

2022 Annual Report

Blayney Public School



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Introduction

The Annual Report for 2022 is provided to the community of Blayney 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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Blayney Public School

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School vision

Blayney Public School is an inclusive and caring school offering a diverse range of educational opportunities that promote the development of confident, well equipped citizens who have a positive attitude towards continued learning and an active concern for the world.

We intend to provide excellence and opportunity for all students and reduce the equity gap.

We are a community of high expectations that enable all children to be known valued and cared for whilst reaching their full potential.

School context

Blayney Public School, with an enrolment of 294 students, is located in the central west of NSW.

Blayney calls itself "The Village Shire" because it is a typical rural service centre, a farming town and administrative centre with avenues of deciduous trees that ensure it is particularly attractive in autumn. In recent times Blayney Shire, unlike most rural centres, has developed a strong industrial and mining base.

Established in 1858, Blayney Public School enjoys a proud history of meeting the needs of its community. Our mission is to develop confident, well-equipped citizens who have a positive attitude towards continued learning and an active concern for the world.

The school grounds boasts a culturally inclusive sensory garden, highlighting local Wiradjuri artists and native bush tucker and flora. The playground areas are visually appealing with large murals and equipped with, fixed play equipment, rock gardens, musical instruments and grassy play areas.

Blayney Public School is a growing school community which has a relatively transient school population, with a high turnover of students between Kindergarten and Year 6. Over the years the school has maintained a fairly stable enrolment of students, with 3 support classes operating to support students with additional needs. Individual learning programs are developed to support students with English as a second language. All Aboriginal students are supported with Personalised Learning Pathways, opportunities to attend the Junior AECG and lead culturally appropriate programs.

Our staff are highly motivated and provide quality educational opportunities to our students. The school prides itself on the wide range of activities in which students are able to take part including, qualified music teachers, a range of PSSA sporting teams, debating and public speaking, The Creation Hub which includes Robotics, filmmaking, and STEM workshops, as well as dynamic excursions and visiting performances. The school is committed to delivering progressive education through innovative programs in literacy and numeracy and the continuous implementation of state-of-the-art technology.

Blayney Public School is a proud member of the Heritage Country Schools, Bathurst Principals Network and an active member of the SPARKE learning community. We strive to work in partnership with the Bathurst Aboriginal Education Consultative Group (AECG) and attend regular meetings with opportunities for Blayney community input.

We have taken an extensive evaluation of external and internal data. Our Literacy and Numeracy data indicates target areas of reading and measurement. Our wellbeing data shows a need to build community partnerships and support individual students learning needs. We have undertaken authentic consultation with staff, students, community and the local AECG in a variety of workshops and considered all information as we prepare for our new school plan.

To improve our students achievement in reading and numeracy, we have identified a clear need to focus on the themes of High Expectations, Explicit Teaching, and Use of Data to inform our Practice and engage in professional learning with teachers to upskill practices. These initiatives of effective practices are research based and will be monitored and evaluated at planned points every term.

We intend to enhance school leadership and improve the quality of teaching, and to address persistence underperformance in Literacy and Numeracy.

We will use both financial and human resources to ensure all activities are well resourced and teacher professional learning is a key priority. This will be monitored by the principal and the finance team to ensure budgeting is effective and making an impact.

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 | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed explicit teaching and embedded evaluative 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.

- Explicit Teaching
- High Expectations

Resources allocated to this strategic direction

Low level adjustment for disability: \$149,397.00

Summary of progress

Our key focus area for 2022, within Strategic Direction 1 -were High Expectations and Explicit Teaching. Executive staff analysed student achievement data and led team meetings to ensure student data guided and informed teaching practice.

This year our Assistant Principal, Curriculum and Instruction developed staff understanding in data informed and evidence based practice to measure the impact on student learning and the importance of tracking and monitoring achievement. This led to staff designing class, group and individual learning. As a result there is consistent evidence-informed practices across the school.

In 2022, data analysis was incorporated into stage and whole staff meetings and staff have acknowledged the value of participating in extensive professional learning on collecting, tracking and monitoring student progress data. This process of collaborative data analysis will continue to inform and drive teaching in 2023. The staff professional learning plan and focus areas for our Parent engagement initiative, have all been refined and tailored to address staff and student needs. Professional dialogue about multiplicative thinking and the relevant Interview for Student Reason assessment and teaching strategies, was an outcome of our Parent Engagement Programs. As a result, we saw a 29% school wide average improvement in student achievement.

Literacy and Numeracy Intervention in 2022, focussed on tracking data to allow for the identification of students with specific needs and targeted learning for these small groups of students. The Learning and Support Teacher and intervention teams regularly collected and analysed student data to support student learning.

Teachers worked within the stage teams to collaboratively share resources and design and deliver, quality evidence based, data informed lessons. Teachers observed each other's practice, provided and received professional feedback, which will continue in 2023. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement and this has been shared with all stakeholders. During 2023, we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning program to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice 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 number of students achieving in the top two bands in NAPLAN reading from 35% to at or above 38.2% | Data indicates that 32.18% of students in top 2 bands reading showing a decline from baseline data. |
| Increase the number of students | Data indicates that 19.54% of students in top 2 bands numeracy showing a |

| | |
|---|--|
| achieving in the top two bands in NAPLAN numeracy from 21% to at or above 25.6% | decline from baseline data. |
| Increased number of Aboriginal students performing in bands 3-4 in NAPLAN in Numeracy and Reading as non indigenous students. | 15.3% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress yet to be seen toward the lower bound target. |
| Increased number of Aboriginal students performing in bands 3-4 in NAPLAN in Numeracy and Reading as non indigenous students. | 7.69% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress yet to be seen toward the lower bound target. |
| The school SEF - SAS indicates that in the element of Curriculum we are currently at Sustaining and Growing. | Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of curriculum. |

Strategic Direction 2: Learning Clarity

Purpose

To improve teachers capacity to work collaboratively and to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving, the school leadership team will enhance teachers use of data to check and understand where their students are in their learning and to plan what to do next.

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.

- Collaboration
- Use of data to inform practice

Resources allocated to this strategic direction

Professional learning: \$30,129.76

QTSS release: \$63,436.39

Socio-economic background: \$130,289.24

AP Curriculum & Instruction: \$180,685.20

Summary of progress

Throughout 2022, Blayney Public School undertook measures to ensure consistent, high-quality practice across the school.

This included developing the capacity of Middle Leaders to embed evidence-informed practice when leading, managing and developing their teams. Middle Leaders engaged with professional development opportunities including the 'Art of Leadership' and 'Dare to Lead' in both Semester 1 and 2. As a result, leaders adapted their practice when dealing with conflict to address concerns of staff, parents and students and when supporting quality practice across the school. The successes of this endeavour were evident in the schools record keeping processes (Sentral), the programs presented by staff and feedback from community members (*Tell Them From Me, etc.*).

To improve staff curriculum knowledge, Stage 1 teachers participated in the *Curriculum Reform Early Adopter* program. Teachers engaged in ongoing PL throughout the year covering the new curriculum, met regularly with a Curriculum Advisor, taught and evaluated units provided to by the program (Semester 1), and engaged in collaborative unit planning session (Semester 2). As a result, programs produced by the Stage 1 team reflected content addressed in the new English and Mathematics curriculum. Staff continually adjusted programs, try new ideas when addressing content strands and differentiated content consistently. Furthermore, discussion took place between Stage ES1/1 and Stage 2/3 teachers and provided support for implementing new curriculum content.

Following the appointment of the Assistant Principal, Curriculum and Instruction (APC&I), clear expectations of the new role were established. The APC&I, supported staff, by providing formal professional learning sessions, modelled lessons, lesson observations and continual ongoing support. The impact is noted significantly through the formal and informal discussions taking place across the school surrounding about the teaching strategies, assessments and resources required to teach Vocabulary. Teaching programs reflect the implementation of evidence-informed practice. 2022 has seen the establishment of clear expectations surrounding Learning Culture, led by the APC&I, that will be implemented in future years.

The introduction of practices allowing for the consistent collection of assessment data across the school were established. This resulted in clear data being represented in *Markbook* on Sentral. Robust conversation regarding the reliability, usefulness and timely nature of assessment tasks took place, leading to changes to the types, frequency and content being assessed in different stages. This process will continue to adapt in 2023.

Through the development of Instructional Rounds staff were able to collaboratively plan, discuss and adapt lessons targeting a specific teaching area. The collective efficacy of staff was achieved through the support of quality professional learning opportunities, routine meeting times and allocated time for planning and reflecting on the teaching and learning taking place. As a result, student results in Vocabulary improved in external data (*Check-In*) and staff confidence and ability to teach have improved (evidenced through discussion and product analysis of programming). This process will continue to be adapt in 2023.

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 number of students achieving at or above expected growth in NAPLAN reading from 65% to 67% | Due to no NAPLAN taking place in 2020, no data on student growth on NAPLAN Reading was available for students in 2022. |
| Increase the number of students achieving at or above expected growth in NAPLAN numeracy from 69% to at or above 71%. | Due to no NAPLAN taking place in 2020, no data on student growth on NAPLAN Reading was available for students in 2022. |
| <p>The school SEF - SAS indicates that in the element of Data Skills and Use we are currently Sustaining and Growing.</p> <p>We will maintain element this year.</p> | Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Growth. |

Strategic Direction 3: Partners in learning and wellbeing

Purpose

To prioritise engaging families in building partnerships that support wellbeing, we will implement practices that promote social, emotional, behavioural and intellectual engagement.

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.

- Wellbeing
- Classroom Management

Resources allocated to this strategic direction

Aboriginal background: \$60,238.17

Socio-economic background: \$97,558.00

English language proficiency: \$2,400.00

Low level adjustment for disability: \$45,038.19

Location: \$17,743.74

Summary of progress

As part of our wellbeing focus there was a strategic and planned approach to develop whole school wellbeing processes that support our students to connect, succeed, thrive and learn.

We provided opportunities for staff and students to develop a deeper understanding of and respect for Aboriginal and Torres Strait Islanders histories, cultures and language through staff development such as an Aboriginal cultural excursion to country for both Stage 3 students and all staff. We are continuing to develop a strong student, parent and staff voice through the Aboriginal Education Committee, the Aboriginal Representative Council and the development of a Reconciliation Action Plan as a community.

The school supported community engagement and wellbeing by employing a Community Education Officer, 3 days per week and a Wellbeing Officer for 4 days per week, to support students and families in engagement. This enabled a closer link to external services, strong intervention programs and social and emotional workshops.

We engaged in professional learning and training of the new the new policies in Inclusive Education, Restrictive Practices and Behaviour classroom management ready for implementation in 2023.

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 |
|--|--|
| • 100% of parents engaged and empowered to support learning at home. | All parents were contacted by classroom teachers and given opportunities to engage in the development of individual goals for their child. Support packages and learning opportunities were available. |
| • 83% of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School. | Data from the Term 1 survey indicates 80.57% of students with positive wellbeing. Our lower bound target was 87.1% |
| • Increase the number of students attending school 90% of the time or more from the baseline target of 77.3% to exceed the lower bound target of 81.4% | Data indicates that 49.5% of students attended school throughout 2022 greater or equal to 90% of the time, this is the same percentage as the states overall data, although lower than the schools expected lower bound target of 77.3%. |
| The school SEF - SAS indicates that in the element of Wellbeing we are | Data indicates that we are sustaining and growing in the themes of caring for students, a planned approach to well being, individual learning needs |

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| <p>currently Sustaining and Growing.</p> <p>We will maintain this element for this year.</p> | <p>and in excelling for theme of behaviour.</p> |
| <p>The school SEF - SAS indicates that in the element of Learning Cultures we are currently Sustaining and Growing.</p> <p>We will maintain this element this year</p> | <p>Data indicates that we are in sustaining and growing in the themes of High expectations, transitions and continuity of learning and attendance.</p> |

| Funding sources | Impact achieved this year |
|--|--|
| <p>Socio-economic background</p> <p>\$227,847.24</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blayney 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"> • Collaboration • Use of data to inform practice • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Instructional Rounds to support student learning • additional staffing to implement well being initiatives and intervention to support identified students with additional needs <p>The allocation of this funding has resulted in the following impact: the development and implementation of successful programs at key transition points ensuring student success. The allocation of this funding has strengthened partnerships between the school and parents/carers leading to increase engagement.</p> <p>After evaluation, the next steps to support our students will be: continue to engage in professional learning and enabling stages to collaborate to support our trajectory towards achieving targets. Next year, the school will diversify the role of the additional staff members towards supporting wellbeing initiatives, leadership opportunities and enabling classroom teachers to focus on their teaching.</p> |
| <p>Aboriginal background</p> <p>\$60,238.17</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blayney 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans and to facilitate improved community engagement and student cultural opportunities. <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the PLP process and enabling the conversations to become more authentic. leadership and learning opportunities to support student voice and learning.</p> <p>After evaluation, the next steps to support our students will be: delivering differentiated and personalised support to Aboriginal students through continued employment of support workers, focussing on literacy and numeracy. Develop opportunities for staff and students to build understanding and celebration of Aboriginal culture in our community.</p> |
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| <p>English language proficiency</p> <p>\$2,400.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blayney 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: ongoing professional learning in developing Learning Intentions and Success Criteria differentiated to the needs of all EAP/D students.</p> |
| <p>Low level adjustment for disability</p> <p>\$194,435.19</p> | <p>Low level adjustment for disability equity loading provides support for students at Blayney Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: the development of individualised and challenging learning goals designed to meet the needs of students with additional learning needs. Needs-based learning and support programs have been developed in response to set goals, resulting in improved learning outcomes for identified students.</p> <p>After evaluation, the next steps to support our students will be: support and training will be provided for SLSO's by a range of educational specialists.</p> |
| <p>Location</p> <p>\$17,743.74</p> | <p>The location funding allocation is provided to Blayney Public School to address school needs associated with remoteness and/or isolation.</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"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: all students were able to attend school funded incursions and excursions students who came to school without food, received breakfast, fruit break</p> |

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| <p>Location</p> <p>\$17,743.74</p> | <p>and lunch</p> <p>After evaluation, the next steps to support our students will be: We will continue to provide student assistance to support opportunities for students.</p> |
| <p>Professional learning</p> <p>\$30,129.76</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 Blayney 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"> • Collaboration • Use of data to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release staff to work with the AP C&I to build understanding and knowledge of the new curriculum for Mathematics and English • ongoing whole school professional learning based on the research behind, and practical application of Instructional Rounds. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed Instructional Rounds practices into all classrooms K-6 resulting in improved collaboration and internal assessment results.</p> <p>After evaluation, the next steps to support our students will be: engage in the new curriculum across K-6 for Mathematics and English. Implement research-based practices across the school.</p> |
| <p>QTSS release</p> <p>\$63,436.39</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blayney 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"> • Collaboration <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 <p>The allocation of this funding has resulted in the following impact: Teachers accessed additional release time which enabled them to collaborate in their planning, moderate their work and to provide shoulder to shoulder support with Assistant Principal.</p> <p>After evaluation, the next steps to support our students will be: This successful model will be carried through into 2023</p> |
| <p>COVID ILSP</p> <p>\$139,240.00</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted</p> |

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|---|---|
| <p>COVID ILSP</p> <p>\$139,240.00</p> | <p>funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • development of resources and planning of small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: Students identified as needing extra support have made gains in both literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: engagement of additional teaching staff using other flexible funding to extend intensive small group intervention programs.</p> |
| <p>Integration funding support</p> <p>\$88,873.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Blayney 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: intensive learning and behavioural support for funded students</p> <p>After evaluation, the next steps to support our students will be: continue to liaise with carers and stakeholders to develop and review students' personalised learning and support plans</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 167 | 173 | 154 | 163 |
| Girls | 141 | 144 | 134 | 139 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 92.8 | 91.0 | 92.9 | 89.6 |
| 1 | 92.1 | 87.4 | 91.3 | 85.0 |
| 2 | 92.8 | 89.3 | 89.0 | 85.7 |
| 3 | 93.4 | 89.4 | 90.2 | 86.8 |
| 4 | 91.4 | 92.0 | 91.4 | 87.8 |
| 5 | 93.8 | 88.0 | 91.3 | 86.4 |
| 6 | 91.1 | 88.9 | 89.5 | 86.6 |
| All Years | 92.5 | 89.5 | 90.7 | 86.9 |
| 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) | 5.2 |
| Classroom Teacher(s) | 11.81 |
| Learning and Support Teacher(s) | 1.3 |
| Teacher Librarian | 0.6 |
| School Counsellor | 2 |
| School Administration and Support Staff | 5.57 |

*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 employment 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 | 827,318 |
| Revenue | 4,410,479 |
| Appropriation | 4,280,378 |
| Sale of Goods and Services | -908 |
| Grants and contributions | 126,175 |
| Investment income | 4,833 |
| Expenses | -4,551,073 |
| Employee related | -3,747,522 |
| Operating expenses | -803,550 |
| Surplus / deficit for the year | -140,594 |
| Closing Balance | 686,724 |

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 | 88,873 |
| Equity Total | 484,921 |
| Equity - Aboriginal | 60,238 |
| Equity - Socio-economic | 227,847 |
| Equity - Language | 2,400 |
| Equity - Disability | 194,435 |
| Base Total | 2,830,127 |
| Base - Per Capita | 77,335 |
| Base - Location | 17,744 |
| Base - Other | 2,735,048 |
| Other Total | 646,816 |
| Grand Total | 4,050,737 |

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2022 we sought the opinions of parents, students (Year 4-6) and teachers about our school using the Tell Them From Me survey. The parent and teacher responses are presented below using a ten point scale. A score of 10 indicates strong agreement, 5 indicates a neutral agreement and 0 indicates strong disagreement. Student responses are listed as a percentage.

Parent/Carer Satisfaction

This data is the results from 17 respondents in this school who completed the Parent Survey between 13 September and 4 November 2022.

Parents were required to respond to a survey that gathered information on how they believed that Blayney Public School met their needs in the following areas:

- * Parents feel welcome at school - 5.8
- * Parents are Informed - 5.1
- * Parents support learning at home - 7.0
- * The school supports learning - 5.9
- * The school supports positive behaviour - 6.8
- * The school is safe - 6.5
- * The school is inclusive - 6.9

Parents survey results indicate that parents are satisfied with the programs and opportunities being offered in class and have identified a number of areas that the school does well. These include the dedicated and caring teachers and staff, the opportunities for students as well as the support programs that are implemented. Our results were lower than previous years, COVID has had an impact how parents have engaged with the school and our opportunities to involve parents in student learning.

The main area identified to be addressed in the school's future directions was to ensure parents are kept informed and support individual student learning needs.

Student Satisfaction

Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation.

- * 75% of students in this school had a high rate of Participation in Sports; the NSW Govt norm for these years is 83%

Students have friends at school they can trust and who encourage them to make positive choices.

- * In this school, 79% of students had positive relationships; the NSW Govt norm for these years is 85%.

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- * 90% of students in this school valued School Outcomes; the NSW Govt norm for these years is 96%.

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation.

Positive teacher-student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

* In this school, Positive Teacher-Student Relations were rated 7.7 out of 10; the NSW Govt norm for these years is 8.4.

Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

* In this school, students rated there are clear rules and expectations for classroom behaviour 6.3 out of 10; the NSW Govt norm for these years is 7.2.

The school staff emphasises academic skills and hold high expectations for all students to succeed.

* In this school, students rated Teachers' Expectations for Academic Success 7.8 out of 10; the NSW Govt norm for these years is 8.7.

Teacher Satisfaction

Research on 'effective schools' has identified important correlates of student outcomes. The questions in the survey were grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement;

* Leadership - 7.8

* Collaboration - 8.0

* Learning Culture - 8.2

* Data Informs Practice - 8.4

* Teaching Strategies - 8.1

* Technology - 7.0

* Inclusive School - 8.1

* Parent Involvement - 7.5

Teacher responses indicated a positive result in most areas of focus. The area identified for continued focus in 2023 was Inclusive School and Learning Culture and Parent Engagement.

A full copy of the findings from student, parents and teachers is available from the school on request.

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.