

2022 Annual Report

Blairmount Public School



4535

Introduction

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

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

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Message from the principal

In 2022, Blairmount Public School was awarded the School of Excellence for Australian Primary School of The Year - Government Category in the prestigious Australian Educator Awards. Our submission ended with the Top 10 reasons why Blairmount PS should be the winning school.

There are thousands of reasons which set Blairmount Public School apart from other Australian schools, but here are our Top 10!

Number 1

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

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

Number 2

We have an outstanding and embedded Visible Learning culture.

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

Number 3

We have outstanding collaboration practices which improve learning.

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

Number 4

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

Following our collaborative planning and building on student agency, our students have individualised learning goals. If you walk into a classroom and ask a child what they are learning, our students should be able to describe the learning goal, rather than the task before them, making our students excited and curious about their own learning. In 2021, we trialled the use of the Hero software to track student's learning goals as part of a School Plus funded initiative "iSeeLearning", working with three other schools from across New South Wales; Berala Public School, Oxley-Vale Public School and Sackville Street Public School. Feedback was provided from staff involved in the trial on the Hero software and the iSeeLearning Project and they described the implementation of the Hero software has helped them to:

- *Program challenging learning goals.

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

- *Differentiate teaching.

- *Assess student understanding.

Number 5

We lead authentic technology use to maximise student learning.

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

Number 6

We meet the complex wellbeing needs of all our students.

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

Number 7

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

Blairmount Public School has a re-enrolment rate of 55.4% with an expected increase in student population by an added 55 students in 2023. This is because half our students are zoned from Claymore, which is involved in The Claymore Rejuvenation Project. This project sees the estate undergo significant redevelopment, transforming the dated Radburn style social housing estate into a mixed tenure community comprising 1,010 new private homes and around 450 new and retained social homes. We are experiencing challenges with both high staff mobility and student mobility. The school has made significant connections with the Department of Land and Housing and as a result of seeking student funding, 18 of our Stage 3 students who reside in there developing area have the total cost of our two-night Stage 3 camp fully subsidised by the Department of Land and Housing. Our strong links with the Parents and Citizens Association allowed us, in partnership, to seek improved safety measures near the school, resulting in new fencing bordering the traffic lights at the intersection of the main road and the side street bordering our school. This example, of improving the safety of our students and all community members near the 4 lane road, is one example of the school's commitment to working with our families to improve the resources for the whole community.

Number 8

We adapt to change and seek solutions to challenges.

One huge challenge for our school has been the large staff turnover. Since December 2020, we have had a new relieving Principal, a new relieving part-time K-6 Deputy Principal, a new relieving Deputy Principal for our Support Unit, four new Assistant Principals and of our 22 classes, 17 class teachers are also new to our school. Including specialist teaching staff, this is a staff turnover of 82%. Due to our exceptional professional learning practices and culture of continual improvement, 100% of our staff who left Blairmount Public School were successful in gaining a substantive permanent position or a promotional position, which makes us exceptionally proud. There's no doubt our high staff turnover has negatively affected some of our school operations and caused a loss of institutional knowledge. This has been a loss of information about families, staff professional learning and student history. Our new staff have balanced these challenges by adding energy, fresh approaches and new ideas to school procedures. One example of how our staff all adapt to any hurdle is with this important Award submission. All the information for our school's nomination had been emailed to the substantive Principals in November 2021 and our whole school was unaware of the nomination until two days before the award information was released from being embargoed, at the end of May 2022. Not being involved in any of the nomination process and not having access to previous emails, it then took a few days for our school to source the information to understand that this Award was authentic. We then had less than three weeks' notice to complete this submission, advocating for our school to be the Primary School of the Year, for the Government Category. Although a huge challenge, our staff made a commitment to develop an excellent submission, showcasing the wonderful work of Blairmount Public School. The minimal timeframe was very tight, and we were in the middle of finalising the students' Semester One Reports to Parents. We were further hindered by the limited availability of casual staff to release our teachers to work on sections of the submission, however, we still added the rule of ensuring we did not plan submission meetings over the two available weekends. Congratulations to the 2022 staff who rose to the challenge developing this submission. As WhyFi says "we put on our yellow, teal, green and blue and capes to think creatively, be fully invested, share ideas and do our best" and the result was a submission that showcases just some of our school's incredible achievements and impact on student learning during 2021!

Number 9

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

Blairmount Public School is blessed with a beautiful environment. We are set on the edge of a rolling green hill, with spacious areas for our children to spread out, play and learn. Our unique building enhances our welcoming and warm school culture as we are all inside one building snaking against the hill - perfect for staying dry on rainy days. All classrooms are visible from the one hallway and all students K-6 have constant access to indoor steps and hallway furniture, break out rooms and outdoor classrooms for students to choose where they would like to complete their learning. Visitors comment on the positive feel and the audible buzz of learning you can hear as you walk through the school. Being close together, within the one building, has strengthened opportunities for everyone to know each other. If one child is upset, the child can be heard throughout the school. The connectedness of our classrooms means our Blairmount staff unconsciously check in on students and nearby classes to see if they can assist with complex behaviour needs. Walking through the school, incidental conversations and support for each other is ongoing between staff to staff and between staff to students. Thus, we feel the combination of caring and committed staff and the building itself has created a genuine culture that ensures every child is known, valued and cared for.

Number 10

We work to our school motto "Learning Together".

These top 9 features of our school all culminate with our Number 10, at Blairmount Public School, we are "Learning Together". We have a unique culture, where teachers learn with and from each other, where teachers learn with and from students and where our students learn with and from other students. Additionally, teachers and families learn with and from each other and we support our families to learn with and from our students. Learning is our focus. Teachers can be heard asking students during break times "What did you learn this morning?". Our student leaders end the daily announcement with the phrase "Have a great day of learning everyone". You can see the learning behaviours in classrooms and you can hear the buzz of learning every time you walk through the school. With a focus on learning, instead of focusing on teaching, Blairmount Public School's teachers are more confident in seeking and implementing feedback from colleagues, as the feedback is about supporting the child's growth. Our assessment tasks are about seeking knowledge for what the child needs to learn next, rather than what the teacher needs to teach next. This focus completes the cycle of having our students at the centre of all that we do, ensuring students have agency and responsibility over their learning. At Blairmount Public School, we are very proud of how we are "Learning Together" and we are confident this Top 10 will set us apart from other schools in this category.



School vision

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

School context

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

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

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

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

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

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



Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

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	Excelling
LEARNING: Reporting	Excelling
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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$210,799.00

Socio-economic background: \$13,000.00

Professional learning: \$36,095.00

Summary of progress

In Reading, our 2022 focus was to consolidate and sustain reading practices across the school. Reading has been an area of focus for the previous 18 months - 2 years which has led to student growth, and achievement of our school reading targets. To ensure this happened, school leaders led professional learning and collegial conversations during stage collaborative learning time and team meetings. The Reading SIP Team also developed a reading procedures document, to be implemented in 2023, to ensure reading expectations for the classroom are known and consistent.

In Numeracy, measurement and place value featured significantly in our work in Strategic Direction One. Whole school data analysis identified the need for professional learning in the area of measurement. This in turn led to an emphasis on the explicit teaching of whole number and decimal place value in Years 3-6 and Trusting the Count (subitising, part-part-whole knowledge to 10 and additive thinking) in Years K-2. Teams were guided through the process of using short formative assessments to identify student point of need then collaboratively developed short, sharp explicit lesson sequences to address the focus.

Across Strategic Direction One, data analysis, findings, wonderings and conversations deepened staff understanding of student learning and areas for development. Data was used to group students and to plan and embed quality practices into everyday teaching. Differentiated support was provided to staff, especially new staff and early career teachers, to continue to focus on improving student outcomes.

Professional learning was also provided for all staff around the evidence-base for the new K-2 English and Mathematics syllabuses. Teachers were guided through professional learning modules to develop an understanding of the new syllabus expectations, ready for implementation (K-2) and familiarisation (3-6) in 2023.

A combination of NAPLAN, Check-in and school based data, and the implementation of K-2 new syllabuses in English and Mathematics, has been used to inform our school priorities for 2023. **In Reading**, we will continue to analyse student reading data to ensure evidence-based professional learning is targeted to student and staff areas of need. The new reading procedures document K-6 will inform the implementation of school-wide high quality reading practices. There will be a whole school focus on Punctuation and Grammar during Stage Collaborative Learning where Assistant Principals will work directly with Assistant Principals, Curriculum and Instruction (APC&I) to ensure that all teachers have a consistent understanding of, and the skills to explicitly teach and assess, this area of focus.

In Numeracy, we will continue to ensure all K-2 teachers explicitly teach components of 'Trusting the Count' so that students have a solid foundation in additive thinking. Multiplicative thinking will be an area of focus for 3-6 to help students shift from their heavy reliance on additive strategies. A whole school focus on mathematical reasoning will underpin all lessons in Mathematics. We will continue to analyse student numeracy data to target professional learning and implement strategies to improve student results, working towards achieving our numeracy targets.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
In Numeracy, an uplift of 4.76% of students in top 2 bands	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increased percentage of students achieving expected growth in NAPLAN Numeracy based on 2021 results.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Consolidation of Delivering in Student Performance Measures as measured by School Excellence Framework in theme of 'Value-add'.	An on balance judgement of Delivering for 'Value Add' has remained.
In Numeracy, an uplift of 4.76% of students in top 2 bands	2022 NAPLAN data indicates that 14.78% of students are in the top two skillbands for numeracy indicating the school did not achieve the AnnualTrajectory Lower Bound target. There was an uplift of 0.4% of students in the top 2 bands from 2021 to 2022.
In Reading, an uplift of 7.3% of students in the top 2bands	Student achievement data is unavailable for this progress measure in2022 with an absence of comparison data from the 2020 cancellation ofNAPLAN. Printed on: 4 April, 2023Page 9 of 28Blairmount Public School



WhyFi is the character for our Learning Qualities.

Strategic Direction 2: Effective Teaching & Leading

Purpose

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

Initiatives

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

- Data Skills and Use
- Professional Learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$281,335.00

Per capita: \$115,601.00

Integration funding support: \$120,669.00

English language proficiency: \$50,000.00

Literacy and numeracy: \$89,818.00

QTSS release: \$93,546.00

Socio-economic background: \$180,000.00

Summary of progress

In Data Skills and Use, 2022 saw a continuation of the collection of a range of data across the whole school to target teaching practice and track student progress over time.

Collaborative learning time, and stage and staff professional learning meetings were used to analyse stage, class and individual student data to identify learning needs, and differentiate grouping of students. Data was analysed by Assistant Principals, Curriculum and Instruction and stage Assistant Principals to identify stage areas of focus in literacy and numeracy. Student data collection informed targeted support for COVID Intensive and HPGE groups.

The recruitment of two Assistant Principal Curriculum and Instruction has provided rich professional dialogue in regard to the NSW curriculum reform. The focus has been on extensive consultation and planning with principal, executive team and classroom teachers in adapting scope and sequences in English and Mathematics K-2, units of work and assessment as well as purchasing of mentor texts and decodable texts to complement existing resources and lay the foundations for a seamless curriculum implementation. APCI have successfully established relational trust and built psychological safety in effectively working across Years K-6. Further direction will include close collaboration of the Campbelltown APCI network to build personal capacity and pool resources.

Teachers reported that they used and analysed data regularly across all KLAs to inform class and stage focus areas, and student learning needs.

In 2023, we will continue to use data to inform teaching priorities and focuses. Individual goal setting in literacy and numeracy across K-6 is an area for development. The draft assessment guide will be finalised and aligned to the new English and Mathematics syllabuses.

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
• Teaching: Data Skills and Use is validated at sustaining and growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use and excelling in the theme of data literacy.
• Teaching: Curriculum is validated at Excelling.	All teachers engage in professional learning across the school and within stage teams, all classroom teachers participated in lesson observations to improve practice including APCI, engage in networks across schools to

<ul style="list-style-type: none">• Teaching: Curriculum is validated at Excelling.	improve teaching and learning.
<ul style="list-style-type: none">• School demonstrates improvement from 2021 baseline data of where teaching staff rate themselves at the theme level of 'Improvement of Practice' and 'Explicit Teaching' as measured by the School Excellence Framework.• School establishes baseline data for teaching staff rating themselves against the Classroom Practice Continuum.	All classroom teachers engage in practice analysis conversations and co-constructed learning programs with the support of APCI's and team leaders.



Flexible learning options for certain learning activities.

Purpose

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

Initiatives

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

- Transitions & Continuity of Learning
- Community Engagement

Resources allocated to this strategic direction

Socio-economic background: \$234,850.00

Aboriginal background: \$7,500.00

Summary of progress

Initiative 5: Transitions and. Continuity of Learning:

The enablers for implementing this initiative were:

-Improved systematic processes were developed so teachers, parents and the community can work together to support consistent attendance and to ensure student absences do not impact on learning outcomes. This also is supported by BPS Community Liaison Officer who makes contact with 'at risk' students' families when required.

-Attendance data is regularly analysed and is used to inform planning.

-Strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment are becoming more established. This is being achieved through the collection of student information at enrolment and connecting with the students previous school. This is then shared with the new classroom teacher to allow continuity of learning.

-Introduction of Eagle Vale High School Year 5 and 6 Taster Days to assist with student transition from Year 6 to 7 transition.

Initiative 6 : Community Engagement

The enablers for implementing this initiative were:

-Increased percentage of families attending biannual Learning Conversations.

-Breakfast Club operated 3 days per week with a plan for 5 days in 2023. The school intends to apply for a grant from Australian National Literacy foundation to fund 2023 Breakfast Club.

-Engagement of Community Liaison Officer to work between Claymore Public School and Eagle Vale High School.

-Introduction of "Got It" program, Getting On track In Time, joint partnership with NSW Health, as an intervention program for managing child non compliant behaviours.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<p>Achievement of 2022 system negotiated targets:</p> <ul style="list-style-type: none"> • In Attendance, an uplift of 11.27% of students attending school greater than 90% of the time. • Increase the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% from our school baseline. 	<p>All staff have received professional learning on the School attendance policy. The Home School Liaison Officer attends fortnightly to discuss any students 'at risk' and follow up procedures are followed accordingly. A whole school attendance focus through the Positive Behaviour for Learning team acknowledging students with awards. 42% of students attend school 90% or higher.</p>
<p>An on-balance judgement of sustaining and growing in Learning Culture.</p> <p>Move <i>High Expectations</i> from delivering to sustaining and growing</p> <p>Consolidate <i>Transitions and Continuity of Learning</i> at sustaining and growing</p> <p>Consolidate <i>Attendance</i> at sustaining and growing</p>	<p>An on balance judgement against The School Excellence Framework indicates a shift with <i>High Expectations</i> from delivering to sustaining and growing, a consolidation of <i>Transitions and Continuity of Learning</i> at sustaining and growing and a consolidation in <i>Attendance</i> at sustaining and growing.</p>
<p>Move High Expectations from Delivering to Sustaining and Growing.</p>	<p>An on balanced judgement of Sustaining and Growing in Learning Culture as identified in the School Excellence Framework.</p> <p>Progress of learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.</p>



We are proud of our happy students.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$120,669.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blairmount Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <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 • staffing release for targeted professional learning around InitialLit • consultation with external providers for the implementation of GotIt! • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students with additional learning support needs including those with complex behaviour supported within the mainstream setting. Students that have accessed intervention programs have had increased engagement in the classroom and access to stage appropriate curriculum content in literacy and numeracy. Teachers are supported to liaise with all stakeholders including NDIS providers, families, case workers and specialised teaching staff during PLaSP review meetings.</p> <p>After evaluation, the next steps to support our students will be: Continue support and staffing in 2023 for students with complex needs and disability via point of need established by classroom teaching staff. PLaSP review meeting to continue with teacher involvement to establish and maintain positive relationships with families/carers.</p>
<p>Socio-economic background</p> <p>\$427,850.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blairmount Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Professional Learning • Transitions & Continuity of Learning • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support tiered intervention strategies <p>The allocation of this funding has resulted in the following impact: A Learning and Support teacher working across the school setting has targeted student need in regular cycles and supported small group tier 2 and one to one tier 3 interventions. As a consequence Stage 1 students have shown improved reading fluency and comprehension alongside phonic knowledge and skill. They have demonstrated increased confidence and willingness to use a growth mindset to tackle learning challenges. Students presenting with complex behaviours have been provided with social emotional learning encompassing strategies to deal with social situations, read social cues and manage conflict effectively. These students have been able to establish and maintain peer friendships and positive adult relationships.</p> <p>After evaluation, the next steps to support our students will be: Review and streamline whole school processes that identify, plan for, support and monitor student needs in alignment with Inclusive, Engaging</p>

<p>Socio-economic background</p> <p>\$427,850.00</p>	<p>and Respectful schools policy. Ongoing and increasing need will see tailored programs such as Second Step supplemented with additional funding sources. Kids Hope mentoring program will continue and the introduction of the Anxiety Project will be a focus for student wellbeing in 2023.</p>
<p>Aboriginal background</p> <p>\$7,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blairmount Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: All staff have completed mandatory Aboriginal Cultural Education online training supporting the delivery of content and providing authentic Aboriginal perspectives in teaching and learning programs. As part of the Blairmount Indigenous Group (BIG) school program all Aboriginal and Torres Islander students were provided with rich cultural experiences. Co-construction of Personalised Learning Plans (PLPS) has developed student voice and additional support one to one and in small groups has further enabled students to meet individual learning goals in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To enhance culturally rich opportunities and strengthen First Nations connection to community. With increasing levels of confidence, students feel empowered to take on active participation and roles within the school community. In the future personalised support will continue to assist students to meet learning goals.</p>
<p>English language proficiency</p> <p>\$50,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blairmount Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Specialist EAL/D staff has provided strategic support to students presenting with English language needs, in particular students with Beginning English and Emerging skills. Targeted students have been provided with a combination of in class support and small group withdrawal support. Short sharp teaching and learning sessions occur 3-5 times per week. The students, largely in Kindergarten and Year One classes have shown increasing independence, improved oral language skills, broader range of</p>

<p>English language proficiency</p> <p>\$50,000.00</p>	<p>vocabulary and word knowledge skills.</p> <p>After evaluation, the next steps to support our students will be: Track student development on version 3 of the Literacy Learning Progressions and monitor their progress alongside the ESL scales. With increasing numbers of students presenting with oral language needs it is timely to revisit and build oral language practices, including talk moves with a focus on turn and talk, revoicing, reasoning, adding on, repeating and taking time to revise initial thinking. This will benefit all students in articulating, sharing ideas and understandings in all key learning areas.</p>
<p>Low level adjustment for disability</p> <p>\$281,335.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Blairmount Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Additional student learning support officers (SLSOs) have provided assistance to our most vulnerable students presenting with diagnosed and undiagnosed disability and supported whole school inclusive strategies. Students' complex needs have been strategically planned for in consultation with teachers, health providers, specialist staff (APLS), school psychologist and parents or carers. This may include the development and implementation of learning support team referral and follow up, access request application, integration funding support application and a variety of plans: personalised learning and support, part day exemption, transition to school, behaviour support, behaviour response, crisis management, risk management, adjustment, and health care. Consistent and ongoing SLSO support has ensured students have actively engaged in learning, have taken brain break as required, sourced sensory spaces and materials to improve self-regulation inclusive practices.</p> <p>After evaluation, the next steps to support our students will be: Strategic planning of all available resources targeting existing and emerging student needs will support a cohesive and streamlined whole school approach. Regular review of students and documentation of the interventions implemented including frequency and duration will inform future planning and ensure equity of support.</p>
<p>Professional learning</p> <p>\$36,095.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Blairmount Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • structured sessions to engage in professional dialogue and practice analysis conversations enhancing programming • opportunities were provided for all staff to engage in K-2 microlearning

<p>Professional learning</p> <p>\$36,095.00</p>	<p>self-paced modules in preparation for syllabus implementation</p> <p>The allocation of this funding has resulted in the following impact: Staff have had regular opportunities to build personal and professional capacity. Time and space was provided in relation to the NSW curriculum reform, all teachers are currently in the process of completing the English and Mathematics K-2 micro-learning modules, in association with their respective leaders and teams. The online modules provide strong foundation in building effective literacy and numeracy pedagogy and practices across K-6. Assistant principals and aspiring middle leaders have accessed the Deputy Principal Colloquium building a network across school settings and shaping their own learning journey.</p> <p>After evaluation, the next steps to support our students will be: 2023 will see the return of collaborative planning sessions supported by team leaders and Assistant Principal Curriculum and Instruction staff to ensure they are given adequate time and space to plan appropriately and to build comprehensive understanding of the K-2 English and Mathematics curriculum, piloting revised scope and sequences and newly devised units of work enhancing and sustaining a learning culture. This will ensure students identified with needs, including new and emerging are given immediate attention and support.</p>
<p>Literacy and numeracy</p> <p>\$89,818.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Blairmount Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: All teachers K-2 trained in evidence-based whole class literacy program InitialLit. Teachers were provided with literacy resources to support this program. Mathletics and Reading Eggs online programs continued to be used to support literacy and numeracy programs K-6. All teachers provided with professional learning either online or face to face to support the implementation of new K-2 English and Mathematics Syllabuses in 2023.</p> <p>After evaluation, the next steps to support our students will be: We will continue professional learning for all staff in the areas of literacy and numeracy. New teachers K-2 to be trained in InitialLit and MultiLit. Online subscriptions will be renewed and the purchasing of literacy and numeracy resources will be priority to support teaching and learning and new syllabus implementation.</p>
<p>QTSS release</p> <p>\$93,546.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blairmount Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs

<p>QTSS release</p> <p>\$93,546.00</p>	<ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: The two Assistant Principal Curriculum and Instruction teachers have worked across K-6 classes building teacher capacity and demonstrating explicit teaching in reading and numeracy. Reading and numeracy strategies have become embedded in highly differentiated teaching and learning programs and have supported students to achieve learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Modeled, guided and independent reading will be revisited in alignment with new curriculum and supported with the supplementation of resources. The Principal, Assistant Principal Curriculum and Instruction (APCI) and team leaders will collaborate in co-planning cycles to foster the development and implementation of quality reading programs where a love of reading will be nurtured. Quality literature, mentor and multimodal texts will enhance the growth of reciprocal reading routines. A numeracy steering committee will be formed to focus on Multiplicative thinking and build teacher capacity across the school.</p>
<p>COVID ILSP</p> <p>\$372,298.00</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 funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • development of resources and planning of small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in the following impact: Specialist teachers and SLSOs were employed to assist students in COVID ILSP program over the course of the year. Students participated in 10-12 week small group explicit teaching cycles with specific areas of need targeted. Pre and post assessment demonstrated areas of growth. Those students not making expected growth have been referred for further Learning and Support team referral, investigation and intervention.</p> <p>After evaluation, the next steps to support our students will be: An analysis of student data and teacher observations indicate that increasing time is required to consolidate and extend skills and understanding across learning targets. A whole school focus on explicit teaching and learning experiences developing literal and inferential comprehension have the potential to further improve student outcomes. Greater exposure to a range of text types, particularly non-fiction and visual texts, is crucial in developing comprehension skills and preparing students for texts they will encounter in real life. To further facilitate comprehension of complex text and deepen word knowledge, explicit instruction of tier 2 vocabulary is required as with dedicated time for word study within teaching and learning programs. A revisiting of mathematics programming embedding the Big Ideas in maths will support mathematical mindsets, quantifying number and place value skills. The introduction of newly devised K-2 curriculum documentation alongside version 3 of the Literacy and Numeracy Learning progressions will require pivoting in planning and documenting teaching and learning cycles.</p>

<p>Per capita</p> <p>\$115,601.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Blairmount Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • collaborative Learning sessions led by APC&I providing 2 hours per fortnight for student data analysis <p>The allocation of this funding has resulted in the following impact: Teachers improved their use of students' data analysis and content knowledge on evidence based practices.</p> <p>After evaluation, the next steps to support our students will be: Professional Learning on curriculum reform 2023.</p>
<p>AP Curriculum & Instruction</p> <p>\$210,799.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Reading <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • in Reading, our 2022 focus was to consolidate and sustain reading practices across the school. APC&Is led professional learning during stage collaborative learning time and team meetings • the Reading SIP Team also developed a reading procedures document, to be implemented in 2023, to ensure reading expectations for the classroom are known and consistent • APC&Is led an emphasis on the explicit teaching of whole number and decimal place value in Years 3-6 and Trusting the Count in Years K-2. Teams were guided, by the APC&Is, through the process of using short formative assessments to identify student point of need then collaboratively developed short, sharp explicit lesson sequences to address the focus <p>The allocation of this funding has resulted in the following impact: 2022 NAPLAN data indicates that 26.05% of students are in the top two skill bands for reading progressing beyond the lower bound target by 2.59%. Focus on this target has resulted in an uplift of 4% of Year 5 students in the top 2 bands. 2022 NAPLAN data indicates that 14.78% of students are in the top two skill bands for numeracy and there was an uplift of 0.4% of students in the top 2 bands from 2021 to 2022. Professional learning was also provided by our APC&Is for all staff around the evidence-base for the new K-2 English and Mathematics syllabuses. Teachers were guided through professional learning modules to develop an understanding of the new syllabus expectations, ready for implementation (K-2) and familiarisation (3-6) in 2023.</p> <p>After evaluation, the next steps to support our students will be: A combination of NAPLAN, Check-in and school based data, and the implementation of K-2 new syllabuses in English and Mathematics, has been used to inform our school priorities for 2023. In Reading, we will continue to analyse student reading data to ensure evidence-based professional learning is targeted to student and staff areas of need. There will also be a whole school focus on Punctuation and Grammar during Stage Collaborative Learning. In Numeracy, Multiplicative thinking will be an area of focus for 3-6 to help students shift from their heavy reliance on additive strategies. A whole school focus on mathematical reasoning will underpin all lessons in Mathematics.</p>



We offer a range of learning spaces including outdoor areas.

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	284	258	235	242
Girls	239	241	201	217

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.9	87.2	90.2	81.8
1	89.2	85.6	91.1	86.6
2	89.5	86.4	89.2	83.3
3	90.8	89.2	89.9	82.1
4	92.3	87.5	92.3	84.7
5	89.5	86.5	88.9	87.0
6	90.3	85.9	89.8	83.9
All Years	90.1	86.9	90.2	84.2
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
Deputy Principal(s)	1
Assistant Principal(s)	6.4
Classroom Teacher(s)	18.41
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Administration and Support Staff	7.78

*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.

As a NESA priority, in 2022, Our Blairmount Community focussed on Aboriginal Education and specifically ways we are working towards closing the gap for our 42 Aboriginal Education students. Strategies to support our students were shared at whole school Professional Learning PL and included some of the following aspects:

Celebrating a rich culture

This year, our whole school participated in the "drawing us together artwork competition" that resulted in 12 students becoming finalists and having their work on exhibition at Campbelltown Mall with some having their work published in a book 'Being a Big Brother', written by Indigenous author Alton Walley. Our school was involved in whole school NAIDOC week celebrations to celebrate the theme "get up, stand up, show up" which included a Corroboree Concert and smoking ceremony as well as a range of activities such as dance, whole school art project, crafts, story telling, information workshops and whole school performances by the ultimate dreamtime experience team.

BIG

Our Blairmount Indigenous Students BIG were involved in weekly activities to celebrate their rich culture and included guest speakers, art and craft activities and workshops including Opportunity Hub workshops. 100% of students achieved goals from their Personalised Learning Pathways PLPs. Our outstanding success of these PLPs were recognised at our schools BIG night in awards dinner with 85% of our parents attending where we shared stories, performances and artwork from our community.

Future Directions

Our Blairmount Community will continue to work on supporting teachers to make Aboriginal Education everyone's business and encourage them to continue to embed Aboriginal perspectives in their programs. We will look for ways to strengthen the PLP process and ways to encourage more families to be involved.

We will continue our work as a committee to ensure strong and respectful partnership exists between the school and local AECG supporting collaborative decision making processes to best meet the needs of Aboriginal students.

We will work to improve the results from 2022 "I feel good about my culture when I am at school" from 80% to 100%. (Tell Them From Me TTFM student survey 2022).



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	537,261
Revenue	6,420,464
Appropriation	6,236,560
Sale of Goods and Services	52,939
Grants and contributions	126,674
Investment income	4,192
Other revenue	100
Expenses	-7,021,833
Employee related	-5,366,444
Operating expenses	-1,655,389
Surplus / deficit for the year	-601,369
Closing Balance	-64,108

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	120,669
Equity Total	985,968
Equity - Aboriginal	45,314
Equity - Socio-economic	592,682
Equity - Language	66,637
Equity - Disability	281,335
Base Total	4,196,743
Base - Per Capita	115,601
Base - Location	0
Base - Other	4,081,142
Other Total	499,160
Grand Total	5,802,540

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

Blairmount Public School values working in close partnership with parents and caregivers. The fostering of respectful and collaborative relationships between staff, students, parents and caregiver ensures that the potential of every student is of priority. Staff working in unison with families have forged strong bonds, negotiated individual learning goals and in turn provided quality learning experiences and environments that cater for identified needs. Ongoing transparent communication ensures that aspirations and next steps in planning are shared. An effective whole school wellbeing approach focused on positive behaviour management coupled with a repertoire of classroom management strategies in alignment with Inclusive, Engaging and Respectful Department of Education policies ensure fair practices and orderly routines promote student responsibility. This is in accordance with school rules, expectations and learner qualities. With an increasing sense of belonging student engagement and participation has been enhanced, and with targeted support, students with complex disability have been warmly welcomed across all aspects of schooling including interest-based groups, Gala Day opportunities and student leadership pathways. Student voice has been magnified through daily reporting avenues as well as communicated and shared at school assemblies and the wider community through newsletters. Regular analysis of Tell Them From Me (TTFM) data from both parents/caregivers and students as well as P&C feedback and informal parental feedback provide opportunities for authentic student and community voice.

At Blairmount Public School (BPS), 186 students completed the Tell Them From Me Survey between 24 May 2022 and 03 Jun 2022, which included nine measures of student engagement alongside the five drivers of student outcomes. 24 respondents at Blairmount Public School completed the Parent Survey between 18 Oct 2022 and 04 Nov 2022. The data prompts research into areas of strengths and weakness, informs decision making and ultimately supports the shaping of school wide initiatives. For example, parents rated 'I can easily speak with my child's teachers' at 7.4 which is a great result, however a new communication platform, Hero will be trialled in 2023 to improve communication between classroom teachers and families as SeeSaw was no longer an option. 'Parent activities are scheduled at times when I can attend' was rated 4.8 which demonstrates a weakness for BPS. Unfortunately COVID restrictions played a role in this so we endeavour to increase parent activities such as Harmony Day celebrations and Easter Hat Parade in 2023 with reduced restrictions in place. 75% of students indicated they have friends at school they can trust and who encourage them to make positive choices, 95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future and students feel teachers are responsive to their needs and encourage independence with a democratic approach with a rating of 8.4. This data is demonstrating the school's Positive Behaviour for Learning program is having a positive impact across the school as students become safe and respectful learners.



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.



Delivering learner awards
to students during our
virtual assembly.