Blairmount Public School
Annual School Report 2014
Principal’s Report

In 2014 we set ourselves new challenges, to move from a school where student compliance is valued to a learning community that values true student engagement. With the expertise and leadership from Mrs Clarke, Mrs Gibbs, Mrs Sammutt, Mrs Heyburgh and Mrs Shipley staff have been challenged and encouraged to reflect, revise and refocus their teaching practice. Teachers now ask themselves are their students simply on task or are they in task.

We have had the opportunity to form close links with the University of Western Sydney to ensure that the pedagogical changes we are promoting and making in our classrooms are not just change for the sake of change but based on best practice and underpinned by current research.

Students are now encouraged on a daily basis to be problem solvers, risk takers, work collaboratively and publish to authentic audiences. We are seeing less compliance and more engagement and providing our students with a curriculum that is truly relevant to them.

I am proud to say that the work we have undertaken around student engagement has been broadly recognised with numerous schools from Sydney and Wollongong visiting to discuss our journey. This recognition culminated with a visit from the NSW Minister for Education the Hon Adrian Piccoli who was extremely impressed with our journey. This recognition culminated with a visit from the NSW Minister for Education the Hon Adrian Piccoli who was extremely impressed with our journey.

I am unbelievably proud of the work we have done and the cultural change that is taking place in professional practice. We are determined to continue this transformation to ensure that our students are attending a school that is leading the way into the 21st Century.

Greg Turnbull
Principal

P&C Presidents Report

Another year has flown by and the 2014 Blairmount P&C have continued to perform a voluntary service to the school community. Our P&C is run and helped by volunteers, parents, friends and carers who give of their time week in and week out. A big thank you to all for yet another successful year in helping to raise funds for the students of Blairmount Public School.

Some of the ways we have been able to assist the school and your children has been by providing:

• A donation of $2600 towards the buses for the School Swimming Scheme. The swimming scheme is very popular and provides a wonderful opportunity for our Blairmount kids to improve their swimming skills. Our contribution also ensured that parents paid only the bare minimum if they wished to have their child participate.

• A donation of over $600 to help subsidise the cost of Year 6 shirts so that every Year 6 student had the opportunity to purchase a shirt at a reduced price.

• Monetary contributions towards Ms Fake’s garden, sports socks and shorts for our Blairmount football team and the Year 6 Farewell cake, just to name a few.

The P&C have continued to promote the school, support the school executive, teachers, students and families of our diverse school community. We’ve had the opportunity to provide parent perspectives at school planning meetings, represent the school community in staffing panels, open days and orientation days. We’ve worked at ensuring that the communication between parents and the school executive is always maintained as we work together in trying to find ways to continually improve the educational and social outcomes for all Blairmount students.

Thank you for your continued help and support with our various fundraising events during the year - Easter raffle, cake stalls, Mother’s and Father’s Day stalls, Winter Wonderland July Disco, Mufti Days and Movie Night. Thanks also for your donations “tips” from the Canteen.

Special thanks to the lovely Mrs Maria Curcuruto for her role as Vice President, Mrs Sharon Ah Chong as Treasurer, Mrs Taloa Walters as Secretary and Mrs Rina Richter as Fundraising Co-
ordinator. Thanks also to all P&C members and volunteers who have given freely of their time to lend a helping hand during 2014.

We greatly appreciate the support of our Blairmount Public School executive, teachers, students and school community for helping make 2014 a very successful year. Looking forward to another fun filled year in 2015!

Thank you one and all!

Mrs Tia Cordoba
P&C President

School Context Statement

Blairmount Public School was established in 1983 and has a strong culture of being proudly public and a vital part of the wider community. The school is situated on the western side of Campbeltown and its feeder areas comprise 57% public housing & 43% private housing including the housing estate of Blair Athol.

Blairmount Public School receives significant loading in our Resource Allocation Model (RAM) allocation to support the needs of students from Low SES School Communities. We encourage participation and involvement with an emphasis on equity for all students. Reflective practices underpin a process of continual classroom improvement, allowing for stakeholders to be responsive to the ever changing needs and the latest developments and research in pedagogy and improving student outcomes. The belief that learning together whilst striving to achieve personal best is encouraged in all.

The school aims to promote pride in self and school by encouraging the wearing of school uniform and participation in community events. Very successful student welfare practices promote in students a sense of well-being, happiness and responsibility. The school enjoys a high profile within the wider community through sport and the performing arts, which are important parts of the school culture.

Student Information

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

Student Enrolment Profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>252</td>
<td>250</td>
<td>251</td>
<td>270</td>
</tr>
<tr>
<td>Female</td>
<td>251</td>
<td>233</td>
<td>255</td>
<td>259</td>
</tr>
</tbody>
</table>

The enrolment rate at Blairmount Public School is on a slight increase. The Claymore Urban Renewal project is still on hold and the school is awaiting more information. The redevelopment at Claymore will provide 1281 homes - 384 to be kept as social housing and 123 public housing homes will be available for private sale. A further 774 will be sold as vacant residential lots. (Source: Joint Media Release Tanya Plibersek Federal Minister for Housing and Frank Terenzini NSW Minister for Housing. 7/6/10)

Student Attendance Profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.2</td>
<td>94.9</td>
<td>92.8</td>
<td>94.5</td>
</tr>
<tr>
<td>1</td>
<td>87.9</td>
<td>93.4</td>
<td>91.7</td>
<td>94.3</td>
</tr>
<tr>
<td>2</td>
<td>90.8</td>
<td>92.4</td>
<td>92.5</td>
<td>94.3</td>
</tr>
<tr>
<td>3</td>
<td>93.4</td>
<td>94.2</td>
<td>90.9</td>
<td>95.0</td>
</tr>
<tr>
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<td>95.4</td>
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<td>94.0</td>
</tr>
<tr>
<td>5</td>
<td>93.1</td>
<td>93.5</td>
<td>93.7</td>
<td>95.8</td>
</tr>
<tr>
<td>6</td>
<td>93.5</td>
<td>95.0</td>
<td>90.4</td>
<td>95.5</td>
</tr>
<tr>
<td>Total</td>
<td>91.8</td>
<td>94.1</td>
<td>92.1</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Attendance rates this year have seen the largest growth since 2011 – 91.8%. We had a rise of 3% giving us a total attendance of 94.8% in 2014.

Management of Non-Attendance

In 2014 we have been working hard to improve student attendance and unjustified absences where an unsatisfactory explanation or no reasons were given for students being away.

A number of strategies have been used to encourage students to come to school everyday and to improve student attendance. These include:

- Before school activities including Zumba classes have been extremely popular,
- Continuing the Breakfast Club which caters for up to 80 students each day,
- Presenting an “Attendance Champion” trophy and certificate each fortnight to the best attending class,
• regular inserts in the school newsletter and display boards informing the school community of our attendance targets and our current attendance rate,
• Regular phone calls home from all staff when students are not at school.

These strategies have been used to monitor student attendance and increase the number of explained absences. These include:
• The Deputy Principal regularly liaising with the Home School Liaison Officer (HSLO),
• Completing Lateness and Attendance Monitoring Program (LAMP) sheets,
• Sending home weekly reminders requesting a written explanation for all whole day absences,
• Sending an SMS to the parents of students who have an attendance rate below the schools target of 93%. This SMS asks parents to explain their child’s absence. These students are then closely monitored with a referral to the HSLO if no improvement in their attendance occurs.

Class Sizes
The following table provides information on our class sizes as reported during the 2014 Class Size Audit conducted on Monday 19th March 2014.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total in Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1M</td>
<td>K</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>K/1M</td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1T</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2E</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2/3L</td>
<td>2</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>2/3L</td>
<td>3</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3N</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of Classes
Classes have been structured to maximise the use of support staff and meet the individual needs of all students.

Staff Establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17</td>
</tr>
<tr>
<td>Release from Face To Face (RFF)</td>
<td>0.882</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.815</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary Teacher Part-Time Teacher</td>
<td>0.9</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>3.962</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33.159</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on the Indigenous composition of their workforce.

In 2014 Blairmount Public School had three staff members who identify as being Indigenous.

Staff Retention

2014 has been a big year of staff capacity building especially in the area of promotion and permanent employment. Through the merit selection process Mrs Melissa Clarke was appointed permanently as the school’s Deputy Principal.

Blairmount Public School employed 3 new Assistant Principals under the merit selection process: Mrs Renee Heyburgh, Mrs Belinda Gibbs and Miss Tamara Pollock.
A number of new staff were appointed as permanent teachers: Mrs Tania Pollard, Mr Wade Middleton and Mrs Lisa Haddock.

Three staff received promotions position to other schools: Mr Martin Sperling was appointed as a Deputy Principal while Mrs Linda Richardson and Mrs Melinda Shipley were appointed as Assistant Principals.

Teacher Qualifications
All teaching staff meet the professional requirements for teaching in NSW Public Schools.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>89%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>11%</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School Performance 2014

Literacy Report 2014

Our achievements include:

- Employing 2 Assistant Principals Literacy to:
  - Unpack the new K-6 English syllabus, focusing on the new objectives and content,
  - Prepare, organise and implement stage-planning days to provide professional development around English and Literacy to all staff members,
  - Prepare teachers for planning an English Unit. Work with stage/grade groups and individual teachers to develop engaging units of work using the new K-6 English syllabus,
  - Make links between Accelerated Literacy and the new K-6 English syllabus,
  - Provide support and professional development in the use of Planning Literacy And Numeracy (PLAN) software and how the continuum supports syllabus outcomes. Assist in the use of the continuum to plan differentiated goals for students in literacy,
  - Teachers K-6 are now accessing and using PLAN software,
  - Staff are using PLAN data to inform planning and differentiation of literacy,
  - Build the capacity of 5 teachers across all stages to effectively lead the use of data to implement differentiated, explicit teaching strategies in literacy,
  - Provide in-class support and demonstration lessons around guided reading, writing and spelling,
  - Attend stage meetings to provide support and professional development in literacy and English,
  - Align assessment and reporting using the new syllabus when writing reports,
  - Staff are effectively using syllabus outcomes and the literacy continuum to plan differentiated learning goals for all students.
Writing

- 48 students from years 2-6 attended the Sydney Writers’ Festival at Sydney Town Hall,
- Writing buddies – 50 were given the opportunity to participate in a writing project coordinated by the Daystar Foundation called the ‘Literacy Buddies Program’. The program involved students writing letters to a buddy employee from the accounting firm BDO Australia. The Literacy Buddies Program aims to enhance students’ literacy skills through engagement in a creative and personal program, and allow students the opportunity to engage with a positive adult role model.

Speaking and Listening

Continued interschool and zone public speaking programs. Students were provided skills in preparation and presentation of prepared and impromptu speeches. Two Stage 2 students: Tanesha and Ruby, and two Stage 3 students: Brandon and Rachel, competed in the Zone Campbelltown / Macarthur Multicultural Perspectives competitions, with Tanesha receiving a highly commended award.

Books in Homes

- Janssen, a pharmaceutical company, donated books to 200 students in terms 1, 2 and 4. This resulted in every student in the school receiving 3 free quality texts each for them to keep at home. 2 role models / representatives from the company came to address the students at Blairmount Public School.

Spelling

- Participated in school and zone Premier’s Spelling Bee Competition,
- Two stage 2 students: Jackson and Yulun, and two stage 3 students: Samantha and Alyssa represented Blairmount Public School at the zone Spelling Bee Competition.

MultiLit

- Making Up Lost Time In LIteracy (MultiLit) is a reading tutor program designed for low progress readers from Year 2 up who are reading at a level considerably below what is expected for their age. It is not designed for complete non-readers or those in Kindergarten or Year 1 who are just learning to read. It is a one tutor to one student intervention. Students are withdrawn from class for 4 30 minute sessions each week. MultiLit consists of intensive, systematic instruction in 3 main areas:
  - Phonics or Word Attack Skills (decoding)
  - Sight Word recognition
  - Supported one-on-one reinforced reading
- In 2014 Blairmount Public School Learning Support Officers (SLSO’s) and the Aboriginal and Pasifika Community Engagement Officer (APCEO) continued the MultiLit program. 8 students graduated MultiLit (2 from Year 3 and 6 from Year 5) and 8 students will continue on the program in 2015.

ESL

- Provided extra ESL support in classrooms K-6 focussing on talking and listening skills and vocabulary development. The ESL teacher worked intensively with students from K-6,
- Semester 2 report data shown below indicates the % of students achieving ‘Below’, ‘At’ and ‘Above’ grade expectations and syllabus outcomes for English.

![English 2014 Chart]
Numeracy Report

Our 2014 achievements include:

Employing two Assistant Principals Numeracy to:

- Provide targeted professional learning and in-class support using the new Mathematics K-6 syllabus,
- Support the implementation of MathSMAD across K-6. Build teacher capacity through coaching in the areas of differentiation, understanding the continuum of numeracy development and explicitly teaching students at their point of need,
- Support and encourage staff to reflect, refine and refocus their quality, explicit teaching of numeracy,
- Collaboratively plan, demonstrate and support teachers in their use of the inquiry-based learning model of teaching with a focus on developing in students the working mathematically processes of communicating, problem solving and reasoning,
- Continue the focus on making individual and group learning goals explicit and using ‘Bump it Up’ walls for early arithmetic strategies, place value and multiplication and division K-6,
- Lead regular analysis of PLAN (Planning Literacy and Numeracy) data with staff to identify student strengths and needs, and use this knowledge to identify ways to inform and improve teaching practice in numeracy,
- Organise and promote MathSMAD parent afternoon sessions including; fortnightly inserts in the school newsletter celebrating student achievement in Mathematics and provide practical ideas explaining to parents how to support their child’s learning at home,
- Continue to establish and strengthen links with other schools to share ideas and strategies around the planning, teaching and assessing of Mathematics,
- Present our journey and the success that our school has had with inquiry-based learning in Mathematics at the Campbelltown/Macarthur Local Management Group (CMLMG) conference, Kiama curriculum conference and with Wollongong schools,
- Source and provide physical resources to support the quality teaching of numeracy.

MathSMAD

- This targeted, differentiated approach to teaching focuses on teaching subtraction, multiplication, addition and division at students’ point of need. It involves the explicit teaching of mental strategies in the four operations as indicated on the numeracy continuum,
- Parents/community members were invited to the classrooms on two occasions this year to be a part of a MathSMAD session to develop an understanding of how Mathematics is taught at school and provide suggestions about how they can support their child at home.

Inquiry-Based Learning

- This approach allows students to learn important mathematical concepts through the processes of communicating, problem solving and reasoning. K-6 students are given a real-life problem which they need to use their knowledge of Mathematics to solve,
- Students are involved in the planning, investigating, analysing and the sharing of their findings. Explicit Mathematics teaching supports what students need to know throughout the process. Students are engaged and see the relevance and purpose of Mathematics and its application to their life.

QuickSmart

- QuickSmart is an intervention that encourages students to become ‘quick’ in their response speed and ‘smart’ in their strategy use when learning the basic skills required in numeracy. It focuses on the role of automaticity in developing students understanding and quick recall of basic number facts,
- It provides intensive support and helps free up ‘working memory’ to enable students to solve more difficult problems. Becoming faster and more confident in understanding and recalling basic mathematics facts can mean that students have more time, energy and attention available for tackling more challenging problems,
In 2014, the BPS ESL Teacher, School Learning Support Officers (SLSO’s) and the Aboriginal and Pasifika Community Engagement Officer (APCEO) continued the QuickSmart program. 18 students participated in QuickSmart (16 from Year 4 and 2 from Year 6). Students were withdrawn in pairs from class for 3 X 30 minute sessions per week for 30 weeks.

Below is an indication by classroom teachers, using student grades from the Semester 2 reports, of the percentage of students achieving ‘At,’ ‘Above’ or ‘Below’ grade syllabus outcomes:

**Academic Achievements**

**NAPLAN**

In the National Assessment Program Literacy and Numeracy (NAPLAN), 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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3).

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5).

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7).

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

The My School website provides detailed information and data for NAPLAN.

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

- 5.7% of students were below minimum standard (band 1),
- 58.5% of students were in the bands 2 – 4,
- 35.6% of students were in the proficient range (bands 5 & 6),
- 100% of Aboriginal students were above minimum standard,
- 33% of Aboriginal students were at proficient.

**NAPLAN Year 3 - Writing**

- 2.3% of students were below minimum standards (band 1),
- 72.2% of students were in the bands 2 – 4,
• 25.6% of students were in the proficient range (bands 5 & 6),
• 100% of Aboriginal students were above minimum standard,
• 11.1% of Aboriginal students were at proficient.

NAPLAN Year 3 - Numeracy

![Percentage in bands: Year 3 Numeracy](image)

• 2.3% of students were below minimum standards (band 1),
• 74.4% of students were in bands 2 – 4,
• 23.3% of students were in the proficient range (bands 5 & 6),
• 100% of Aboriginal students were above minimum standard,
• 25% of Aboriginal students were at proficient.

NAPLAN Year 5 - Literacy (including Reading and Writing)

![Percentage in bands: Year 5 Reading](image)

• 2.7% of students were below minimum standards (band 3),
• 82.4% of students were in bands 4 – 6,
• 14.9% of students were in the proficient range (bands 7 & 8),
• 100% of Aboriginal students were above minimum standard,
• 0% of Aboriginal students were at proficient.

![Percentage in bands: Year 5 Writing](image)

• 9.6% of students were below minimum standards (band 3),
• 86.3% of students were in bands 4 – 6.
• 4.1% of students were in the proficient range (bands 7 & 8),
• 83.3% of Aboriginal students were above minimum standard,
• 0% of Aboriginal students were at proficient.

The APCEO has increased parent participation in school activities and increased staff members and the wider community’s knowledge of Aboriginal and Torres Strait Islander cultures and histories.

He has built positive and sustainable relationships between community and staff.

Some of Blairmount Public School’s 2014 achievements in the area of Aboriginal Education are:

• Establishing and maintaining effective partnerships between home, school and community,
• Maintaining links across transition points from pre-school to Kindergarten and year 6 to high school,
• Identifying issues impacting on the local community and resources available in the community that could be assessed to support school programs,
• Implementing community based initiatives that provide benefits to the school and the community,
• Personalised learning plans for all Indigenous students were written and a follow-up meeting was organised in Term 3 to assess student’s progress,
• Traditional Games were incorporated into whole school sport,
• Blairmount Indigenous Group (BIG) continued once a fortnight. All of BPS’s Indigenous students participated in cultural activities such as learning language, creating artworks, learning local dreamtime stories and preparing for cultural events,
• BIG ran the 2014 NAIDOC assembly and Elders were invited and addressed the entire school. This year’s NAIDOC theme was ‘Serving Country Century and Beyond’. Aboriginal war veteran, Uncle Dave, shared his story with Blairmount Public School students, staff and community members. The event was informative and educational for all. All of the BPS community were invited to a cultural lunch, with kangaroo, emu and crocodile on the menu. Staff, students and parents had the privilege of sharing a meal and stories with many elders such as Uncle

Other Achievements

Aboriginal Education

Blairmount Public School employed an Aboriginal and Pasifika Community Engagement Officer (APCEO) for the duration of 2014.

In this time he continued and initiated many programs and strategies as well as assisted in implementing whole school initiatives to improve Aboriginal Education.
David Williams, Uncle Ivan Wellington, Uncle Michael Ducket and many more,

- Stage 3 Indigenous students ran NAIDOC activities throughout the week, including traditional games. They informed and instructed peers and staff members how to play the games and informed them of the games origins,

- In Term 2 the Aboriginal Education Committee initiated an attendance initiative. The initiative was designed to encourage all Indigenous students to reach attendance targets of 93%. Indigenous students were informed that they were only allowed 3 sick days to reach the whole school target. Students that reached the target were rewarded. Through this initiative 32% more Indigenous students reached whole school targets in comparison to 2013 data,

- Acknowledgement of Country is regularly presented at all events and ceremonies. At special assemblies the Acknowledgement is delivered in Dharawal language,

- An increasing amount of teachers used Indigenous texts to teach English, particularly to teach objectives C and D,

- The School Cultural award was again awarded to Ray for his commitment to BIG and his pride for his culture,

- Attended Indigenous excursions such as Heartbeat,

- Most staff members were trained in the ‘8 ways of learning’,

- Ties between ‘Connected Communities’ schools continue to strengthen. Staff from Menindee CS visited Blairmount PS for the week and attended the annual planning weekend. Our Principal, Greg Turnbull and Deputy Principal, Melissa Clarke also spent time in ‘Connected Communities’ schools,

- 30% of Blairmount staff attended a special screening of ‘Utopia’ organised by the Tharawal Corporation,

- One student participated in the Gondwana Youth Choir,

- Five students were selected to perform in the young girls Indigenous dance group and did the opening dance for the Fisher’s Ghost Festival,

- Genuine DEC/AECG Partnerships were developed through our senior Aboriginal boys attending the Men’s Business Mentoring Program organised by the Dharawal Men’s Aboriginal Corporation,

- The Aboriginal Committee and the Blairmount Public School coaches outlined an ATSI education plan for 2015. Starting with an in-service for all staff on the Term 1 day 1 staff development day.

**Technology**

- This year 70 iPads were purchased in addition to the 80 purchased in 2013,

- 80 are available for student use; 2 class sets of 30, 1 small group set of 10, one small group of 5, and 5 individual iPads for students with special needs (e.g. speech therapy, fine motor, etc). 30 have been loaned out for staff use. 40 have been recently purchased but not set up for student use this year,

- Professional learning sessions, led by the iPad coordinator were offered for staff after school. In terms 3 and 4, the iPad coordinator spent 1 day a week working within other classes to team-teach using the iPads. Each day the iPad coordinator can work within 4 classes. 95% of staff surveyed agreed that the iPad coordinator has helped teachers to effectively implement the iPads within the classroom (95% strongly agreed or agreed),

- The iPads have been used within all of the 21 classes at Blairmount Public School. During some weeks the class sets have been borrowed during every session, every day. At the same time all small group iPads were borrowed out as well. 89% of teaching staff have used the iPads within the classroom, an increase from 67% in 2013.

**Learning Activities**

- The SAMR (Substitution, Augmentation, Modification, Redefinition) model has been used to decide upon apps to download for use within the classroom. The number of Substitution type apps have been limited (where a pencil and a piece of paper will work more effectively). Redefinition of classroom tasks where students have the opportunity to create work that would not be possible without the technology has been encouraged.
• This year Blairmount Public School has continued to employ a Technology Learning Facilitator (TLF). The TLF has helped ensure the computer and networking environment at Blairmount Public School runs smoothly to ensure that teachers are able to focus on the educational outcomes of their students.

Creative and Performing Arts

Creative and Performing Arts continued to be an integral part of Blairmount Public School in 2014 with the continuation of existing programs and the introduction of new initiatives. All students have explored and experienced different art forms including Dance, Drama, Music and Visual Arts.

• Mr Jeremy Collins continued working with the Drumbeat group. The group enjoyed performing at school events such as Harmony Day and assemblies,

• Mrs Paulina Alone developed a Senior Choir that have worked hard and performed at whole school assemblies,

• The school’s art gallery is a prominent feature of the internal school walkway. It features a changing representation of original artworks produced by pupils from K-6. It is also a positive reflection of the Aboriginal perspectives in the curriculum K-6,

• All students have been provided with the opportunity to perform on stage in front of an audience throughout year through class assembly items, which showcase the everyday teaching of performing arts within the classroom,

• Mr Moses Alone worked with the Pasifika boys to learn and perform the Haka from the Samoan, Tongan and Maouri cultures. The boys were taught to respect their culture and the meaning of the Haka.

Whole School Coaching Program

2014 was a year of professional learning for all staff. We had a whole school coaching model aimed at ensuring every teacher had an opportunity to reflect and improve on their teaching practice. The achievements of this initiative are listed below:

• The coaching team worked shoulder to shoulder with staff encouraging reflective practice. All staff have been given the opportunity to engage with a colleague to improve practice within their own learning journey creating a culture of reflective, responsive practice,

• With the support of the coaches, Blairmount Public School have a shared vision and understanding of what quality teaching looks like across the school,

• By giving strong feedback and celebrating success with fellow colleagues and online sharing spaces such as Edmodo – Innovation across the school is being celebrated,
• The Coaching Team have built strong relationships with The University of Western Sydney ensuring they are always using the most cutting edge research. This knowledge is then shared with staff,

• Coaches have engaged with the Motivation and Engagement (MeE) Framework and trained staff on the research that underpins the framework. Staff have developed a shared understanding and common language to discuss student engagement and pedagogy. This framework has been used as an entry point for providing highly engaging learning experiences that are high cognitive, high affective and high operative to ensure students are “in task” not “on task”,

• All staff have been assigned a peer coach – with an emphasis on teachers improving practice not being told what to do or having things done for them. This has encouraged a strong ownership for all staff over their own professional learning. Coaches are facilitators for staff leading them to use reflection time to engage in professional dialogue to drive their own personalised professional goals. The coaching team is very aware staff members are in a different place in their career and their level of understanding,

• The coaching team have provided staff with:
  o planning and programming
  o demonstration lessons
  o team teaching
  o analysis of student data
  o effective use of ICT tools
  o classroom management strategies,

• Release time and organisation has been provided by the coaching team, for staff across the school to visit colleague’s classrooms both within and across schools to view other quality classroom practice,

• The coaching team have led staff development day and stage meeting sessions on differentiation catering for staff as 21st century learners resulting in increased high cognitive learning experiences,

• The coaching team have been working with multiple staff members to increase student ownership over their learning. Examples of this include learning goals for students and explicit success criteria.

Teacher Feedback

The following data was collated through an anonymous survey of teachers using 3 questions. Teachers were asked if they felt supported and if the coaching model had a positive impact on their professional learning.

Teachers were then asked to give some suggestions on how they believe the role could be improved?

![Graph showing teacher support and coaching impact](image)

School Planning and Evaluation 2012—2014

School Evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Blairmount Public School’s annual evaluation and planning process is collaborative and transparent, inclusive of all key stakeholders. The annual planning process involves the systematic collection, analysis and interpretation of the school’s current strategies and their effectiveness in meeting our collaboratively developed school targets.

Through the assignment of strategic directions to specific leaders, strategies under each of the strategic directions are effectively implemented, monitored and evaluated every 5 weeks. From mid Term 3, the data analysis process begins and culminates in the school’s annual planning weekend and the presentation of the ‘Data Findings Package’.
From the data presented, all stakeholders make judgments of the merit, worth or value of the strategies and form recommendations regarding the continuation or cessation of current strategies, and whether new strategies need to be developed and implemented.

Once the recommendations are costed and scrutinised against school strategic areas, the school plan is developed and reported back to staff before publication.

All staff and the community have ownership over the direction of the school and the jointly constructed school plan acts as a working document to drive school improvement beginning at the classroom level.

**School Planning 2012-2014:**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

The priority areas for 2012-2014 included:

- Numeracy
- Literacy
- Student Engagement and Attainment
- Aboriginal Education
- Curriculum and Assessment
- Leadership and Management

**Numeracy**

**Target for 2012–2014**

**Year 3** - To decrease the proportion of students at or below national minimum standard (Bands 1&2) from 5.7% in 2013 NAPLAN Numeracy to 2.7% in 2014.

To increase the proportion of students at state proficiency standard (Bands 5&6) from 11.3% in 2013 NAPLAN Numeracy to 16.3% in 2014.

**Year 5** - To increase the proportion of students achieving greater than or equal to expected growth in NAPLAN Numeracy from 57.9% in 2013 to 61.9% in 2014.

**Year 7** - To increase the proportion of students achieving greater than or equal to expected growth in NAPLAN Numeracy from 11% in 2013 to 15% in 2014.

**Strategies to achieve these targets include:**

- 2x Assistant Principal Numeracy Pedagogical coaches,
- Peer coach staff including team teaching/dem lessons (1 hour) and reflection time (1 hour) alternating each fortnight,
- Continue to respond to the needs of staff in building their capacity to teach numeracy and modelling of best practice in pedagogy,
- Regular data input (twice a term) into PLaN (Planning Literacy and Numeracy) software to generate regular discussions on targets and student needs,
- Build teacher capacity in the areas of differentiation, understanding of the continuum of numeracy development, explicitly teaching students at their point of need, using the new Mathematics K-6 syllabus,
- Continue to make links with schools in and outside the local area to share ideas and strategies,
- Establish a ‘MathSMAD’ time four - five times a week (20 minutes) K-6 that focuses on teaching subtraction, multiplication, addition and division. (Combining the strengths of the TEN and TOWN program),
- All students K-6 receiving daily, differentiated instruction to develop their skills/confidence in the use of the 4 operations,
- Use of ‘Bump it up’ walls for students and teachers to track learning and progression,
- Develop student friendly group labels and descriptors for Place Value (PV) and Multiplication and Division (MD),
- Regular entry and discussion of student data/progress in Early Arithmetic Strategies (EAS)/Place Value and Multiplication and Division (MD),
- Continue to build on the language of Mathematics,
• Create a greater focus on learning maths through the proficiency strands with application to real-life and across Key Learning Areas through ‘inquiry based learning.’

Literacy

Target for 2012–2014

Year 3 - To decrease the proportion of students at or below national minimum standard (Bands 1&2) from 13.5% in 2013 NAPLAN Reading to 11% in 2014.

To increase the proportion of students at state proficiency standard (Bands 5&6) from 25% in 2013 in NAPLAN Reading to 30% in 2014.

Year 5 - To increase the proportion of students achieving greater than or equal to expected growth in NAPLAN Reading from 54.4% in 2013 to 57.4% in 2014.

Year 7 - To increase the proportion of students achieving greater than or equal to expected growth in NAPLAN Reading from 45.6% in 2013 to 48.6 % in 2014.

Strategies to achieve these targets include:
• 2 Assistant Principal Literacy Pedagogical coaches,
• Peer coach staff including team teaching and/or demonstration lessons (1 hour) and reflection time (1 hour) alternating each fortnight,
• Facilitate and implement challenge based learning. Including explicit and systematic teaching of all aspects of Literacy based at point of need of students,
• Continue to respond to the needs of staff in building their capacity to teach literacy and modelling of best practice in pedagogy,
• Provide Professional Learning in new syllabus and multi-modal and digital texts,
• Investigate research based whole literacy programs for implementation in Kindergarten for 2015,
• Build relationships with other schools to share best practice experiences,
• Investigate spelling and phonemic awareness programs K-6,
• Sustain and continue to extend and support AL across the school,
• Develop consistent teacher judgment by marking sample pieces of writing in stage meeting,
• Align K-2 rubrics with literacy and numeracy Continuum,
• 0.5 allocation for an SLSO to continue the MultiLit Program with students Years 3-6.

Student Engagement and Attainment

Target for 2012–2014

Increase student attendance rates from 94.1% in 2012 to 95% in 2014
  o 2012 – 94.1%
  o 2013 – 92.1%
  o 2014 – 94.9%

Strategies to achieve these targets include:
• Continue with all existing strategies listed in non attendance initiatives,
• Individual attendance plans to be formed for targeted students,
• Aboriginal and Pasifika Community Engagement Officer 2 days per week to engage the community continuation of the SMS alert system to parents of students who are absent,
• Curriculum and Community Liaison Officer to assist in the coordination, implementation, monitoring, and evaluation of all strategies,
• Implement community engagement programs throughout the year e.g. Dad’s Fun Night, Harmony Day, NAIDOC, Grandparents Day, etc.

Aboriginal Education

Target for 2012–2014

100% of Aboriginal student’s attaining national minimum standard or higher in reading, writing and numeracy.

Strategies to achieve these targets include:
• Continue with the Aboriginal and Pacifika Community Engagement Officer to facilitate relationships between Indigenous students, community and staff,
Strategies to achieve these targets include:

- Continue Blairmount Indigenous Group (BIG) regular meetings, with the possibility of introducing indigenous dances, continue learning Indigenous language and continue strengthening cultural knowledge,
- Work with Aboriginal Education, Student Engagement and Connections Officer to develop a program to implement during BIG group meeting times,
- Fund Aboriginal students to enter external competitions, e.g. ICAS (University competitions),
- Investigate the possibility of an Indigenous award at the end of year presentation assembly,
- Continue the PLP process involving student, teacher and parent. Increase funding so we can hold a PLP review process midyear and at the end of the year,
- Organise further outings and excursions promoting cultural knowledge.

Curriculum and Assessment

Target for 2012–2014

- 100% of Year 1-6 teachers using open-ended assessment tasks to support the A-E reporting system,
- 100% of teachers engaging in moderation of assessment tasks as part of their stage/team meetings to ensure consistent teacher judgment of student work.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Blairmount Public School has set a new school vision with three new strategic directions. This can be viewed below:

School Vision

Blairmount Public School is an engaged learning community.

Students at Blairmount Public School are challenged yet supported in a productive learning environment. They feel happy, safe, respected and valued as they discover how they best learn.

Teachers at Blairmount Public School know their students well, their strengths and their needs, and engage them in learning through a range of innovative, 21st century research based pedagogies. They are reflective, creative, adaptive and motivated.

Parents and carers at Blairmount Public School are partners in their children’s learning. They are informed, active and supportive in their children’s education. They feel welcomed, valued and respected as a vital part of the learning community.

Blairmount Public School values and celebrates the success of our students, staff and parents to encourage a positive school culture.

Strategic Direction 1:

Students are engaged, empowered and reflective learners.

Strategic Direction 2:

All teachers are reflective and responsive to 21st Century pedagogy.

Strategic Direction 3:

Parents are partners in their children’s education and in decision-making processes.
Parent Satisfaction

Parents were surveyed to ask a variety of questions in regards to community engagement and how we can improve on this in the years to come. Below are the findings from the survey.

What are the most successful things that the school and community do together to improve students’ learning outcomes?

Teamwork – We work together for a better relationship between the school and the community. Work together as a team.

Communicate – Newsletters, interviews, P and C meetings, phone calls, regularly invite parents to the school, share information of student learning, and celebrate achievements.

Provide – Compromise, respect, provide a safe environment, support, and show encouragement.

Celebrate – Multicultural days, sports days, Harmony day, Education week, performances, Mum/Dad fun nights and MathSMAD afternoons.

What are some things that the school and community could do better to improve students’ learning outcomes?

Community spirit – More community and cultural activities, community service, fundraising, working bees, homework help afternoons, greater use of the community resources and skills and a well-structured parent helper program.

Parent support – More support for at home learning, more parent courses and workshops, less jargon, extra support for our students.

Engagement – Parents to be more involved in classrooms, more open classrooms, encourage parents more to be involved in school activities and learning programs, parent helpers, involve parents to share their knowledge not just on allocated days and tap into talents/experiences of our parents who could impart that knowledge onto our students.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Deputy Principal

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Assistant Principal

Martin Sperling
Assistant Principal

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: