**Principal’s message**

As I write this message at the end of the 2013 school year, I can proudly reflect on our many achievements. At this very moment, Public Education in NSW is at the forefront of great change with a new model of school organisation being presented to every public school across the state. The way a Principal will go about their business of running a school will face radical differences in the coming years.

That aside, our core business of educating children in the 21st century remains exactly the same.

It is my wish that students at Blairmount Public School enter a world beyond primary school where they are so much more than literate and numerate. I want our students to be able to seek opportunities, where they are adaptable and flexible and able to use technology to effectively enrich their relationships, where they are able express themselves creatively and to play and trial things and if they fail, to have the tenacity to try again. I want our students to face challenges with optimism, a strong sense of self and do so with a balance of integrity and social justice.

My thanks must not only go to the Blairmount Public School staff for their ‘above and beyond’ contributions this year, but also to the students themselves who have continued to make you - their parents and caregivers - proud.

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**

---

**P & C message**

The 2013 Blairmount Public School P&C have continued to perform a voluntary service to the school community and have had another successful year in helping to raise funds for the students of Blairmount Public School. Over the course of the year we have raised over $15,000.

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

- A donation of $2000 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 $520 to help subsidise the cost of Year 6 shirts so that every Year 6 student could have the opportunity to purchase a shirt at a reduced price.
- Monetary contributions towards Harmony Day, Peer Support, Family Donation, Mr Rice’s farewell gift, Easter program and Year 6 Farewell cake.

The P&C have continued to promote the school, support the teachers, students and families of our diverse school community. We’ve had the opportunity to participate in school based working bees, provide parent perspectives at school planning meetings, open days and orientation days.

This year also saw the sale of the P&C Uniform shop to Blairmount Public School, enabling the school community to have greater access to purchasing items.

Thank you for your help as you’ve continued to support us with our various fundraising events during the year - Easter raffle, cake stalls, Mother’s and Father’s Day stalls, Christmas In July Disco, Mufti Days and Movie Night. Thanks also for your donations “tips” from the Canteen.
Special thanks to Mrs Taloa Walters for her role as Vice President, Mrs Sharon Ah Chong as Treasurer and Mrs Moana Faleali’i as Secretary. Thanks also to all P&C members and volunteers who have given freely of their time to lend a helping hand during 2013.

We greatly appreciate the support of our Blairmount School executive, teachers, students and school community for helping make 2013 a very successful year. Looking forward to another fun filled year in 2014!

Mrs Tia Cordoba  
P&C President

Student representative’s message
Throughout the year 2013 the student representative council and leadership team provided many opportunities for the students at Blairmount Public School. We were motivated to set an example through our positive behaviour, organisation and decision-making. The leadership team has set up interesting fortnightly assemblies, ANZAC assemblies and term assemblies.

We have introduced new activities to the school, for example, random hat days where the SRC count and monitor their classes hat wearing, lunchtime activities such as skipping ropes and blanket and book days.

We met and greeted the local Mayor and escorted her around the school.

Anneliese Cordoba and Alex Curcuruto

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>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>268</td>
<td>252</td>
<td>250</td>
<td>251</td>
</tr>
<tr>
<td>Female</td>
<td>234</td>
<td>251</td>
<td>233</td>
<td>255</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>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.2</td>
<td>92.2</td>
<td>94.9</td>
<td>92.8</td>
</tr>
<tr>
<td>1</td>
<td>93.1</td>
<td>87.9</td>
<td>93.4</td>
<td>91.7</td>
</tr>
<tr>
<td>2</td>
<td>94.2</td>
<td>90.8</td>
<td>92.4</td>
<td>92.5</td>
</tr>
<tr>
<td>3</td>
<td>92.3</td>
<td>93.4</td>
<td>94.2</td>
<td>90.9</td>
</tr>
<tr>
<td>4</td>
<td>93.7</td>
<td>91.4</td>
<td>95.4</td>
<td>92.9</td>
</tr>
<tr>
<td>5</td>
<td>94.1</td>
<td>93.1</td>
<td>93.5</td>
<td>93.7</td>
</tr>
<tr>
<td>6</td>
<td>94.0</td>
<td>93.5</td>
<td>95.0</td>
<td>90.4</td>
</tr>
<tr>
<td>Total</td>
<td>93.4</td>
<td>91.9</td>
<td>94.1</td>
<td>92.2</td>
</tr>
</tbody>
</table>

The school attendance rate improved significantly in 2012 to 94.1%. 2013 has unfortunately seen a decrease in attendance rate to 92.2%.

Management of non-attendance
In 2013 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:

- Before school activities have been running all year. The martial arts 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.
- 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.

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<tr>
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<td>90.8</td>
<td>92.4</td>
<td>92.5</td>
</tr>
<tr>
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<td>92.3</td>
<td>93.4</td>
<td>94.2</td>
<td>90.9</td>
</tr>
<tr>
<td>4</td>
<td>93.7</td>
<td>91.4</td>
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<td>92.9</td>
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<td>93.5</td>
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</tr>
<tr>
<td>6</td>
<td>94.0</td>
<td>93.5</td>
<td>95.0</td>
<td>90.4</td>
</tr>
<tr>
<td>Total</td>
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</tr>
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- 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:

- 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 2013 Class Size Audit conducted on Tuesday 19th March 2013.

<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>KR</td>
<td>K</td>
<td>81</td>
<td>21</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>81</td>
<td>21</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>81</td>
<td>21</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>81</td>
<td>18</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>77</td>
<td>23</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>77</td>
<td>23</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>77</td>
<td>22</td>
</tr>
<tr>
<td>1/2M</td>
<td>1</td>
<td>77</td>
<td>9</td>
</tr>
<tr>
<td>1/2M</td>
<td>2</td>
<td>91</td>
<td>16</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>91</td>
<td>24</td>
</tr>
<tr>
<td>2E</td>
<td>2</td>
<td>91</td>
<td>26</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>91</td>
<td>25</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>58</td>
<td>28</td>
</tr>
<tr>
<td>3K</td>
<td>3</td>
<td>58</td>
<td>30</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>76</td>
<td>29</td>
</tr>
<tr>
<td>4Y</td>
<td>4</td>
<td>76</td>
<td>30</td>
</tr>
<tr>
<td>4/5S</td>
<td>4</td>
<td>76</td>
<td>29</td>
</tr>
<tr>
<td>4/5S</td>
<td>5</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>5A</td>
<td>5</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>5/6N</td>
<td>5</td>
<td>60</td>
<td>26</td>
</tr>
<tr>
<td>5/6N</td>
<td>6</td>
<td>60</td>
<td>26</td>
</tr>
<tr>
<td>6D</td>
<td>6</td>
<td>63</td>
<td>28</td>
</tr>
<tr>
<td>6D</td>
<td>6</td>
<td>63</td>
<td>28</td>
</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>63</td>
<td>27</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>16</td>
</tr>
<tr>
<td>Release from Face To Face (RFF)</td>
<td>0.84</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>3.382</td>
</tr>
<tr>
<td>Total</td>
<td>31.567</td>
</tr>
</tbody>
</table>

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

Blairmount Public School currently has two staff members who identify as being Indigenous.

Staff retention

2013 has seen stability across the staff. Our biggest change was Mrs Lauren Gawthorne being appointed as a permanent classroom teacher. At the conclusion of the 2012 school year Mr Trevor Rice retired, Mr Blake Manns was appointed as the new General Assistant.

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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>212474.66</td>
</tr>
<tr>
<td>Global funds</td>
<td>286484.71</td>
</tr>
<tr>
<td>Tied funds</td>
<td>562126.71</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>69734.09</td>
</tr>
<tr>
<td>Interest</td>
<td>13817.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10765.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1155402.86</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>21012.62</td>
</tr>
<tr>
<td>Excursions</td>
<td>36706.83</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>53208.48</td>
</tr>
<tr>
<td>Library</td>
<td>8163.15</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4771.61</td>
</tr>
<tr>
<td>Tied funds</td>
<td>337306.05</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>82714.14</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>82129.50</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>59405.08</td>
</tr>
<tr>
<td>Maintenance</td>
<td>50385.07</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7529.47</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>743332.47</td>
</tr>
</tbody>
</table>

Balance carried forward 412070.39

A full copy of the school’s 2013 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 2013

Creative and Performing Arts

Creative and Performing Arts continued to be an integral part of Blairmount Public School in 2013 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.

- Mrs Paulina Alone has developed a Senior Choir this year that worked hard and performed at whole school assemblies.
- The school’s art gallery was a prominent feature of the internal school walkway. It featured a changing representation of original artworks produced by pupils 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 the year through class assembly items, which showcase the everyday teaching of performing arts within the classroom.
- Showcased Blairmount Public Schools attendance rap and DVD. This rap was recorded and filmed in 2012 with the current Year 6 students. An assembly was organised to launch the DVD and showcase the talents of Blairmount Public School children in the arts of dancing, singing and performing.
- Mr Moses Alone worked with the Torres Strait Islander boys to learn and perform the Haka from Samoan, Tongan and Maori cultures. The boys were taught to respect their culture and the meaning of the Haka.
Sport

This year Blairmount Public School introduced whole school sport to ensure all students’, not just gala day students, were given the opportunity to engage in a variety of sporting activities.

All feedback from staff, students and the community has been positive so sport uniforms were ordered and Fridays have been set aside for whole school sport.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 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 to access the school data.

Reading - NAPLAN Year 3

Our results indicated:

- 25% of Year 3 students in bands 5 and 6 (proficient) in reading.
- 100% of students at minimum standard or above in reading.
- No students were below minimum standard in reading. The school has seen a decrease in the number of band 1 students over the past 3 years.
Year 3 Writing
Our results indicated:
- 51% of Year 3 students in bands 5 and 6 (proficient) in writing.
- 98% of students at minimum standard or above in writing.

Year 3 Numeracy
Our results indicated:
- 100% 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:
- 8% of Year 5 students in bands 7 and 8 (proficient) in writing.
- 93% of students at minimum standard or above in writing.
### Numeracy - NAPLAN Year 5

**Year 5 Numeracy**

Our results indicated:

- **8%** students in bands 7 and 8 (proficient) in numeracy.
- **93%** of students at minimum standard or above in numeracy.

**Literacy**

Our achievements include:

- **Assistant Principal Literacy**
  
  Employed an Assistant Principal Literacy to provide professional learning on the new Australian English curriculum to be ready for implementation in 2014. To promote, consolidate and sustain the Accelerated Literacy program across the school. Target beginning teachers and teachers new to a grade to help develop quality Literacy sessions in the classroom. Work with and support teachers with the explicit and systematic teaching of writing K-6, moving from text types to text purpose. Work with all staff members to develop areas of need and quality Literacy sessions in all classrooms.

- **Accelerated Literacy**
  
  Continued whole school focus on the implementation of Accelerated Literacy (AL) K-6. New staff were trained in the AL Pedagogy, 2 additional teachers were trained as AL Tutors, equipping Blairmount with 4 in-school tutors. Purchased class sets of quality literate texts. Continued to write AL programs, including texts with indigenous themes. The Assistant Principal Literacy completed in-class demonstration lessons, observations, training and assisted in the writing and implementing of AL programs K-6.

- **Peer Coaching**
  
  Two additional staff members were trained as Microsoft Peer Coaches. They worked with teachers focusing on the effective use of ICT in the classroom.

- **Writing**
  
  - Years 1-6 implemented the writing benchmark assessment program.
  - All teachers, 1-6, implemented and assessed persuasive texts, recounts, narratives and procedures.
  - 48 students attended the Sydney Writers’ Festival at Town Hall.
  - Writing buddies - 5A 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 oracy programs. Students were provided with the skills in preparation and presentation of prepared and impromptu speeches. Two Stage 2 students, Caterina Cordoba and Alyssa Khouri, and two Stage 3 students, Anneliese Cordoba and Cailin Fahey, competed in the Zone oracy competitions.
• Spelling
  o Participated in school, zone, regional and state Premier’s Spelling Challenge.
  o One of our stage 3 students, Sophita Korkeaw, won the regional final and proceeded to the State Premier’s Spelling Bee Final.

• Comprehension
  o All teaching staff were trained in the ‘Super Six’ reading comprehension strategies. All teaching staff members were provided with support packages to help implement the strategies in the classroom.
  o Implemented Best Start Assessment in Kindergarten and monitored and tracked Year 1 and 2 students using the Literacy continuum.

• Multilit
  o SLSO’s continued the Multilit program to students not reaching grade expectations in reading. 19 students graduated from the program this year.
  o Provided extra ESL support in classrooms K-6. Focussing on talking and listening skills and vocabulary development. The ESL teacher worked intensively with 53 students from K-6.
  o Printed Literacy information in school newsletters for parents and the wider community.

