

2021 Annual Report

Blairmount Public School



4535

Introduction

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

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

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Message from the principal

In 2021, Blairmount Public School was an excellence awardee for the prestigious Australian Primary School Of The Year -Government Category for our outstanding work in leading authentic technology and wellbeing programs. We had to submit a document to the judging panel describing what sets Blairmount PS apart from the other 4 nominees and we came up with a TOP 10 list.

Number 1

Our students are always at the heart of everything we do.

Our philosophy is to put our students first in all of our decision making and work. This approach encourages student agency and ensures our students are all recognised as having valuable insights and knowledge. Our approach to empowering students ensures we include our students in decision making processes for school improvement and our student agency gives students a voice and choice, ensuring they are active stakeholders in their learning.

Number 2

We have an outstanding and embedded Visible Learning culture.

Our embedded approach to Visible Learning practices ensures we have shifted our focus from what the teacher is teaching to what the student is learning, with the students having a clear toolbox of knowledge for what makes a good learner. Our unique school character, designed with students, named "WhyFi" sets the tone for ensuring fun and enjoyment in learning and gives students a tangible connection to metacognitive thinking practices of how they learn. Our unique architecture fosters visibility with diverse areas of the school utilised as flexible learning spaces for students to work alone or in small groups on their learning goals.

Number 3

We have outstanding collaboration practices which improve learning.

Our collaborative approach to meeting student needs, utilises the expertise and experience of our three Instructional Leaders. Our stage teams meet for two-hour sessions every fortnight, utilising Simon Breakspear's Teaching Sprints Framework to identify what is going on with students' learning, what the current research says will benefit this child's needs and what plans can be implemented to improve the child's learning outcomes. Our shoulder-to-shoulder approach for collaborative planning is then followed through into the classroom with demonstration lessons and team teaching. Our staff report this has had a huge impact in lifting expectations of practices in the classroom and skills in planning to meet students' needs, both improving the learning lives of our students.

Number 4

This means we know our students and we know how to push them to do their best.

Following our collaborative planning and building on student agency, our students have individualised learning goals. If you walk into a classroom and ask a child what they are learning, our students should be able to describe the learning goal, rather than the task before them, making our students excited and curious about their own learning.

In 2021, we trialled the use of the Hero software to track student's learning goals as part of a School Plus funded initiative "*iSeeLearning*", working with three other schools from across New South Wales; Berala Public School, Oxley-Vale Public School and Sackville Street Public School. Feedback was provided from staff involved in the trial on the Hero software and the iSeeLearning Project and they described the implementation of the Hero software has helped them to:

- *Program challenging learning goals.

- *Develop their understanding of the Literacy & Numeracy Progressions.

- *Differentiate teaching.

- *Assess student understanding.

Number 5

We lead authentic technology use to maximise student learning.

As an Apple Distinguished School, Blairmount Public School is identified as a centre of leadership and educational excellence for demonstrating Apple's vision for learning with technology, meaning we are categorised as one of 689 most innovative schools in the world. 92% of our 2021 teachers were Apple Teachers, displaying an outstanding use of the Apple platforms and resources and the pedagogy of the classroom. Our technology rich school environment gives authenticity to using technology as a tool for impactful learning. Our 1:1 iPad program ensures every child at Blairmount Public School has an iPad, every child in Stages 2 and 3 utilise an Apple Pencil and our Stage 3 students uniquely have their own Apple IDs. These resources set the culture of inspiring creativity, collaboration and critical thinking to each learning task.

There is a clear link in our practices for ensuring Student Voice, Collaboration, Learning Goals, embedding authentic Technology and our BPS Learner Quality frameworks guide exceptional practice to improve student outcomes.

Number 6

We meet the complex wellbeing needs of all our students.

Learning happens best when our students are at school, feeling healthy and happy, ready to function at their best. At Blairmount Public School, the school-wide resources we provide to support student wellbeing are unique and varied. These include, but are not limited to, using our equity funds to purchase an Assistant Principal Wellbeing, a school chaplain, a speech pathologist, a Community Liaison Officer, extra School Learning and Support Officers, an extra teacher to support smaller class sizes, a teacher to support our students with English as an Additional Language or Dialect and a teacher devoted to the learning of our High Potential and Gifted Education students. Further, we access multiple community resources including Kids Hope and the Benevolent Society and we house a Wellbeing Health in Reach Nurse to link our families with the supports required. We believe the staff of Blairmount Public School go above and beyond to meet the cognitive, physical, social, emotional and spiritual needs of the students we serve, ensuring every child can connect, succeed and thrive.

Number 7

We proudly serve and have strong connections with our whole community.

Blairmount Public School has a re-enrolment rate of 55.4% with an expected increase in student population by an added 55 students in 2023. This is because half our students are zoned from Claymore, which is involved in The Claymore Rejuvenation Project. This project sees the estate undergo significant redevelopment, transforming the dated Radburn style social housing estate into a mixed tenure community comprising 1,010 new private homes and around 450 new and retained social homes. We are experiencing challenges with both high staff mobility and student mobility.

The school has made significant connections with the Department of Land and Housing and as a result of seeking student funding, 18 of our Stage 3 students who reside in the redeveloping area have the total cost of our two-night Stage 3 camp fully subsidised by the Department of Land and Housing.

Our strong links with the Parents and Citizens Association allowed us, in partnership, to seek improved safety measures near the school, resulting in new fencing bordering the traffic lights at the intersection of the main road and the side street bordering our school. This example, of improving the safety of our students and all community members near the 4

lane road, is one example of the school's commitment to working with our families to improve the resources for the whole community.

Number 8

We adapt to change and seek solutions to challenges.

One huge challenge for our school has been the large staff turnover. Since December 2020, we have had a new relieving Principal, a new relieving part-time K-6 Deputy Principal, a new relieving Deputy Principal for our Support Unit, four new Assistant Principals and of our 22 classes, 17 class teachers are also new to our school. Including specialist teaching staff, this is a staff turnover of 82%. Due to our exceptional professional learning practices and culture of continual improvement, 100% of our staff who left Blairmount Public School were successful in gaining a substantive permanent position or a promotional position, which makes us exceptionally proud.

There's no doubt our high staff turnover has negatively affected some of our school operations and caused a loss of institutional knowledge. This has been a loss of information about families, staff professional learning and student history. Our new staff have balanced these challenges by adding energy, fresh approaches and new ideas to school procedures.

One example of how our staff all adapt to any hurdle is with this important Award submission. All the information for our school's nomination had been emailed to the substantive Principal since November 2021 and our whole school was unaware of the nomination until two days before the award information was released from being embargoed, at the end of May 2022. Not being involved in any of the nomination process and not having access to previous emails, it then took a few days for our school to source the information to understand that this Award was authentic. We then had less than three weeks' notice to complete this submission, advocating for our school to be the **Primary School of the Year, for the Government Category**. Although a huge challenge, our staff made a commitment to develop an excellent submission, showcasing the wonderful work of Blairmount Public School. The minimal timeframe was very tight, and we were in the middle of finalising the students' Semester One Reports to Parents. We were further hindered by the limited availability of casual staff to release our teachers to work on sections of the submission, however, we still added the rule of ensuring we did not plan submission meetings over the two available weekends.

Congratulations to the 2022 staff who rose to the challenge developing this submission. As WhyFi says *"we put on our yellow, teal, green and blue capes to think creatively, be fully invested, share ideas and do our best"* and the result was a submission that showcases just some of our school's incredible achievements and impact on student learning during 2021!

Number 9

Our school is a safe oasis for our students to genuinely be known, valued and cared for.

Blairmount Public School is blessed with a beautiful environment. We are set on the edge of a rolling green hill, with spacious areas for our children to spread out, play and learn. Our unique building enhances our welcoming and warm school culture as we are all inside one building snaking against the hill - perfect for staying dry on rainy days. All classrooms are visible from the one hallway and all students K-6 have constant access to indoor steps and hallway furniture, break out rooms and outdoor classrooms for students to choose where they would like to complete their learning. Visitors comment on the positive feel and the audible buzz of learning you can hear as you walk through the school.

Being close together, within the one building, has strengthened opportunities for everyone to know each other. If one child is upset, the child can be heard throughout the school. The connectedness of our classrooms means our Blairmount staff unconsciously check in on students and nearby classes to see if they can assist with complex behaviour needs. Walking through the school, incidental conversations and support for each other is ongoing between staff to staff and between staff to students. Thus, we feel the combination of caring and committed staff and the building itself has created a genuine culture that ensures every child is known, valued and cared for.

Number 10

We work to our school motto "Learning Together".

These top 9 features of our school all culminate with our Number 10, at Blairmount Public School, we are **"Learning Together"**. We have a unique culture, where teachers learn with and from each other, where teachers learn with and from students and where our students learn with and from other students. Additionally, teachers and families learn with and from each other and we support our families to learn with and from our students.

Learning is our focus. Teachers can be heard asking students during break times *"What did you learn this morning?"*. Our student leaders end the daily announcement with the phrase *"Have a great day of learning everyone"*. You can see the learning behaviours in classrooms and you can hear the buzz of learning every time you walk through the school.

With a focus on learning, instead of focusing on teaching, Blairmount Public School's teachers are more confident in seeking and implementing feedback from colleagues, as the feedback is about supporting the child's growth. Our assessment tasks are about seeking knowledge for what the child needs to learn next, rather than what the teacher needs to teach next. This focus completes the cycle of having our students at the centre of all that we do, ensuring students have agency and responsibility over their learning.

At Blairmount Public School, we are very proud of how we are **"Learning Together"** and we are confident this **Top 10** will set us apart from other schools in this category.



Congratulations to Blairmount Public School!
2021 Excellence Award for Primary School of the
Year - Government Category

School vision

Our vision is to ensure Blairmount Public School is a great place to learn and work. We will maximise student growth through a culture of high expectations, evidence based teaching strategies and exemplary leadership while strengthening connections across the school and community.

School context

Blairmount Public School is situated in Campbelltown, South West Sydney and is part of the Claymore Urban Rejuvenation Project. Set into the side of a green spaced hill with luscious extensive grounds, the school has unique architecture with all classrooms under one roof and each stage housed within the one wing. Indoor flexible learning spaces include stairs, break out rooms and external verandahs.

The school caters for a fluctuating enrolment, with a re-enrolment rate of 55.6% and 2021 enrolment of 450 students. This includes 47 students who identify as Aboriginal and Torres Strait Islander and 40% of students who have English as an Additional Language or Dialect. The school has a Family Occupation and Education Index of 142 and an Index of Community Socio-Educational Advantage of 933.

Blairmount Public School has a Support Unit that consists of two Multicat class and two Autism classes. The school is part of the Early Action for Success (EaFS) strategy. Instructional Leaders work with teachers K-6 to build capacity in the provision of high quality teaching and learning and improve student outcomes in literacy and numeracy. The staff at Blairmount Public School engage in collaborative and reflective practices through Coaching and the Spiral of Inquiry and Teaching Sprints frameworks. The school is future focussed and has modern facilities with state of the art technology and resources, including 1 to 1 iPads K-6 and recently acknowledged as an Apple Distinguished School. Blairmount Public School is also a Positive Behaviour for Learning school with strong welfare practices that promote a sense of wellbeing, happiness and responsibility. The school community works together for the benefit of each student's learning.

Blairmount Public School uses its equity funding to support a diverse range of student needs, both through staffing allocation such as extra Instructional Leaders, an Assistant Principal Wellbeing, Pedagogy Coaches and a Community Liaison Officer; as well as specialist intensive learning programs such as MiniLit.

As a result of a rigorous Situational Analysis and community consultation, the school has identified that the focus for our 2021-24 Strategic Improvement Plan centres around:

1. Improvement through **Student Growth & Attainment**. Through ensuring high expectations are set across the school and evidence based practices are utilised, we will achieve at or above system and school negotiated targets, in terms of student achievement, especially in the areas of Reading and Numeracy.
2. Improvement through **Effective Teaching and Leading**. Through our narrow and deep focus on improving our data skills and use and implementing high impact professional learning, we will ensure that our improvement measures are met across the 2021-24 Strategic Improvement Plan.
3. Improvement through **Connections**. Through a culture of informed engagement, we will focus on building a sense of belonging by providing strong structures for transitions and continuity of learning to drive improvements in student performance.

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student growth in Reading and Numeracy, we will implement evidence based pedagogy and visible high expectations to ensure continual challenge and maximise learning.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$16,952.57
Socio-economic background: \$200,327.60
Refugee Student Support: \$1,101.50
Integration funding support: \$121,055.00
English language proficiency: \$44,847.20
Literacy and numeracy: \$17,400.00
Early Action for Success (EaFS): \$274,420.80
COVID ILSP: \$311,224.40
Low level adjustment for disability: \$84,646.00

Summary of progress

Initiative 1 : Reading

The enablers for implementing this initiative were:

- Highly motivated Reading SIP Team that were dedicated to furthering their understanding of reading comprehension, and a willingness to develop this with the wider staff.
- Access to the Universal Resources, including 'Effective Reading Kindergarten to Year 2' and 'Improving Reading Comprehension Guide 3-6' and the DoE Learning Hub resources.
- Time and funding to enable stage teams to engage in Teaching Sprints to focus on reading comprehension as a school.
- Whole school commitment to improving outcomes in reading comprehension.

The Next Steps include:

- Reviewing 2021 plans and making informed decisions about where to next for 2022 and beyond.

Initiative 2 : Numeracy

The enablers for implementing this initiative were:

- highly motivated Numeracy SIP Team that were dedicated to furthering their understanding of measurement and geometry and other areas of numeracy, and develop this with the wider staff.
- greater clarity of effective professional learning practices with the High Impact Professional Learning resources.
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The Next Steps include:

- Reviewing 2021 plans and making informed decisions about where to next for 2022 and beyond.

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
In Reading, an uplift of at least 3.73% of students in the top 2 Bands (above	This progress measure was achieved with an uplift of 4%.

the lower bound target of 22.03%).	
In Numeracy, an uplift of at least 1.43% of students in the top 2 Bands (above the lower bound target of 16.97%).	This progress measure was not achieved and students in the Top 2 Bands for Numeracy decreased by 4.3%.
Consolidation of Delivering in Student Performance Measures as measured by School Excellence Framework in theme of 'Value-add'.	School Excellence Framework self assessment reaffirmed and rated as delivering against Value-add.



Strategic Direction 2: Effective Teaching & Leading

Purpose

In order to ensure effective teaching and leading, we will develop and sustain whole school practices for collecting, analysing and acting on data to ensure the implementation of differentiated curriculum provision.

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.

- Data Skills and Use
- Professional Learning

Resources allocated to this strategic direction

Socio-economic background: \$29,500.00
Low level adjustment for disability: \$80,000.00
QTSS release: \$103,933.39
Literacy and numeracy intervention: \$70,634.40
Aboriginal background: \$1,000.00
English language proficiency: \$5,000.00
Professional learning: \$10,000.00

Summary of progress

Initiative 3: Data Skills & Use

The enablers for implementing this initiative were:

- Highly motivated team leaders (Assistant Principal and Instructional Leader) who completed professional learning to increase understanding of Data Analysis and Use so that they could deliver engaging, informative, relevant and timely professional learning to stage teams
- Whole school commitment to improving use of data and highly engaged stage teams in new learning and data analysis with the willingness and ability to see the importance of the analysis of school data for all
- Pausing PL targeted for the beginning of T3 allowed the team to deliver timely PL using current NAPLAN data

The Next Steps include:

- Reviewing 2021 plans and making informed decisions about where to next for 2022 and beyond.

Initiative 4: Professional Learning

The enablers for implementing this initiative were:

- A highly motivated Instructional Leader with a comprehensive knowledge and understanding of High Impact Professional Learning who collaboratively created a vision for professional learning at Blairmount Public School.
- A school-wide need for a consistent approach for high quality and impactful professional learning.

The Next Steps include:

- Reviewing 2021 plans and making informed decisions about where to next for 2022 and beyond.

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
• Improvement as measured by School Excellence Framework: Teaching - Data Skills and Use is self assessed as Sustaining and Growing.	School met target with self assessment rating Teaching - Data Skills and Use as Sustaining and Growing.

<ul style="list-style-type: none"> Improvement as measured by School Excellence Framework: Learning: Curriculum is self assessed as Excelling. 	School met target with self assessment rating Learning - Curriculum as Excelling.
<ul style="list-style-type: none"> School establishes baseline data of where teaching staff rate themselves at the theme level of 'Data Skills and Use' and 'Curriculum' as measured by the School Excellence Framework. 	Baseline data of where teachers rate themselves at the theme level for 'Data Skills and Use' is 60% at Delivering, 20% at Sustaining and Growing and 20% at Excelling. For 'Curriculum' it is 60% at at Delivering, 20% at Sustaining and Growing and 20% at Excelling.



Strategic Direction 3: Connections

Purpose

In order to strengthen connections, we will develop a culture of informed engagement and collective responsibility to ensure sustained and measurable whole school improvement.

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.

- Transitions & Continuity of Learning
- Community Engagement

Resources allocated to this strategic direction

Socio-economic background: \$46,000.00

Aboriginal background: \$18,000.00

English language proficiency: \$38,907.00

6300 School and Community Sources: \$60,000.00

Low level adjustment for disability: \$120,000.00

Professional learning: \$10,000.00

Summary of progress

Initiative 5: Transitions and Continuity of Learning

The enablers for implementing this initiative were:

- Time and funding to work with a graphic designer to design attendance displays and awards that will fit with the updated attendance procedures.
- Connections with various school contexts and external education organisations allowed for the development of a project action plan focused on the strengthening of interschool transition processes.

The Next Steps include:

- Reviewing 2021 plans and making informed decisions about where to next for 2022 and beyond.

Initiative 6: Community Engagement

The enablers for implementing this initiative were:

- maximising opportunities during Learning From Home with Family activities such as Zoom Family Trivia, "10 minutes with Mrs Mac" increased contact with families using SeeSaw for daily contact
- regular phone calls to families during Learning From Home were highly praised by most community members.

The Next Steps include:

- Reviewing 2021 plans and making informed decisions about where to next for 2022 and beyond.

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
Increased (uplift) percentage of students attending school more than 90% of the time by 2.0% or above.	We did not achieve this target having a decrease of students attending 90% of the time.
An on-balance judgement of sustaining and growing in Learning Culture . Consolidate <i>High Expectations</i> at	By the end of 2021, staff determined the school was achieving at Sustaining and Growing for High Expectations, exceeding the target. Further, the school determined a self assessment of Excelling for Transitions and Continuity of Learning, also exceeding the target. The school met the target

<p>delivering</p> <p>Consolidate <i>Transitions and Continuity of Learning</i> at sustaining and growing</p> <p>Consolidate <i>Attendance</i> at sustaining and growing</p>	<p>of Sustaining and Growing in the theme of Attendance.</p>
<p>Tell Them From Me Well being data (advocacy, belonging, expectations) improves by 1.5%.</p> <p>Improve in <i>Advocacy</i> by 1.5%</p> <p>Consolidate in <i>Belonging</i></p> <p>Improve in <i>Expectations for Success</i> by 2.5%.</p>	<p>The school did not meet the target for improving in advocacy by 1.5% as the students used Tell them From Me to report a decrease in their Wellbeing by 2%. The school exceeded the target of improving students expectations of success with an improvement of 3% as reported by the students.</p>



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,101.50</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in: Improved understanding of and support for students with trauma backgrounds as refugees in Australia. Support for students to access mainstream curriculum differentiated to student individual needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Strengthen refugee support processes with English as an Additional Language or Dialect policy.</p>
<p>Integration funding support</p> <p>\$121,055.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blairmount 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • employment of staff to provide additional support for students who have high-level learning needs • additional staffing to assist students with additional learning needs • additional staff to support in playground if needed with lunchtime groups or activities • Implementation of intervention programs (where appropriate) incl. QuickSmart, MacqLit, MiniLit, MultiLit and Pre-Lit <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Students with additional learning support needs including those with complex behaviour supported within a mainstream setting. - Students that have accessed intervention programs have had increased engagement in the classroom and access to stage appropriate curriculum content in literacy and numeracy - Students that have additional needs were supported during learning from home remotely. - Teachers are supported to liaise with all stakeholders incl. NDIS providers, families, case workers and specialised teaching staff during PLaSP review meetings. <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Integration funding support</p> <p>\$121,055.00</p>	<ul style="list-style-type: none"> - Continue support and staffing in 2022 for students with complex needs and disability via point of need established by classroom teaching staff. - PLaSP review meetings to continue with teacher involvement to establish and maintain positive relationships with families/carers.
<p>Socio-economic background</p> <p>\$301,827.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blairmount 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"> • Reading • Numeracy • Data Skills and Use • Professional Learning • Transitions & Continuity of Learning • Community Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • additional staffing to implement collaborative planning cycles with teachers and Instructional Leaders to support identified students with additional needs • resourcing to increase equitability of resources and services, including Community Liaison Officer, extra School Learning and Support Officers and School Chaplain. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Teachers accessed support from Instructional Leaders for lesson planning using data informed practices, classroom observations and team teaching. Instructional leaders ensured student work samples were analysed to focus on explicit teaching that would improve student outcomes. School ensures all students have access to excursions, full uniforms, appropriate food.</p> <p>After evaluation, the next steps to support our students with this funding will be: School will continue to utilise funds to bridge the gap between students from low socio-economic areas to drive individual student outcomes. School will continue to employ specialist staff, including Assistant Principal Curriculum and Instruction, Community Liaison Officer and Chaplain to support teachers to meet student need.</p>
<p>Aboriginal background</p> <p>\$19,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blairmount Public School. Funds under this 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"> • Professional Learning • Community Engagement <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

<p>Aboriginal background</p> <p>\$19,000.00</p>	<ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: 57.1% of our Aboriginal students gained Top 3 bands of NAPLAN in 2021 in Reading, exceeding the State average by 14%. 42.9% of our Aboriginal students gained Top 3 bands of NAPLAN in 2021 in Numeracy, exceeding the State average by 8%. Every child has a Personalised Learning Pathway, developed in consultation with the family with academic, social and cultural goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain support for all Aboriginal students with PLPs. Increase cultural connections to the community utilising Blairmount Indigenous Group events.</p>
<p>English language proficiency</p> <p>\$88,754.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blairmount 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"> • Reading • Community Engagement • Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of teacher 0.5 as English as an additional Language or Dialect to support delivery of targeted support. <p>The allocation of this funding has resulted in: Students receiving specialised support in acquisition of English through small group, targeted intervention and in whole class instruction.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide this support for students with additional needs against EAL/D Learning Progression. Upskilling classroom teachers in providing supports.</p>
<p>Low level adjustment for disability</p> <p>\$284,646.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Blairmount 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"> • Data Skills and Use • Community Engagement • Reading • Numeracy <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MultiLit and MiniLit programs to increase learning outcomes • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in: 2021 saw a decrease of Year 5 students in lower bands of Numeracy in</p>

<p>Low level adjustment for disability</p> <p>\$284,646.00</p>	<p>NAPLAN with zero students in Bands 1 or 2 and a decrease in Year 5 Reading for Band 2 students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide targeted support to students with individual needs and utilise staff expertise to lead teachers to guide student improvement.</p>
<p>Professional learning</p> <p>\$36,952.57</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 Blairmount 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"> • Reading • Numeracy • Professional Learning • Community Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching Reading and developing high quality phonics programs. • Development of Strategic Improvement Plan Teams in line with Australian Professional Standards for Teachers. <p>The allocation of this funding has resulted in: 4% increase of Year 3 students in Bands 7 and 8 for Reading in 2021 NAPLAN. K-2 consistent approach to teaching Reading with a phonics based approach. Instructional Leaders lead teams to resource and plan consistent research based approach to planning to improve student learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional Learning will remain the focus of Assistant Principals Curriculum and Instruction.</p>
<p>School support allocation (principal support)</p> <p>\$27,397.83</p>	<p>School support allocation funding is provided to support the principal at Blairmount Public School with administrative duties and reduce the administrative workload.</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 initiative funding include:</p> <ul style="list-style-type: none"> • 0.4 SAO employed to relieve executive team of the administrative burden. <p>The allocation of this funding has resulted in: Establish Executive Assistant at SAO level to reduce the administrative burden of Executive Teachers. Provide additional SAO time to support administrative flow of administration tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing employment of Executive Assistant at SAO level.</p>
<p>Literacy and numeracy</p> <p>\$17,400.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Blairmount 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</p>

<p>Literacy and numeracy</p> <p>\$17,400.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - 4% increase of Year 3 students in Bands 7 and 8 for Reading in 2021 NAPLAN. - all teachers K-2 trained in evidence-based whole class literacy program "InitialLit" - the purchase of literacy resources to support InitialLit and guided reading in classrooms - the purchase of 'Mathletics' and 'Reading Eggs' to support online learning and practice at home - teacher release to participate in numeracy professional learning 'Starting Strong' and 'The Big Ideas' - the purchasing of measurement resources to support numeracy programs - professional learning for SLSOs in 'QuickSmart' and 'MultiLit Sage' to support small group intervention <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue professional learning for all staff in the areas of literacy and numeracy. New teachers K-2 to be trained in InitialLit. Online subscriptions will be renewed. The purchasing of numeracy and literacy resources as needed to support whole class programs.</p>
<p>Early Action for Success (EaFS)</p> <p>\$274,420.80</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Blairmount Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • lead professional learning opportunities available through the Numeracy Strategy: Starting Strong and The Big Ideas • employment of Instructional Leader EaFS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • employment of Instructional Leader to lead analysis of data and professional learning with stage teams through the reflective practice framework of Teaching Sprints • lead analysis of student performance data with whole school and stage teams <p>The allocation of this funding has resulted in:</p> <p>Through Early Action for Success, Instructional Leaders have worked closely with all staff K-6 to focus on improving literacy and numeracy outcomes across the school.</p> <ul style="list-style-type: none"> - 8% increase of Year 5 students in Band 7 of Reading component of 2021 NAPLAN test, pushing up the results of our students in the Top 2 bands. - Teaching sprints, led by Instructional Leaders (ILs) and Assistant Principals, focussing on reading comprehension. This led to improved

<p>Early Action for Success (EAfS)</p> <p>\$274,420.80</p>	<p>teacher understanding of explicit teaching of comprehension strategies, a consistent language across the school and changes and improvements in classroom practice.</p> <p>- Tracking and monitoring of student data K-6. Analysing and identifying student need and working with Interventionists to best support students and improve learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will cease at the end of 2021. 1.4 permanent AP Curriculum and Instruction positions focusing on whole school improvement in the teaching of numeracy and literacy will continue the work of the Instructional Leaders and school will self fund another 2 days per week, totalling an allocation of 1.8.</p>
<p>QTSS release</p> <p>\$103,933.39</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blairmount 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"> • Data Skills and Use <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 • assistant principals provided with additional release time to support classroom programs • 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: Collaborative planning time for teachers to work with school based experts to plan to meet the needs of all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to focus on systems to ensure all teachers have access to fortnightly planning time as a stage, as led by Assistant Principal Curriculum and Instruction.</p>
<p>Literacy and numeracy intervention</p> <p>\$70,634.40</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Blairmount Public School who may be at risk of not meeting minimum standards.</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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - targeted literacy and numeracy programs to meet the needs of students. - employment of SLSOs to work directly with targeted differentiated groups in K-2. <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy intervention</p> <p>\$70,634.40</p>	<p>We will continue to employ SLSOs to work directly with targeted differentiated groups in K-2.</p>
<p>COVID ILSP</p> <p>\$622,464.40</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"> • Reading • Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Implement intensive small group tuition for students in years 3 & 5/6 (semester one) and years 2 & 4 (semester two). • Recruitment of staff to deliver program with students incl. 3 teachers. AP Wellbeing to co-ordinate program. <p>The allocation of this funding has resulted in:</p> <p>Literacy/Reading-</p> <p>Year 2 - Based on PAT data collected from semester 1 2021 (prior to Covid ILSP) and semester 2 2021 (after Covid ILSP) for both cohorts of students (lower and higher ability). Data implies that students in the red cohort (lower ability) all made progress with the exception of two students who had only had small negative growth. The majority of students in the green cohort (higher ability) made progress in reading.</p> <p>Year 3 -Based on PAT data collected from semester 2 2020 (prior to Covid ILSP) and semester 1 2021 (after Covid ILSP) for both cohorts of students (lower and higher ability). Data implies that students in the red cohort (lower ability) made less progress than that of the green cohort (higher ability). The majority of students in the red cohort maintained previously assessed levels or slightly improved, a small amount were noted to decrease in performance.</p> <p>Year 4 - Based on PAT data collected from semester 1 2021 (prior to Covid ILSP) and Semester 2 2021 (after covid ILSP) for both cohorts of students (lower and higher ability). Data implies that the majority of students within the red group made positive growth however less growth was noted in students that are in the green (higher ability) group. Growth appeared to remain either small or at previously tested levels. This could be due to the impacts that learning from home had on students. The majority did not record negative growth, growth was mostly at a minimum.</p> <p>Year 5/6 - Based on PAT data collected from semester 2 2020 (prior to Covid ILSP) and semester 1 2021 (after Covid ILSP) for both cohorts of students (lower and higher ability) and NAPLAN 2021 data. Data implies that the majority of students in the red cohort (lower ability) improved with only a small number of students maintaining or slightly decreasing performance. Students in the green cohort (higher ability) made progress or maintained previous results with a small number performing at a lower level than prior to intervention.</p> <p>Numeracy-</p> <p>Year 2 - Based on PAT data collected from semester 1 2021 (prior to Covid ILSP) and semester 2 2021 (after Covid ILSP) for both cohorts of students (lower and higher ability). Data implies that students in the red cohort (lower ability) made significant progress in the area of numeracy. Students in the green cohort (higher ability) made less progress than that of the red cohort. All students with the exception of four students who noted a slight decrease in performance.</p>

<p>COVID ILSP</p> <p>\$622,464.40</p>	<p>Year 3-Based on PAT data collected from semester 2 2020 (prior to Covid ILSP) and semester 1 2021 (after Covid ILSP) for both cohorts of students (lower and higher ability). Data implies that the majority of students in the red cohort improved, only a small amount were noted to decrease in performance. Students in the green cohort (higher ability) were noted to have made positive growth in learning for the exception of 2 students.</p> <p>Year 4 - Based on PAT data collected from semester 1 2021 (prior to Covid ILSP) and Semester 2 2021 (after covid ILSP) for both cohorts of students (lower and higher ability). Data implies that in the red (lower ability) group that 3 students reported growth and 3 reported either negative or maintained growth. Students in the green cohort (higher ability) made less progress than that of the red cohort. This could be due to the impacts of learning from home.</p> <p>Year 5/6-Based on PAT data collected from semester 2 2020 (prior to Covid ILSP) and semester 1 2021 (after Covid ILSP) for both cohorts of students (lower and higher ability) and NAPLAN 2021 data. Data implies that the all of students in the red cohort improved except for one student who recorded very slight negative growth. Students in the green cohort (higher ability) were all noted to have made positive growth in learning for the exception of 1 student who had very slight negative growth. Results in Scout/NAPLAN for year 5 2021 students showed growth for both red and green groups 'at or above expected growth' or 'below expected growth' in numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Analysing student data with support of IL's and establishing point of need for 2022 Covid ILSP - Forming students groups for 2022 with consideration for restructuring groups to be shorter in duration (15-20mins) with smaller numbers of students (4-5 max)
<p>6101 Consolidated Funds Carried Forward</p> <p>\$200,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Blairmount 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"> • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • K-2 playground equipment completed from 2020 school-wide student -led project. <p>The allocation of this funding has resulted in: Students will have a student developed, engaging play area.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding should cease as all money budgeted for playground equipment.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	260	284	258	235
Girls	225	239	241	201

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.1	89.9	87.2	90.2
1	91.3	89.2	85.6	91.1
2	91	89.5	86.4	89.2
3	93.1	90.8	89.2	89.9
4	91.8	92.3	87.5	92.3
5	92.3	89.5	86.5	88.9
6	92.5	90.3	85.9	89.8
All Years	91.8	90.1	86.9	90.2
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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	18.42
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.8
Teacher ESL	0.4
School Administration and Support Staff	7.62

*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	447,045
Revenue	6,538,537
Appropriation	6,322,479
Sale of Goods and Services	44,605
Grants and contributions	171,098
Investment income	356
Expenses	-6,398,274
Employee related	-5,719,778
Operating expenses	-678,497
Surplus / deficit for the year	140,263
Closing Balance	587,308

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	142,102
Equity Total	1,114,654
Equity - Aboriginal	38,581
Equity - Socio-economic	700,859
Equity - Language	88,754
Equity - Disability	286,459
Base Total	4,007,075
Base - Per Capita	127,464
Base - Location	0
Base - Other	3,879,611
Other Total	587,442
Grand Total	5,851,272

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.

Parent/caregiver, student, teacher satisfaction

In 2021 families were given the opportunity to provide feedback to the school by completing the Tell Them From me survey.

30 families completed the survey and they reported:

- 70% of families believe they usually or always have opportunities to share information about their child's wellbeing and/or learning needs with relevant staff at Blairmount PS, when necessary.
- a higher than NSW state norm that two-way communication ensures parents feel informed.
- a higher than NSW state norm that parents support the learning of their children at home.
- we met state norm that parents feedback indicates the school supports positive behaviour.

A future direction for 2022 would be to increase the number of families completing the survey.



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.

