

# 2023 Annual Report

## Blayney Public School



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# Introduction

The Annual Report for 2023 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.

## School contact details

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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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2023 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

**Socio-economic background**

**AP Curriculum & Instruction**

**Professional learning**

**QTSS release**

**Low level adjustment for disability**

### Summary of progress

Our key focuses for 2023 were High Expectations and Explicit Teaching. Executive staff analysed both internal and external student data to drive and inform directions. This included leading teaching staff to further develop and embed consistent evidence informed high quality teaching practices, targeted at points of need.

In 2023, the Assistant Principal, Curriculum and Instruction developed staff understanding of the new English and mathematics curriculum through regular team based High Impact Professional Learning sessions. Data informed, evidence based practices were developed to measure the impact on student learning and the importance of tracking and monitoring achievement. This led to staff designing high quality teaching and learning programs, as well as scope and sequences. As a result, there are consistent practices and approaches across the school.

In 2023, data analysis was incorporated into stage and whole staff meetings and staff 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 2024. 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 around effective teaching of 'telling the time', was an outcome of our Parent Engagement Programs. As a result of the initiative, 90% of students saw growth in 'time' and 76% achieved or bettered their IEP/PLP SMART learning goal.

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 2024. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement. This has been shared with all stakeholders. During 2024, the executive team 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
The SEF - SAS indicates that in the element of Curriculum the school is currently placed at Sustaining and Growing.	Data indicates that the school is currently placed at sustaining and growing in the element of curriculum.

<p>The school will maintain this during 2023.</p>	
<p>Increase the percentage of students achieving growth in Reading at or above 2022 Check-In Assessment Data.</p>	<p>In the 2022 Check-in Reading assessment, Year 3 achieved an average of 53.2%. In 2023, Year 3 data decreased to an average of 47.4%.</p> <p>In the 2022 Check-in Reading assessment, Year 5 achieved an average of 45.1%. In 2023, Year 5 data increased to an average of 51.0%.</p>
<p>Increase the percentage of Aboriginal students achieving growth in Reading and Numeracy to be above 2022 Check-In data assessment.</p>	<p>In the 2022 Check-in Reading assessment, Year 5 Aboriginal students achieved an average of 37.5%. In 2023, Year 5 Aboriginal students achieved an average of 51.7%.</p> <p>In the 2022 Check-in Reading assessment, Year 3 Aboriginal students achieved an average of 50%. In 2023, Year 3 Aboriginal students achieved an average of 54.0%.</p> <p>In the 2022 Check-in Numeracy assessment, Year 5 Aboriginal students achieved an average of 40.3%. In 2023, Year 5 Aboriginal students achieved an average of 47.3%.</p> <p>In the 2022 Check-in Numeracy assessment, Year 3 Aboriginal students achieved an average of 32.6%. In 2023, Year 3 Aboriginal students achieved an average of 47.9%.</p>
<p>All students to have individualised IEP/PLP SMART goals, collaboratively set with Parents/Carers and Teachers for a numeracy focus on "Time", to measure growth.</p>	<p>As a result of the initiative, 90% of students saw growth in "Time" and 76% achieved or bettered their IEP/PLP SMART learning goal.</p>

## 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

**Socio-economic background**  
**English language proficiency**  
**Low level adjustment for disability**

### Summary of progress

Our key focuses for 2023 were Collaboration and Use of Data to Inform Practice. The use of resources, including the roles of staff, leadership development opportunities and allocation of funding worked towards developing the capacity of students and teachers to achieve set expectations.

In 2023, the Digital Classroom Officer worked alongside staff to develop their digital skills. Providing access to quality digital programs, resources and opportunities for discussion, staff were able to share, consolidate and explore technology in the classroom. In addition to these supports, regular meetings with staff once per term allowed for the successful transition to online programming using Google Drive with 100% of staff submitting and sharing a digital program in 2023. In 2024, the school will continue to upskill the technology capacity of all staff through focussed professional learning.

The additional allocation of time for executive meetings every 3 weeks resulted in a greater consistency in expectations and clarity in judgment across the executive team. The creation of set executive planning time reinforced clear timeframe of duties, roles and expectations for executive staff. Set meetings supported the development of executive skills around school planning, budgeting, managing difficult conversations, staff wellbeing and supporting quality curriculum and programming changes. In 2024, the school will continue to allocate additional time to meet as a collaborative executive team.

In 2023, Literacy and Numeracy Intervention focused 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. In 2024, the school will continue to implement a modified small group intervention program.

All staff worked collaboratively in Stage groups under the guidance of their Stage AP and the APC&I, to build staff capacity when explicitly teaching mathematics. Teams amended their Numeracy Scope and Sequences and embedded best practice with the new mathematics K-6 curriculum meeting NESA guidelines. An independent mathematics consultant and trainer provided targeted professional learning for all staff. Teachers also engaged in mathematics cycles as a process to be responsive to student need. In 2024, the school will continue to ensure staff are well equipped with resources, jointly constructed learning sequences, and strategies to maximise the effectiveness of teachers.

### 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 proportion of students achieving growth in numeracy to be	In the 2022 Check-in Numeracy assessment, Year 3 achieved an average of 54.8%. In 2023, data decreased and Year 3 achieved an average of

above 2022 Check-in assessment data.	54.3%.  In the 2022 Check-in Numeracy assessment, Year 5 achieved an average of 49.3%. In 2023, data increased and Year 5 achieved an average of 56.6%.
The school SEF - SAS indicates that in the element of Data Skills and Use the school is 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 Data Skills and Use.



## 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

#### Location

#### Socio-economic background

#### Low level adjustment for disability

### Summary of progress

The focus for 2023 was on building our partnership in learning and wellbeing. This strategic and planned approach included the development of whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

The implemented initiatives focused on building a school culture to support staff and students to develop understanding and respect for First Nations histories, culture and languages. This was achieved through quality staff professional learning and by providing students with opportunities to learn from local Elders, on land, and engage in meaningful cultural programs. In 2024, the school will continue to develop a strong student and staff voice through the Aboriginal Education Committee and the Aboriginal Representative Council.

In 2023, the school focused on consistent systems and processes to track data on attendance, with a focus on improving the number of students attending school 90% of the time. This improvement was achieved through a variety of initiatives such as a whole school e-data wall, wellbeing tracking and weekly parent contact from an attendance officer. In 2024, attendance will continue to be a focus and will be regularly checked and monitored to ensure that all students and families are supported to attend school.

The school continued to develop staff knowledge and support students identified as High Potential or Gifted (HPG). This was achieved through a focus on staff professional learning of the new policies implementation and providing student opportunities. Staff participated in high quality professional learning, identified students within their class that were either HPG, created individualised learning goals for identified students and providing opportunities for them to extend their academic success through extension initiatives such as, Tournament of the Minds. In 2024, identified students will continue to be tracked and a range of varied extension opportunities will be provided.

In 2023, the school also focused on strengthening and building a shared understanding of the importance of family engagement as a whole staff and built strong opportunities for meaningful partnerships with parents to help students both academically and socially. This initiative required teachers to analyse data on their students' learning, as a whole school, and set individualised student goals with parents. Parents were provided opportunities to learn and engage with student learning and participate in initiatives that were connected to student learning and development. In 2024, the school will continue to invest time into building, maintaining and strengthening family partnerships.

### 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
• TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above 4.5%	TTFM wellbeing survey data indicated that 80.49% of students identified positive wellbeing at school. This data did not meet the school's lower bound target of 87.1%.

<ul style="list-style-type: none"> <li>• 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%</li> </ul>	<p>2023 attendance data indicated that 61.8% of students attended school 90% of the time or more, indicating the school did not achieve the system negotiated target, however the school attendance rate is 90.58% which is 2.75% above state average.</p>
<p>The school SEF - SAS indicates that in the element of Wellbeing the school is currently at Sustaining and Growing.</p>	<p>Self-assessment in the element of Wellbeing places the school at the Excelling stage.</p>
<p>The school SEF - SAS indicates that in the element of Learning Cultures the school is currently at Sustaining and Growing.</p>	<p>Data indicates that the school is 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>\$226,014.57</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Collaboration</li> <li>• High Expectations</li> <li>• Classroom Management</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Instructional Rounds to support student learning</li> <li>• additional staffing to implement wellbeing initiatives and intervention to support identified students with additional needs</li> <li>• staff release to increase community engagement</li> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The development and implementation of programs at key transition points were successfully delivered. The allocation of this funding has strengthened partnerships between the school and parents/carers leading to increased engagement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To 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>\$64,517.63</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans and to facilitate improved community engagement and student cultural opportunities</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal families have engaged in the PLP process which has enabled the conversations to become more authentic. There has also been leadership and learning opportunities to support student voice and learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Aboriginal background</p> <p>\$64,517.63</p>	<p>To deliver differentiated and personalised support to Aboriginal students through continued employment of support workers, focussing on literacy and numeracy and to develop opportunities for staff and students to build understanding and celebration of Aboriginal culture in our community.</p>
<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of data to inform practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> To provide ongoing professional learning in developing Learning Intentions and Success Criteria differentiated to the needs of all EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$212,070.07</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of data to inform practice</li> <li>• High Expectations</li> <li>• Classroom Management</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• employment of an Occupational Therapist to provide intervention programs that support student needs</li> <li>• employment of LaST and interventionist teacher</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The development of individualised and challenging learning goals designed to meet the needs of students with additional learning needs were implemented. Needs-based learning and support programs have been developed in response to set goals, resulting in improved learning outcomes for identified students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To provide support and training for SLSOs by a range of educational specialists.</p>
<p>Location</p> <p>\$19,456.41</p>	<p>The location funding allocation is provided to Blayney Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Location</p> <p>\$19,456.41</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students were able to attend school funded incursions and excursions. Students who came to school without food had the opportunity to receive food during breakfast, fruit break and lunch.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to provide student assistance to support opportunities for students.</p>
<p>Professional learning</p> <p>\$32,373.56</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• release staff to work with the AP C&amp;I to build understanding and knowledge of the new curriculum for mathematics and English.</li> <li>• ongoing whole school professional learning based on the research behind, and practical application of Instructional Rounds.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There was increased capacity of all teachers to embed effective practices in the explicit teaching of the new curriculum for mathematics and English.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to engage in the new curriculum across K-6 for mathematics and English and to implement research-based practices across the school.</p>
<p>Beginning teacher support</p> <p>\$17,168.72</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Blayney Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices</li> <li>• Mentor structures and collaborative practices supported them within the school through classroom observations and provided structured feedback</li> <li>• reduced responsibilities and teaching load to support their development of skills</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Beginning teachers were supported through induction and professional development, as guided by the Australian Professional Standards for Teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Beginning teacher support</p> <p>\$17,168.72</p>	<p>To continue to support early career teachers to progress through the accreditation process.</p>
<p>QTSS release</p> <p>\$66,522.82</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers accessed additional release time which enabled them to collaborate in their planning, moderate their work and to provide shoulder to shoulder support with the Assistant Principal.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the implementation of this successful model into 2024.</p>
<p>COVID ILSP</p> <p>\$104,429.90</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students identified as needing extra support have made gains in literacy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To review school funding to continue supporting small group tuition.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$186,105.60</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• release staff to work with the AP C&amp;I to build understanding and knowledge of the new curriculum for Mathematics and English</li> <li>• ongoing whole school professional learning based on the research behind, and practical application of Instructional Rounds.</li> </ul>

<p>AP Curriculum &amp; Instruction</p> <p>\$186,105.60</p>	<p><b>The allocation of this funding has resulted in the following impact:</b>  There was increased capacity of all teachers to embed Instructional Rounds practices into all classrooms K-6 resulting in improved collaboration and internal assessment achievements.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue to engage in the new curriculum across K-6 for mathematics and English and to implement research-based practices across the school.</p>
<p>Integration funding support</p> <p>\$86,688.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  There was intensive learning and behavioural support provided for funded students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To 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			
	2020	2021	2022	2023
Boys	173	154	163	156
Girls	144	134	139	130

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.0	92.9	89.6	89.5
1	87.4	91.3	85.0	91.8
2	89.3	89.0	85.7	92.6
3	89.4	90.2	86.8	91.4
4	92.0	91.4	87.8	88.8
5	88.0	91.3	86.4	90.7
6	88.9	89.5	86.6	89.4
All Years	89.5	90.7	86.9	90.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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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)	11.82
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
School Counsellor	2
School Administration and Support Staff	5.57

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	686,724.09
<b>Revenue</b>	4,604,273.31
Appropriation	4,462,532.89
Sale of Goods and Services	290.80
Grants and contributions	124,768.80
Investment income	16,680.82
<b>Expenses</b>	-4,721,396.10
Employee related	-4,026,429.20
Operating expenses	-694,966.90
<b>Surplus / deficit for the year</b>	-117,122.79
<b>Closing Balance</b>	569,601.30

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	62,593
<b>Equity Total</b>	505,002
Equity - Aboriginal	64,518
Equity - Socio-economic	226,015
Equity - Language	2,400
Equity - Disability	212,070
<b>Base Total</b>	2,918,676
Base - Per Capita	83,075
Base - Location	19,456
Base - Other	2,816,145
<b>Other Total</b>	636,600
<b>Grand Total</b>	4,122,871

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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 2023 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 provides results from 18 respondents in this school who completed the Parent Survey on 9 October 2023.

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 - 6.5
- \* Parents are informed - 5.2
- \* Parents support learning at home - 7.5
- \* The school supports learning - 6.6
- \* The school supports positive behaviour - 6.8
- \* The school is safe - 5.6
- \* The school is inclusive - 6.2

The 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 improved on the previous year in all areas but 'The school is safe'.

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

## Student Satisfaction

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

- \* 74% 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, 83% 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.

- \* 73% 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 7.3 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 these rules be followed.

\* In this school, students rated there are clear rules and expectations for classroom behaviour 5.8 out of 10; the NSW Govt norm for these years is 7.2.

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

\* In this school, students rated Teachers' Expectations for Academic Success 7.0 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 have a strong correlation with student achievements.

\* Leadership - 8.1

\* Collaboration - 8.1

\* Learning Culture - 7.9

\* Data Informs Practice - 7.9

\* Teaching Strategies - 7.9

\* Technology - 6.8

\* Inclusive School - 8.2

\* Parent Involvement - 7.8

Teacher responses indicated a positive result in most areas of focus. The area identified for continued focus in 2024 was to improve use of technology and parent involvement.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.