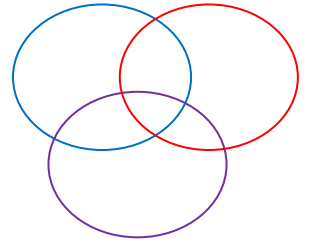


BLAKEHURST PUBLIC SCHOOL

Annual Report



2015



School Code: 1255

Introduction

The Annual Report for 2015 is provided to the community of Blakehurst Public School as an account of the school's operations and achievements throughout the year.

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

School vision statement

Blakehurst Public School, working in partnership with our community, develops friendly, caring students who are responsible and respectful, engaged in a challenging, diverse curriculum taught by passionate teachers committed to making them 21st century learners who achieve success and become active informed citizens.

School context

Blakehurst Public School is in the Kogarah Local Government Area. The site has been a public school since 1881. The school was extensively rebuilt over the past 15 years. Nestled in a bush land setting above Carss Park, it is a school of approximately 310 students, coming from a wide range of socio-economic and language backgrounds. Around 71% of students have a language background other than English.

An established, experienced staff works with the school community to provide a caring community environment for the students. An active and supportive parent body complements the commitment shown by students and staff in learning for the 21st century.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Using the School Excellence Framework (SEF) elements, staff reviewed the descriptors and plotted, using formal and anecdotal data, where Blakehurst Public School was in achieving across the three domains. The three focus areas of Learning, Teaching and Leading were addressed by each team and the information collated using a *Survey Monkey* tool. This information was then used by the principal to complete the *School Excellence Framework – Self Assessment Survey*.

The staff analysis of the SEF was supported by the data reports released by the Centre for Educational Statistics and Evaluation. Overall, the results and analysis indicated the school was currently **delivering** quality teaching practice across the three domains

In the domain of Learning, focused on the elements of learning culture, wellbeing, curriculum and learning, assessment/reporting and student performance measures, the school is delivering, with an achievement of sustaining and growing noted in the assessment and reporting element for *analysis of school performance data and a range of other contextual information and an awareness of trends in student achievement levels*.

In the domain of Teaching, focused on effective classroom practice, collaboration, learning and development and professional standards the overall analysis indicated delivering although stronger achievement with sustaining and growing described as a marker in both collaborative practice and learning & development. The introduction of mandatory professional development plans in 2015 helped build on the optional plans from previous years and supported this analysis by staff.

In the domain of Leading, focused on professional standards, leadership, school planning and reporting and management practices and processes, achievement was identified as delivering with sustaining and growing identified for the descriptors of feedback and flexibility of learning spaces and technology.

The base-line data indicates a wide range of areas that the school needs to address to achieve excellence using the SEF descriptors and provides direction for the existing and future school plans.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.



Strategic Direction 1

Future focused learners

Purpose

Student achievement as future focused learners through quality teaching and high expectations in learning and behaviour, *evidenced by effective assessment, differentiation, quality feedback and strong welfare initiatives*

Overall summary of progress

This strategic direction is centred on improving the learning outcomes of students It has three key processes...connecting behaviour and learning, targeting technology and improving student performance.

Connecting learning and behaviour

Focused professional learning in effective use of syllabuses that results in students achieving expected benchmark standards

All staff undertake professional learning on the NSW Syllabuses for the Australian Curriculum, and commence using them for planning, programming, teaching and assessment.

Explicit teaching using the quality teaching framework to improve student engagement and behaviour
Not addressed in the current year

Targeting technology

Targeted, integrated activities in the use of technology results in diverse, engaging products created and used by students and teachers to enhance/demonstrate learning

A small cohort of teachers experimented with their class in creating multi-media short films and animations

Improving student performance

Analysing available data leads to a better understanding of individual student learning shown by differentiated lessons and tailored learning plans

Teachers and support personnel have professional learning in the use data from PLAN, SMART and the literacy/numeracy continuums to plan, program, teach and report on student progress in writing learning and behaviour plans

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
75% of students achieve literacy and numeracy outcomes to standard	Concept based programming undertaken by staff, and units written and trialed during semester two Learning and/or behaviour plans written for targeted students	<\$>
School Year 3 and Year 5 at proficiency in NAPLAN is 5% higher than state average	NSW Syllabuses for the Australian Curriculum English and Mathematics being programmed and taught.	<\$>

Next steps

The first year of the three year plan establishes the baseline data for the rest of the implementation. Results in NAPLAN across both literacy and numeracy were very poor, so the planned processes have the potential impact dramatically.

In 2016, the second year of the plan, a consolidation of teaching strategies commenced in literacy and numeracy will continue, with observations of teaching best practice and collaborative planning.

Positive Behaviour for Learning training and implementation will commence and the Physical Literacy continuum introduce

A broader approach to the use of technology in education will be explored.

Strategic Direction 2

Teachers as leaders and learners

Purpose

High quality professional development and capacity-building leadership to enhance pedagogy resulting in improved student learning and achievement, *requiring teachers to know their students, evaluate and reflect on their own teaching, actively participate in and lead professional learning and to collaborate with other teachers*

Overall summary of progress

This strategic direction is centred on developing the leadership and pedagogy of teachers. It has three key processes...enhancing teaching practice, building leadership and developing performance.

Enhancing teaching practice

Providing opportunities in unpacking syllabus outcomes and content and building an understanding of the quality teaching framework enables teachers teach explicit, engaging lessons and facilitate quality learning.

Focused professional learning on implementation of the NSW Syllabuses for the Australian Curriculum

Building leadership

Provide opportunities, guidance and support to build the capacity of all staff in understanding the Australian Professional Standards for Teachers and to lead programs or activities which enhance their own professional learning and that of colleagues

Teachers undertook professional learning across a range of areas and lead professional learning with other staff as a follow-up to their learning. Examples of this include Live Life Well At School and

Developing performance

Collaborative professional meetings and familiarisation with the APST that result in plans with goals which include reflection and evaluation of teacher professional development practice and directions for future learning.

All staff negotiated and completed professional development plans addressing both personal and school goals. Observation and feedback sessions were scheduled for staff as part of the process.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All staff include a minimum of one goal that is based on a standard from the APST	All staff completed a professional development plan, negotiated areas for development and feedback and aligned in part to the school/stage plan. Observations and feedback commenced.	Teacher release 10 days x \$500 \$5000
60% of staff undertake a leadership initiative within the school setting based on 2015 as the baseline	A pleasing start made with staff (other than executive staff) initiating and leading programs within the school that enhanced the learning of both staff and students, notably the Sporting School program	

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

In the first year of the three year plan, the focus has been on ensuring teachers are familiar with and have a sound understanding of the four new syllabus documents. Ongoing professional learning activities, refinement of scope and sequence documents and the development of concept based programming units has driven the professional learning agenda and will continue in the next two years to support professional learning that leads to improved student outcomes.

A priority for the second and third years is to introduce the Positive Behaviour for Learning approach. Research indicates that this is a powerful way of addressing behaviour to improve learning.

A refinement of the PDP process, with plans being formed early in the year and scheduled time for reflection throughout the year will be put in place

The Physical activities in school policy to be written, implemented and assessed.

The Quality Teaching Framework reintroduced as staff lack familiarity and knowledge of the elements.



Strategic Direction 3

Informed community, engaged community]

Purpose

To build an active community partnership that fosters collaboration and shared responsibility through consultative decision making and feedback

Overall summary of progress

This strategic direction is centred on improving the involvement and engagement of the school community. It has three key processes...building parental involvement, promoting the school and enhancing communication.

Parent involvement

Opportunities for parent helpers in class/class parents through active promotion and invitation including curriculum information nights to introduce new syllabus 'How to' sessions/workshops on guided reading, and developing the school plan resulting in increased parent participation across a range of activities evidenced by attendance statistics.

Parents invited to assist in most classrooms in guided reading, home reading program, science workshops and sport. Participation has been recorded in the sign in register. Reading workshops for parents have been planned and developed.

School promotion/image

Social and local media used to showcase the school's programs, including better signage and promotion, a revamp of kinder orientation package welcome to new families and preschool visits resulting in positive school image within the local community judged on survey feedback, press coverage and enrolments

A range of promotional material for the school designed and produced, including glossy postcards which were distributed to local pre-schools and shops in our community. A promotional advertisement placed in our local newspaper The St George Leader which resulted in two articles being featured in this paper in subsequent weeks.

Term 1 - Harmony Day celebrated which was well attended and successful.

Term 4 2015 children from our local pre-school invited to try 'Big School' for the day. It was a successful initiative and resulted in 39 new enrolments.

Communication

Activities and decisions of the P&C are with the school becoming an access point for dispensing information from local community via the website, information boards, social media and the school app demonstrated by access tallies, surveys hit rates and the like.

Blakehurst Public School App launched with currently has 418 subscribers. The P&C launched a Facebook page and have been using it to showcase community events and encourage parent participation. They have also been utilising a community notice board to distribute information.

Progress towards achieving improvement measures			Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>	
Monitoring of website, school app and local media indicates a 10% increase in hits, views or articles published based on T1, 2015 data	Data analysis shows the views of the school website remain consistent but the uptake of the new school app has been strongly supported, with over 400 users. Media coverage up on previous year (three features)	Skoolbag app \$330 School website \$440 Media advert \$792	
Enrolments increase by at least 3% per annum	2015 Term 1 enrolments (57 enrolments K-6) will form the baseline for data comparison over the next two years of the plan Pre-school visits and information packages developed	Teacher release \$ 2000 Promotion resources \$500	
Next steps			

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

Building Parental Involvement

Deliver planned reading workshop for parents in 2016

Promoting The School

Develop a 2016 postcard for transition

Develop and produce a tri-fold pamphlet with a more details about the programs and initiatives at BPS.

Deliver promotional material to local pre-schools.

Attend the Kogarah Library school showcase for prospective families.

Plan and execute 'Big School for a Day' experience with local pre-school.

Launch a 'community cookbook' in 2016 to complement the input of the community in school activities.

Enhancing Communication

Continue to monitor website and app hits



Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	All students identifying as Aboriginal have personalised learning plans developed Students supported with additional support using Learning Assistance and School Learning Support Officers (SLSO)	\$3431
English language proficiency funding	All classes benefit by additional teaching support for students who are using English as a second language or dialect. Individual reports addressing the EaL/D competencies for students Harmony Day activities to acknowledge and recognise the importance of first language learning	\$4988 funding 0.8 staffing
Targeted students support for refugees and new arrivals The school received no additional funding or staffing for refugees or new arrivals. Any students in this category were catered for using EAL/D staffing	N/A	N/A
Socio-economic funding	The funding for socio-economic based initiatives has been used to support students and families in providing inclusion and equity to school programs and initiatives. Targeted enrichment for identified students to extend learning, access resources and engage with the curriculum.	\$17760
Low level adjustment for disability funding	A significant number of students requiring low level adjustment for disability have been supported through additional teaching and learning support officer allocation to supplement the 0.8 staffing position by using funding to increase time for the Learning Assistance program and through the employment of School Learning Support Officers	\$25414 0.8 staffing
Support for beginning teachers The school has no teachers that qualify for beginning teacher support using the current criteria	N/A	N/A

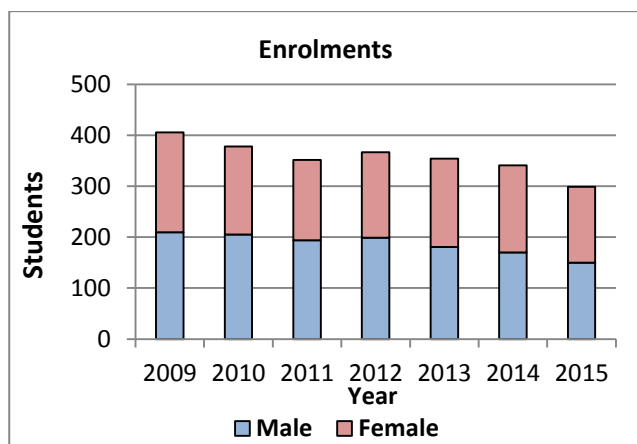
Mandatory and optional reporting requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

The decline in enrolments continued in 2015, with the school now below 300 students for the first time in many years. As noted in previous annual reports, this is in part due to the demographics of the area, with a fewer siblings replacing older students as they enter high school. The increase in costs and the lack of housing development in the school's catchment area is also having an impact.



Student attendance profile

The attendance profile of the school continues to be strong, remaining above the DoE average. The drop in attendance compared to previous years is disappointing and will require monitoring in 2016 to gauge reasons for this change

	Year	2010	2011	2012	2013	2014	2015
School	K	95.3	95.8	95.7	97.3	96.4	95.5
	1	94.8	94.9	94.2	95.9	96.8	95.0
	2	96.1	94.3	94.4	96.5	94.7	97.2
	3	94.3	95.8	94.2	96.3	97.2	94.2
	4	96.4	95.3	96.3	95.1	93.5	94.4
	5	96.5	95.9	95.8	95.7	95.4	94.1
	6	95.1	95.7	96.3	96.2	94.5	94.1
	Total	95.5	95.4	95.3	96.1	95.5	94.9
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0



Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	9
Teacher of Reading Recovery	.42
Learning and Support Teacher	.8
Teacher Librarian	.6
Teacher of ESL	.8
School Administrative & Support Staff	2,822
Other positions (RFF etc)	1,114
Total	19,556

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff at Blakehurst Public School identify as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	

Professional learning and teacher accreditation

Blakehurst Public School has a commitment to the professional learning needs of its staff, with weekly professional learning sessions, school development days and self-initiated learning based on professional development plans (PDPs). Key focus areas as identified in the school plan were on curriculum implementation centred on the NSW Syllabuses for the Australian Curriculum and student welfare. In 2015, all staff completed mandatory requirements in child protection awareness, code of conduct, anaphylaxis and CPR/emergency care training as part of school development day professional learning.

In addition, all staff completed *Online Learning Training Australia* modules on behaviour. Two staff members completed *Growth* training. The formal introduction of *Professional Development Plans* enabled staff to develop stronger collaborative and reflective learning approaches in sharing expertise and learning from each other.

Stage based professional learning lead to the development of concept-based units in English being collaboratively written and implemented. Two of our temporary staff are working towards Board of Studies and Education Standards (BoSTES) accreditation at proficient and one staff member is maintaining accreditation at Proficient. No staff are currently seeking accreditation at other levels.

In 2015, over \$6000 was received for professional learning, which approximates to \$300 per staff member.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<u>Date of financial summary</u>	30/11/2015
Income	\$
Balance brought forward	362 215.80
Global funds	199 874.32
Tied funds	116 631.36
School & community sources	177 795.18
Interest	9 296.13
Trust receipts	14 453.42
Canteen	0.00
Total income	<u>880 176.21</u>
Expenditure	
Teaching & learning	
Key learning areas	45 680.77
Excursions	30 467.78
Extracurricular dissections	62 483.02
Library	7 549.60
Training & development	6 189.33
Tied funds	147 789.69
Casual relief teachers	61 877.26
Administration & office	52 071.17
School-operated canteen	0.00
Utilities	34 712.74
Maintenance	9 155.53
Trust accounts	14 748.21
Capital programs	44 980.00
Total expenditure	<u>517 705.10</u>
Balance carried forward	362 471.11

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. Click on the link [My School](#) and insert the school name **Blakehurst Public School** in the *Find a school* and select **GO** 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. Their responses are presented below.

During 2015, parents, students in Years 4, 5 and 6 and teachers were surveyed using the *Centre for Educational Statistics and Evaluation (CESE) Tell them from Me (TTFM)* surveys.

The responses from the thirty eight parents who undertook the survey were scored around eight areas, ranging from a high score of 7.1 (parents support learning at home) to a low of 5.4 (parents are informed at Blakehurst Public School). This data provides both support and direction for strategic area three in our school plan.

Student responses scored highly in the areas of belonging, positive relationships and effort and they had high expectations for success. An area in which the student responses were significantly below the state norms was that of positive homework behaviours, which at 30% below that of the state was an interesting outcome considering the high score on a similar parent question.

Of the teaching staff who responded to the survey, the distribution of scores related to classroom and school practices tended to be in the range of 6.3 to 7.3, with inclusivity of the school scoring the highest and data informing practice being the lowest score.

Policy requirements

Aboriginal education

Blakehurst Public School maintains a strong commitment to the *Aboriginal Education and Training Policy* and to our Aboriginal students and families. There are currently eight students who identify as Aboriginal and each of these students works with a negotiated personal learning plan.

The NSW Syllabuses for the Australian Curriculum have cross-curriculum priorities in Aboriginal histories and cultures that are embedded into teaching and learning programs particularly in the learning areas of literacy, HSIE and the arts.

The school proudly flies the Aboriginal flag alongside the Australian standard, and acknowledges the Bedjigal people of the Eora nation as the traditional custodians of the land on which the school is sited as part of every assembly's *Acknowledgement of Country*.



Multicultural Education and Anti-racism

With a diverse community, Blakehurst Public School takes every opportunity to embrace and engage the community.

Multicultural cross-curriculum priorities and capabilities are embedded in NSW Syllabus for the Australian Curriculum and in lessons taught in classes. Our school newsletter *The Bush Telegraph* promotes and acknowledges significant cultural events throughout the year such as Lunar New Year, Ramadan/Eid and Diwali as well as Christian cultural events such as Easter and Christmas (Western and Orthodox).

Harmony Day activities are enthusiastically supported by our community with multicultural activities and events organized in collaboration with members of our diverse community. This year included dance and cultural performances from our Greek, Macedonian, Pacific Islander, Chinese and

Indian communities which culminated in a shared community luncheon.

As well as a staffing allocation (0.8) for the teacher of English as a Language or Dialect (EaLD), the school funds an additional teaching position for the teaching of Italian language for our senior students. The school has a trained Anti-Racism Contact Officer who is instrumental to a harmonious and supportive environment for all our students.

Other school programs

Student leadership

In 2015 the Student Representative Council continue to build in our school the concept of leadership and social responsibility. The students continued their sponsorship of a school student through the Salvation Army and collected money at the end of the year to add to the Christmas Appeal. A highlight of the year was a 'Healthy Food' morning tea where the SRC students provided a range of snacks that support good health and eating guidelines. Each class K-6 has SRC representatives that attend weekly meeting to give voice and act upon student issues.

Achievements in the Arts and sport

The Drama Performances were the highlight of the year in our extensive Arts calendar and were both immensely popular and highly regarded by the school community. The Art show and involvement in the St George Performing Arts Festival continued and the Family Christmas Night rounded out the year with some whimsical and engaging performances.

Our sporting prowess continued unabated. The whole school, students and staff completed the Premiers Sporting Challenge for the first time. In addition, the Australian Government *Sporting Schools* activities in gymnastics and athletics built the knowledge and skills of students across the school. An Oz-Tag Gala Day was enthusiastically supported by the students and teachers.

Our students participated in Public Schools Sporting Association (PSSA) games each week, with the Senior Netball A team winning the competition.

Blakehurst Public School had students selected for zone and regional teams in swimming, athletics and cross-country and State representation in hockey. An outstanding year of participation, achievement and enthusiasm!