

# 2021 Annual Report

## Blakehurst Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Blakehurst Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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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Blakehurst Public School

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## Message from the principal

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When I wrote my message in the 2020 annual report, I spoke of the challenges associated with leading the school through such an unprecedented year. As it turns out, I now write my current address while reflecting on the challenges of 2021 which in many regards were greater than the previous year. Needless to say, the extended learning from home period and very strict COVID regulations had a significant impact on school operations in 2021.

At the beginning of the year, we were able to establish and commence a number of valued programs and initiatives across the school. Our Student Representative Council (SRC) was established, our school bands were established for the year, our school leadership team enjoyed a number of induction and leadership building events and our Stage 2 and 3 students participated in weekly STEM lessons provided by Sammet Education. Despite PSSA Sport not running in 2021, we were able to hold our school swimming carnival, students represented the school at the Zone Swimming Carnival, our performing arts programs were established and our students were also given the opportunity to participate in zone team trials for a variety of sports across Term 1. High levels of student engagement and access to quality teaching practices prior to the pandemic certainly paid dividends for our school and students, with both internal and external assessment data showing significant growth and high levels of achievement for our students across all areas of the curriculum. Our success was best demonstrated through our outstanding NAPLAN results in 2021.

Limited opportunities for parents to access the school grounds did provide a challenge, however, we were pleased to hold our barbecue for our Kindergarten families and new parents and I was very pleased with the number of parents who were able to come to our 'meet the teacher' evening in Term 1. Our P&C continued to work closely with school staff to plan future opportunities for community engagement with the school and I greatly appreciated the support of our canteen and uniform shop volunteers who continued to work around the COVID restrictions in order to provide important services to our students and families.

The school focused heavily on trying to take advantage of the challenges presented to us in 2021. The extended learning from home period significantly built and consolidated the knowledge, skills and confidence of both students and staff to effectively use technology to support learning. Staff also utilised the opportunity to work closely together (even if online) to collaboratively develop and implement high quality teaching and learning programs and interactive resources. Staff also further developed their capacity by accessing targeted research and online professional learning during the working from home period.

Term 4 provided us with the opportunity to return to regular face to face teaching and it was wonderful to see all of our students thrive through the opportunity to once again interact with their teacher and peers. This provided the school with an opportunity to close the year with a number of important events including our Kindergarten Orientation program, Picnic Day, the Year 6 Farewell and Presentation Day. Our students were able to capture those essential social opportunities and we were thrilled to be able to host events that celebrated student achievement and recognised the contributions that our students had made to the school throughout the year.

I was proud of our achievements in 2021 and look forward to a very fulfilling and successful 2022. I look forward to recapturing important partnerships with the school community and also look forward to returning to our full compliment of

valued educational programs and extra-curricular activities. Let us hope that the year ahead does not present us with the challenges that we have faced over the past 2 years.

Thank you as always for your wonderful support of the school.

Cameron Smyth-Gapps

Principal

Blakehurst Public School



Area 1 playground and canteen COLA.



School hall and K-2 classrooms.

## School vision

At Blakehurst Public School, we strive to be a pillar of excellence in the broader community. We are a collaborative, welcoming and inclusive school with high expectations and a culture of continuous improvement. We are committed to the delivery of a dynamic and challenging curriculum, with emphasis on high quality literacy and numeracy programs, to ensure that all students are able to grow and reach their full personal potential.

## School context

Blakehurst Public School is a caring community school located in the Kogarah Network. The school has a current enrolment of 270 students and a autism support class, which commenced in 2020. The school is located approximately 20km south of Sydney CBD, in the suburb of Carss Park. 65% of the student population is EAL/D, approximately 33 different languages are spoken at home and approximately 4% of students identify as being Aboriginal or Torres Strait Islander. The school has a current Family Occupation and Education Index (FOEI) of 69 and an Index of Community Socio-Educational Advantage (ICSEA) of 1043. These figures indicate that the school is operating in a community where levels of advantage are above the state average.

A strong focus of the previous school plan was to enhance student and staff wellbeing. The school's Positive Behaviour for Learning (PBL) framework was formalised and strengthened, as were the school's learning and support procedures. School data, as well as feedback from all stakeholders indicates that current initiatives are having a positive impact and there is now an opportunity for the new school plan to focus on other areas of need.

The previous school plan also focussed on enhancing literacy and numeracy programs through evidence based practices including Focus on Reading and Mathematics Building Blocks for Numeracy. Strategies and resources from these programs are now embedded across the school and the new plan moving forward will place a greater emphasis on effectively using student assessment data to inform teaching practices. This will include the development and implementation of school wide practices to ensure that the analysis and use of data, as well as the professional judgements of teachers are consistent and comparable across the school.

The new school plan will also place an increased emphasis on effective feedback practices. Evidence from the school's evaluation of practices against the School Excellence Framework (SEF) indicated a need to strengthen school-wide approaches to providing explicit and timely feedback to students in order to strengthen their capacity to self-regulate and monitor their own learning.

In building on from priorities in the previous plan, the school will also drive high aspirations and expectations of learning in partnership with the community. The school will focus on offering a suite of clearer, more comprehensive and more frequent measures for communicating both school and student growth, progress and achievement data with the community.



Netball court in the Area 2 playground.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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

In 2021, the school evaluated the impact of its programs and initiatives against the elements of the School Excellence Framework (SEF). The evaluation concluded that strong and embedded practices are in place to support successful learning, teaching and leading across the school.

The element of **Learning Culture** was evaluated as **sustaining and growing**. Once restrictions have been eased, the school will focus on increased partnerships with parents and the community to foster successful transitions and continuity of learning.

Our **Wellbeing** was identified as **sustaining and growing**. Many strategies were identified as being in place to support student wellbeing and feedback from students identified high levels of efficacy. The school will now look to broaden the measures used to evaluate student wellbeing.

In 2021, our **Curriculum** was **excelling**. We will now look (post-pandemic) to re-establish partnerships with local schools so that strong professional learning communities can be established and ideas and expertise can be shared.

In the element of **Assessment**, the school was identified as **sustaining and growing**. Whole school systems are in place to ensure that assessment practices are consistent and assessment data is regularly and accurately recorded and

used to inform teaching practice. Moving forward, the school will look at ways to effectively communicate the school's assessment practices to parents and make assessment data more accessible to parents.

The element of **Reporting** was evaluated as **sustaining and growing**. Moving forward, the school will seek feedback from families on our reporting procedures.

In 2021, the school's **Student Performance Measures** were identified as **sustaining and growing**. This grew from the previous evaluation. This uplift was partly due to the school's strong results in NAPLAN and our 'value added' results continuing to build. The school will now seek to sustain growth in NAPLAN.

Our **Effective Classroom Practice** was identified as **Excelling**. This was the result of our programs being strongly endorsed by the NSW Education Standard Authority (NESA) and the fact that our programs were collaboratively developed and informed by student feedback and student performance data. It is expected that the introduction of Quality Teaching Rounds in 2022 will help sustain us at an excelling level.

The school's **Data Skills and Use** was identified as **sustaining and growing**. This was a strong shift from 'Delivering' in the previous evaluation. Moving forward, the school will look at opportunities to strengthen data sharing practices between the school and community. A continued focus on the consistent collation, recording and use of student performance data will also remain a priority across the school.

In 2021, our **Professional Standards** continue to be **sustaining and growing**. Moving forward, we will be encouraging interested staff to undertake higher levels of accreditation and will continue our focus on targeted professional learning for staff that aligns to areas of personal interest and the strategic directions of the school.

Overall, our **Educational Leadership** was evaluated as **sustaining and growing**, however, we did identify ourselves as **excelling** in a number of the elements within this theme. Our main focus in this element moving forward is to develop and sustain strong professional learning partnerships with other schools across the network.

The element of **School Planning, Implementation and Reporting** was evaluated as **sustaining and growing**. The school places a high priority on continuous improvement and moving forward, ongoing evaluation and the publication of school and student achievement will be a priority.

In 2021, the **School Resources** element was **sustaining and growing**, with the theme of technology identified as **excelling**. Moving forward, the school will prioritise opportunities for staff to lead professional learning in areas of interest and experience so that skills and expertise are grown from within the school. There will also be a priority on developing 'future focused' learning spaces beyond the STEM room, through the purchasing of new resources and classroom furniture.

The school's **Management Practices and Processes** were identified as **sustaining and growing**. Moving forward, the school will prioritise high levels of evaluation and draw on diverse forms of feedback in order to ensure that the impact of practices and programs is clearly identified.

## Strategic Direction 1: Student growth and attainment

### Purpose

To effectively analyse, interpret and extrapolate data and use this to inform planning, identify interventions and modify teaching practice.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Rigorous Collection and Analysis of Data
- Quality Assessment Practices

### Resources allocated to this strategic direction

**Professional learning:** \$6,760.00

**Socio-economic background:** \$520.00

### Summary of progress

Stage/team meetings have provided a regular platform for teams to analyse student performance data and plan and implement pedagogy, programs and resources to address areas of need and leverage on the current achievement levels of students. The school's collaborative planning structures have allowed for the sharing of ideas, experiences and expertise, resulting in consistent practices being embedded across classrooms.

An evaluation of the school's practices against the School Excellence Framework (SEF) indicated a need to further consolidate knowledge and skills in the area of 'Data Skills and Use'. This has been addressed through targeted professional learning and the ongoing analysis and use of student performance data at the stage/team level. This will continue to be a focus moving forward into 2022 in order to further consolidate the gains made this year. A whole school focus on consistency in data tracking has also been strengthened through the implementation of an assessment schedule across the school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN Numeracy to above the system negotiated target baseline of 26.5%.	In 2021, the annual progress measures indicate that the school has exceeded the expected level of achievement. In NAPLAN Numeracy, 59.5% of Year 3 students and 25% of Year 5 students scored in the top 2 bands. As an overall school result, 42.0% of students achieved in the top 2 bands. Plans are currently underway to set new targets moving forward as a result of our achievements in 2021.
Increase the percentage of students achieving in the top 2 bands of NAPLAN Reading to above the system negotiated target baseline of 40.0%.	In 2021, the annual progress measures indicate that the school has exceeded the expected level of achievement. In NAPLAN Reading, 66.7% of Year 3 students and 45.5% of Year 5 students scored in the top 2 bands. As an overall school result, 42.0% of students achieved in the top 2 bands. Plans are currently underway to set new targets moving forward as a result of our achievements in 2021.
Increase the percentage of students achieving the expected growth in NAPLAN Reading to be trending towards the negotiated baseline target of 64.7%.	In 2021, our school had 63.3% of students achieve the expected growth in Reading. This is trending towards the system negotiated baseline target of 64.7%.
Increase the percentage of students achieving the expected growth in NAPLAN Numeracy to be trending	In 2021, our school had 62.1% of students achieving the expected growth in Numeracy. These results are exceeding SSSG and state results and are trending towards the negotiated baseline target of 66.2%.

towards the negotiated baseline target of 66.2%.	
<p>Teachers engage in professional learning to build their capacity to analyse, interpret and use student performance and achievement data.</p> <p>School wide systems are sustained to ensure regular and ongoing opportunities for data analysis and discussion.</p>	<p>Professional learning to build staff capacity in the analysis, interpretation and use of student performance data was built into staff professional learning at the beginning of the year. This will continue to be a focus moving forward. Ongoing opportunities for data analysis and discussion are also evident through fortnightly stage/team meetings. Data extracted from mandatory assessment platforms, including NAPLAN and Check in Assessments is also analysed and used to inform future practices.</p>
<p>School identifies and implements practices to consolidate at '<i>Sustaining and Growing</i>' in the <i>Assessment</i> element of the <i>School Excellence Framework</i> (SEF).</p>	<p>A school wide assessment schedule has been implemented across the school to ensure that all staff, regardless of the grade that they are teaching, are implementing consistent assessment practices and gaining the opportunity to immerse in data analysis at a deeper level. The school will determine its progress against the SEF through an evaluation at the beginning of 2022.</p>
<p>School identifies and implements practices to move beyond '<i>Delivering</i>' in the <i>Data Skills and Use</i> element of the <i>School Excellence Framework</i> (SEF) and towards '<i>Sustaining and Growing</i>'.</p>	<p>The school has embedded ongoing opportunities for staff to collaboratively analyse, discuss and respond to student performance data. The school will determine its progress against the SEF through an evaluation at the beginning of 2022.</p>

## Strategic Direction 2: Excellence in Teaching and Learning

### Purpose

To foster teaching practices across the school that are consistent, innovative and embedded in research. Staff will leverage on the expertise of colleagues and build their professional capacity by receiving mentoring, coaching support and explicit feedback on their practices.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Innovative Teaching Practices
- Building Capacity

### Resources allocated to this strategic direction

**6300 - School and Community Funds:** \$107,772.00

**Socio-economic background:** \$42,564.00

**Professional learning:** \$11,200.00

### Summary of progress

In 2021, teachers continued to have their professional learning needs supported through the implementation of the school's consultative coaching program. Staff also benefited from the skills and expertise of others through stage/team meetings, where discussions about student performance data, pedagogy, programs and resources continued to be part of the fortnightly meeting agenda. The school also continued with its commitment to STEM teaching and learning, with external partners running programs for Stage 2 and 3 classes and the school committing significant amounts of money to stage budgets to ensure that technology and other appropriate resources were being purchased to support the implementation of innovative teaching practices.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students in Stage 3 bringing a device to school from home.	An increase in the percentage of Stage 3 students bringing a device to school was evident as a result of ongoing promotion, opportunities for parents to be trained/instructed on the benefits of a BYOD setting and a significant increase in the amount of BYOD content being implemented into teaching programs as the year progressed. It is hoped that 100% of Stage 3 students will bring their own device to school in 2022.
Increase the volume, depth and variety of technology being purchased by the school to support teaching and learning and increase staff access to professional learning to build their knowledge and understanding of new technology.	Budgets have been put aside for the purchase of new technology. Given issues with availability of stock due to the pandemic, the vast majority of purchases will take place in 2022. The school did engage with Sammat Education in 2021 to support our STEM program and ensure that students were accessing technology resources not currently available in the school. Teacher training on new technology is scheduled for 2022 once new resources are available for purchase.
Complete a rigorous evaluation of the Stage 3 BYOD program and use the findings to inform the direction of the 2021 program (for Stage 3) and implementation plan for the Stage 2 program.	Evaluation of the BYOD program was completed and plans to support a strong implementation to start 2022 were developed. These plans involved high promotion of the benefits of the program and training/information sessions for families. It is also expected that the learning from home period (where all work was online for over a term) will strengthen confidence and attitudes towards the use of devices to support learning. The Stage 2 implementation plan will be held back until there is full implementation in Stage 3.
A full review of the school's learning	Flexible furniture will be purchased for Kindergarten classrooms in 2022.

spaces is completed and a plan for the implementation of flexible furniture is developed.	Plans have been made to have consultants come to the school and plans are also in place for teachers to visit local schools to see the furniture in an operational classroom.
The school's consultative mentoring program is sustained and grown to ensure that all staff are improving their practices through targeted and negotiated support.	The school's consultative coaching model remained in place in 2021 and survey feedback identified the program as being highly supported and valued by staff.
All teachers use the teaching standards to develop a Performance and Development Plan that identifies areas for further development and ongoing improvement.	All staff developed a performance and development plan in 2021 that had learning goals that aligned to stage/grade priorities, leadership goals and broader school priorities. The achievement of staff goals were supported by the school through a variety of methods including targeted professional learning, opportunities for staff to lead or co-lead committees, opportunities to collaborate with colleagues and targeted coaching/mentoring as required.
School identifies and implements practices to consolidate at ' <i>Sustaining and Growing</i> ' in the <i>Learning and Development</i> element of the <i>School Excellence Framework</i> (SEF).	Regular and ongoing opportunities were provided for staff to engage in professional discussions with colleagues. This included at stage/team and committee level. The school also continued to support staff development and a consistency in teaching and assessment practices across the school through the consultative coaching program. In 2022, there will be an increased emphasis on professional learning partnerships outside the school (post COVID) and Quality Teaching Rounds will also be implemented as a key learning and development area. The school will evaluate its progress against the SEF early in 2022.

### Strategic Direction 3: Positive Partnerships

#### Purpose

To strengthen student engagement and enhance educational outcomes by establishing meaningful partnerships with parents and the broader school community.

#### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Community Partnerships
- Networks

#### Resources allocated to this strategic direction

**Professional learning:** \$6,980.00

**Socio-economic background:** \$3,340.00

#### Summary of progress

In 2021, the school's capacity to meet our initiatives in this strategic direction were significantly hampered due to COVID. Restrictions prevented the school from working with staff from schools across the local network (outside of online dialogue) and community partnerships were suspended. The school was able to continue with specialist staff coming onto school grounds to support with student learning. These specialists included speech pathologists and occupational therapists but unfortunately, these services were limited to a small percentage of the student population.

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school above 90% of the time to be above the system negotiated target baseline of 76%.	The school's overall attendance in 2021 was 92.8% which was above state, network and SSSG percentages. The percentage of our students attending school more than 90% of the time was 78.2%, which was also above state, network and SSSG results. COVID protocols significantly impacted attendance data for all schools in 2021.
Increase meaningful engagement between the school, parents/carers, the local community and external experts.	Engagement with parents and the school community was primarily online in 2021 with only a small number of events being held on site towards the end of the year. Community engagement will be a priority in 2022.
The school community acknowledges increased interaction with the school through social media.	The primary source of communication between the school and community in 2021 was through social media. Interactions were significantly increased between families and our Skoolbag app, website and Facebook pages. Significant levels of connectivity were also evident through Zoom and Adobe Connect, both during the learning from home period for students and through online information sessions and workshops for parents/carers.
School identifies and implements practices to move beyond ' <i>Delivering</i> ' in the <i>Reporting</i> element of the <i>School Excellence Framework</i> (SEF) and towards ' <i>Sustaining and Growing</i> '.	The implementation of a school wide set of assessment procedures occurred in 2021. This was supported by consistent dialogue across stage/team meetings where teachers regularly engaged in discussions about student achievement and progress data. The establishment of the Sentral recording system for 'key assessment data' for all grades also supported the achievement of this initiative. The school will evaluate its progress against the SEF early in 2022.
Seek partnerships with local schools or a community of schools, to share expertise and plan for the implementation of common initiatives.	This initiative was put on hold in 2021 due to COVID. This will be a priority area for 2022 with professional learning partnerships already planned.

Staff seek opportunities to contribute to professional networks in areas of strength or interest for the benefit of themselves and the students.	This initiative was primarily put on hold in 2021 due to COVID. There were limited opportunities where staff contributed to network meetings through an online forum. Solid and sustained partnerships were also difficult to develop due to restrictions. These will be a priority area for 2022.
Parent/carer feedback indicates an uplift in school satisfaction from the current baseline of 79.3% and towards the target of 84.3%.	The available data indicated that parent/carer satisfaction was positive in 2021, however, this was based on 'narrow data sets' and primarily revolved around the learning from home period as opposed to broader school programs. In 2022, there will be a re-establishment of on site forums and P&C meetings and this will support the collection of more valuable parent/carer feedback.
Student attendance is above the baseline of 76% and trending towards the system negotiated lower bound target of 82.4%.	Student attendance was an overall percentage of 92.8% in 2021. The percentage of students attending 90% of the time or more was at 78.2%. Both of these data sets were higher than network, state and SSSG percentages.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$96,808.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blakehurst Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted/funded students gaining greater access to literacy and numeracy outcomes through direct support, programs and resources that are differentiated to meet their individual needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, the school will extend the role of the SLSOs to provide support to targeted groups of students, with a focus on literacy. This will allow larger cohorts of students in each class to receive additional support.</p>
<p>Socio-economic background</p> <p>\$76,033.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blakehurst Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Partnerships</li> <li>• Rigorous Collection and Analysis of Data</li> <li>• Building Capacity</li> <li>• Networks</li> <li>• Innovative Teaching Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through the implementation of a consultative coaching program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff having regular opportunities to work directly with their colleagues and supervisor through demonstration lessons, team teaching and professional development meetings. Staff capacity was built, teachers benefited from the experience and expertise of their peers and a consistency in teaching and assessment practices became more evident across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, the school's intention is to move away from the coaching model within classrooms to instead facilitate the program through stage/team meetings and supervision meetings. Funds in this area will be used to support Quality Teaching Rounds (QTR) as a whole staff professional learning focus.</p>
<p>Aboriginal background</p> <p>\$9,254.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blakehurst Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$9,254.00</p>	<p>Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in Aboriginal and/or Torres Strait Islander students having increased opportunities to access the curriculum through personalised plans and access to teacher support and targeted resources. Assistance funds have also ensured that uniform, camp, excursion and incursion costs have been supported where requested or required.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, the school will continue with its current support model. The school will engage with the Aboriginal Education Officer for additional resources and training for staff as required and it is also expected that more opportunities will be available for Aboriginal and Torres Strait Islander students to participate in events across the network.</p>
<p>English language proficiency</p> <p>\$65,306.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blakehurst Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A dedicated EAL/D teacher being able to support the development of English language skills in identified students through intensive withdrawal and in-class additional support programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, the school expects to receive flexible funding as opposed to a staffing allocation. This funding will likely be used to continue with the model from 2021, however, greater emphasis will be placed on in class support to allow the students who have been part of the program to have more time in classrooms (with appropriate resources and support) and less time in a withdrawal environment.</p>
<p>Low level adjustment for disability</p> <p>\$155,930.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Blakehurst Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$155,930.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• targeted students are provided with an evidence-based intervention through the MiniLit and MacqLit programs to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The decision to utilise this position for a staff member to run the MiniLit and MacqLit programs has allowed a greater number of students to receive intensive literacy support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The students who were part of the MiniLit and MacqLit programs in 2021 experienced great gains in the program, allowing them to complete work with greater success in the mainstream classroom. The rate of graduation from the program throughout the year was a testament to the efforts of the students and the learning and support teacher and allowed an increased number of students to access the program compared to the previous year when the program commenced. The intensive withdrawal model was preferred by the school and was seen to result in greater gains for the students, compared to the traditional in-class roving support previously offered by the learning and support teacher.</p>
<p>Professional learning</p> <p>\$24,940.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Blakehurst Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Rigorous Collection and Analysis of Data</li> <li>• Building Capacity</li> <li>• Community Partnerships</li> <li>• Networks</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Release of teachers to participate in external professional learning and covering the costs associated with the professional learning</li> <li>• Release of teachers to participate in collaborative planning days</li> <li>• Employment of external experts to build teacher capacity and support curriculum implementation</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Staff had the opportunity to build their capacity by participating in professional learning in areas of interest or in areas directly aligned to school or committee priorities. Staff also benefited (K-2) from in class team teaching and small group professional learning delivered by an external expert in the area of Numeracy. Collaborative planning days also ensured that all staff contributed to the development of programs and resources and that there was a shared commitment to engaging in relevant research, data analysis and professional learning to support classroom practices.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The model that was utilised in 2021 will continue in 2022. It is hoped that the easing of COVID restrictions will allow the school to re-establish professional learning partnerships with local schools.</p>

<p>School support allocation (principal support)</p> <p>\$16,536.00</p>	<p>School support allocation funding is provided to support the principal at Blakehurst Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional School Administrative Officer (SAO)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The school employing an additional SAO to support successful service delivery. As a bilingual member of the school community, the SAO also played a significant role in community engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will continue to utilise these funds in the same way moving forward.</p>
<p>Literacy and numeracy</p> <p>\$10,331.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Blakehurst Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This funding resulted in greater opportunities for students to excel in literacy and numeracy through the implementation of an enrichment program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, the school will look to divert more of this funding to the purchasing of additional resources to support improved outcomes for students in literacy and numeracy. Re-engaging with external consultants and experts within local schools to build on our gains in 2021 will also be a priority in 2022.</p>
<p>QTSS release</p> <p>\$47,089.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blakehurst Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The staffing allocation provided through the QTSS initiative contributed towards the employment of an additional class teacher.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>QTSS release</p> <p>\$47,089.00</p>	<p><b>funding will be:</b> Any funding or staffing allocation received under this initiative in 2022 will be used for the same purpose. Having smaller class sizes and the additional expertise/experience of another staff member benefited the school and was highly valued in 2021.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Blakehurst Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Supported the employment of an additional teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The staffing allocation provided through the literacy and numeracy intervention initiative contributed towards the employment of an additional class teacher.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Any funding or staffing allocation received under this initiative in 2022 will be used for the same purpose. Having smaller class sizes and the additional expertise/experience of another staff member benefited the school and was highly valued in 2021.</p>
<p>COVID ILSP</p> <p>\$96,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students in Years 3-6 receiving intensive small group support in Numeracy. The funding allowed for a full time teacher to be employed 2 days per week. COVID funding also supported the replacement of teachers who were absent due to COVID and the employment of staff to work with students at school during the learning from home period.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The initiative will continue in 2022, however, the available funding will determine the structure of the program.</p>
<p>6300 - School and Community Funds</p> <p>\$307,378.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Blakehurst Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Innovative Teaching Practices</li> <li>• Building Capacity</li> <li>• Other funded activities</li> </ul>

<p>6300 - School and Community Funds</p> <p>\$307,378.00</p>	<p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• releasing staff to participate in professional learning</li> <li>• development of resources and planning of small group tuition</li> <li>• operational costs associated with developing and implementing priority programs</li> <li>• financial contributions to the development and maintenance of the school grounds and other learning spaces</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The costs associated with the planning, development and implementation of programs and initiatives across the school were supported through this funding. This included the costs associated with resources and programs as well as the costs associated with releasing staff to undertake training and/or initiate programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2021, the use of these funds were strategic and benefited teaching and learning across the school. Staff and students also benefited from physical improvements to the working and learning environment. Any community funds that roll over into the 2022 budget will be utilised in the same way.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	140	129	127	139
Girls	127	129	121	127

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.3	90.9	95.9	94.1
1	93.1	91.7	92.2	93.9
2	90.7	95.3	94.9	92.8
3	93.7	91.6	95.2	94.2
4	93.3	92.4	94.6	92.7
5	93.8	92.3	93	91.5
6	92.3	94	92.4	93
All Years	93.3	92.6	94	93.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

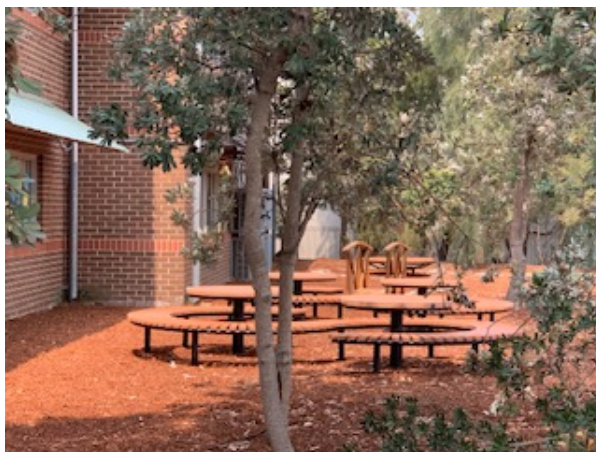
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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school 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.



A view of M Block, where our support class and Stage 2 and 3 classrooms are located.



Outdoor learning space at the front of the school.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.48
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	3.52

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Professional learning was highly prevalent across the school in 2021. The school's professional learning schedule

ensured regular and ongoing opportunities for teachers to develop their knowledge and skills in areas that aligned to the school's priorities. Due to COVID, our schedule was primarily internal, however, opportunities were utilised for staff to access online professional development courses as appropriate. The school's consultative mentoring program also continued in 2021. Although the structure of the initiative was impacted due to COVID regulations, staff continued to benefit from the sharing of expertise and a focus on collaborative research and planning. In 2022, the coaching model across the school will be centred around Quality Teaching Rounds (QTR). There will also be a re-establishment of professional learning communities between our school, local schools and the broader community.



Sand pit and covered play space in the Area 1 playground.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	199,606
<b>Revenue</b>	3,262,111
Appropriation	3,049,096
Sale of Goods and Services	6,184
Grants and contributions	196,455
Investment income	276
Other revenue	10,100
<b>Expenses</b>	-3,437,031
Employee related	-2,964,979
Operating expenses	-472,053
<b>Surplus / deficit for the year</b>	-174,920
<b>Closing Balance</b>	24,686

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.



Soccer field in Area 3 of the school playground.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	78,318
<b>Equity Total</b>	260,099
Equity - Aboriginal	9,254
Equity - Socio-economic	29,609
Equity - Language	65,306
Equity - Disability	155,930
<b>Base Total</b>	2,282,642
Base - Per Capita	62,196
Base - Location	0
Base - Other	2,220,446
<b>Other Total</b>	290,406
<b>Grand Total</b>	2,911,465

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.



Outdoor learning space at the front of the school.

# 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.

In 2021, the school enjoyed very strong NAPLAN results. Students in Years 3 and 5 sat tests in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The school achieved the following results in 2021:

## **Year 3 Reading:**

- School results were 13.37 points above schools in the Statistically Similar School Group (SSSG) and 21.55 points above the state
- 66.7% of our Year 3 students scored in the top 2 bands, which was 7.9% above SSSG and 12.6% above state results

## **Year 3 Writing:**

- School results were 5.48 points above the state, however, they were slightly below SSSG results
- 65.9% of our Year 3 students scored in the top 2 bands, which was 0.7% above SSSG and 7.7% above state results

## **Year 3 Spelling:**

- School results were 28.31 points above the SSSG and 36.72 points above the state
- 73.8% of our Year 3 students scored in the top 2 bands, which was 17.8% above SSSG and 20.5% above state results

## **Year 3 Grammar and Punctuation:**

- School results were 2.48 points above the SSSG and 11.16 points above the state
- 71.4% of our Year 3 students scored in the top 2 bands, which was 10.6% above SSSG and 15.3% above state results

## **Year 3 Numeracy:**

- School results were 17.51 points above the SSSG and 21.56 points above the state
- 59.5% of our Year 3 students scored in the top 2 bands, which was 17.5% above SSSG and 20.4% above state results

## **Year 5 Reading:**

- School results were 13.71 points above the SSSG and 20.42 points above the state
- 45.5% of our Year 5 students scored in the top 2 bands, which was 3.4% above SSSG and 6.1% above state results

## **Year 5 Writing:**

- School results were 4.77 points above the SSSG and 12.73 points above the state
- 32.4% of our Year 5 students scored in the top 2 bands, which was 8.7% above SSSG and 9% above state results

## **Year 5 Spelling:**

- School results were 1.6 points above the SSSG and 10.29 points above the state
- 39.4% of our Year 5 students scored in the top 2 bands, which was slightly below SSSG and state results

## **Year 5 Grammar and Punctuation:**

- School results were 5.16 points above the SSSG and 13.72 points above the state
- 45.5% of our Year 5 students scored in the top 2 bands, which was 8% above SSSG and 9.5% above state results

## **Year 5 Numeracy:**

- School results were 1.7 points above the state, however, they were slightly below the SSSG results
- 25% of our Year 5 students scored in the top 2 bands, which was slightly below SSSG and state results

## Parent Feedback

In 2021, feedback from parents and carers was collected using the Tell Them From Me (TTFM) survey and internal parent/community surveys. Parent feedback provided the school with the following data:

- parents felt welcome at the school (despite limited opportunities due to COVID) with a mean score 0.5 above the government norm
- parents indicated that staff and the Principal were approachable, helpful and easy to communicate with
- parents felt highly informed of school programs, events and matters involving their child/children with the school mean 1.0 above the government norm
- parents indicated that they enjoy the opportunity to be part of the school and willingly attend meetings and/or support with fundraising and other school events whenever they are able to
- parents indicated that the school supports learning with the school mean 0.5 above the government norm
- parents indicated that the school supports positive behaviour (0.7 above the government norm) and promotes and maintains a safe learning environment for students (0.4 above the government norm)
- parents identified the school as being inclusive, with the school mean 1.3 above the government norm
- parents indicated that they had input into planning and decision making regarding school activities and events

Given the COVID challenges of 2021, the school also surveyed parents/carers to ensure that our learning from home practices reflected community feedback and supported student learning during that time. Parents/carers provided the following feedback on the school's learning from home practices:

- parents highly supported the school's learning from home structures, with over 85% saying they would recommend our practices to other schools
- the school's mean satisfaction data for the learning from home period (TTFM) was 1.4 above the government norm
- 96% of families indicated that their child/children were highly engaged in the daily learning
- 92% of students were uploading work daily for marking and feedback
- parents indicated that the additional online resources provided by the school to support/enhance learning from home were well received with Mathletics, PM Readers, Wheelers ePlatform resources, Reading Eggs and Literacy Pro being accessed by many students across the school
- 80% of parents identified the daily live teaching sessions as being outstanding or excellent
- 70% of parents identified the daily lesson plans as being of an outstanding or excellent quality
- 85% of families who sought additional support from the school during the learning from home period rated this support as outstanding

Where constructive feedback was received, school staff demonstrated a commitment to work with families to ensure that their personal circumstances and the individual learning needs of students were considered. Strategies included providing additional online teaching time, access to differentiated online lesson plans and resources as well as access to the school's SLSOs and support staff. The structure of the online learning platform was also informed by parent feedback, with adjustments throughout Term 3 including the introduction of more wellbeing activities and the introduction of weekly online assemblies led by the school's Captains and Prefects. Break out rooms were also offered to the senior students and informal interaction time was built into the daily teaching sessions so that students had the opportunity to better connect with their peers prior to the commencement of structured lessons.

Moving forward in 2022, greater emphasis will be placed on re-establishing 'on site' partnerships with families and increasing opportunities to work in collaboration with community organisations and other schools for the benefit of the students. The school will also look to broaden the range of strategies it uses to communicate student and school achievement data to parents.

## Student Feedback

In 2021, the school received very pleasing feedback through the TTFM survey (Years 4-6) and internal student surveys and forums. Student responses indicated that the school was performing well in the following areas:

- students indicated a positive sense of belonging
- students identified themselves as having positive relationships with peers and staff
- students indicated that the school environment was positive and safe (TTFM data for incidents of bullying was 15% below the government norm)
- students indicated a strong level of advocacy at school
- students believed that their classroom environment was stimulating and challenging
- students indicated that their teachers had high expectations for learning and behaviour
- students believed that areas of personal interest were catered for through the many extra-curricular activities available across the school
- the school environment was identified as being highly inclusive

Student feedback was also collected through weekly Student Representative Council (SRC) meetings. These meetings provided a regular forum for students to 'share their voice' and contribute to the organisation and running of events and

initiatives across the school.

### Staff Feedback

In 2021, teacher feedback was measured through a variety of methods including the TTFM survey, internal staff surveys and discussions held during team and whole staff meetings. Teacher feedback indicated the following:

- staff felt highly supported by their peers and the school's leadership team
- staff believed that their contributions to events, programs and initiatives were valued and they had opportunities to contribute to areas/programs of interest
- staff felt that the school was highly collaborative and that all staff and students benefited from collaborative planning and resource development as well as opportunities to share ideas and expertise
- staff felt that they benefited from the coaching and mentoring structures that were in place across the school

Moving forward, the school will continue to prioritise professional learning that aligns to the school's strategic directions. Further opportunities will also be developed for staff to lead professional learning for colleagues. Data literacy and the use of data to inform practice will also remain a high priority for staff in 2022.



The plaque on the school's original building (B Block).

# 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.

## Aboriginal Education - School statement

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In 2021, Blakehurst Public School continued its commitment to improving educational outcomes for Aboriginal and Torres Strait Islander students. Unfortunately, COVID prevented the school from holding its annual NAIDOC Week events, however, the school did continue to acknowledge the traditional custodians of the lands in the following ways:

- Acknowledgement of country at weekly assemblies and formal events
- Aboriginal perspectives being embedded into learning programs across the curriculum (Years K-6)
- Personalised Learning Pathways (PLPs) being established for all Aboriginal students in consultation with their parents/carers

In 2022, we look forward to returning to our NAIDOC Week celebrations and also hope to engage our Aboriginal students in excursions, community events and camps.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Anti-Racism - School statement

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The school's anti-racism procedures align to Department of Education policy and continue to ensure that school operations promote equity and inclusion for all students, staff and community members. The school has a trained Anti-Racism Contact Officer (ARCO) and clear processes to ensure that any incident is followed up in a respectful and timely manner. In 2021, the school was pleased to report that there were no incidents that required the intervention of the ARCO.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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In 2021, the school continued to serve a culturally, linguistically and religiously diverse community. Approximately 65% of the students represented a language background other than English which was consistent with the previous year. An

English as an Additional Language or Dialect (EALD) program was in place to ensure that students with limited English were able to access the curriculum and build their language skills. Although COVID impacted on our ability to hold large events on the school grounds, the school continued to recognise and celebrate its diversity through activities linked to NAIDOC Week, Harmony Day and Multicultural Day. Our students also had the opportunity to participate in weekly Special Religious Education (SRE) and Ethics lessons.

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

## Other School Programs (optional)

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### MiniLit and MacqLit

In 2021, Mrs Smith continued her implementation of MiniLit (K-2) and MacqLit (3-6). These programs provided additional and intensive small group support for students experiencing difficulty in literacy. Mrs Smith continued the program in an online format during the learning from home period, providing support to students in addition to their daily lessons with their class teacher. Despite the disruptions of the year, data indicated that the students involved in the program demonstrated strong growth.

### Coding Club

In Semester 1, students had the opportunity to participate in coding club. Coding club took place in the STEM room one lunchtime each week with the students extending their knowledge by participating in coding challenges either individually, in pairs or in small groups. In completing these challenges, students used their knowledge of 'blockly code' to control and program educational robots. Unfortunately, COVID restrictions in Semester 2 did not allow the program to continue.

### School Leadership

In 2021, our school leaders were given opportunities to lead school events and to build their leadership skills. Although COVID restrictions did not allow us to participate in external leadership workshops such as the 'Young Leaders Day' or 'Leadership by the River', our students still had the opportunity to demonstrate their leadership skills at school level. Our Captains and Prefects ran assemblies and significant events across the year (both in person and online), our Library Monitors provided great support for Mrs Wyatt and Mrs Zentilomo and our House Captains led their house groups at the swimming and cross country carnivals before COVID restricted the sporting calendar.

Student council representatives were elected in Term 1 (Years 1-6 classes) with representatives from Kindergarten joining the School Representative Council (SRC) in Term 2. Although COVID impacted on some of the events that the SRC would have usually organised and led, they still led our ANZAC Day assembly, led the school's recycling program, managed the playground equipment at lunchtime each day and raised money through a variety of events including 'crazy hair day' and mufti days. The SRC generally focussed their fundraising on a particular initiative, with our sponsor child and children with cancer benefiting from the funds raised throughout the year. In Term 4, our SRC operated as separate K-2 and 3-6 cohorts as COVID restrictions did not allow for whole school meetings.

In 2022, the SRC hope to purchase a 'buddy bench' and hold an increased number of fundraising activities.

### Gardening Club

In 2021, the gardening club experienced less disruptions than some other extra-curricular groups, given that the students participated outdoors and had greater flexibility with the COVID regulations. The group was made up of students from Kindergarten to Year 6 and they participated in weekly gardening sessions, revamping many of the gardens around the school including the vegetable gardens outside the Stage 1 classrooms. The students were taught how to create gardens without digging, by using layers of paper, cardboard and sugar cane mulch. The students in the group also had an active say in the vegetables that were grown and also contributed to the purchasing of gardening equipment for the school. The students and teachers took the produce home when it was mature. In 2022, further grants will be sought from Bunnings so that the gardening group can grow and other gardens around the school can be tended to.

### Dance

In 2021, the school formed 3 dance performance teams. There were 18 students in each of the 3 performance teams (infants, Stage 2 and Stage 3) with each group comprising of both boys and girls. All three teams auditioned for inclusion in the regional 'In the Spotlight' dance festival, and all three teams were selected. Very rarely are schools offered the maximum 3 places in this prestigious festival, and this was a first for our school. The Stage 2 Performance Team, who danced a high energy jazz dance titled 'The Magician's Apprentice' were selected as the opening number for the final evening of the festival. The Infants Performance Team contained many students who had never danced in front of an

audience before. They performed a jazz piece titled 'The Witches Ball' with great enthusiasm and excitement. The Stage 3 Performance Team danced a combined contemporary and jazz item titled 'Blue Light Blinded' which explored the obsession that students have with technology. Organisers commended this group on their choreography and performance skills. Unfortunately, COVID prevented the school's dance groups from performing in any further competitions beyond the regional event.

### **Premier's Reading Challenge**

All students were encouraged to take part in the Premier's Reading Challenge, with lessons provided to support students entering books online. 168 students completed the challenge successfully in 2021. Kindergarten to Year 2 teachers read 30 books with their students while Students in Years 3 to 6 completed the challenge independently.

### **Library**

In 2021, Kindergarten to Year 6 classes visited the library for lessons each week while students were onsite. While students were learning from home, each stage had a combined online library lesson through Adobe Connect taught by the Teacher Librarian and moderated by class teachers. Lessons were collaboratively programmed with a focus on literature and information and research skills. Onsite lessons were taught as part of the school's Relief from Face to Face (RFF) program, meaning that the class teacher did not participate in library lessons, however, the content taught in the lessons was developed in collaboration with the class teachers. Content in the library lessons primarily linked to History and Science. Lessons also familiarised the students with a variety of online learning tools including Oliver Library, Literacy Pro and the Wheelers ebook library.

Even though students were not able to borrow for such a long time, more books were borrowed than the previous year with 9847 books being loaned. 1248 Wheelers ebooks were loaned from 105 active patrons in our second year of our subscription.

Literacy Pro was utilised more than ever during 2021 due to its accessible online format. Students had access to appropriately leveled ebooks. Literacy Pro tests were performed on students from Year 3 to 6 each term. The average Lexile growth for the school was 109L up from 67L in 2020 and 6 886 727 words were read. 1 473 quizzes were taken. These results demonstrated a strong commitment by our students to the library program and consistent access to the online resources throughout the learning from home period.

### **Special Religious Education (SRE) and Ethics classes**

Special Religious Education and Ethics classes were taught to 229 students at Blakehurst Public School through 19 classes each week. Lessons were suspended for parts of the year due to COVID restrictions. Volunteer SRE and Ethics teachers provided information for Kindergarten online orientations regarding their syllabi. They were unable to attend due to COVID restrictions. The combined Christian assemblies were not held this year for students. 57 students attended Ethics classes, 43 students took part in Catholic classes, 61 students took part in Protestant classes, 32 students took part in Orthodox classes, 18 students took part in Shia Islamic classes and 24 students attended Islamic SRE.

### **Sporting Events**

In 2021, our school continued to actively participate in sport. Our Winter season of PSSA was able to begin. We had a total of four mixed netball teams, two boys soccer teams, two girls soccer teams and two mixed oz-tag teams. Unfortunately, due to COVID, we were not able to finish the Winter season and the Summer season did not commence. COVID also significantly impacted on the opportunity for our students to trial for zone sporting teams. The broader pathway program for representative sport was also suspended during Term 2 and this led to the cancellation of many sporting events for the rest of the year.

In 2021, we were able to hold our annual swimming carnival where 19 of our students were able to proceed to the Botany Bay Zone Swimming Carnival. We had one student (Cadell Barnes) excel on the day and proceed to the Sydney East (Regional) Swimming Carnival. In Term 2, we were able to hold our annual school cross country carnival. Many of our students qualified for the Botany Bay Zone Cross Country Carnival and we had one student (Mia Brown) qualify on the day for the Sydney East (Regional) Cross Country Carnival. Unfortunately, the carnival calendar was suspended at this point and students across the network were not able to progress to state or national level events. The school athletics carnival did not proceed in 2021 once it was confirmed that the pathway events would not proceed.

Once our students returned to school in Term 4 and there was an easement to the restrictions, the school resumed its daily fitness program, resumed weekly school sport and held a 'sports picnic day' at the end of the year to ensure that our students continued to access elements of the Personal Development, Health and Physical Education (PDHPE) curriculum.