

Blaxland East Public School

2019 Annual Report



4313

Introduction

The Annual Report for 2019 is provided to the community of Blaxland East 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.

School contact details

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School background

School vision statement

To ensure every student, every teacher and every leader improves every year, through the creation of high expectations for all, within an inclusive educational setting.

School context

Blaxland East Public School is situated in the World Heritage area of the lower Blue Mountains, west of Sydney. The school provides education for students in the villages of Blaxland, Mt Riverview and Glenbrook. It is a P2 category Primary School of approximately 418 students, drawn from 330 families.

The school community's high expectations are met with dynamic programs in literacy, numeracy, sport and the performing arts. The school delivers a balanced education program with opportunities for enrichment and extension in sport, the performing arts including dance, band, choir and debating, environmental education, healthy lifestyles and student leadership. The school community highly values the school's student-centred focus as well as specific aspects of school operation including the strong community support generated by the P&C Association, Fete Committee, Uniform Shop and Canteen Committee.

School structure consists of 18 classes K–6, including a Multi-Category/Autism Support Class and Opportunity Class, with 19 full time teachers, including a teacher / librarian and a part-time support teacher. Students enjoy the expansive grassed playground and a variety of cross-curricula activities. Parents appreciate the close school links with local community support agencies and the proximity to before and after school care. Blaxland East Public School students as a cohort, perform at or above state level in NAPLAN tests each year.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Teaching and Learning

Purpose

- To create a learning environment where high quality teaching provides opportunities to engage all students.
- To foster a culture of cooperation and collaboration between staff members.
- To foster high levels of professionalism and commitment by all staff to ensure student learning remains the highest priority.
- To develop and refine the skills and teaching practices of staff at different stages of their teaching career, in order to improve student learning outcomes.

Improvement Measures

Professional Learning linked directly to the School Plan, PDP goals and the State Plan.

Scope and Sequence documents finalised for all Key Learning Areas and contain detailed units of work in 2018 and revised in 2020.

All students demonstrate positive growth in NAPLAN between Years 3 and 5.

Overall summary of progress

All Professional Learning throughout 2019 was linked to the SMP, staff PDP goals and the State Plan. Staff accessed quality training in a variety of areas, as outlined in their PDPs. Staff engaged in Professional Learning in PBL and Trauma, upskilling them to introduce PBL across the school and to understand the impact of trauma in early childhood on children. They also engaged in PL in the Learning Progressions and PDHPE Syllabus.

There was some improvement in the number of students demonstrating positive growth NAPLAN between Years 3 and 5, and those that did not achieve the expected growth have been supported with a variety of addition programs in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Authentic data and assessment used to inform the highest quality in teaching and learning experiences, with clear feedback given to students in a timely manner– Best Start, Assessment Policy, NAPLAN, PM Reading levels (K–2), SENA 1– 4

Evaluation	Funds Expended (Resources)
Moderation activities were well received, however as always, human differences come into play when looking at children's work. The Professional Learning was well received and allowed staff to be on the same page.	No resources were used. Staff engaged in stage meetings and moderated assessment tasks across the stage to enhance consistency. Staff participated in Professional Learning on the Learning Progressions.

Process 2: Scope and sequence documents ensure the consistency of classroom practice and sequential skill development across all KLAs (K–6).

Evaluation	Funds Expended (Resources)
Staff continued to be released each Friday to continue working on the Scope and Sequences, however with a new staff member coming on board with expertise in PDHPE Syllabus, a decision was made to concentrate on this. To date Scope and Sequences and Units of Work for PDHPE have been	QTSS funding Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$4000.00)

Progress towards achieving improvement measures

completed for Stage 2, Stage 1 is almost complete and Stage 3 and Early Stage 1 are still being worked on.

History and Geography has been amended due to staff subscription to Inquisitive in 2020.

Process 3: All teachers implement effective teaching programs which contain clear instruction on the explicit learning that will take place.

Evaluation	Funds Expended (Resources)
Staff continue to make improvements in their programming, however there is always room for change and improvement as staff grow in their understanding of the syllabus documentation.	Nil

Process 4: Beginning teachers are supported to achieve proficiency in their skills to manage a classroom. They will receive mentoring from an experienced colleague and support in completing and maintaining accreditation.

Evaluation	Funds Expended (Resources)
All staff are accredited, or moving towards accreditation, at BEPS. Staff are supported when they transfer to the school with mentoring as needed.	Nil

Process 5: Professional Learning is strategic, purpose driven, timely and targeted to the goals and needs of the School Plan.

Evaluation	Funds Expended (Resources)
All staff evaluated their PDPs with their supervisors and the majority of goals were achieved.	Nil

Process 6: Assessment policy revisited and evaluated in 2018, 2019 and 2020.

Evaluation	Funds Expended (Resources)
Due to other more pressing needs, this has been delayed until 2020.	Nil

Strategic Direction 2

Collective Wellbeing

Purpose

To ensure that students, staff and the community are the key components of the school focus on wellbeing, through empowering the whole school community to be emotionally, physically, socially and academically successful.

Improvement Measures

All staff will be trained in, and implement Positive Behaviour for Learning leading to increased engagement and improved wellbeing as demonstrated in Tell Them From Me surveys.

All staff will be trained in, and implement, the Wellbeing Framework For Schools.

All staff will implement programs, plans and strategies that focus on the wellbeing of students, staff and the community.

Overall summary of progress

Throughout 2019, staff continued to be trained in and implemented PBL. The committee continued to implement the Wellbeing Framework for Schools and continued to upskill themselves in a variety of programs and strategies to increase the wellbeing of students, staff and the wider community. Students expressed some improvement in wellbeing and engagement.

Progress towards achieving improvement measures

Process 1: PBL implemented effectively across the school using outcomes, systems, data and practices.

Evaluation	Funds Expended (Resources)
This was a successful event and all children enjoyed the reward for their efforts throughout 2020.	\$600 on ice-cream and toppings, lollypops and rainbow Paddlepops.
Students who achieved the Rainbow Lorikeet award loved the lunch and were very happy with this reward.	\$400 on sausage sandwiches, rainbow ice creams and lollypops.

Process 2: Whole school integrated approach to student wellbeing implemented, in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
A very successful year and all the above events were well received by the school community. The wellbeing of the children was at the forefront of all these events.	

Process 3: Programs established and implemented that are focussed on the wellbeing of students, staff and the community.

Evaluation	Funds Expended (Resources)
A successful end of year. Positive response from staff and students that were involved in all social events. Parent feedback has been encouraging and they are looking forward to 2020.	
2020 planning has begun and lots of positive things are being developed.	

Strategic Direction 3

Connected Community

Purpose

To form stronger relationships with the wider community in order to enhance the engagement, participation and inclusivity of all members of the Blaxland East Public School community.

Improvement Measures

Feedback from parents in regard to feeling more included in school programs and events will be positive, monitored through parent surveys.

Engagement levels of families improved through clear and consistent communication from school to home and vice versa.

Overall summary of progress

Throughout 2019, families were encouraged to engage with teachers via Class Dojo and email. Parents were sent messages about their child(ren)'s learning, and they responded. Parents also sent messages and asked questions via Class Dojo. Parents expressed satisfaction with being able to contact teachers with concerns and felt more connected with their child(ren)'s learning.

Progress towards achieving improvement measures

Process 1: Leaders:

Leaders continue to liaise with Community Organisations, FACs, Child Wellbeing Unit etc to support students and community.

Leaders attend P & C Meetings and Community Meetings to gain insight into Community expectations and plans.

Evaluation	Funds Expended (Resources)
Ongoing evaluation. Principal or representative attended most of the Community Meetings across the year. Participation in community events remains high and planning continues with the Community Hub.	Nil

Process 2: Teachers:

Teachers connect regularly with parents via the Class Dojo.

Teachers upload notices on the school facebook page and newsletter.

Evaluation	Funds Expended (Resources)
Survey of teachers and parents to be carried out to assess ongoing use of Class Dojo and its effectiveness for both Class Teachers and Parents as a means of communication. Teachers and parents expressed their satisfaction with the communication through Class Dojo overall, although some issues occurred with connectivity at times.	Nil

Process 3: Parents:

Parents attend their child's classroom "meet the teacher" information night.

Parents connected to their child's classroom dojo app.

Progress towards achieving improvement measures

Process 3:

Parents invited and encouraged to be classroom helpers.

Parents contribute to classrooms by teaching their special skills and sharing their hobbies in the classroom.

Parents actively engaged with classroom teachers to develop plans to support their child with their learning outcomes and goals.

Parents use all technology available to access information (Facebook, Dojo, website).

Evaluation	Funds Expended (Resources)
End of year survey was not completed due to some issues that arose, however participation in school events by parents and grandparents remains high. Parents and Grandparents continue to express their satisfaction overall with the events the school conducts.	Senior students with iPads to conduct the surveys.

Process 4: Community programs are welcomed into the school to enhance student learning outcomes.

Evaluation	Funds Expended (Resources)
Evaluation of support group by parent was conducted, however the number of parents attending was very low, so this initiative will be revisited in 2020 in a different format. Evaluation of the Kitchen Garden by staff was that it was an extremely valuable and interesting part of our school program. In 2020, the parent volunteer will be employed one day per week to continue the wonderful work in the garden and the lessons for classes.	Nil

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>AEW touched base with parents and students in the school and organised NAIDOC activities, which were a huge success.</p> <p>NAIDOC was attended by Warrimoo PS and the Director and Executive Director, as well a number of District Office personnel, who assisted with the running of a variety of activities.</p>
English language proficiency		All funds were expended to support children. Students made steady progress in English.
Low level adjustment for disability		<p>All identified students supported with their Literacy and Numeracy across the school with small group instruction using a variety of appropriate programs.</p> <p>Students with disabilities were supported in classrooms and the playground by SLSOs.</p> <p>Students were supported at School Camps, on Excursions and at Carnivals and events by SLSOs so they could participate in these school events.</p>
Quality Teaching, Successful Students (QTSS)		PDHPE Syllabus Scope and Sequences and Units of Works completed for Stage 2, and Stage One and Early Stage One commenced.
Socio-economic background		<p>All identified students supported with programs in Literacy and Numeracy as needed.</p> <p>Identified students attended camps and excursions across the year.</p> <p>Identified students provided with school uniforms and equipment as necessary.</p>
Support for beginning teachers	Nil	Teacher was supported successfully across the year. Accreditation documentation was commenced, to be completed in 2020.
Targeted student support for refugees and new arrivals	Nil	Not Applicable.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	183	205	206	215
Girls	197	204	202	212

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	95.9	96.4	93.9
1	95.8	95.5	93.8	93.2
2	95.8	94.6	94.6	93
3	94.4	95.9	93.3	93.8
4	95	95.2	95.1	93.5
5	94.6	93.8	94.5	94
6	94.2	94.5	93.2	93.9
All Years	95	95	94.4	93.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.16
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	0.4
School Administration and Support Staff	4.22
Other Positions	2

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	318,825
Revenue	4,275,853
Appropriation	4,048,460
Sale of Goods and Services	2,166
Grants and contributions	223,857
Investment income	1,370
Expenses	-4,150,726
Employee related	-3,732,163
Operating expenses	-418,562
Surplus / deficit for the year	125,127

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.

	2019 Approved SBA (\$)
Targeted Total	417,671
Equity Total	169,945
Equity - Aboriginal	14,399
Equity - Socio-economic	24,417
Equity - Language	17,956
Equity - Disability	113,173
Base Total	2,752,635
Base - Per Capita	96,943
Base - Location	0
Base - Other	2,655,692
Other Total	623,472
Grand Total	3,963,723

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In 2019 Blaxland East Public School opted to do the Tell Them From Me Surveys across the school and community.

Students in Years 4, 5 and 6 completed the survey and, using a scale where 1 is the lowest and 10 the highest, Blaxland East Public School performed as follows in Social–Emotional Outcomes: Student participation in school sports 76%; Student participation in extracurricular activities 64%; Students with a positive sense of belonging 69%; Students with positive relationships 90%; Students that value schooling outcomes 88%; Students with positive homework behaviours 37%; Students with positive behaviour at school 87%; Students who are interested and motivated 59%, and Effort 80%. In the area of Drivers of Student Outcomes: Effective learning time 87.6; Relevance 7.3; Rigour 7.6; Students who are victims of bullying 26%; Advocacy at school 7.0; Positive teacher–student relations 7.7; Positive learning climate 6.5, and Expectations for success 8.0.

Students were also asked some DoE Custom Measure questions and in the question talking about School Pride, 76% of students agreed or strongly agreed that they feel proud of our school, 12% neither agreed nor disagreed and only 13% gave a negative response.

In 2019, most parents expressed satisfaction with the school and the programs the school is running and offering to students. Events such as Education Day, Science Fair, Art Show, Book Parade, Celebration Concert and Kindergarten Christmas Concert were well attended by many parents, grandparents and caregivers. Assemblies were also well attended, with our hall overflowing with guests, many standing in doorways to listen. The number of parent volunteers in 2019 increased and students enjoyed having additional personnel to assist them in their learning.

Results in all areas were close to the State average. All results were positive and in some instances they were very positive, although there was a slight drop in most areas, particularly in Year 6 student responses. In most areas there was a positive improvement from Term One to Term Four. Staff are looking at the areas where the school performed lower and are implementing strategies to address these issues in 2020.

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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.