2022 Annual Report

Blakehurst Public School

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Introduction

The Annual Report for 2022 is provided to the community of Blakehurst Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

2022 was a year of positive change at Blakehurst Public School. We were fortunate to have been given the opportunity to establish a Support Unit, allowing for an additional 14 support placements and 3 specialist teachers (one of whom is an Assistant Principal position). We also saw the appointment of the Assistant Principal, Curriculum and Instruction (APCI) ready for deployment in 2023. This leadership role is dedicated to ensuring literacy and numeracy knowledge and skills are embedded in curriculum and assessment; high quality teaching practices are enhanced; and the capabilities of middle leadersare strengthened in literacy and numeracy instruction. Our school also had a change in leadership with Mr Smyth-Gapps moving to a neighbouring school. I was extremely fortunate to have been given the opportunity to lead the school on a temporary basis in 2022. This has led to my substantive appointment as Principal effective 2023.

At the beginning of the year, we established and commenced a number of valued programs and initiatives across the school. Our Student Representative Council (SRC) was established, our school bands were formed for the year, our school leadership team enjoyed a number of induction and leadership building events and our Stage 2 and 3 students participated in weekly STEM lessons provided by Sammet Education. We held our school swimming carnival, students represented the school at the Zone Swimming Carnival, our performing arts programs were established and our students were also given the opportunity to participate in zone team trials for a variety of sports.

We were able to host several well attended events and reconnect with the community. This was both refreshing and positive for all concerned. Of particular note, was our annual welcome barbecue for our Kindergarten families and new parents, the Positive Behaviour for Learning (PBL) re-launch whereby our mascot, Bluey, assisted in singing our PBL song to the entire school community and neighbouring schools, and the Bear Cottage Superhero Week which raised valuable funds for the Sydney Children's Hospital Bear Cottage. Our Parents and Citizens Association (P&C) worked closely with school staff to plan future opportunities for community engagement and our canteen and uniform shop volunteers, who selflessly gave their time to support the school, continued to be greatly appreciated.

Blakehurst Public School was chosen to be an accelerated adopter school in 2022 (involved trialing the new mathematics and English K-2 syllabuses prior to implementation in 2023) due to our innovative teaching and learning practices. Year One teachers implemented the new English and mathematics K-2 syllabuses and provided valuable feedback to curriculum advisors. Our teachers and students thereby helped shape the K-2 units of work to be implemented by schools in 2023. This has allowed us to be ready to review Year 3-6 syllabuses in 2023 in readiness for full implementation in 2024.

I was proud of our achievements in 2022 and look forward to a very fulfilling and successful 2023. Thank you as always for your wonderful support of the school.

Jodie Savellis

Principal

Message from the school community

It was wonderful to see 2022 finally bring our community and school partnerships back together after several years of disruption. Our P&C saw the growth in new members and new volunteers in both the canteen and uniform shop along with many new faces jumping in and getting involved for our fundraising events.

Throughout the year we saw success in our traditional Easter Hot Cross Bun drive, Mother's and Father's Day stalls, Election BBQ , Return and Earn and student Disco along with the introduction of our very enjoyed and successful Family Trivia Night and end of year Stationary Kits. Together with our events and the continued success of our canteen and uniform shop, our P&C managed to raise over $10 000 in the past year.

Our year's success continued with our contributions back to the school to benefit our children's space and learning. The P&C contributed $18 000 to new playground art along with $15 000 to the completion and finalisation of the new playground equipment and sports court.

We are so grateful for the continued support from our parent and teacher community in both their time and financial contributions. This has made 2022 a year of success and growth. The community connection and strength is valued and beneficial to our wonderful little school.

Samantha Redmond P&C President

Message from the students

As School Captains it has been an honour to lead this amazing school. We thank the student community and teachers for believing in us and giving us the opportunity to lead them this year. Leading at Blakehurst Public School has helped us to develop our organisational skills and become even more responsible. Leading has also helped us empathise with others and allowed us to work with a whole bunch of new people that have taught us many valuable lessons. Leading with our fellow peers, we have developed our skills and hopefully made a difference to the great place that Blakehurst Public School is.

Over the years we have learned so much at Blakehurst Public School, not only maths and English, but tips to help us get through high school and life and build lifelong friendships which we know will continue past the Blakehurst Public School gates. We would like to thank everyone who has supported us over the years. We feel confident this school will continue to evolve into a place where learning and fun are always achieved with greatness.

We would like to finish by thanking the staff, students and community for supporting us on our leadership journey and by wishing the 2023 captains and prefects the best of luck in their future roles.

School vision

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

School context

Blakehurst Public School is a caring community school located in the Kogarah Network. The school has a current enrolment of 292 students and an autism support unit, which commenced in 2023. The school is located approximately 20km south of Sydney central business district, in the suburb of Carss Park. 65% of the student population are English as an Additional Language or Dialect (EAL/D) learners, approximately 33 different languages are spoken at home and approximately 3% of students identify as being Aboriginal or Torres Strait Islander. The school has a current Family Occupation and Education Index (FOEI) of 62 and an Index of Community Socio-Educational Advantage (ICSEA) of 1054. These figures indicate that the school is operating in a community where levels of advantage are above the state average.

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

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

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

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

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Rigorous Collection and Analysis of Data
- Quality Assessment Practices

Resources allocated to this strategic direction

Professional learning: $1,200.00

Summary of progress

Rigorous Collection and Analysis of Data

Focus was on the rigorous collection and analysis of data to inform quality teaching and learning practices. Teacher capabilities were built to facilitate the expert use of authentic data to inform teaching and learning. Creation of quick reference guides (QRG) and explicit professional learning built the capacity of staff to accurately enter and access centralised data in order to be responsive to the needs of all learners. Stage meetings and Professional Learning Communities (PLCs), linked to strategic directions were used to unpack data further and check in on progress. Teachers planned for the collection and analysis of quality data and made some professional judgements that impacted teaching and learning. Next year in this initiative, the school will work with staff to further unpack data to ensure authentic and timely adjustments to teaching and learning programs. This will support further improvement to collection and analysis of data practices across the school.

Quality Assessment Practices

Focus was on using quality assessment, as, of and for learning systematically across the school to improve teaching and learning. Regular PLC meetings were utilised to ensure collection of evidence and data was on track. Units of work were collaboratively created and reviewed to ensure learning intentions and success criteria were embedded, with a school wide expectation that these were on display in classrooms. All learning programs embedded learning intentions and success criteria and formative assessment was used flexibly and responsively in order to monitor student progress. Moving forward in this initiative, the school will continue to refine and enhance learning and success criteria and goal setting processes school wide. This will support further improvement in quality assessment practices across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN Numeracy to between 34.7% (lower bound) and 39.7% (upper bound).	2022 NAPLAN data indicates 35.48% of students are in the top two skill bands for Numeracy indicating the school exceeded the system negotiated target.
System Negotiated Target: A minimum of 47.4% of students achieve in the top 2 bands of NAPLAN Reading.	2022 NAPLAN data indicates 46.15% of students are in the top two skill bands for Reading indicating the school did not achieve the system negotiated target. This was just below the target, however, Year 3 is above state average.
Increase the percentage of students achieving expected growth in NAPLAN	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN

Reading to above the system negotiated baseline target of 64.7%.	however individual student progress is reported directly to parents and carers throughout the year.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to above the system negotiated baseline target of 66.2% and trending towards or exceeding the lower bound target of 69.2%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Teachers use data effectively to evaluate student understanding of lesson content. Consistent and comparable judgements of student learning are evident across the school, as are the strategies put in place to respond to trends in student performance data.	100% of classroom teachers have collected and entered student data onto Sentral. Meeting agendas and minutes indicate evidence of data discussions, development of assessment tasks and consistent teacher judgement. Quick Reference Guides have been developed to enable teachers to enter and use data effectively. In 2023, whole school trends will be analysed by executive to evaluate if Sentral is the most effective way to track student data and performance.
School identifies and implements additional practices to move beyond *'Sustaining and Growing'* in the *Assessment* element of the *School Excellence Framework* (SEF) and towards '*Excelling'* . A trend towards '*Excelling'* is also identified as part of the validation process.	The school has begun to put processes in place to support teachers' consistent evidence based judgement and moderation of assessments through the development of a whole school assessment schedule and regular stage moderation. In 2023, data talks will be embedded in stage meetings.
School is validated at *'Sustaining and Growing'* in the *Data Skills and Use* element of the *School Excellence Framework (SEF).*	There has been professional learning in the area of data collection. Assessments are developed and sourced, and used regularly across stages or the whole school to help promote consistent and comparable judgement of student learning progress as well as identify skills gaps for improvement and extension.

Strategic Direction 2: Excellence in Teaching and Learning

Purpose

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

Initiatives

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

- Innovative Teaching Practices
- Building Capacity

Resources allocated to this strategic direction

Summary of progress

Innovative Teaching Practices

Focus was on innovative teaching practices to enhance pedagogy and student engagement. Bring Your Own Device (BYOD) was fully implemented in Stage 3 classes, with teachers effectively utilising technology to engage students and enhance teaching and assessment practices. There was a 100% success rate with BYOD in Stage 3, with all students having access to a device and teachers collaboratively using technology to support teaching and assessment. Professional learning that came as a result of the BYOD transition built the capacity of staff school wide to effectively embed technology within their programs. After extensive research on best practice in flexible learning environments, flexible furniture was purchased and installed in Early Stage One classrooms, resulting in increased student engagement, student wellbeing and improved teacher pedagogy through its effective use. Next year in this initiative, the school will expand the use of BYOD into Stage 2 and prioritise furniture purchases across the school based on pedagogical need.

Building Capacity

Focus was on using evidence informed practices to build capacity of all teachers. All teaching staff had a leadership goal included in their Performance and Development Plan (PDP), the school appointed an APCI, implemented the new K-2 curriculum as an Accelerated Adopter school and implemented three Quality Teaching Rounds (QTRs). Twelve teachers took part in three rounds throughout the year resulting in increased professional dialogue, changes to teaching pedagogy, time for professional reading and reflection, improved collegiality, and positive impact on school culture. The Accelerated Adopter school implementation prepared teachers for the curriculum changes in 2023 and increased overall understanding. Next year in this initiative, we will continue and expand Quality Teaching Rounds to include cross network collaboration. This will build capacity of all teachers moving forward.

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
Stage 3 students bring their own device to school as part of the school's BYOD program.	100% of students participated in the BYOD program by accessing their own device or school supported provision program. In 2023, the BYOD program will be extended to all Stage 2 students.
Increase in the percentage of teachers confidently and successfully embedding technology into their teaching and learning programs. Increased opportunities are evident for staff to share their knowledge and expertise with colleagues to support the	Professional learning opportunities occurred once per term to build staff capacity using new technologies i.e. using Teams, using Sentral to enter data, DoE snapshot mathematics assessments, using writing rubrics using Google Classroom. 100% of classroom teachers are entering whole school assessment data into Sentral. In 2023, more effective data collection and tracking methods will be investigated.

consistent implementation of dynamic resources and practices across the school.	
Introduce BYOD into Stage 2 classrooms and implement strategies to increase student participation.	The BYOD concept was introduced to Stage 2 at the end of 2022 and has now been implemented into all Stage 2 programs. 82% of Stage 2 students are regularly bringing their device to school and the remaining 18% have access to the school supported provision program.
Flexible furniture is fully implemented into Early Stage One (ES1) classrooms and learning spaces are being used creatively to optimise student learning.	Flexible furniture was delivered and installed in Week 9, Term 3. Kindergarten classrooms are fully equipped to use their learning spaces creatively, thereby optimising student learning.
Consultative mentoring practices are strongly and consistently embedded across the school, valued by all stakeholders and directly attributed to measurable improvements in teaching and learning.	The consultative mentoring model has evolved to include Quality Teaching Rounds. A total of 12 classroom teachers formed professional learning communities and participated in rounds using the Quality Teaching Framework to evaluate and provide feedback on teaching and learning practices. A further 2 staff members received formal training to equip them with the skills to lead and mentor other staff members.
A strong and visible culture is in place across the school to encourage and support staff seeking to pursue higher levels of accreditation and leadership opportunities.	A total of 2 teachers seeking proficiency were supported to progress from provisional to proficient accreditation. Assistant Principals mentored aspiring leaders to take on leadership roles within the strategic direction professional learning communities.
School identifies and implements additional practices to move beyond *'Sustaining and Growing'* in the *Learning and Development* element of the *School Excellence Framework* (SEF) and towards *'Excelling'* . A trend towards *'Excelling'* is also identified as part of the validation process.	Additional practices were identified and implemented in order to move towards 'Excelling'. Practices included Quality Teaching Rounds, collaboration with other schools (Writing Project with neighbouring high schools), staff expertise (in the areas of technology and curriculum implementation i.e. accelerated adopter school).

Strategic Direction 3: Positive Partnerships

Purpose

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

Initiatives

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

- Community Partnerships
- Networks

Resources allocated to this strategic direction

Socio-economic background: $623.25

Summary of progress

Community Partnerships

Focus was on improving community partnerships to ensure that the school is recognised as excellent and responsive by the community, with all stakeholders being informed and included in school initiatives. A community engagement committee was formed and relationships were strengthened with local community groups, including sporting clubs and aged care facilities, through community events including a movie night, Education Week, fundraisers and a PBL launch. There has been high community engagement and involvement throughout the year and significant funds have been raised for charity. Tell Them From Me Surveys indicate that there has been an increase in parents who feel welcome at the school. Next year in this initiative, we will work with the community to build authentic connections that enhance student learning, engagement and wellbeing.

Networks

Focus was on establishing meaningful networks that enhance teaching and learning, resulting in the school being recognised as a pillar of excellence within the broader community. Several opportunities were provided to strengthen our ties with the local networks including the Fathering Project, Stage 3 writing workshops with local high schools and leading professional learning with the new K-2 syllabus as an Accelerated Adopter school. The school has now been recognised as a leader in curriculum reform and has successfully facilitated multiple cross network events and projects. Next year in this initiative, the school will work within the network to develop meaningful relationships and lead excellence in teaching and learning. This will develop quality teaching and learning across the network.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school above 90% of the time to be at or above the system-negotiated lower bound target of 82.4%.	The number of students attending greater than 90% or more of the time is 54.11% indicating progress yet to be seen toward the lower bound target of 82.4%. The school is above the statistically similar school group (SSSG) (52.3%) and network (49.2%) and marginally below state (54.5%).
Utilise new strategies to further increase the number of parents/carers, community members and external experts meaningfully engaging with the school.	There is a significant increase in the number of opportunities for meaningful engagement in 2022 compared with the previous year. A Community Engagement Committee has been formed to facilitate a community voice within the school. Opportunities for community engagement to encourage families back on site include a movie night, PBL re-launch, Bear Cottage fund-raiser, affiliations with a local aged care facility and NRL club, Fathering Project, Australia's Biggest Morning Tea in collaboration with the P&C.
The school community continues to	The school posts regularly in social media (SkoolBag App, Facebook and

acknowledge increased interaction with the school through social media.	the website) as a result of a purposefully scheduled roster showcasing events and achievements. Each Facebook post averages a reach of 300.
School is evaluated at *'Sustaining and Growing'* in the *Reporting* element of the *School Excellence Framework (SEF)*.	The school is evaluated at 'sustaining and growing' in the Reporting element of the SEF.
Establish a confirmed partnership with a local school or community of schools, including the establishment of a professional learning schedule and timeline for the completion of agreed actions.	Several partnerships have been formed with local schools: • Shadowing program - middle leaders chose to shadow/be shadowed by Assistant Principals/Principals within the Kogarah network. • Writing program - Stage 3 teachers formed a PLC with other primary schools and high schools to bridge the gap in writing from Stages 3 to 4. • Fathering project - 3 primary schools participated in a project aimed at strengthening relationships between fathers and their children. • Kogarah Public Speaking Competition - the school hosted the network public speaking competition.
Teachers are actively contributing to appropriate networks that align to the school's initiatives. Students are actively engaged in educational opportunities across the curriculum, provided through the school's network connections.	Teachers are actively contributing to networks that align to the school's initiatives and students are actively engaged in network educational opportunities: • Library network - the school's librarian co-wrote the scope and sequence and attends/hosts network meetings. • Learning and Support Teacher (LST) network - the school's LST is an active member of the network, attending all meetings and professional learning opportunities. • Accelerated adopter school - the K-2 Assistant Principal conducted a series of PL for the network and is a member of the Curriculum Reform Committee. • Basketball - the school's sports coordinator established the first Botany Bay Primary Schools Sports Association (BBPSSA) Basketball competition in the network and there is an increase in participation in the Sydney East carnivals. • Kogarah Public Speaking Competition and debating - one of the school's teachers is running the public speaking competition for the network and providing students with the opportunity to participate in both public speaking and debating competitions.
Parent/carer feedback indicates an uplift in school satisfaction ratings to reach or exceed the target of 84.3%.	Tell Them From Me parent survey data indicates parents feel welcome (7.9, above the NSW Govt Norm of 7.4) and informed (6.8 compared to 6.6 Govt Norm).
System Negotiated Target: Increase the proportion of students attending school to meet or exceed the lower bound attendance target of 82.4%.	Overall attendance is 89.4%, above state, network and SSSG attendance rates.

Funding sources	Impact achieved this year
Integration funding support $66,978.00	Integration funding support (IFS) allocations support eligible students at Blakehurst Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs. **The allocation of this funding has resulted in the following impact:** Targeted/funded students gaining greater access to literacy and numeracy outcomes through direct support, programs and resources that are differentiated to meet their individual needs. **After evaluation, the next steps to support our students will be:** In 2023, the school will extend the role of the School Learning Support Officers (SLSOs) to provide support to targeted groups of students. This will allow larger cohorts of students in each class to receive additional support.
Socio-economic background $27,803.37	Socio-economic background equity loading is used to meet the additional learning needs of students at Blakehurst Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Networks • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services. **The allocation of this funding has resulted in the following impact:** Targeted students gaining greater access to literacy and numeracy outcomes through direct support, programs and resources that are differentiated to meet their individual needs. **After evaluation, the next steps to support our students will be:** In 2023, the school will extend the role of the SLSOs to provide support to targeted groups of students. This will allow larger cohorts of students in each class to receive additional support.
Aboriginal background $7,426.53	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blakehurst Public School. Funds under this equity loading have been targeted to ensure that the performance of 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:**

Aboriginal background $7,426.53	• employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans. **The allocation of this funding has resulted in the following impact:** The allocation of this funding has resulted in Aboriginal and/or Torres Strait Islander students having increased opportunities to access the curriculum through personalised plans and access to teacher support and targeted resources. Assistance funds have also ensured that uniform, camp, excursion and incursion costs have been supported where requested or required. **After evaluation, the next steps to support our students will be:** In 2023, the school will continue with its current support model. The school will engage with the Aboriginal Education Officer for additional resources and training for staff as required and it is also expected that more opportunities will be available for Aboriginal and Torres Strait Islander students to participate in events across the network.
English language proficiency $60,191.39	English language proficiency equity loading provides support for students at all four phases of English language learning at Blakehurst Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • additional staffing intensive support for students identified in beginning and emerging phase. **The allocation of this funding has resulted in the following impact:** A dedicated EAL/D teacher being able to support the development of English language skills in identified students through intensive withdrawal and in-class additional support programs. **After evaluation, the next steps to support our students will be:** In 2023, the school will continue with the model from 2022, however, greater emphasis will be placed on in class support to allow the students who have been part of the program to have more time in classrooms (with appropriate resources and support) and less time in a withdrawal environment.
Low level adjustment for disability $153,469.56	Low level adjustment for disability equity loading provides support for students at Blakehurst Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention through the MiniLit and MacqLit programs to increase learning outcomes • employment of a Learning and Support Teacher and interventionist teacher.

Low level adjustment for disability $153,469.56	**The allocation of this funding has resulted in the following impact:** The decision to utilise this position for a staff member to run the MiniLit and MacqLit programs has allowed a greater number of students to receive intensive literacy support. **After evaluation, the next steps to support our students will be:** The students who were part of the MiniLit and MacqLit programs in 2022 experienced great gains in the program, allowing them to complete work with greater success in the mainstream classroom. The rate of graduation from the program throughout the year was a testament to the efforts of the students and the learning and support teacher and allowed an increased number of students to access the program compared to previous years. The intensive withdrawal model was preferred by the school and was seen to result in greater gains for the students, compared to the traditional in-class roving support previously offered by the learning and support teacher.
Professional learning $20,497.39	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Blakehurst Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Rigorous Collection and Analysis of Data • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • release of teachers to participate in collaborative planning days • release of teachers to participate in Quality Teaching Rounds • release of teacher to develop a Quick Reference Guide and set up data entry processes in Sentral. **The allocation of this funding has resulted in the following impact:** Staff had the opportunity to immerse themselves in the Quality Teaching Framework and examine how the quality teaching elements enhance teaching practice and student learning outcomes. Collaborative planning days ensured all staff contributed to the development of programs and resources and that there was a shared commitment to engaging in relevant research, data analysis and professional learning to support classroom practice. **After evaluation, the next steps to support our students will be:** The model that was utilised in 2022 will continue in 2023. It is hoped Quality Teaching Rounds will expand to include support staff and special education teachers and thereby allow for the development of professional learning partnerships with local schools.
Literacy and numeracy $10,330.74	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Blakehurst Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • resources to support the quality teaching of literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction. **The allocation of this funding has resulted in the following impact:** This funding resulted in greater opportunities for students to excel in literacy

| Literacy and numeracy

$10,330.74 | and numeracy through smaller class sizes and opportunities for quality feedback processes.

After evaluation, the next steps to support our students will be:
In 2023, the school will look to divert more of this funding to the purchasing of additional resources to support improved outcomes for students in literacy and numeracy. |
|---|---|
| QTSS release

$53,323.34 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blakehurst Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this initiative funding include:
 • assistant principals provided with additional release time to support classroom programs
 • implementation of instructional rounds to strengthen quality teaching practices
 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.

The allocation of this funding has resulted in the following impact:
Teachers engaged with professional readings, evidence informed teaching strategies, reflective and collaborative practices in order to improve the learning outcomes of students. Additionally, the K-6 STEM Program was refined and enhanced to provide students with engaging and future focused learning opportunities.

After evaluation, the next steps to support our students will be:
In 2023, Quality Teaching Rounds will be expanded to include support staff and special education teachers. It is hoped professional learning communities will be formed with schools who have established special education units, as well as librarians and learning and support teachers wishing to enhance practice through rounds. |
| Literacy and numeracy intervention

$48,266.82 | The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Blakehurst Public School who may be at risk of not meeting minimum standards.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this initiative funding include:
 • supported the employment of an additional teacher.

The allocation of this funding has resulted in the following impact:
The staffing allocation provided through the literacy and numeracy intervention initiative contributed towards the employment of an additional class teacher.

After evaluation, the next steps to support our students will be:
Any funding or staffing allocation received under this initiative in 2023 will be used for the same purpose. Having smaller class sizes and the additional expertise/experience of another staff member benefited the school and was highly valued in 2022. |
| COVID ILSP

$77,093.00 | 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 |

COVID ILSP $77,093.00	school as most likely to benefit from additional support in 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy. **The allocation of this funding has resulted in the following impact:** Students in Years 1-6 received intensive small group support in literacy. The funding allowed for an SLSO to be employed 5 days per week. **After evaluation, the next steps to support our students will be:** The initiative will continue in 2023, however, the available funding will determine the structure of the program.
Per capita $68,733.94	These funds have been used to support improved outcomes and the achievements of staff and students at Blakehurst Public School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • operational costs associated with developing and implementing priority programs • supported the employment of an additional teacher. **The allocation of this funding has resulted in the following impact:** The costs associated with the planning, development and implementation of programs and initiatives across the school were supported through this funding. This included the costs associated with resources and programs as well as the costs associated with releasing staff to undertake training and/or initiate programs. Per capita funding also contributed towards the employment of an additional class teacher. **After evaluation, the next steps to support our students will be:** In 2022, the use of these funds were strategic and benefited teaching and learning across the school. Staff and students also benefited from physical improvements to the working and learning environment. Some of the funding received under this initiative in 2023 will be used for the same purpose. Having smaller class sizes and the additional expertise/experience of another staff member benefited the school and was highly valued in 2022.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	129	127	139	147
Girls	129	121	127	127

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	90.9	95.9	94.1	88.6
1	91.7	92.2	93.9	90.5
2	95.3	94.9	92.8	88.5
3	91.6	95.2	94.2	87.4
4	92.4	94.6	92.7	87.4
5	92.3	93.0	91.5	86.3
6	94.0	92.4	93.0	87.4
All Years	92.6	94.0	93.2	88.1
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:
- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	3
Classroom Teacher(s)	10.51
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	3.52

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	24,686
Revenue	3,304,666
Appropriation	3,104,253
Sale of Goods and Services	10,464
Grants and contributions	188,268
Investment income	1,146
Other revenue	535
Expenses	-3,145,433
Employee related	-2,873,241
Operating expenses	-272,192
Surplus / deficit for the year	159,233
Closing Balance	183,919

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	66,978
Equity Total	248,268
Equity - Aboriginal	7,427
Equity - Socio-economic	27,180
Equity - Language	60,191
Equity - Disability	153,470
Base Total	2,339,227
Base - Per Capita	68,734
Base - Location	0
Base - Other	2,270,493
Other Total	317,766
Grand Total	2,972,238

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

Student Feedback

In 2022, the school received very pleasing feedback through the TTFM survey (Years 4-6) and internal student surveys and forums. Student responses indicated that the school was continuing to perform well in the following areas:

- students felt they demonstrated positive behaviour at school
- students identified themselves as having positive relationships with peers and staff
- students indicated that the school environment was positive and safe
- students indicated a strong level of advocacy at school
- students believed that their classroom environment was stimulating and challenging
- students indicated that their teachers had high expectations for learning and behaviour
- students believed that teachers check for understanding and provide feedback
- the school environment was identified as being highly inclusive.

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

Staff Feedback

In 2022, teacher feedback was measured through a variety of methods including the TTFM survey, internal staff surveys and discussions held during team and whole staff meetings. Teacher feedback indicated the following:

- staff felt highly supported by their peers and the school's leadership team
- staff believed that their contributions to events, programs and initiatives were valued and they had opportunities to contribute to areas/programs of interest
- staff felt that the school was highly collaborative and that all staff and students benefited from collaborative planning and resource development as well as opportunities to share ideas and expertise
- staff felt that school leaders provided teachers with quality feedback and, in turn, teachers facilitated meaningful feedback to students
- staff reported that BPS school executive lead improvement and change (31% agree, 69% strongly agree).

Moving forward, the school will continue to prioritise professional learning that aligns to the school's strategic directions. Further opportunities will also be developed for staff to lead professional learning for colleagues. Data literacy and the use of data to inform practice will also remain a high priority for staff in 2023.

Parent Feedback

In 2022, feedback from parents and carers was collected using the Tell Them From Me (TTFM) survey and internal parent/community surveys. Parent feedback provided the school with the following data:

- parents felt welcome at the school
- parents indicated that staff and the Principal were approachable, helpful and easy to communicate with
- parents felt informed of school programs, events and matters involving their child/children
- parents indicated that they enjoy the opportunity to be part of the school and willingly attend meetings and/or support with fundraising and other school events whenever they are able to
- parents indicated that the school supports learning, in particular, teachers encourage students to do their best
- parents indicated that the school supports positive behaviour and promotes and maintains a safe learning environment for students
- parents identified the school as being inclusive
- parents indicated that they had input into planning and decision making regarding school activities and events.

Moving forward in 2023, further emphasis will be placed on strengthening partnerships with families and increasing opportunities to work in collaboration with community organisations and other schools for the benefit of the students. The school will also look to broaden the range of strategies it uses to communicate student and school achievement data to parents.

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.