Below is an indication by classroom teachers of the % of students achieving ‘At’, ‘Above’ or ‘Below’ grade and syllabus outcomes:

<table>
<thead>
<tr>
<th>Reading - Grade Benchmarks 2013</th>
<th>Writing - Grade Benchmarks 2013</th>
<th>Fluency - Grade Benchmarks 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Below Benchmark</td>
<td>% Above Benchmark</td>
<td>% Below Benchmark</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Numeracy
Our achievements include:

• Assistant Principal Numeracy
Employed an AP Numeracy to:
  o Implement TEN (Targeted Early Numeracy) and TOWN (Taking off with Numeracy).
  o Work with teachers and external consultants to provide demonstration lessons in TEN and TOWN.
  o Build teacher capacity through peer coaching in the areas of differentiation, understanding the continuum of numeracy conceptual development and explicitly teaching students at their point of need.
  o Provide targeted professional learning on the new Mathematics K-6 syllabus and the numeracy continuum.
  o Provide professional learning and in-class support on the quality teaching cycle and the structure of a quality numeracy session.
  o Introduce a focus on learning goals through the use of WALT (What Am I Learning Today), WILF (What I’m Looking
For), data walls, ‘Bump it Up’ walls and learning goal booklets.

- Run workshops in stage meetings, planning days, staff meetings, Staff Development Days and after-school sessions.
- Source and provide resources to support the quality teaching of numeracy.

**TOWN (Taking off with Numeracy) and TEN (Targeted Early Numeracy)**

Trained teachers in TEN (K-2) and TOWN (3-6). This has since been modified and developed into the concept of ‘MathSMAD’ time. This targeted, differentiated approach to teaching combines the strengths of TOWN and TEN. It occurs four - five times a week (20 minutes) K-6 and focuses on teaching subtraction, multiplication, addition and division.

**QuickSmart**

The *QuickSmart Numeracy Program* is an educational intervention designed to support number skills development. It provides intensive support to help students who have problems with learning basic number facts get ‘up to speed’ with basic skills such as recall of number facts and problem solving. Teachers, Support Teachers, School Learning Support Officers, parents and carers can all be *QuickSmart* instructors. In 2013 we had 8 *QuickSmart* instructors with 26 children receiving 3 x 30 minute intensive sessions per week.

- Regular newsletter inserts regarding how parents can help their children at home with Numeracy.
- Numeracy focus during our Education Week open day at school. Classroom teachers demonstrated a range of engaging Numeracy lessons including TEN, TOWN and investigative learning experiences.

Below is an indication by classroom teachers of the % of students achieving ‘At’, ‘Above’ or ‘Below’ grade and syllabus outcomes:
International Competitions and Assessment for Schools

Each year grades three to six are invited to participate in the International Schools Competitions. In 2013, Year 2 students were able to enter the Mathematics and English competitions. The competitions provide an opportunity for students to gain some experience and measure of their own achievement in an external assessment situation. Below are our results for 2013:

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. % of students achieving at or above grade expectations.

Significant programs and initiatives

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.
**Aboriginal Education**

Blairmount Public School employed an Aboriginal and Pasifika Community Engagement Officer (A/P CEO) for the duration of 2013.

In this time he has initiated many programs and strategies as well as assisted in implementing whole school initiatives to improve Aboriginal education at our school.

The A/P CEO has increased parent participation in school activities and increased their involvement in the student’s education.

He has helped to build positive and sustainable relationships between community and staff.

His achievements include:

- Establishing and maintaining effective partnerships between the home, school and community.
- Promoting and providing support for the Aboriginal Education Consultative Group (AECG) at a local, regional and state level through participation in local AECG activities.
- Assist to develop and maintain links across transition points from pre-school to formal schooling and Year 6 to high school.
- Identify issues impacting on the local community and resources available in the community that could be accessed to support school programs.
- Developing and implementing community based initiatives that provide benefits to the school and the community.
- Organisation and running of our Personalised Learning Plans (PLPs) for all Aboriginal students.
- Students were encouraged to complete a project with an Indigenous focus together with their parents to present at the NAIDOC assembly.
- Running an Indigenous group, known as B.I.G. (Blairmount Indigenous Group) once a week. All of Blairmount Public School’s Aboriginal students are involved in this group and participate in cultural activities such as: learning D’harawal language (the local Aboriginal dialect), creating art works, listening to and discussing dreamtime stories, learning the history of the D’harawal people, preparing for cultural days and events such as NAIDOC and participating in excursions such as ‘Heartbeat’ and reconciliation events.
- Provision of space and facilities for an Aboriginal Playgroup for students 0-5 to come and participate in indigenous activities, meet each other, become familiar with school life, encourage parents to consistently be a part of their child’s education at an early age and upskill the community as Gandangara offered study and employment opportunities.
- In 2013 Attendance Rates for our Aboriginal and Torres Strait Islander (ATSI) students were above the attendance rates of State and Region ATSI students with the Region ATSI attendance rate being 92.2% and Blairmount ATSI attendance rate being 92.3%.
- NAIDOC week – Our Indigenous students performed as a group and the whole school were involved in an Indigenous games rotation with our A/P CEO and an Indigenous community member.
- Indigenous students are now regularly presenting Acknowledgement of Country at all school assemblies. One student now presents the Acknowledgement in Dharawal language before special ceremonies, such as the tree planting with the Mayor of Campbelltown.
- Started the ‘Across the Divide’ initiative with video conferences with Cowra Public School, where our Indigenous students shared and exchanged stories.
- All staff trained in the ‘8 Aboriginal Ways of Learning’.
- Two of our teachers travelled to the Central West, to Menindee and Wilcannia Central Schools, to provide quality teaching relief for staff to engage in professional learning. This has led to our staff members sharing their insights into Aboriginal histories and cultures.
- Four students were involved in the Indigenous Gondwana Youth Choir/Opera.
**Multicultural education**

Throughout 2013, extra funding was provided to increase the English as a Second Language teaching load from 0.6 to 1.0 further supporting the education outcomes of our students with language backgrounds other than English.

A broad cross section of our multicultural community was represented at our annual Harmony Day celebrations. This included a food fair with foods shared from around the world, various student performances including traditional Pacific Islander dances, Irish Dancing, Aboriginal songs and African drumming.

Our Pasifika Islander Engagement Officer also worked with several male Pasifika students to perform a traditional Haka.

Further to these activities the Pacific Islander community prepared and shared a traditional Hangi with staff and broader community members.

Accelerated Literacy texts from various cultures were also a focus of study across many stages of learning.

Students from Stage 3 were also involved in writing Samoan legends in both Samoan and English.

**National partnerships and significant Commonwealth initiatives**

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.

**School planning 2012—2014: progress in 2013**

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 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:

- Two Assistant Principal Numeracy Pedagogical coaches.
- Peer coach staff including team teaching/demonstration 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 and SMART data.
- 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) for K-6 that focuses on teaching subtraction, multiplication, addition and division. (combining the strengths of the TEN and TOWN programs).
- 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 and Multiplication & Division.
- Regular entry and discussion of student data/progress in Early Arithmetical Strategies/Place Value and Multiplication & Division.
- Continue to build on the language of Mathematics.
- Create a greater focus on learning mathematics through the proficiency strands with application to real-life and across Key Learning Areas through ‘enquiry based learning.’

Literacy

Target for 2012–2014

Year 3 - To increase 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/demonstration lessons (1 hour) and reflection time (1 hour) alternating each fortnight.
- Facilitate and implement challenge based learning. Include 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.
• Sustainability and continue to extend and support Accelerated Literacy across the school.
• Investigate Primary English Teaching Association Australia (PETAA) membership and any other professional memberships. 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.

**Student Engagement and Attainment**

**Target for 2012–2014**

Increase student attendance rates from 93.16% in 2011 to 93.7% in 2014
  - 2012 - 92.7%
  - 2013 - 93.2%
  - 2014 - 93.7%

Strategies to achieve these targets include:
• Continue with all existing strategies.
• Individual attendance plans to be formed for targeted students.
• Aboriginal/Pasifika Community Engagement Officer 3 days per week to engage the community.
• Curriculum and Community Liaison Officer to assist in the coordination, implementation, monitoring, and evaluation of all strategies.
• Creation of stage sets of iPads to ensure effective use.
• 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 A/P CEO 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 students, teachers and parents. 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 (CTJ) of student work.
Strategies to achieve these targets include:

- Continue to provide professional learning on A-E reporting and CTJ.
- Conduct parent/community workshops to inform parents of assessment and NAPLAN.
- Curriculum and Assessment committee to establish leaders for each of the KLA's and purchase resources for each KLA.
- Continue to access outside services (Hearing Testing and Speech Therapy) and provide professional learning in school to sustain and continue programs offered.
- Provide professional learning for staff on the use of Planning for Literacy and Numeracy (PLaN). Previously known as Best Start Assessment.
- Continue to implement PLaN with introduction of 3-6 teachers entering data.
- K-2 staff to work with literacy mentor on teaching strategies, programming and assessing for PLaN.
- Introduce inquiry based homework.

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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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: