

2021 Annual Report

Blaxland Public School



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Introduction

The Annual Report for 2021 is provided to the community of Blaxland 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

Blaxland Public School

Baden Place

Blaxland, 2774

www.blaxland-p.schools.nsw.edu.au

blaxland-p.school@det.nsw.edu.au

4739 2817

School vision

At Blaxland Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Student success will be underpinned by dynamic and differentiated teaching and learning with strong community connections where every student is known, valued and cared for.

School context

Blaxland Public School is located in the Lower Blue Mountains and has a student enrolment of 138. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

Our school is supported by a strong and enthusiastic community. The school has developed strong community connections with wider community and is a central part of Blaxland. 10% of students are identify as Aboriginal and Torres Strait Islander and the school is building strong connections with the local AECG.. Our students come from a wide range of socio-economic backgrounds.

Blaxland Public School is a well-resourced school and provides high quality learning experiences across all learning areas. The school has a Junior and Senior band, a playgroup held on Thursday mornings in the school hall in conjunction with Gateway Services, a Before and After School Care Service, a kitchen garden, extensive school playground areas, well-resourced classrooms, quality transition programs including Kindy Academy and is an active member of the Lower Blue Mountains Community of Schools.

Extra-curricular opportunities in Sport, Music, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to dynamic and differentiated learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools.

The employment of a Quality Teaching Coordinator will facilitate the implementation of visible learning and explicit systems for collaborative professional learning practice to ensure every student, every teacher, every leader and every school improves each year.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven practices that are responsive to the learning needs of individual students.

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.

- Explicit Teaching/Differentiated Learning
- Data Driven Practices

Resources allocated to this strategic direction

QTSS release: \$21,751.00

Low level adjustment for disability: \$59,464.85

Aboriginal background: \$13,021.89

English language proficiency: \$2,672.65

Per capita: \$29,335.00

Integration funding support: \$69,000.00

Socio-economic background: \$7,832.00

Summary of progress

The COVID 19 pandemic greatly interrupted the momentum of our school improvement agenda in Term 3 and the beginning of Term 4 2021. The NSW Lockdown necessitated the need for us to move to online learning using Google classroom.

During Semester 1 our school plan was being implemented and on track. This was based on the belief that students growth occurs when teachers utilize evidence based practices in the classroom focusing on our two initiatives of Explicit teaching/Differentiated Learning and Data Driven practices..

In Semester 2, with explicit teaching continued as a focus, teachers delivered quality teaching using the Google Platform and online zoom sessions. During Term 4, furthermore , the teaching team committed to quality face to face teaching practices with a focus on explicit teaching and data driven practices.

Explicit teaching/Differentiated Learning

Using a model of Quality teaching Coordinator with a commitment to explicit teaching/ differentiated learning, the delivery of research- based pedagogical practices in literacy and numeracy was the goal. All teachers developed quality teaching programs using the revised K-6 mathematics scope and sequence moving away from the reliance of a textbook. All teachers introduced a daily math routine including a number talk and problem of the day. All teachers incorporated learning intentions and success criteria into the mathematics teaching and learning programs. The Quality Teaching Coordinator supported all staff with the development and delivery of quality teaching programs in mathematics. Writing was the next focus for development but this was significantly delayed due to COVID 19 lock downs in Semester 2..

Data Driven Practices

2021 saw the establishment of a whole school commitment to Putting Faces to the data and establishing a whole school data wall for reading and numeracy across the school. In Semester 1, the Quality Teaching Coordinator established the data wall and all staff collected, tracked, monitored and analysed the data in the areas of additive strategies, quantifying numbers and multiplicative strategies.. This data was used to inform future teaching and learning and the next steps needed. The Quality Teaching Coordinator led Professional Learning Sessions to develop the teachers capacity to use data driven practices.. We were asked to share our implementation of the data wall with other schools in the Blue Mountains Network Data Wall project.

Impact

Data driven practices are evident across the school. Assessment data is collected on a regular and planned basis and it is used responsively as an integral part of daily classroom instruction.. Consistent teacher judgment is becoming more evident across the school and this will continue to be a focus moving forward. All staff can use PLAN 2 proficiently.

Further Implications

With confidence in our solid evidence based approach, we will continue to build the capacity of all staff to use explicit teaching, differentiated learning and data driven practices to improve the learning outcomes for all students. Expansion of Whole School Data Wall to include creating texts and comprehension in 2022..

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
<p>2021 Progress measures NAPLAN Value added</p> <p>* Value Added is trending towards Sustaining and growing for K-3, and is maintained at Sustaining and growing in 3-5 and 5-7</p> <p>Improvement in the percentage of students achieving expected growth in reading to be above system- negotiated target baseline.</p> <p>Improvement in the percentage of students achieving expected growth in numeracy to be above system-negotiated target baseline.</p>	<p>Value Added for K-3 has moved to Sustaining and Growing. Value Added for Years 3-5 Delivering Value Added for Years 5-7 Sustaining and Growing..</p> <p>Year 3 Reading : 63.2% in top two bands compared to 59% in similar size school group and 56.1% of the NSW DoE</p> <p>Year 5 Reading: 41.2% in top two bands compared with 44% of similar size school groups and 39% of NSW DoE.</p> <p>Year 3 Numeracy: 77.8% in top two bands compared with 42.9% Of the Similar Size school group and 37% of the NSW DoE.</p> <p>Year 5 Numeracy: 41.2% in top two bands compared with 33.7% of similar size school groups and 32.3% of NSW DoE.</p> <p>55% Students achieving expected growth in reading, with a baseline data of 57%.</p> <p>60% of students achieving expected growth in numeracy compared with baseline data of 45%.</p>
<p>.Staff collection and input of data in Numeracy (Additive Strategies) and Literacy (Creating Texts) is across the school, K-6.</p> <p>PLAN Data: 70% of K-6 students attaining Year targets in Additive Strategies and Creating Texts.</p> <p>* Check-In Data 2021 to show improvement in percentage of questions correct in multiplication .</p>	<p>100% of staff collected, monitored and tracked student data in additive strategies on PLAN 2.</p> <p>PLAN data achievement of target in Additive Strategies:</p> <p>79% of Kindergarten 81% Year 1 44% Year 2 68% Year 3 55% Year 4 78% Year 5 78% Year 6</p>
<p>2021 Progress measures SEF*</p> <ul style="list-style-type: none"> • SEF element 'Data skills and use'- Delivering to Sustaining and growing • .SEF element 'Effective classroom practice'- Delivering to Sustaining and growing. • SEF element " Differentiation'- Delivering to Sustaining and growing. 	<p>SEF element for Data Skills and Use has moved to Sustaining and Growing</p> <p>SEF element for Effective Classroom Practice has moved to Sustaining and Growing</p> <p>SEF element for Differentiation has moved to Sustaining and Growing</p>
<p>Improvement in the percentage of students achieving in the top two bands in reading to be above system negotiated target baseline.</p> <p>Improvement in the percentage of</p>	<p>Percentage of students in top two bands is above the lower boundary system negotiated target.</p> <p>Percentage of students in top two bands in Numeracy is above the Agreed Upper bound.</p>

students achieving in the top two bands in numeracy to be above system negotiated target baseline.

Strategic Direction 2: Quality Teaching

Purpose

In order to maximise the use of evidence-based teaching and to develop a sustained and systemic collaborative culture to support student and teacher learning, we will be developing explicit systems for professional learning and collaboration.

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.

- Evidence Based Professional Learning
- Collaborative Practice

Resources allocated to this strategic direction

Literacy and numeracy: \$12,904.14

Professional learning: \$10,653.00

Summary of progress

Evidence Based Professional Learning

In 2021, a year where the school operations were impacted by a 13 week lock down due to COVID 19, there has been a strategic and planned approach to to develop and sustain a systematic collaborative culture to support teacher and student learning. We were able to start the Visible Learning Journey with the Lower Mountains Community of Schools with Lapstone and Leonay Public Schools despite the impact of COVID, we did move to online learning. Teachers adapted the learning into the Google classroom platforms during COVID and once we returned to school in October Term 4, teachers began to implement this learning into daily classroom teaching.

Collaborative Practice

In 2021, we continued to in build collaborative professional learning time across the school with a K-6 focus on using data driven practices to enable staff to plot students on the K-6 Data Wall in Additive strategies and Quantifying Numbers. The quality teaching coordinator developed quality assessment tasks for teachers to bring to a Spirals session, participate in collaborative discussions to justify placement of students on Data Wall using PLAN 2. Prior to the COVID lock down, all staff participated in two spiral sessions led by the Quality Teaching Coordinator in mathematics and we had just started the writing spiral but we were then impacted by COVID 19. Unfortunately due to COVID 19 lock down, the collaborative PL practices were interrupted and we were unable to continue with expanding the data wall project to include creating texts and comprehension.

Impact

The staff were committed to learning and using evidence based practices in the classroom. The impact of the visible learning project was hindered by momentum and is building for 2022.. A whole school assessment plan and schedule was devised and ratified for implementation in 2022 as part of the LEED PL module on Assessment and Reporting. Spirals of Inquiry norms and protocols were developed and all teachers take an active role in the collaborative stage sessions.

Further implications

Our implementation of both Collaborative Practice and Evidence Based Learning was highly impacted by the COVID 19 lock down. PL was facilitated online where it was applicable but the Spirals of Inquiry and Data Wall projects were not able to be implemented fully due in Semester 2. This will be a major focus moving forward in 2022.

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

<p>100% Teacher PDP goals identify the development of evidence based practices and goals are achieved.</p> <p>100% of staff participate and commit to the Spirals of Inquiry Practice to improve student learning and further develop competencies in quality teaching.</p> <p>Visible Learning practices will be observed in each classroom.</p>	<p>100% of staff PDP goals did identify the development of evidence based practices, although some goals were not achieved fully due to COVID 19 lock down.</p> <p>100% of staff participated in 2 sessions of Spirals of Inquiry.</p> <p>Visible Learning practices are not evident in all classrooms yet due to COVID 19 interruptions.</p>
<p>100% of staff can demonstrate explicit teaching practices from the Spirals of Inquiry session observed during classroom walkthroughs.</p> <p>School Self Assessment of the element Explicit Teaching at Sustaining and Growing will move towards excelling.</p> <p>School Self Assessment of the element Collaborative Practice at Sustaining and Growing will move towards excelling.</p>	<p>Spiral sessions of Inquiry and informal classroom walkthroughs have enabled staff to use student data to drive student progress in a collaborative practice. This practice has also allowed staff to participate in professional conversation about student learning achievement and where to next.</p> <p>Teachers have developed explicit teaching techniques in questioning and assessing to identify student learning needs.</p>

Purpose

To ensure that all students achieve and reach their potential a culture of high expectations will be evident across the school to improve student achievement and learning, student behavior, positive sense of belonging, school attendance and community participation.

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.

- A Whole School Approach to School Attendance
- Wellbeing- Sense of Belonging

Resources allocated to this strategic direction

School support allocation (principal support): \$13,945.00

Integration funding support: \$166,330.00

Summary of progress

At Blaxland Public School we believe that well being and learning go hand in hand. We believe that a culture of high expectations is evident across the school. Our high expectations culture strives to improve student achievement and learning in an inclusive and respectful manner. We are committed to fostering safe and respectful relationships across the school. All students will feel a sense of belonging in all aspects of school life.

A Whole School Approach to School Attendance.

The promotion and monitoring of high school attendance was a priority for most of Semester 1. A whole school consistent policy was introduced in Semester 1, with all teachers playing a proactive role in improving the percentage of students attending greater than 90% of the time, however the COVID lock down greatly impacted this initiative in Term 3 and part of Term 4 2021.

Well Being - Sense of Belonging

The promotion of high expectations for all was a priority for 2021 . Prior to the COVID 19 lock down, the school reviewed the current student welfare policy and the current positive behaviour for learning policy. A new positive approach to learning policy was introduced to recognise positive behaviour for learning. The new system is consistently used across the school successfully.

However, once we were in the COVID lock down for a period of 13 weeks due to COVID, a planned approach to maintaining whole school processes were put in place to ensure that we had the well being of both staff, students and families at the centre of our daily operations.

The health and safety of our school community was central to school operations in 2021. In response to the changing health and operational guidelines, it was necessary to keep the community up to date with regular phone calls home, zoom participation times, online virtual assemblies and an online disco. This initiative commenced in Term 3 to support the emotional well being of students who were missing the face to face contact with their peers and teachers.

Impact

The health, safety and well being of students and staff has been maintained throughout 2021 as a result of strict adherence to DoE and health guidelines and the implementation of a strategic and committed plan by all staff to ensure that strong supportive practices were put in place to assist the students social and emotional well being. The support during remote learning from home ensured that all students and staff continued a sense of belonging.

Implications

We are on track with our sense of belonging initiative. Moving forward in 2022, we will refocus our plan on school attendance.

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
<p>School Attendance: System negotiated target- The percentage of students attending school at least 90% of the time will have an uplift of 5% by the end of Semester 2 2022.</p> <p>School Self Assessment of the Attendance element will move from Delivering to Sustaining and Growing.</p>	<p>School Attendance in 2021 was impacted by COVID 19</p> <p>75% of students attending 90% of the time in 2021.</p>
<p>Wellbeing- Belonging to School: System Negotiated target- The percentage of students reporting positive sense of belonging will have a 5.4% uplift by the end of Term 3 2022.</p> <p>School Self Assessment of the Whole School Approach to Wellbeing element will move from Delivering to Sustaining and Growing.</p>	<p>Well being data from Tell them from Me: 78.32% of students report positive well being</p> <p>School Self Assessment of Whole School Approach to Well being has moved form Delivering to Sustaining and Growing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$235,330.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blaxland Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching/Differentiated Learning • Wellbeing- Sense of Belonging <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).</p> <ul style="list-style-type: none"> • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$7,832.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blaxland Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching/Differentiated Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Explicit Teaching, Differentiated learning program implementation. • <p>The allocation of this funding has resulted in:</p> <p>Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG)</p> <p>Year 5 NAPLAN Numeracy above SSSG.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be to continue to engage the Quality Teaching Coordinator to support out trajectory towards achieving targets.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blaxland Public School. Funds under this</p>

<p>\$13,021.89</p>	<p>equity loading have been targeted to ensure that the performance of 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching/Differentiated Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: In 2021, we embedded the cultural identity of our Aboriginal students and their families. The aboriginal students were supported in their learning and in developing a school acknowledgement of country. We have begun the conversation with students and their families about valuing culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. We also make links with the Blue Mountains AECG to strengthen the identity of the students and their families.</p>
<p>English language proficiency</p> <p>\$2,672.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blaxland Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching/Differentiated Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$59,464.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Blaxland Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching/Differentiated Learning

<p>Low level adjustment for disability</p> <p>\$59,464.85</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$12,904.14</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Blaxland Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Evidence Based Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, additive strategies, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students with this funding will be: The next steps moving forward will be to continue to target this funding to support out students with the engagement of additional staff using other flexible funding to extend intensive small group work in phonemic awareness.</p>
<p>QTSS release</p> <p>\$21,751.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blaxland Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Explicit Teaching/Differentiated Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> additional staffing to support staff collaboration in the implementation of high-quality curriculum staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use data informed practices and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching</p>

<p>QTSS release</p> <p>\$21,751.00</p>	<p>strategies within their classroom practice. 100% of teachers reported lessons differentiated according to students' needs 100% of teachers reported that the analysis of data as a stage group during Spirals of Inquiry was beneficial.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, in data analysis and learning intentions and success criteria.</p>
<p>COVID ILSP</p> <p>\$34,416.60</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals 96% of students student data on PLAN 2 in phonemic awareness and additive strategies have shown growth. 82% of targeted students improved by two levels. 14% of targeted students improved by 3-4 levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	61	73	62	64
Girls	52	57	57	66

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.2	95.2	95.7	92.7
1	92.9	90.6	95.9	94.4
2	92.3	91.8	90.9	92.5
3	90	90.7	92.2	93.4
4	93.8	94.6	95.2	93.2
5	89.6	93.1	94.5	90.5
6	90.1	91	95.7	93.4
All Years	91.9	92.4	94.3	92.9
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

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.75
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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.

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 Actual (\$)
Opening Balance	61,750
Revenue	1,761,828
Appropriation	1,686,143
Sale of Goods and Services	11,586
Grants and contributions	59,301
Investment income	121
Other revenue	4,678
Expenses	-1,687,923
Employee related	-1,501,622
Operating expenses	-186,301
Surplus / deficit for the year	73,906
Closing Balance	135,656

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.

	2021 SBAR Adjustments (\$)
Targeted Total	235,389
Equity Total	82,992
Equity - Aboriginal	13,022
Equity - Socio-economic	7,832
Equity - Language	2,673
Equity - Disability	59,465
Base Total	1,230,226
Base - Per Capita	29,335
Base - Location	0
Base - Other	1,200,890
Other Total	62,646
Grand Total	1,611,253

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.

Teacher Satisfaction

Despite the interruption to school operations due to the COVID lock down, we continued to work through the CESE publication What works best document (WWB) Specifically we have had a whole school focus on consistent teacher judgment with a strong focus on explicit teaching, use of data to inform best practice and embedding assessment into daily teaching and learning programs.

Leading, Improvement, innovation and change: In 2021 we focused on developing a shared approach to school improvement across the school focusing on embedding evaluative practices to make evidence informed decisions about teaching and learning. Through our collaborative professional learning approach there has been a positive cultural shift to all staff working collaboratively and learning from each other. Staff greatly value time for PL which is inbuilt into the day and the introduction of the Spirals of Inquiry approach in Semester 1 allowed staff to develop their skills and practices in data analysis to improve student learning. We were unable to continue this model in Semester 2 due to the COVID lock down. All teachers quickly pivoted to online learning using the Goggle Classroom Platform and PL focus shifted to supporting the students, families and each other during this time.

Parent/ Carer Satisfaction

In 2021, the school sought responses to the schools approach to supporting students during Remote Learning from. The data indicated that the majority of parents felt that the school supported the students well and parents appreciated the high quality lessons delivered on the Google classroom platform and greatly appreciated the support offered by all staff members of the school.

The school also surveyed the school community's feedback on the school in the following areas:

School Communication: Of the 44 responses received 89% of parents surveyed use the Skoolbag App and 73% use email as the best method of communication from the school.

Sense of Belonging: 98% of parents surveyed indicated that the school staff are welcoming and friendly.

Teachers: 91% of parents surveyed believed that teachers show an interest in their child's learning, 83.7% believe that teachers encourage their child to do their best, 86% of parents surveyed believe that teachers know their child as a person and 60.5% believe that teachers have high expectations of me child.

Student Welfare/ Behaviour: 86% of parents surveyed indicated that their child feels safe at school. 86% of parents surveyed indicated that the school rewards students for positive behaviour. 89% of parents surveyed indicated that their children are clear about the school rules. However 58% of parents surveyed indicated that the school helps to prevent Bullying. This will be a priority moving forward in 2022.

Student Satisfaction

In 2021, the students in Years 4,5 and 6 participated in the Tell from me survey. The data collected indicated the following:

90% of students believed that the school supports their learning and well being needs.

100% of students surveyed indicated that the sets high expectations for each student to succeed.

70% of students surveyed indicated that they felt a sense of belonging to the school. This is a 42% increase of the results in 2020.

The school did revise its student recognition system in 2021 with all students reporting that their learning achievements, sporting achievements and respectful and safe behaviors are recognised by the school.

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 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.

Multicultural Education Policy

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.