

# Blackheath Public School

## Annual Report



2017



1246

## Introduction

The Annual Report for **2017** is provided to the community of **Blackheath Public** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jane Davies

Principal

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## Message from the Principal

### Principal

It gives me great pleasure to present the 2017 Annual School report for Blackheath Public School. I would like to acknowledge the traditional owners of the land, the Darug and Gundungarra people. Blackheath Public School is very much a community school that has enormous community participation, committed to quality teaching and learning and actively strives for excellence in all areas of school endeavour. The outstanding parent and community support given to the school is a mark of the calibre of all people who are involved across our school. I personally thank all individuals and express my appreciation for their commitment to our community school. The combined efforts of an enthusiastic, dedicated staff and a hardworking, supportive community allow this report to highlight many successes that have occurred during 2017. Our school motto is 'Strive with honour' and this underpins all aspects of school life at Blackheath Public School. All students are expected to be active and responsible learners in order that they realise their potential as contributing members of an ever-changing society and to develop a strong sense of individual worth. 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.

# School background

## School vision statement

Blackheath Public School is committed to developing individual strengths, a love of learning and the capacity to achieve within a culture of respect for self, others and the environment.

Blackheath Public School has a special focus on academic excellence, cultural diversity studies, environmental initiatives and building strong positive interpersonal skills.

Our Vision is consistent with the **Melbourne Declaration**:

It is about **equity**: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about **success as a learner**: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

In this way our students will grow into **active and informed citizens** locally, nationally and worldwide.

Our Vision requires teachers and leaders who:

- Know the students and how they learn
- Know syllabus content and how to teach it
- Create and maintain supportive and safe learning environments
- Plan for and implement effective teaching and learning
- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents
- Are always learning, outward looking and progressive
- Engage professionally with colleagues, parents and carers and the wider community, including government and non-government agencies.

## School context

Blackheath Public School, located in the upper Blue Mountains, prides itself on being a community school. Enrolment in **2017 is 349**. Parents and community members play an important role in school functioning and help to give the school its reputation for high quality education. Our school provides a foundation for our students' intellectual, physical, social, emotional, spiritual and aesthetic development. Our school provides a secure and happy learning environment in which our students are able to develop the necessary knowledge, skills, understandings, attitudes and values for a productive and rewarding life in an educated, just and open society. It is highly regarded for its programs.

Our school is a registered **KidsMatter** school – part of an Australia-wide primary school's mental health initiative. We are also a **Stephanie Alexander Kitchen Garden** school.

The school is accredited **Asthma Friendly** and **SunSafe** and operates the **Live Life Well @ School** initiative.

The school's **ICSEA at 1070** (ACARA website) shows a broadly average socio-educational spread with 12% in the bottom quarter, 51% in middle quarters and 36% in the top quarter.

Suspension rate is minimal as the school follows **Restorative Practices** which is centred on positive relationship based teaching and learning.

Indigenous students account for 2% of enrolment.

Student participation in sport is enthusiastic and the school enjoys "Diamond" status in the Premier's Sporting Challenge

as well as solid performance in, team sports, swimming, athletics and cross country.

Student participation and performance in CAPA (musical, drama, dance and visual arts) is strong with a specialist Music teacher taking all classes for 1 hour per week as well as band, senior and junior choir and recorder group. Students in 2017 performed in Nepean Dance Concerts, Town Hall Choir, Opera House Recorder Concert, Upper Blue Mountains Music and Dance Festival.

The school provides targeted support and differentiated programs for students depending on their individual educational, social and emotional needs. Gifted and Talented students have many extra opportunities including participation in Tournament of Minds, Coding, Debating and Leadership opportunities.

The school is also a committed member of the **Upper Blue Mountains Learning Community** which includes local public primary and high schools who work together to raise the profile of Public Education and to ensure a consistent high standard of educational practices across the Upper Blue Mountains Community of Schools.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that at Blackheath Public School we believe that we are **Sustaining and growing** in the element of **Learning Culture**. The evidence set provided, demonstrates that regular communication and consultation across all stakeholders in the school community contributed to the development and implementation of the school plan and specific school priorities.

As a result, students have access to high quality educational resources supporting students across all ability levels according to their individual needs. Students access differentiated, productive learning opportunities and have developed strong identities as learners, building confidence and independence in their own learning. The school community is heavily involved in major school decisions, and participate actively in school life on a regular basis. Parents are partners in learning with teachers and students. Future school priorities will focus on further strengthening these partnerships and providing increased opportunities for student input into their own learning directions.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

At Blackheath Public School, we believe that we are **Sustaining and growing** in the element of **Wellbeing**. The evidence set provided, demonstrates that Blackheath PS implements a whole-school approach to wellbeing that has clearly defined behavioural expectations which has created a positive teaching and learning environment. As a direct result of the programs and processes evidenced above, students at Blackheath PS are able to connect, succeed and thrive in all learning environments. The evidence set also clearly demonstrates that there is a strategic and planned approach to supporting the cognitive, emotional, social, physical and spiritual well being of all students at Blackheath PS. In building our next school plan, we will continue to make Well-being a priority. The Student Welfare Policy implementation will continue to meet school and community expectations.

We believe that we are **Sustaining and growing** in the element of **Curriculum and Learning**. The evidence set provided, demonstrates a responsiveness to the needs of all students through careful planning, quality teaching and regular monitoring. All teachers at Blackheath PS participate regularly in professional learning and have currency of knowledge and expertise, enabling the development of an integrated approach to quality teaching to support student development. The clear impact of detailed transition programs is that students successfully move from one year of learning to the next with confidence and ease. We will further develop our transition programs by establishing programs to support students transitioning between stages.

We believe that we are **Delivering** in the element of **Assessment and Reporting**. The evidence set provided, demonstrates that the school has consistent, school-wide practices for assessment and reporting in place to monitor, plan and report on student learning across the curriculum. School reports contain detailed information about individual student learning achievement and areas for growth, and provide a basis for discussion with parents. Students at Blackheath PS are learning to consistently use assessment and reporting processes to reflect on their own learning, with



many students monitoring their own progress through reflection against success criteria. Teachers across the school will continue to implement this process to facilitate more opportunities for student reflection and goal setting. Data is collected across the school for each reporting period and careful analysis assists in future planning and areas for development. Trends noted in student achievement levels provides clear information for strategic planning and future school priorities.

We believe that we are **Delivering** in the element of **Effective Classroom Practice**. The evidence set provided, demonstrates our school's commitment to ensuring that classrooms are well-managed and teachers are engaging all students in productive learning. Collaborative planning underpins all teaching and learning programs allowing consistency to be maintained in the delivery of content across the stages. This can be seen when reviewing programs within each stage group. The review and consequent changes to the Stage 3 spelling program is just one instance of our commitment to routinely reviewing content and its delivery to students. It also shows a willingness to make and accept change, based on evidence, when needed. As a result of more explicit and consistent teaching in Spelling, there has been demonstrated improvement in NAPLAN Spelling results. Careful timetabling of all KLAS demonstrates thoughtful planning and delivery of teaching content and efficient, well-managed use of time. This practice affords the rigour that ensures student learning time is maximised across the week. NAPLAN results have shown improved Writing results.

Blackheath Public School is **Delivering** in the element of **Data Skills and Use**. We are conscious of the need to both gather and analyse research-based evidence to help monitor student progress and inform future school directions. The use of Running Records by teachers helps provide useful data to track reading progress across year levels as well as identifying individual needs.

The leadership team has been instrumental in leading the in-depth analysis of NAPLAN results in order to gauge school progress in Literacy/ Numeracy. The analysis also helped to identify trends, strengths and weaknesses within Year groups. Mentoring peers on the analysis process will also ensure that these skills are developed across the school's teaching staff.

From effective analysis of NAPLAN data, the whole school has taken ownership of the need to improve Writing across the school. Growth data from Year 3 to Year 5 has been strong. We have incorporated our LaST in this drive for improvement. She has developed focused groups to support student improvement. Students move out of these groups as they improve.

As a consequence of targeting the building of resilience in our students using the Bounce Back program, students are using the language of the program in their interactions with each other and during conferences and circle time, resulting in a more optimistic outlook and increased willingness to talk over issues.

We identified our performance in the element **Collaborative Practice** to be **Sustaining and Growing**. Collaboration is seen by all stakeholders at Blackheath Public School to be a real strength of our school. As a result, teachers feel supported and valued and there is consistent implementation of high quality teaching and learning programs across all stages. Staff members collaborate by sharing expertise and working in team teaching situations to ensure best practice.

The evidence set demonstrates this on-going commitment from school leaders to build teaching practice and work together with other members of staff to achieve a common goal. Planning days offer Stage teachers an invaluable opportunity to work collaboratively whilst the PDP observation process allows teachers to work closely with other teachers and provide constructive feedback. Teacher expertise, across all areas, is drawn on to provide Professional Development for staff within and beyond the school.

We identified that Blackheath Public School is **Delivering** in the element of **Learning and Development**. The leadership team use the Strategic Directions within the School Plan to drive professional development, as evidenced by the Staff Meeting Schedule. The process of formulating the schedule is in place to provide relevant, current, targeted Professional Development that addresses our school's priorities.

Individual professional learning is driven by staff professional goals, as identified in PDPs, as well as broader school goals. At Blackheath Public School, we aim to actively build the capacity of our team through mentoring, succession planning and recruiting staff with particular expertise to deliver school improvement targets. Teachers have become more adept at identifying student needs and developing programs to address these with the use of appropriate strategies. As a result, students receive differentiated learning as appropriate for their needs, delivered by well-informed teachers.

Despite changes in staff, transitions have been smooth and school priorities maintained, demonstrating successful succession planning.

At Blackheath Public School, we are **Sustaining and Growing** in the element of **Professional Standards**, staff members engaged in reflective conversations with peers regarding individual progress towards professional standards. Staff approach work in a professional, ethical manner and always strive to uphold rigorous professional practice. Our staff members are thorough in meeting accreditation requirements and work beyond the classroom to deliver a range of broader school programs. As a result of teacher expertise and their willingness to work beyond their

classrooms, students are exposed to a vast range of enriched learning experiences. Students are more engaged, challenged and motivated to extend themselves beyond the classroom. Students build positive relationships with adults and learn important lessons about collaboration, problem solving and life skills.

Blackheath Public school is **Excelling** in the element of **Leadership**. The school is held in high regard within and beyond the school community. We have a strong commitment to, and value, community involvement and that the community in turn is actively supportive of the school. We have demonstrated that we have a strong commitment to the provision and development of the leadership capacity of students and staff, to actively promote personal and professional development and promote best practice in the school. As a result of strong community involvement and partnerships, students are provided with rich experiences that enhance outcomes and promote a strong sense of belonging.

The school has been recognised as demonstrating excellence through inclusion of our canteen practices on the DET healthy canteen website. This video, made within our school, along with the Stephanie Alexander Kitchen Garden Program, demonstrates the strong ongoing commitment of our school community to healthy living practices, both within and beyond the classroom. It also provides support for other schools to understand how to establish a canteen and promote a healthy lifestyle. As a result, students are now exposed to and choosing a wider range of healthy eating options that they are taking into their homes, consequently expanding their families' menus and being more actively involved in cooking and food preparation at home. All students, regardless of academic ability or social skills, have demonstrated active involvement in all components of the SAKG program.

Strong community commitment to a range of school endeavours and active parent and community participation has impacted on the culture of the school. Students, staff, parents and the community feel a strong sense of belonging and commitment to the school. We will continue to develop existing community partnerships to encourage a rich learning community where students have varied opportunities and members of the community are involved. Students will be provided with further leadership opportunities within the school and beyond. Expansion of community connections such as Morven Gardens Aged Care facility, will provide students with opportunities to develop and demonstrate a strong social conscience and connections beyond their immediate environment. With an increasing number of current staff planning to retire in the next few years, it is imperative that we maintain and expand leadership opportunities and succession planning strategies to maintain current best practice. Furthermore, opportunities will continue to be provided for staff to lead initiatives, such as STEM, to ensure best educational practice at school.

In our self-assessment process, the school reviewed the achievement of school milestones that are aligned to the three-year school plan. Staff were engaged in productive discussions to evaluate progress and guide future directions. Team leaders developed and communicated future directions based on evaluation by staff and members of the community based on changing needs.

Blackheath Public school is **Sustaining and Growing** In the element of **School Planning, Implementation and Reporting**. There is extensive consultation on all stages of planning and goals and milestones are adjusted according to gathered data and changing circumstances and need. We have demonstrated a strong commitment to excellence and the setting of high expectations amongst students and staff and recognition of achievement on a range of forums, whilst catering for individual needs.

As a result of strategies related to planning, implementation and reporting at our school, students have a clear understanding of expectations in regard to both behaviour and academic performance. The implementation of Restorative Practices conferences has led to a decline in the number of students requiring repeated behaviour management strategies, resulting in more harmonious and productive playground and classroom environments. We will be reviewing, in consultation with the school community, our Welfare Policy, to ensure that we are maintaining best practice and strategies to both cater for individual student needs and to address behaviour management when required.

Students and parents have a clear understanding of learning expectations through the use of rubrics, particularly in Stages 2 & 3. As a result of clear expectations regarding learning being communicated to both students and parents, students demonstrate improved confidence and competence as they progress from the beginning of Year 5 until the end of Year 6. An additional impact of the strategies implemented in Stage 3 is that, as reported by ex-students, parents and high school staff, our students are very well-prepared for the demands of high school tasks and more independent learning situations. Future directions will include the expansion of rubrics and goal setting with Stage 1 to further develop student responsibility and input into their own learning.

The employment of a Community Liaison Officer (CLO) has enriched the opportunities for parents and the community to be involved and informed of school practices and policies. He has been able to act as a parent representative to further provide a parent 'voice' within the school and promote an even more productive partnership between staff, parents and the wider community. The CLO has been instrumental in promoting new school initiatives and informing parents about staff profiles and their contributions to the school. As a result, a new member of staff this year, after initially experiencing some negativity from a small number of parents, is now completely welcomed and feels valued and included. This will be an initiative that will be maintained and expanded into the next school planning cycle.

Blackheath Public school is **Sustaining and Growing** In the element of **Resources**. We actively seek and manage staff resources to ensure that we have the highest quality staff to meet school and student needs. With limited physical space,

we have utilised flexible practices to ensure the learning spaces are maximised to cater for the vast range of programs and activities on offer and resources are used efficiently.

In our self-assessment process, it was identified that, at Blackheath Public School, the use and management of resources is regularly reviewed according to changing need. School leaders meet regularly to review and manage resource management practices and to ensure efficiency in budget management. Resource acquisition is prioritised through regular consultation in staff, stage and KLA meetings and according to changing syllabus requirements. As a result, teaching and learning programs are fully and actively supported in each classroom, resulting in equity of access and achievement of learning outcomes for students.

The redefining of the role and employment of a LaST indicates our commitment to adjusting staffing to best meet the needs of our students. Small group and individual teaching strategies have been designed by the LaST to support students with behavioural needs, resulting in students being appropriately supported and inappropriate behaviours reduced. Students in these programs demonstrate increased confidence in the school setting, and parents are supported through establishment of clear communication lines between school and home. Teachers have been provided with support and professional learning to assist classroom management, resulting in more harmonious classroom settings. In addition, learning programs have been devised to address individual needs and these have been effectively implemented in both whole class support and small group settings. Students have demonstrated marked improvement in learning and attitude as a result.

Effective planning and management of resources, has resulted in teachers being provided with relevant materials to implement high quality teaching and learning programs. Compilation of resource kits has resulted in high quality and current resources, including online resources and programs, being available and utilised within every classroom.

At Blackheath Public School, space is at a premium. The development of the hall as a cooking area for the SAKG program has demonstrated flexible use of learning spaces that has enabled the high success of this program. All students in Stages 2 & 3 are actively involved in food preparation and cooking on a regular basis. The success of the program is indicated by the fact that students are willingly engaging with new food experiences that is transferring to the home situation. Parents report that students are introducing the recipes into their families and preparing the food at home. The program will be continued into coming years and it is envisaged the program will be extended to the younger grades in the future.

#### ANALYSIS:

School management processes and practices were reviewed and evaluated. Clear communication lines were established between all sectors of the school community to ensure transparency and smooth transfer of information. Communication to all sectors of the school community occurs regularly and parent contact and input is welcomed.

Blackheath Public school is **Sustaining and Growing** in the element of **Management Practices and Processes**. The evidence set demonstrates that input from staff, parents and the wider community are welcomed and valued in the school determination of management practices and processes. Systems and practices are widely and clearly communicated to ensure accountability and best practice. Members of staff are supported and professional learning provided to ensure the successful operation of school administration. Legislative requirements are maintained and policies reviewed regularly to effectively support school operations.

As a result of clear policies and practices related to the operation of the school, management procedures are clearly understood by all members of the school community. We clearly and regularly communicate practices and policies to the community through a variety of sources e.g. newsletters, class dojo, Skoolbag, etc. Parents are informed about school events and changes to routine. As a result, we have high levels of participation in school activities. We adopt an 'open-door' policy where parents and members of the community are welcome and their input valued. As a result of feedback, our Stage 2 & 3 Homework policy was modified, resulting in more regular completion of tasks by students in both stages. Parent workshops on issues related to well-being and new syllabus requirements resulted in parents being effectively informed of educational practices at the school and better able to support their children's learning. As a result of effective communications, Tell Them From Me Data (TTFM) indicates that parents are happy with the levels of communication and feel supported in their relationships with the school.

The regular review of policies e.g. WHS procedures and excursion policy, including Risk Assessment preparations, has resulted in the smooth operation of activities and procedures within and beyond the school. Safe practices and communication in regard to both these policies are clearly understood by all stakeholders, resulting in evacuation procedures being clearly understood and risks on excursions minimised. All excursions have been undertaken effectively, with no safety issues, and strategies implemented effectively according to policy when required.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

To maintain a collaborative, informed and consistent approach as we deliver flexible, rigorous and cutting edge teaching programs that enable measurable growth and performance. These programs will be delivered to engage every child with a differentiated and challenging, relevant curriculum that has a focus on developing, individual strengths, a love of learning and the capacity to achieve.

#### Overall summary of progress

All staff have Professional Learning Plans and have undertaken observation and feedback successfully. Teachers are now relaxed at being observed by peers and engaging in professional discussion relating to improvement. Goals are taken from the Australian Professional Standards for Teachers resulting in increased knowledge and understanding of these.

Stages 2 and 3 have grouped students by ability for some subjects such as Writing and Maths in order to support improvement. The Learning and Support Teacher was employed for an extra half day per week so that she could support the group requiring most support. We are able to support more students and explicitly teach according to need. Students are engaged in lessons and growing in confidence and ability.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff will have personal professional learning plans that clearly focus on current pedagogical practice and school need. National Teaching Standards will feature in the plans. These plans will be in place from the beginning of 2017.	\$3500 spent on releasing teachers to enable observations and feedback sessions.	100% of staff have personal professional learning plans.  Teachers enjoyed receiving feedback and observing each other's practice.  Feedback was used to further develop and extend reaching practice.
Percentage of students in the top two NAPLAN bands increases each year.	Staff meeting time and Stage meetings.	In the top 2 bands, Year 5 has increased significantly from 2016 to 2017. Reading 42% to 52%; Writing 21% to 24%; Spelling 26% to 38%; Grammar and Punctuation 34% to 58%; Numeracy 24% to 31%. In Year 3, there was improvement in Spelling 46% to 55%; Grammar and Punctuation 52% to 53%; Numeracy 40% to 43%. These improvements are in line with the school focus on Writing and Spelling and the rewriting of more explicit consistent and differentiated programs to ensure quality Teaching and Learning.
School performance in NAPLAN will be above State and National averages for both Year 3 and Year 5 in all areas assessed by the end of 2017.	Continue to work with students to improve performance.	In 2017, all students in Year 3 and 5 were above State and National averages.

#### Next Steps

In 2018, staff will further explore the observation and feedback cycle by challenging themselves with more specific goals and targets for observers. Observers will be encouraged to be specific in their feedback. This will be explored in Professional Learning. Teachers will also be exploring the value and types of feedback given to students based on John Hattie's research. In 2018, The Learning and Support Teacher will be employed for nine days per fortnight. "Multilit" and "Minilit" programs will be implemented to improve the reading skills of students struggling with reading. School Support



Learning Officers will act as tutors after training from LaST.



## Strategic Direction 2

### Implement Quality Systems and Processes

#### Purpose

To deliver quality education, underpinned by strong organisational structures and effective collaboration that ensure safety, promote quality relationships and inclusivity in a productive, positive culture.

#### Overall summary of progress

Skoolbag widely used by parents. •School electronic sign is used by school and community for communicating. •Budget committees for Key Learning Areas operating successfully. •Smooth transition of new office staff. New School Administration Officer appointed. •Annual review of WH&S including visit by local fire deputy. Access organisation improved for emergency services. •Risk assessments now distributed one week in advance to all staff/parents involved in a supervisory capacity.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Improvement Measures</b> • Parent surveys indicate increased satisfaction with communication between the school and home.	Nil	80% of parents are using Skoolbag and feel better and more timely informed. It has been found particularly useful when excursions are returning and has cut down on calls to the office. The Newsletter is not widely read but feedback from those who read it is positive and the parenting tips and social skills information are appreciated. The diary has been found helpful. The school electronic sign is highly visible and used for community information as well as school specific information.
Budget committees are operating in all KLAs allocating funds and TPL according to school priorities by the beginning of 2016.	Nil	All staff are allocated a committee. Committees meet when necessary, at lunchtime or after school. Purchase requests are forwarded and approved as appropriate. As Teacher Professional Learning is focused on the School Plan, decisions regarding Professional Learning are being made at executive level.
Office staff roles are documented and clarified by beginning of 2016 to allow succession with minimal disruption and stress	Nil	A new SAM has been appointed and a new SAO has been appointed in the role. Roles have been documented and transition has been smooth, especially considering this included the LMBR going live.

#### Next Steps

The role of SAO position has been filled in term 2, 2017. Committees will be continued and forms will be developed for applications for spending. Further promotion of the newsletter will be discussed and implemented. Class Dojo trialled by more teachers to use to communicate with parents. Budget training for staff to develop broad understanding of how money is allocated to the school and spent. Further understanding of LMBR developed as it is used. Classroom audits to be carried out and lockdown procedures regularly practised. Transition process developed for students moving from Stage 1 to 2 and Stage 2 to 3. Streamline handover of data for new school year.



## Strategic Direction 3

### Learning Community of Schools

#### Purpose

To build a common identity and consistency of purpose across the Upper Blue Mountains public schools by building teacher, student and parent capacity through sharing resources, expertise, mentoring and events. The Learning Community will also work collaboratively with community groups and council where appropriate.

#### Overall summary of progress

Annual handover of School Totem ceremony is now part of school culture and links cemented with Aboriginal Elders and community. Second year cycle of 'Bounce Back' program completed. Students using language of resilience. Cooking and gardening program cycle completed and systems in place. Upper Blue Mountains Learning Community of schools have developed a strong collaborative approach, sharing expertise and resources. 'Winifred's Garden' nearing completion as a shared project with the family of an ex-student and school. Schools in Upper Blue Mountains Learning Community work collaboratively with Principals meet each term, Shared sporting and academic opportunities have been established.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• All staff members understand the interrelationship between social, emotional and academic learning.</li><li>• Development of strong levels of connectedness between school and home, measured by increased parent involvement in the school.</li></ul> <p>Aligned values, cultures and actions between learning community partners.</p> <p>Commitment to continuous improvement across schools</p> <ul style="list-style-type: none"><li>• Surveys demonstrate students are more able to apply core skills such as rational and optimistic thinking skills, as compared to baseline data.</li></ul>	Staff/stage meeting time	<p>Staff have a greater understanding of connections between social, emotional and academic learning.</p> <p>Parents involved in a range of programs:</p> <ul style="list-style-type: none"><li>– Home reading programs, Cooking/ gardening programs, Excursions, Canteen volunteers, On Track reading program, Three-way interview process, Syllabus meetings, Sports carnivals, Continued connection between schools is evidenced by:</li><li>– SDD at Katoomba High School, Sports carnivals, Shared TPL, students activities.</li></ul> <p>Anecdotal evidence from parents and teachers notes that students are using the language of 'Bounce Back'.</p>

#### Next Steps

Planned staff development related to Positive Education, including Growth Mindset, in 2018. Parent information sessions/newsletter articles related to Growth Mindset to foster use of common language. Upper Blue Mountains schools invited to author visits. Megalong PS invited to BPS activities. Continue established collaboration with Upper Blue Mountains Learning Community (UBMLC).





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4 827	<p>Personal Learning Plans were developed for all students in consultation with parents. Aboriginal students were supported to access incursions, excursions and other school activities such as the annual swimming scheme and school camps.</p> <p>Payment for Aboriginal Elders to support the School Totem process and teach new students the Rosella dance.</p>
<b>Low level adjustment for disability</b>	\$49 334	<p>Identified students were assessed through the Learning and Support Team and were provided with SLSO support both in the classroom and on the playground. The Learning and Support Teacher(LaST) worked with classroom teachers to develop Individual Education Plans which included adjustments to meet the needs of students with low level disabilities. Meetings were arranged to inform and consult with parents and reviews were completed throughout the year as required. The LaST attended professional learning courses around writing access requests and personalised Learning and Support.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$25 393	<p>A teacher was employed to support students in improving their outcomes in Mathematics for term one.</p>
<b>Socio-economic background</b>	\$16 637	<p>MultiLit, MiniLit and other programs were successfully run for students from Year 1 to 6 to support their learning in reading, comprehension and spelling. Students and families from low socio-economic backgrounds received funding support for excursions, extra-curricular activities and school uniforms ensuring inclusion and equity for all students.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	164	177	177	172
Girls	165	167	155	161

**Blackheath has a stable population, recently welcoming many young families from Sydney.**

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	95.3	95.7	94
1	94.4	94	94.2	96
2	94.3	94.8	93.1	93.6
3	93.1	93.4	94.3	94.8
4	92.9	92.7	93.4	94.5
5	94.1	94.1	93.1	91.4
6	93.5	92.6	93.2	91.6
All Years	94.2	93.8	93.8	93.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

The school maintains accurate records of the attendance of students in a format approved by the Minister. Staff are informed of their responsibilities related to student attendance and articulate the expectations and responsibilities of every classroom teacher with regards to monitoring and following up of absences. The school has provided clear information to parents regarding attendance requirements and the consequences of unsatisfactory attendance records of contact with parents where an absence is unexplained are maintained –a log of phone calls and/or letters sent

to parents and carers.

Students with attendance patterns of concern are supported locally at the school in consultation with parents e.g. through the Learning & support Team.

Staff are regularly reminded to follow up absences and record any phone calls in the book. Home School Liaison Officer referrals are made when students continue to miss school after intervention with parents. The principal monitors absences and speaks with teachers/parents as necessary.

Teachers mark the roll daily. They call home if a child is away more than 2 days. A note is sent home if an absence remains unjustified. Regular reminders about attendance and procedures to staff and parents (newsletter). HSLO referral if school procedures are unsuccessful.

### Class sizes

Class	Total
KT	20
KG	18
K1H	20
12B	28
12J	27
12C	28
34S	24
34H	25
34Y	25
34W	23
56L	24
56C	25
56B	24
56M	22

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

\*Full Time Equivalent

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

## Professional learning and teacher accreditation

Teachers participated in a range of professional learning including Mandatory training and training related to the Strategic Plan directions as well as administrative, health, Leadership, classroom management and sporting training.

Courses included;

Child Protection, Code of Conduct, CPR/Anaphylaxis, Child Protection, First Aid, Festival of Music and Recorder, PDP, Stephanie Alexander Kitchen Garden, Oliver Library stocktake, Basketball, Network meetings, Road Safety, Primary Book Council, Dance, Pulse, History/Geography K–6, LMBR, Positive Partnerships, NAPLAN, Aboriginal Education, Women in Leadership, Autism Spectrum, Diabetes, Behaviour Management, Beginning Teachers, AZT, Lego, Using Data with

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	138,614
<b>Revenue</b>	2,812,119
Appropriation	2,644,874
Sale of Goods and Services	0
Grants and Contributions	164,528
Gain and Loss	0
Other Revenue	0
Investment Income	2,717
<b>Expenses</b>	-2,927,786
Recurrent Expenses	-2,927,786
Employee Related	-2,641,096
Operating Expenses	-286,689
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-115,667
<b>Balance Carried Forward</b>	22,947

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,213,203
Base Per Capita	50,738
Base Location	8,087
Other Base	2,154,377
<b>Equity Total</b>	120,436
Equity Aboriginal	4,827
Equity Socio economic	16,637
Equity Language	0
Equity Disability	98,972
<b>Targeted Total</b>	212,786
<b>Other Total</b>	27,636
<b>Grand Total</b>	2,574,060

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

- The Principal manages the budget with The School Administration Manager. In 2017 many staff were sick over the winter and beyond which meant \$60 000 more than budgeted was spent on sick leave replacements. Although worse than previous years, this is not unusual except that supplementation is no longer given so the school had to carry this.
- The school spent \$6 500 on removing dangerous trees and remediating the grounds.

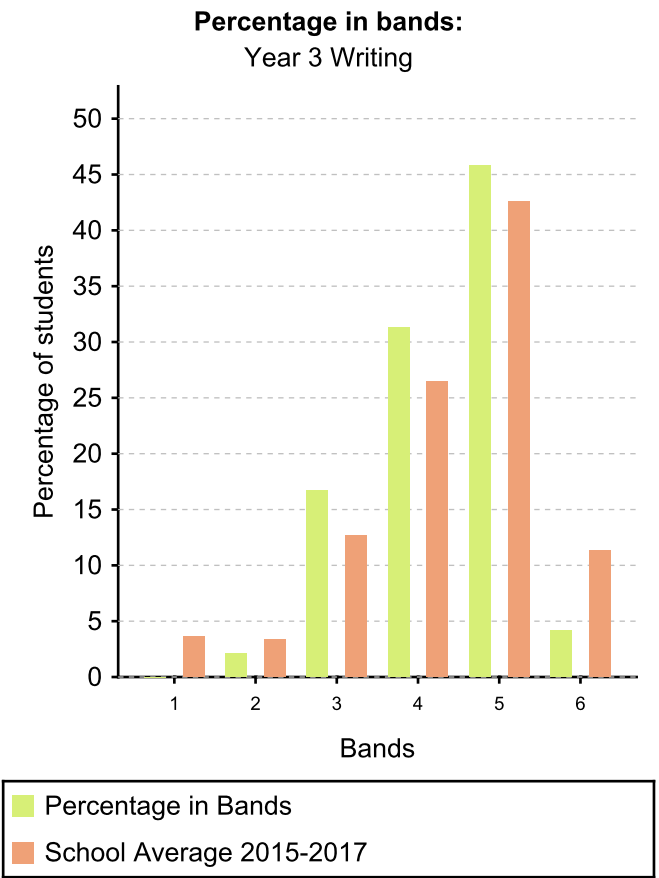
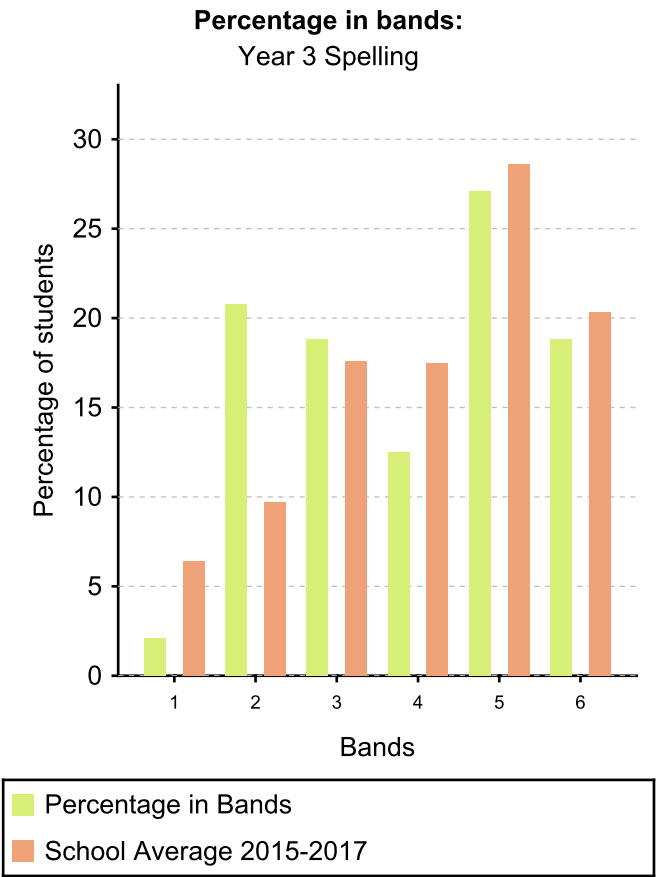
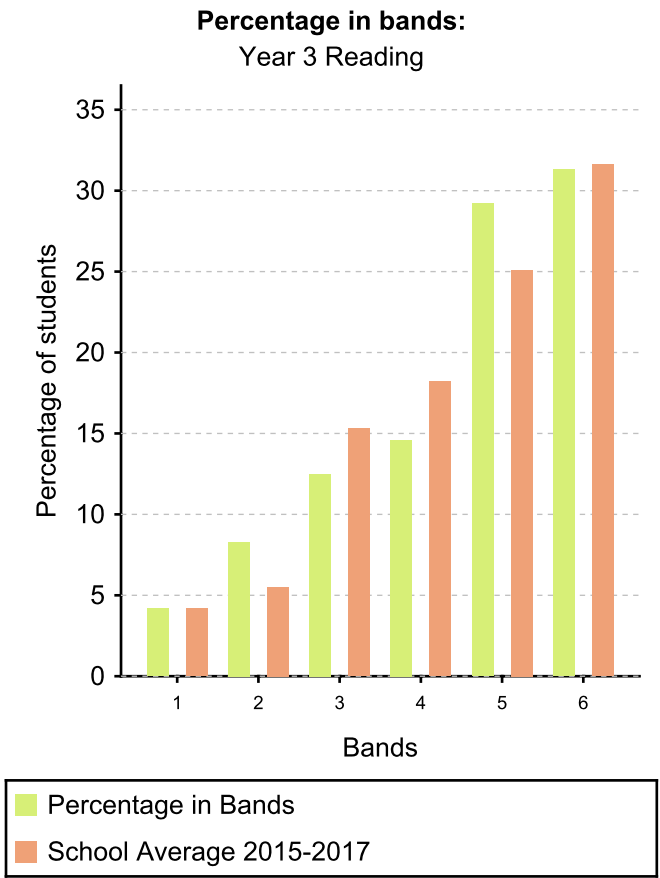
### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

# School performance

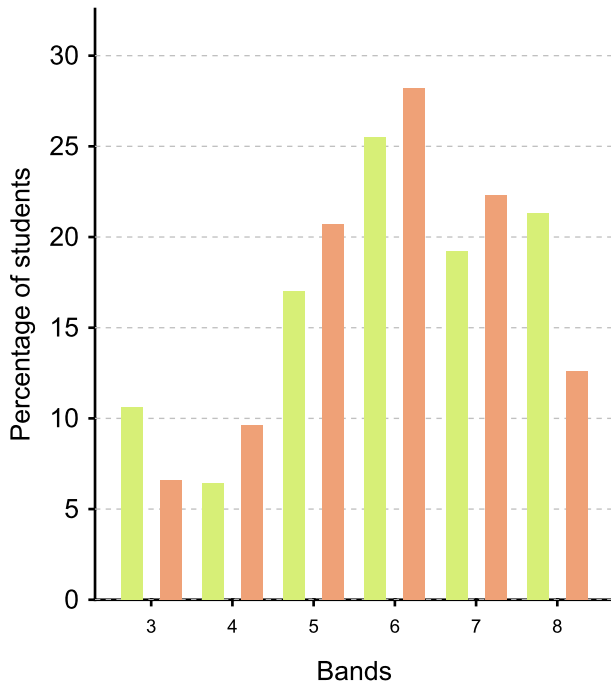
## NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



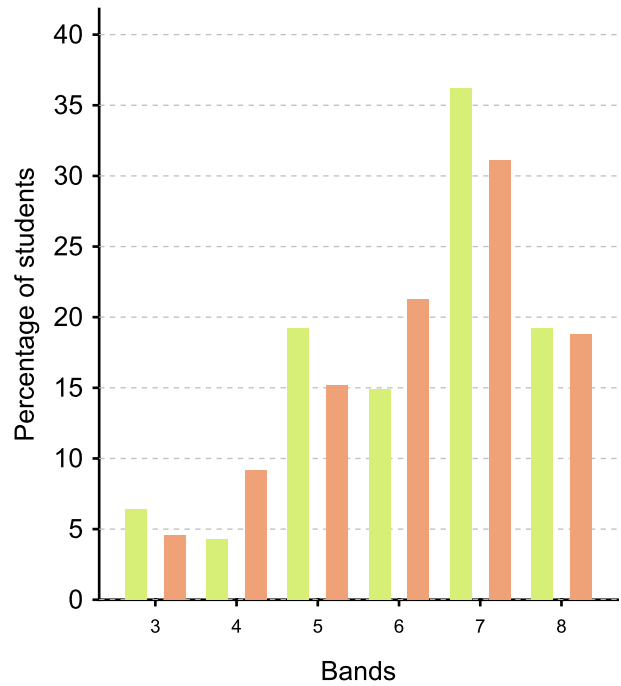


**Percentage in bands:**  
Year 5 Spelling



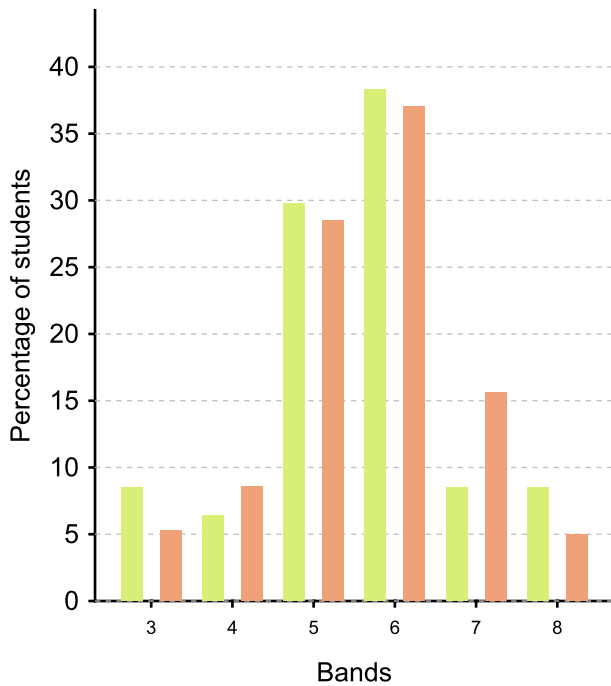
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Reading



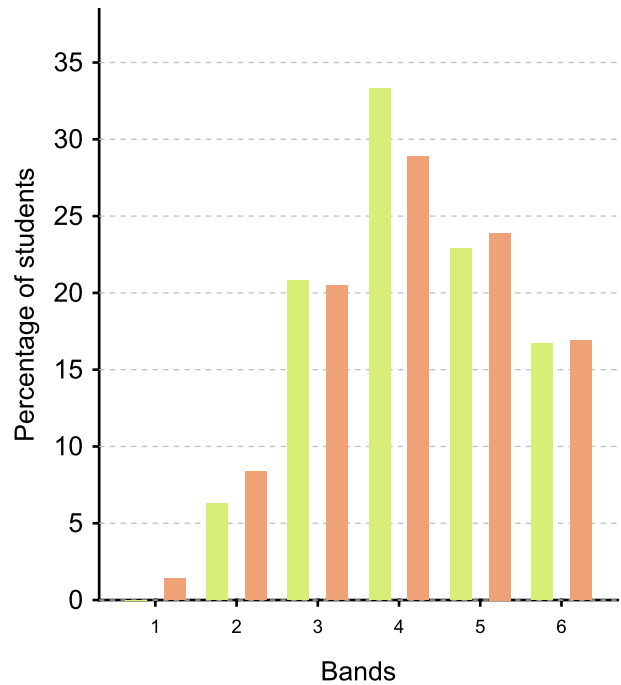
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Writing



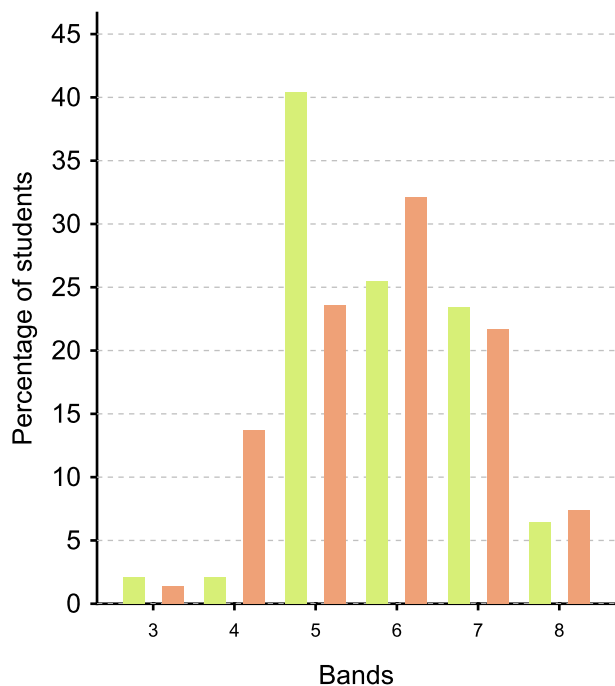
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



- Positive relationships are above State average for both boys and girls.
- Teacher / student relationships are on par with State average.
- Positive school behaviours are well above State average for both boys and girls.
- Bullying is well below State average for both boys and girls and across all grades.
- Students who value schooling outcomes and positive homework behaviours is on par with State average.
- Student effort is well above state average..
- Positive learning climate and expectations for success is on par with state average.
- Advocacy at school is on par with State average.

Parent results indicate that:

- Feeling welcome at school is above State average
- Being informed about school activities and student progress is well above State average.
- School provides support for positive behaviour is above State average.
- Safety at school and inclusivity is on par with State average.

Teacher results indicate that:

- Leadership in the school is above State average.
- Collaborative practice in the school is above State average.
- Learning Culture, particularly the monitoring of student progress and setting high expectations for student learning, is well above State average.
- Use of data to inform practice is on par with State average.
- Use of technology is below state average.
- Inclusivity and parent involvement is well above state average.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>



## Parent/caregiver, student, teacher satisfaction

Parents/caregivers, students and teachers participated in the Tell Them From me surveys in 2017.

Student results indicate that:

- Participation in sport and extra curricular activities on par with State average for both boys and girls.



# Policy requirements

## Aboriginal education

All Aboriginal students require a Personal Learning Plan collaboratively developed with the teacher and parents/carers. Funding was used to support this process and provide time to access the Learning and Support Teacher. The school works closely with local Aboriginal Elders to highlight Aboriginal culture, both historical and contemporary. The crimson rosella is the school's Aboriginal Totem. All students know the Totem dance and have studied the habitat and characteristics of the crimson rosella. The school grounds have been planted with shrubs to attract these birds as well as a nesting box.

A formal ceremony takes place to hand over the Totem from Year 6 to Year 5 in December.

Two teachers participated in a Dharug language course in 2017. In 2018, they will encourage the use of some Dharug language in classrooms and assembly.



## Multicultural and anti-racism education

Multicultural perspectives are highly valued at Blackheath Public School and are embedded in curriculum and extra curricula activities.

Harmony Day is celebrated on 21 March each year. Students participate in a variety of activities promoting the values of multicultural society as well as inclusivity where 'everyone belongs'..

Circle Time activities are embedded in class programs. Students participate in activities which promote inclusion and respectful behaviour, resilience and responsibility.

The Peer Support program is an integral part of student leadership and K–6 culture at Blackheath Public School. This program supports multicultural and anti-racism education through student discussion and small group activities.

The Blackheath Public School Rules are based on respectful relationships, regardless of gender, sexuality, background, ethnicity, appearance, abilities or disabilities.

Our school library acquires and promotes books and other resources that reinforce positive and respectful relationships for all.

In Stephanie Alexander Kitchen Garden cooking lessons, students explored Asian flavours and traditional dishes as well as Bush Tucker and spices.

In Stage 1 students completed a unit on Japan including the author Junk Morimoto while studying Japanese art/culture and food.