Blairmount Public School

Annual School Report

2012

Learning Together
Principal’s message

I have thoroughly enjoyed my second year as Principal of Blairmount Public School. 2012, and its many accomplishments and events, has been a credit to the spirit and talent of our entire school community. This is a thought that has resonated with me many times throughout the year, so I will take this opportunity to acknowledge the spirit and talent of our students, community and staff.

I am a proud principal - our students embody our school’s motto of “Learning Together”; our students greet learning with enthusiasm and commitment; and our students show care and consideration for others. Thank you to the students for each bringing your own unique piece of the puzzle to our Blairmount Public School jigsaw.

I would like to acknowledge the parents, caregivers and community of our school. Many things would not be possible without the ongoing support that you offer – to your children and to our school. The partnership we share is deeply appreciated.

One of the highlights of the year was the school being recognized for our achievements with three South Western Sydney Regional awards for school excellence in;

- Literacy
- Aboriginal Education and
- Innovative Use of Technologies

It is a credit to our wonderful staff to be acknowledged in such a way for their outstanding work and dedication.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Greg Turnbull
Principal

P & C message

The P&C have continued to promote our diverse school community through offering support to the teachers, students and families of Blairmount Public School. We have been attentive in maintaining the role of assisting communication between the parents and wider school community and the school executive, to find ways to continually improve the educational and social outcomes for all students.

Meetings are held on the first Monday of every month, and we have held many successful fundraisers during 2012. From hot dog days, cake stalls, mothers and fathers day stalls, fruit salad day, cookie-dough, mufti-days and raffles just to name a few. Our main focus this year has been to raise funds to help support the successful school swimming scheme by contributing towards the transport costs, supporting the purchase of 30 iPads for a mobile iPad lab and contributing towards the costs of the Year 6 Farewell.

I would like to thank Ms Kathy Low for being a great P&C Vice President and for running the Uniform Shop, Mrs Sharon Ah Chong as our Treasurer, Ms Liu Sioli our secretary and Mrs Taloa Walters for doing a wonderful job at fundraising and for being such a great baker. Special thanks also to all P&C members and volunteers who have given up their time to lend a helping hand.

We also greatly appreciate the support of our school executive, teachers and school community for helping to make 2012 a successful year.

Mrs Tia Cordoba
P&C President

Student representative’s message

Blairmount Public School has been a safe and respectful environment for us to learn and grow in. Throughout the year we have been responsible for welcoming our new Kindergarten students, running special events such as the Easter Hat Parade, the ANZAC day assembly and our Harmony Day celebration. We were also invited to represent Blairmount Public School at Eagle Vale High School where we met the Federal Minister for Education Mr. Peter Garrett.

The students at Blairmount Public School have had the opportunity to be leaders through our gardening club and by volunteering to support breakfast club.

Year 5 and 6 students have also had the opportunity to become leaders during peer support where we led our groups and taught the younger students how to be friendly and make new friends. As leaders we saw new friendships form and have seen a happier learning environment.

On behalf of all Blairmount students, we would like to thank all of our teachers for their encouragement and support that they have given us throughout the years.

Noah Fretton and Talia Gulluzzo
2012 School Leaders
School context

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>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>247</td>
<td>268</td>
<td>252</td>
<td>250</td>
</tr>
<tr>
<td>Female</td>
<td>246</td>
<td>234</td>
<td>251</td>
<td>233</td>
</tr>
</tbody>
</table>

The enrolment rate at Blairmount Public School is expected to continue to decrease over the next few years due to the Claymore Urban Renewal project. 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>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.2</td>
<td>92.2</td>
<td>92.2</td>
<td>94.9</td>
</tr>
<tr>
<td>1</td>
<td>91.2</td>
<td>93.1</td>
<td>87.9</td>
<td>93.4</td>
</tr>
<tr>
<td>2</td>
<td>91.9</td>
<td>94.2</td>
<td>90.8</td>
<td>92.4</td>
</tr>
<tr>
<td>3</td>
<td>91.8</td>
<td>92.3</td>
<td>93.4</td>
<td>94.2</td>
</tr>
<tr>
<td>4</td>
<td>92.7</td>
<td>93.7</td>
<td>91.4</td>
<td>95.4</td>
</tr>
<tr>
<td>5</td>
<td>92.6</td>
<td>94.1</td>
<td>93.1</td>
<td>93.5</td>
</tr>
<tr>
<td>6</td>
<td>91.4</td>
<td>94.0</td>
<td>93.5</td>
<td>95.0</td>
</tr>
<tr>
<td>Total</td>
<td>91.8</td>
<td>93.4</td>
<td>91.9</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Attendance rates were on the increase and reached 93.40% in 2010, but in 2011 it dropped by 1.5% to 91.90%. The school attendance rate improved significantly in 2012 to 94.1%.

Management of non-attendance

In 2012 we have been working hard to improve student attendance and unjustified absences where an unsatisfactory explanation or no reasons are 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:

- Leasing a 10 seater minibus to pick up students who would otherwise be late to school or who have difficulty coming to school
- Presenting an “Attendance Champion” trophy and certificate each fortnight to the best attending class
- Celebration discos each term when the attendance target is reached
- Including regular inserts in the school newsletter and display boards informing the school community of our attendance targets and our current attendance rate.

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 school’s 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 2012 Class Size Audit conducted on Monday 19th March 2012.

<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>KG</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>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1N</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2FS</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2-3C</td>
<td>2</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>3K</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3-4S</td>
<td>3</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>4D</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5T</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6D</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3-6R</td>
<td>3</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

Structure of Classes
Classes have been structured to maximize the use of support staff and meet the individual needs of all students. 3-6R was formed to ensure that the students in the class were given the maximum amount of support by reducing the student to teacher ratio.

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(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Release from Face To Face (RFF)</td>
<td>0.798</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.945</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>Permanent Part-Time Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>3.782</td>
</tr>
<tr>
<td>Total</td>
<td>29.925</td>
</tr>
</tbody>
</table>

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

Blairmount Public School currently has one staff member who is identified as being Indigenous.

Staff retention

2012 has seen stability across the staff. Our biggest change was Ms Helen Doyle being appointed as a Reading Recovery tutor and relinquishing her position for the 2012 school year. At the conclusion of the 2012 school year Mr Trevor Rice will retire, seeing out 33 years of service at Blairmount Public School.

Teacher qualifications

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

<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>
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>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$326083.07</td>
</tr>
<tr>
<td>Global funds</td>
<td>$265020.71</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$256649.21</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$62673.52</td>
</tr>
<tr>
<td>Interest</td>
<td>$19405.51</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$9967.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$939799.17</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | $26522.06  |
| Excursions                 | $38972.19  |
| Extracurricular dissections| $35178.69  |
| Library                    | $9893.69   |
| Training & development     | $17279.61  |
| Tied funds                 | $286523.50 |
| Casual relief teachers     | $83918.35  |
| Administration & office    | $85971.50  |
| School-operated canteen    | $0.00      |
| Utilities                  | $53420.60  |
| Maintenance                | $46131.75  |
| Trust accounts             | $15331.57  |
| Capital programs           | $28181.00  |
| **Total expenditure**      | $727324.51 |
| **Balance carried forward**| $212474.66 |

A full copy of the school’s 2012 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.

Music

Three of our Year 6 students worked closely with the Aboriginal Community Engagement Officer to compose a rap to inspire students to come to school. They professionally recorded the rap using the recording studio at Eagle Vale High School.

Year 6 participated in ‘Wot Opera’ in conjunction with the local community of schools. The students wrote a script, prepared the music choreographed the dance movements, and performed their opera. They all performed extremely well and have consolidated their skills throughout the year to prepare for other performances.

Mr. Jeremy Collins has continued working with the Drumbeat group this year. The group enjoyed performing at the opening of Eagle Vale High School Performing Arts Centre and Mawarra Public School Multicultural Day, as well as at various school events throughout the year.

Sport

Sport at Blairmount is based on participation and skill building activities to assist students to build their confidence and physical abilities. Students are encouraged to strive for personal excellence and demonstrate their commitment and teamwork. During 2012, there was a continued focus on Fundamental Movement Skills in Physical Education.

Initiatives in Physical Education include:
- K-6 Cross Country Carnival
- K-2 Sports Fun Day
- Years 3-6 Athletics Carnival
- The Active After School Sport program which ran for two afternoons each term, with approximately 190 students attending

School Achievements 2012

Creative and Performing Arts

Whole School Concert

To celebrate the end of our partnership with the Songroom Company, all students were given the opportunity to develop self-confidence in our whole school concert ‘Hooray For Hollywood.’ Each class was given the opportunity to show case their talents in both song and dance. The standard of all class items was exceptionally high and the event was well supported by the dedicated staff, enthusiastic students and the wider school community.

PSSA Gala Days

The school fielded teams in T-ball, Cricket, Touch Football and Softball in PSSA summer competition and Hockey, Netball, Soccer and AFL during winter competition.

4
Significant Sporting Achievements

We had a record number of students represent the zone in a number of sports, including:

- Dina Mouhtaris - Girls Soccer
- Lauryn Fungavaka, Meleleuila Halai fonua, Maunga Croft-Ritete - Basketball.
- Rachel Robinson and Caprice Nussbaum - Girls Softball.
- Destiny Finau - Netball.
- Keanu Chatters and William Baxter - Rugby Union.

The following Students represented Sydney South Western Region:

- Caprice Nussbaum - Softball
- Lauryn Fungavaka - Basketball
- Sa-Tau Tuliakiono - Athletics
- Rachel Robinson - Swimming

Public Speaking

All students participated in public speaking, and four students represented the school in the local area competition. From that, Siona Walters was selected to compete at the Campbelltown & Macarthur competition.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

Our results indicated:

- 33.8% of Year 3 students in bands 5 and 6 (proficient) in reading
- 98.5% of students at minimum standard or above in reading
- a decrease in the number of band 1 students over the past 3 years.

Writing – NAPLAN Year 3

Our results indicated:

- 24% of Year 3 students in bands 5 and 6 (proficient) in writing
- 95.5% of students at minimum standard or above in writing.
Year 3 Numeracy

Our results indicated:

- 99% of students are at minimum standard or above
- a decrease in the number of band 1 students over the past 3 years.

Year 5 Writing

Our results indicated:

- 3.3% of Year 5 students in bands 7 and 8 (proficient) in writing
- 93.3% of students at minimum standard or above in writing.

Year 5 Reading

Our results indicated:

- 14.1% of students in bands 3 or 4.

Year 5 Numeracy

Our results indicated:

- 9.4% students in bands 7 and 8 (proficient) in numeracy.
Minimum Standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Year 3 and Year 5.

The performance of the students in our school in the National Assessment Program - Literacy and Numeracy is compared to these minimum standards. The percentage of our students achieving at or above these standards are reported below.

2012: Percentage of Year 5 students in our school achieving at or above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.6</td>
</tr>
<tr>
<td>Writing</td>
<td>93.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>85.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>81.3</td>
</tr>
</tbody>
</table>

The My School website provides detailed information and data for national literacy and numeracy testing (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** or scan the QR code below.

**ICAS Competitions**

Each year grades three to six are invited to participate in the International Schools Competitions. Below are our results for 2012:

<table>
<thead>
<tr>
<th>Subject</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Spelling</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Computers</td>
<td>-</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Overall, 19 students participated in the competitions altogether. Of these, 10 were boys and 9 were girls. There were 9 participation awards given for Mathematics, 6 for English, 2 for Writing, 5 in Spelling, 4 for Science and 6 participation awards given for Computers.
**Future Directions**

Our equity funding for 2013 will assist to:

- Employ an above-establishment Deputy Principal to support the Principal in leading and managing the school
- Employ an additional part time (0.5) teacher to support Years 4-6 to effectively transition the students in the intervention unit into mainstream classes
- Employ an additional part time (0.4) teacher to support the integration of iPads across different stages and curriculum areas
- Continue with the employment of our Community Liaison Officer two days a week to extend home school partnerships
- Continue Accelerated Literacy (AL) pedagogy utilising mentoring and teacher expertise, resourcing and planning grade based units including those using Aboriginal and non-fiction texts
- Provide professional learning for staff on using reading strategies from SMART data to inform their teaching and learning programs
- Continue the Ready Set School program to engage the majority of Kindergarten enrolments for the following year
- Continue to implement the before school activities on Monday, Thursday and Friday between 8:30 – 8:55am

**Aboriginal Education**

- **Aboriginal/Pasifika Community Engagement Officer** Mr Alone worked closely with teachers, students, parents and the community focusing on student engagement, culture and enhancing student achievement
- **Outstanding Student Achievement** Two students were nominated for the 2012 South Western Sydney Region Aboriginal Student Achievement Awards, in the categories of Literacy, Sporting achievements and Creative Arts
- **Personalised Learning Plans** All Aboriginal students participated in the PLP process. Students met with their class teacher, Deputy Principal, parent or carer and the ACEO. These plans support student’s academic, sporting and cultural development. Students are engaged in their learning as they have contributed to setting their learning targets
- **Aboriginal Attendance Data** has improved this year going from 91.52% to 92.56%
- **Twugia Project** Rachel Robinson was invited to join the a project run by the Aboriginal Education, Student Engagement and Connections Officer, for identified high achievers
- **Gondawana Youth Choir** Patricia Muir was selected as a member of the Indigenous youth choir and travelled to Cairns to perform
- **Blairmount Indigenous Group** (BIG Group) met on Fridays to participate in cultural activities such as: learning D’harawal language, creating art works, listening to and discussing dreamtime stories and learning the history of the D’harawal people
- **NAIDOC Week** Our indigenous students performed as a group and the whole school was involved in Indigenous games rotations with our ACEO and an Indigenous community member. All classes rotated, engaging in indigenous games and then completing a whole school artwork
- **Good Beginnings Playgroup** We have continued to offer an Aboriginal playgroup, which is a 2-hour session a week where indigenous children from 0-5 are encouraged to come and participate in indigenous activities. Transport and morning tea are offered to those who attend

**Significant programs and initiatives**

**Priority Schools Funding Program**

PSP funding was used throughout 2012 to implement quality teaching and learning programs in the areas of literacy and numeracy, student engagement and community participation.

The Priority School Program (PSP) allowed for the:

- Purchase of resources and staff training to support the teaching of Literacy and Numeracy
- Employment of an additional full time teacher for the intervention class 3-6 unit and a one part time (0.5) SLSO to implement the Multilit program 3-6
- Employment of a Community Liaison Officer (CLO) five days a week.
• **Other Initiatives** Students in years 4-6 participated in a reconciliation event held at Ambarvale youth centre, hosted by Murunagamai. Our year 3 and 4 students participated in the ‘Heartbeat program’ held at UWS Campbelltown

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**Multicultural Education**

• Provided extra ESL support K-6 taking the position from 0.6 to 1
• Our Pasifika dance group performed at our school Harmony Day celebrations
• We had a parent Pasifika choir perform at Harmony Day celebrations also
• Our dance group has been invited to perform at two other local primary schools for Harmony and Multicultural days. They have also been extended an invitation to return next year too

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**Technology**

• This year Blairmount Public School has made a significant investment into wireless Internet (WiFi) across the entire school. The school purchased wireless access ports that allow mobile learning devices for example iPads, to connect to a high speed, wireless source of secure Internet. All school classrooms, the library and administration block now have wireless Internet coverage.

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• Blairmount Public School was given the opportunity to participate in a free iPad trial during Term 1. Year 5 students were granted full time ownership of iPads for a 4 week period. The students and teachers attempted to work in a paperless environment and looked at ways of producing assessable work in a digital environment.
• Blairmount Public School has had the benefit of a Technology Learning Facilitator (TLF). The TLF has helped reconfigure the computer and networking environment at Blairmount so that it is capable to support its current and future technologies.

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**Regional Recognition**

Blairmount Public School was proudly awarded three regional awards for excellence in 2012.

For pedagogical change in Literacy, with the implementation of the Accelerated Literacy program, Blairmount Public School was awarded the Regional Award for “Literacy”. This was recognition for the changes in Literacy led by Mrs Melissa Clarke, which has resulted in improved student outcomes.

We were recognized for our efforts in “Aboriginal Education” by being awarded a South Western Sydney Regional Award. Mrs Belinda Gibbs and our ACEO Mr Moses Alone, worked tirelessly with our Indigenous students, creating our BIG group (Blairmount Indigenous Group), and supporting Aboriginal Education across the school in innovative and sustainable ways.
Blairmount Public School received a Regional Award for “Innovative Use of Technologies”, as recognition for sustainable whole school professional learning with the use of ICT embedded in both Literacy and Numeracy programs. Ms Monique Brown used peer-coaching to enhance teacher capacity and the use of technology.

Other Programs

Breakfast Club

Not having food to give their children for breakfast has been one of the reasons in the past provided by parents for not sending their children to school. Not having breakfast affects concentration levels in class and the Breakfast Club seeks to address these issues.

The Breakfast Club makes available free toast each morning to the students of Blairmount PS. The program is fully funded by the Daystar Foundation and is staffed by our Community Liaison Officer with other staff members frequently assisting. The Breakfast Club is open from 8:30 to 8:50, with the majority of students accessing the club at 8:45. Approximately 80-100 students are provided with breakfast from our Breakfast Club each morning. It is estimated that for at least half of these students, the food provided is their only breakfast.

Before School Activities

In 2012 ‘Before School Activities’ were provided from 8:30-8:55 on Mondays for K-2 students and Fridays for 3-6 students.

- 44% of students come to school earlier on Fridays so they can attend the Before School Activities
- 100% of students would like the Before School Activities to continue with all stating they thoroughly enjoy the activities
- Students indicated they would like the program to be further expanded to other days of the week or possibly split the 3-4 and 5-6 students across different days

National partnership programs

From January 2011 to January 2015, Blairmount Public School is a part of the National Partnership Low SES School communities.

Since the inception of the National Partnership Low SES School Communities, Blairmount Public School’s annual evaluation and planning processes have significantly improved to become transparent to, and 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 Priority Areas to specific leaders and committees, strategies under each of the Priority Areas are effectively implemented, monitored and evaluated throughout the year.

From the data presented, a representation of staff and parents 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. In staff meetings following the Annual Planning Weekend, the recommendations are reported to and discussed with all staff. Once the recommendations are costed and scrutinised against the reforms, the school plan is developed and reported back to staff before submission to the School Education Director.

As a result of the improved collaborative annual evaluation process, 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.
Progress on 2012 target

Target 1: Literacy (Reading)

Increased levels of literacy achievement for every student consistent with national, state and regional directions.

Strengthened literacy learning through the effective use of the full range of diagnostic assessments.

Improved outcomes through targeted strategic early intervention for students experiencing difficulty in literacy at key transition points.

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Target</th>
<th>Actual Result</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>To decrease the proportion of students at or below national minimum standards from 19% (Band 1&amp;2) in READING 2012 - 16.5%</td>
<td>16.2%</td>
<td>Achieved</td>
</tr>
<tr>
<td></td>
<td>To increase the proportion of students at state proficiency standards from 30% in READING (Band 5&amp;6) 2012 - 33%</td>
<td>33.8%</td>
<td>Achieved</td>
</tr>
<tr>
<td>5</td>
<td>To decrease the proportion of students at or below national minimum standards from 25% (Band 3&amp;4) in READING 2012 - 21%</td>
<td>14.1%</td>
<td>Achieved</td>
</tr>
<tr>
<td></td>
<td>To increase proportion of students at state proficiency standards in READING from 24% (Band 7&amp;8) 2012 - 27%</td>
<td>12.5%</td>
<td>Working towards</td>
</tr>
<tr>
<td>7</td>
<td>To decrease the proportion of students at or below national minimum standards from 24% (Band 4&amp;5) in reading. 2012 - 20%</td>
<td>34.7%</td>
<td>Working towards</td>
</tr>
<tr>
<td></td>
<td>To increase the proportion of students at state proficiency standards from 23% in reading (Band 8&amp;9) 2012 - 26%</td>
<td>17.3%</td>
<td>Working towards</td>
</tr>
</tbody>
</table>

Target 2: Numeracy

Increased levels of numeracy achievement for every student consistent with national, state and regional directions.

Strengthened numeracy learning through the effective use of the full range of diagnostic assessments.

Improved outcomes through targeted strategic early intervention for students experiencing difficulty in numeracy at key transition points.

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Target</th>
<th>Actual Result</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>To decrease the proportion of students at or below national minimum standards from 17% in NUMERACY (Band 1&amp;2) 2012 - 16%</td>
<td>17.3%</td>
<td>Working towards</td>
</tr>
<tr>
<td></td>
<td>To increase the proportion of students at state proficiency standards from 27% in NUMERACY (Band 5&amp;6) 2012 - 29%</td>
<td>20.3%</td>
<td>Working towards</td>
</tr>
<tr>
<td>5</td>
<td>Year 5 - To decrease the proportion of students at or below national minimum standards from 24% in NUMERACY (Band 3&amp;4) 2012 - 22%</td>
<td>43.8%</td>
<td>Working towards</td>
</tr>
<tr>
<td></td>
<td>To increase the proportion of students at national proficiency standards from 12% in NUMERACY (Band 7&amp;8) 2012 - 14%</td>
<td>9.4%</td>
<td>Working towards</td>
</tr>
<tr>
<td>7</td>
<td>To decrease the proportion of students at or below minimum standards from 33% (Band 4&amp;5) 2012 - 31%</td>
<td>33.4%</td>
<td>Working towards</td>
</tr>
<tr>
<td></td>
<td>To increase the proportion of students at national proficiency standards from 16% in numeracy (Band 8 &amp; 9) 2012 - 18%</td>
<td>9.4%</td>
<td>Working towards</td>
</tr>
</tbody>
</table>
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Numeracy.

Background

As a part of the 2011 whole school planning process, Numeracy was identified as an area of need based upon external data. As a result, it was determined that the 2012 Numeracy committee would conduct a thorough investigation into Numeracy practices across the school to determine the most appropriate course of action to be implemented in 2013-2014.

Findings and conclusions

- Evidence suggests that a differentiated approach to teaching numeracy, offering support to the higher achieving and using data to drive teaching and learning programs will assist with meeting the learning needs of all students
- Evidence suggests that the majority of students are not being exposed to NAPLAN style questions regularly
- 43.8% and a further 37.5% of staff have indicated that NAPLAN and SMART data have little influence over their teaching and learning programs
- There is no evidence to suggest that students are using higher order thinking skills in numeracy to develop a deeper understanding of the content and apply it in different situations: i.e the Working Mathematically strand, and real life maths scenarios
- Survey data shows that students don’t often have the opportunity to explain their reasoning nor make predications/hypothesise- i.e Evidence suggests that elements of the Working Mathematically strand are not being embedded into every numeracy lesson
- 38% of parents would like to be better informed about what is taught in numeracy at Blairmount
- 74% of parents feel that they do not know much about the numeracy section of the NAPLAN tests

Future directions

Employ a Pedagogical Leader to drive numeracy across the school through:
- Creating a whole school approach to numeracy by identifying and valuing what is important in the context of BPS
- Creating a shared meta language

Incorporating:

- Continuum
- NAPLAN- data and teaching strategies
- SMART and Best Start data
- SENA
- Assessment strategies
- Best practice in Numeracy – consistent K-6

Investigate:

- Learning Intentions, lesson studies, demonstration lessons, team teaching and peer-coaching as tools to drive change in practice and engage staff in professional dialogue

To support Student Achievement & Engagement

- ESL support in Numeracy (5 days per week)
  - Years 3 & 5 with intensive support in terms 1 & 2
  - Support provided to all students as per need
- Fun Days (provide opportunities for professional dialogue, for students to engage in numeracy in a fun way, engages the parents and community in school events, provides a leadership opportunity for staff in the organisation of the event)
- Daily NAPLAN focus (3-5 times per week)
  - Accountability is fed back for monitoring and the discussion of initiatives and achievement
  - Purpose: to improve the comprehension of the language used in numeracy
Parent and Community Initiatives

- NAPLAN information sessions
  - Incorporate Literacy and Numeracy,
  - Hands on activities to prepare students at home
- Best Start Information sessions
  - Embed in Kindy orientation
  - As a component of Ready Set School
  - Hands on support and information
- Parent Workshops with child friendly activity (PJ party)
  - Provides support for parents to help students at home: fun, age appropriate activities
- Parent Resource Creation days: especially if new programs are introduced
- Continue to support the parent resource room with resources and borrowing initiatives
- Provide information for parents on how to support their child in numeracy through the newsletter and website etc

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Over 90% of all parents, students and teachers surveyed felt welcome at Blairmount Public School. Blairmount Public School is also perceived to be a caring environment that takes the concerns of its parents and students seriously.

Blairmount Public School is also focused on providing a quality learning and teaching environment. Almost 60 percent of teaching staff however, believe that parents need to share more in the education of their children to further support student learning. This includes being more involved in committee decision-making processes.

Survey data also indicated that further areas for improvement include, both the Parents and Citizen’s Association and the school, communicating major decisions and/or changes more effectively to all stakeholders.

Professional learning

- **Accelerated Literacy:** All staff continued to receive support with Accelerated Literacy. In school Accelerated Literacy tutors sat with grade teams to provide support with the writing of programs.
- **Best Start:** The Best Start consultant provided in school support to teachers new to Kindergarten and with the implementation of Best Start in Years 1 and 2. Further support was offered in Year 2 with a focus on Indigenous students and with Gifted and Talented students in Kindergarten.
- **ECT Support Network:** An Early Career and New Scheme Teacher support group was established and met fortnightly to engage in professional dialogue, by creating the opportunity to share ideas, strategies and resources. Current classroom practice, Professional Learning Plans and Accreditation (and Maintenance) at Professional Competence was the motivator behind all professional conversations.
- **Executive Professional Learning:** All executive participated in fortnightly PL sessions. This model of professional learning ensured that there are multiple experts and, as it is a small group workshop, the approach to professional learning is tailored to meet the varying and complex needs of the staff. The executive team then ran similar workshops during stage meetings to professionally develop their team. We worked towards developing a better approach to Assessment and Reporting to ensure consistent teacher judgement.
- **Whole School Peer-Coaching:** We implemented a sustainable approach to professional learning through the use of peer-coaching in ICT. The objective for the initiative was to support teachers in the areas of Literacy and Numeracy with a focus on Higher Order Thinking, with ICT being the vehicle used to drive change. At the conclusion of the peer-coaching cycle, the teacher was required to replicate this model, by coaching a colleague in the use of the chosen web 2.0 tool. This model of professional learning ensures collaborative activities for colleagues with built in sustainability, and increased teacher capacity across the school. As a result, staff have been given the opportunity to work collaboratively to share their expertise and knowledge of successful teaching strategies and resources through formalised activities, such as: professional dialogue, team teaching and
demonstration lessons in order to facilitate professional dialogue among colleagues. Furthermore this model of professional development was recognised by the Regional Director and awarded the SWSR Regional Directors award for Innovative Use of Technologies.

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 include:

- 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 17% in 2012 NAPLAN Numeracy to 15% in 2013.

To increase the proportion of students at state proficiency standard (Bands 5&6) from 20% in 2012 NAPLAN Numeracy to 23% in 2013.

Year 5 - To increase the proportion of students achieving greater than or equal to expected growth in NAPLAN Numeracy from 37.9% in 2012 to 41.9% in 2013.

Year 7 - To increase the proportion of students achieving greater than or equal to expected growth in NAPLAN Numeracy from 44.9% in 2012 to 48.9% in 2013

Strategies to achieve these targets include

- Introduction of an Assistant Principal Numeracy Pedagogical Leader,
- Implement the programs TEN (Targeting Early Numeracy) and TOWN (Taking Off With Numeracy),
- 0.5 SLSO to trial Quick Smart with students identified through internal and external assessments
- Employ an additional 0.5 teacher to support Year 4-6 students and provide professional learning to develop staff expertise in differentiation
- Employment of a 0.5 Kindergarten support teacher to continue to support/extend the numeracy needs of students in ES1
- Create a whole school approach to numeracy and identify critical needs
- Professional learning in the use of the Best Start continuum and class data to program effectively
- Embed Working Mathematically strands across all strands
- Look at NAPLAN data and effective teaching strategies
- Embed daily NAPLAN focus into lessons, possibly extend this to homework
- Continue to work on creating appropriate and open ended assessment strategies
- Implement data walls
- Provide demonstration lessons and opportunities for peer coaching and team teaching to build confidence and support staff

Literacy

Target for 2012–2014

Year 3 - To decrease the proportion of students at or below national minimum standard (Bands 1&2) from 16% in 2012 NAPLAN Reading to 14% in 2013

To increase the proportion of students at state proficiency standard (Bands 5&6) from 34% in 2012 NAPLAN Reading to 37% in 2013

Year 5 - To increase the proportion of students achieving greater than or equal to expected growth in NAPLAN Reading from 56.9% in 2012 to 53.9% in 2013

Year 7 - To increase the proportion of students achieving greater than or equal to expected growth in NAPLAN Reading from 50.7% in 2012 to 53.7% in 2013
Strategies to achieve these targets include:

- Introduction of an Assistant Principal Literacy Pedagogical Leader
- Provide ongoing professional learning for teachers that build staff capacity to systematically and explicitly teach literacy in a balanced, integrated way that includes evidence-based approaches to the teaching of literacy. This includes strengthening of knowledge and implementation of English Syllabus and literacy continuum
- Employ an additional 0.5 teacher to support Year 4-6 students and provide professional learning to develop staff expertise in differentiation
- Sustainability of Accelerated Literacy, train 3-4 staff members to become Accelerated Literacy tutors
- Incorporate reading teaching strategies from SMART data into teaching and learning programs
- Continue implementation of Best Start Kindergarten Assessment program to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching
- Professional development for all teachers in effective use of data from writing benchmarks to drive teaching and learning
- Develop consistent teacher judgment by marking sample pieces of writing in stage meetings
- Align K-2 rubrics with literacy and numeracy Continuums
- 0.5 allocation for an SLSO to continue the Multilit Program with students Years 3-6.

Strategies to achieve these targets include:

- Continue with all existing strategies
- Develop and write a school Attendance Policy
- Purchase an above establishment Deputy Principal to focus on student attendance, student engagement and attainment and curriculum
- Purchase the school bus
- Provide professional learning for staff and community members on how to address poor attendance
- Continuation of the SMS alert system to parents of students who are absent
- Increase the number of days and variety of Before School Activities that are offered.

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 Community Engagement Officer to facilitate relationships between Indigenous students, community and staff
- Continue BIG group regular meetings – with the possibility of introducing indigenous dances, continue learning Indigenous language and to 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 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

Student Engagement and Attainment

Target for 2012–2014

Increase student attendance rates per term for;

- Term 1 2013 to 94.2% from 93.49%
- Term 2 2013 to 92.4% from 91.64%
- Term 3 2013 to 93.8% from 93.21%

Increase yearly student attendance rate from 93.16% in 2012 to 93.7% in 2013
● Establish a link with a Central West Public School from across The Great Dividing Range, to increase the competencies of all staff and students by developing a deeper understanding of Aboriginal Education including; Aboriginal histories, cultures and experiences and whole school Student Engagement & Attainment

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

Strategies to achieve these targets include:

• Continue to provide professional learning on A-E reporting and consistent teacher judgment (CTJ)
• Conduct parent/community workshops to inform parents on assessment and NAPLAN
• Rubrics move across into all KLAS
• Assignments rubrics to go home and published on the website
• Make a bank of assessments and put on teachers share.

Leadership and Management

Target for 2012–2014

As a reflection of the School Leadership Survey

Increase the number of Positive Responses (Almost Always and Always) for Question 1 ‘Leaders improve the school through an understanding of the school’s strengths and weaknesses’ by 10% to 81% from 70.6% in Term 3, 2012

Increase the number of Positive Responses (Almost Always and Always) for Question 2 ‘School leaders build relationships based on trust, collegiality and mutual respect’ by 10% to 81% from 70.6% in Term 3, 2012

Strategies to achieve these targets include

• Engage a motivational speaker to inspire leadership in staff and have staff feel more valued

● Engage staff in team building activities to build relationships between staff and executive staff and parents to break down the “us” and “them” mentality between staff and executive
● Create role descriptions and any entitlements for list of “Roles and Responsibilities”
● Organise networking between local schools to further develop teacher and leadership capacity

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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Monique Brown Rel. Deputy Principal
Sarah Webb Assistant Principal
Sharon Sammut Assistant Principal
Martin Sperling Assistant Principal
Belinda Gibbs Rel. 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: