvement measures

Process 1: Authentic and Sustained Parent Engagement

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

Evaluation	Funds Expended (Resources)
• Due to school closures and social distancing requirements, community events at school have not occurred in 2020. • During this period, classroom teachers made regular contact with families through phone calls or Zoom sessions to provide feedback on student progress. • During the period of home learning, Seesaw was a driving method for sharing and receiving learning experiences in most classes. As a result, 100% of families surveyed identified that they check Seesaw daily or weekly. Google Classroom was also utilised for most Stage 2 and Stage 3 classes during home learning. • The coaching team worked closely with classroom teachers and families to set up the technology and processes to support remote learning. Some coaches and teachers also created media to share with families to increase knowledge of technology & implementation of home learning.	

Process 2: Partnerships

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

Evaluation	Funds Expended (Resources)
• In Term 1 during 'Empower Hour' some student agency groups began the process of connecting with experts and engaging with entrepreneurship. This includes the 'Charity' group who researched local charities they could support	

Progress towards achieving improvement measures	
through fundraising and the 'Community Engagement' group who contacted a local daycare where students planned to read to young children. • Due to Department restrictions on social gatherings, social distancing and school closures, opportunities to utilise partnerships with the community were not explored.	

Process 3: **Empowered Decision Making**

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

Evaluation	Funds Expended (Resources)
• At the annual planning day with students, parents and staff, 11 classes were represented by parents. • Weekly on Seesaw, a learning app, there were 750 posts, 800 parent visits and 130 comments. • 13 parents/carers attended P&C.	$3000 SeeSaw $5000 Community Planning Conference

Next Steps

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

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

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		• In 2020, Aboriginal students did not engage in any community events, however, they continued to participate in Blairmount Indigenous Group (BIG) and a modified Personalised Learning Pathway (PLP) process that is called 'Learning Footprints'. • 77% of classroom teachers identified that the PLP process has provided their Aboriginal students with the support needed to achieve & be successful with their goals.
English language proficiency		• 28 students were provided with intervention through small group withdrawal and targeted in-class support to improve individualised areas of need. • Of the students focusing on oral interactions, 100% demonstrated growth of one level of the EAL/D Progressions. • Of the students focusing on reading and responding, 86% demonstrated growth of one or more levels of the EAL/D Progressions. • Of the students focusing on writing, 85% demonstrated growth of one or more levels of the EAL/D Progressions.
Low level adjustment for disability		• 15 access requests were completed by the Learning and Support Teacher (LaST), resulting in 11 support class placements and 3 students receiving integrated funding support and 1 student for Itinerant Support. At the conclusion of the year, 5 applications were approved for placement and there were 6 pending requests. • 100% of teachers were provided with Management of Actual or Potential Aggression training to support the safety of students and staff. • School Speech Therapist provided speech assessments, Learning and Support Team recommendations, ongoing professional learning for an SLSO, in-class support and leading withdrawal intervention groups. • Occupational Therapist supported physical, sensory, or cognitive development for identified students. • Of the 88 students included in the National Consistent Collection of Data in 2020: 42% were at the quality differentiated teaching level, 30% were at the supplementary level, 24% were at the substantial level and 4% were at the extensive level.

Quality Teaching, Successful Students (QTSS)		• 97% of teachers engaged in coaching with an Instructional Leader, STEM Coach and/or Pedagogical Coach on a variety of projects to enhance the evidence based practices. • 100% of classroom teachers engaged in Spirals of Inquiry or Learning Sprints which involved collaborative reflection of what is going on for learners at Blairmount Public School, engagement with current research, the enhancement of current teaching practices and monitoring of the impact on students. • 100% of teachers were given termly planning time with their stage teams to engage in professional learning and collaborative planning.
Socio-economic background		• Purchase of subscriptions to ePM reader, Mathletics and EPIC to support differentiation of literacy and numeracy during remote learning. • 32 students engaged with the Learning Boosts intervention to support reading skills and strategies for groups of students requiring additional support to reach expected targets. This resulted in 94% of students increasing their PM+ reading levels with an average increase of 2.8 levels. 100% of students increased their phoneme knowledge by an average of 6.7 phonemes per 'boost'. • MiniLit: 100% of Year 1 and 2 students improved their results in the Wheldall Assessment of Reading Lists (WARL). Lessons continued digitally through remote learning for identified students. • Wellbeing/Chaplain teacher and Community Engagement Officer supported interventions for at risk students, including student workshops, risk assessments and behaviour support plans. • During remote learning, stationery packs were sent home to families to support learning from home, including whiteboards, markers, workbooks and pencils. • Identified students from Kindergarten to Year 4 engaged in intervention groups with SLSOs to develop literacy and numeracy skills.
Support for beginning teachers		• Several beginning teachers attended the NOII Beginning Teacher Conference, with one 2019 attendee presenting her journey with story workshop pedagogy. • 100% of beginning teachers were given additional time Release from Face to Face to be mentored by an Instructional Leader,

Support for beginning teachers		Pedagogical Coach and/or Instructional Leader STEM Coach.
		•
		100% of early career teachers completed a Professional Development Plan (PLP) with stage supervisors which outlined SMART goals for the year.
		•
		100% of early career classroom teachers engaged in reflective practice through Spirals of Inquiry or Learning Sprints fortnightly.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	266	260	284	258
Girls	246	225	239	241

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	93.2	91.1	89.9	87.2
1	92.2	91.3	89.2	85.6
2	92.2	91	89.5	86.4
3	92.6	93.1	90.8	89.2
4	94.7	91.8	92.3	87.5
5	94	92.3	89.5	86.5
6	91.8	92.5	90.3	85.9
All Years	93	91.8	90.1	86.9
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	20.52
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Administration and Support Staff	6.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	709,492
Revenue	6,259,227
Appropriation	6,137,207
Sale of Goods and Services	46,551
Grants and contributions	74,338
Investment income	1,031
Other revenue	100
Expenses	-6,521,674
Employee related	-5,679,018
Operating expenses	-842,655
Surplus / deficit for the year	-262,447
Closing Balance	447,045

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	133,813
Equity Total	1,162,540
Equity - Aboriginal	50,964
Equity - Socio-economic	768,322
Equity - Language	61,716
Equity - Disability	281,538
Base Total	4,174,342
Base - Per Capita	129,714
Base - Location	0
Base - Other	4,044,629
Other Total	545,174
Grand Total	6,015,869

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

Throughout 2020 families were surveyed and feedback received about their satisfaction with Blairmount Public School and their results indicate:

- Knowledge of the Blairmount Public School learner qualities, including the motivation they provide for their children, how they are used at home, how they support success and continual improvement, links to growth mindset and the learning pit, and the effectiveness of the WhyFi character and signage.
- In the Tell Them From Me survey, families reported higher levels than government norms and 2019 school results in all areas of 'Partners in Learning' including: parents feel welcome, parents are informed, parents support learning at home, school supports learning, school supports positive behaviour, safety at school and inclusive school. The highest scoring specific responses included: 'In my family we encourage my child to do well at school', 'My child is clear about the rules for school behaviour' and 'I can easily speak with my child's teachers.' During home learning, over 90% felt supported by the school, had contact with the school and access to the resources they needed.
- In the Tell Them From Me survey, 90% had a positive perception of the school facilities.
- In the Tell Them From Me survey, school reports, formal interviews and phone calls were identified as most useful when discussing students with parents. They found text messages through the Skoolbag app most useful to receive communication about school news.
- In the Tell Them From Me survey 87% would recommend Blairmount Public School to other parents, a 13% uplift from 2019.

Throughout 2020 students were surveyed and feedback received about their satisfaction with Blairmount Public School and their results indicate:

- 100% believe technology helps them learn because it makes tasks easier, allows them to code, supports creating new things and assists with researching new information.
- 79% agree or strongly agree that they were proud of their school.
- During remote learning, 65% felt their learning continued, 78% felt that they had the resources they needed, 86% agreed that they received feedback and 61% felt the instructions were clear.
- Understanding of the Blairmount Public School learner qualities, including the impact on learning and success, confidence required to embrace challenges, source of inspiration and connection to the learning pit.
- 67% of Year 4 to Year 6 students very often or almost always know what they are learning and why they are learning it.
- Of the students involved in the Apple Pencil trial, students felt they did better work with them and found lessons more engaging and gave feedback about accessibility and access.
- After the launch of the new house teams, 89% reported they enjoyed this event, 73% believed 'Bee Bucks' are better than the previous system and 89% shared that they enjoyed the new visual displays associated with this initiative.
- 86% enjoy Kindness on Purpose and 76% wanted to continue the use of the 'feelings first aid kit' in the future.
- Staff-led lunchtime groups were fun, developed social connections, provided new learning and gave opportunities to play.
- Mini-Lit attendees reported the benefits of this intervention, including: new learning, enjoyment, transference of skills and learning through play.

Throughout 2020 staff were surveyed and feedback received about their satisfaction with Blairmount Public School and their results indicate:

- 31% feel confident or somewhat confident to incorporate Aboriginal perspectives into their teaching and create lessons to include these in their classrooms.
- In the Tell Them From Me survey, above government norms of all dimensions of classroom and school practices including 'challenging and visible goals', 'planned learning opportunities', 'quality feedback' and 'overcoming obstacles to learning'. However, all of these areas have slightly decreased from 2019 school results.
- In the Tell Them From Me survey, above government norms in the following drivers of student learning: leadership, inclusive school, technology and parental involvement. However, all areas except for technology have decreased slightly from 2019 results.
- 87% of staff agree or strongly agree that school leaders initiate improvement and change. There was a 22% uplift in the percentage of staff that strongly agreed with this statement from 2019.
- Of the class teachers that had EAL/D students, teachers expressed the benefits of EAL/D intervention for students, including: confidence, independence, engagement, transference of learning and practice time.
- Staff-led lunchtime groups had the following outcomes for students: opportunities to explore passions, social skill development, reduction of negative playground behaviours, enjoyment and learning new skills.
- Of the class teachers that had students in the MiniLit intervention, teachers expressed the benefits for students, including: skill growth, application of knowledge and skills, confidence, positivity and a focus on learning goals.

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.