

# Blackheath Public School

## Annual Report



2018



1246

## Introduction

The Annual Report for **2018** is provided to the community of Blackheath Public School as an account of the school's operations and achievements throughout the year.

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

Jane Davies

Principal

## School contact details

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## Message from the Principal

It gives me great pleasure to present the 2018 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 2018. 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.

Jane Davies

## 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 **2018 is 345**. 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 based 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 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.

Blackheath Public School has a highly successful **School Centred Hub** incorporating collaborative work with local educational, health and community organisations to develop a strong, supportive and resilient community.

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 school 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. 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.

In the domain of Learning and School Resource use, within the elements of learning culture and reporting, the evidence showed excelling against the descriptor continuum. In the themes of Wellbeing, Curriculum, Assessment, Reporting, Student performance measures, Effective classroom practice, professional standards, Learning and development, Educational leadership. School planning, implementation and reporting and management practices and processes, the evidence gathered and analysed against the descriptors fall within the sustaining and growing. In Teaching: Learning and development we assessed ourselves as delivering.

Future directions are clearly outlined in the schools strategic plan and Annual Report.

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

For more information about the School Excellence Framework:

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



## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

To maintain and build a culture of student led learning incorporating the processes for the establishment of personal learning goals, meaningful and regular feedback leading to students who are actively involved in their own learning, able to think critically and creatively as lifelong learners. All students learning at appropriate levels through differentiated programs and parents aware of the academic expectations of their children.

#### Overall summary of progress

Staff have a collaborative and supportive culture. Staff have also gained more understanding and knowledge of NESA standards and developed consistent programs across the Stages and all Key learning areas.

Discussion around Learning Intentions and the importance of having these in order to ensure focused and explicit feedback. Staff meetings led exploration of research on feedback and how to effectively implement within a collaborative environment.

Tell Them from Me survey data included school developed questions to deliver more useful data. The technology team successfully developed an online program to track student well-being. This is accessible by all staff and allows data to be tracked over time. All staff have been trained and are now using this.

In response to data indicating the need for more explicit teaching in Writing and Spelling a draft of the Scope and Sequence is complete and was trialled in 2018.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year  |
|--|-------------------------------|--|
| All teachers consistently using Learning Intentions, supporting the provision of critical and consistent feedback and the setting of personal learning goals to guide teaching and learning programs         | \$7 000                       | Students have worked with class teachers and each other, using feedback to set appropriate goals for improvement. Teachers set explicit learning intentions so that students understand what they will need to know and demonstrate at the conclusion of lesson or lessons.  |
| Students have a clear understanding of where they are in their learning, where they need to be and strategies for improvement  | NIL                           | Teachers demonstrate their expectations of syllabus outcomes and standards clearly to all students by using techniques such as WAGOLL (what a good one looks like) and Rubrics.  |
| Collaboratively developed Stage programs, show evidence of differentiated, challenging teaching/learning activities that encourage creative and critical thinking based on syllabus and scope and sequences. | \$7 000                       | Increased documentation of Teaching Standards attached to school based professional learning and meetings. 100% of staff complete PDPs, including review, annual review and evidence aligned to their goals. 100% of staff aligned their learning goals to the School Directions. 100% of staff members engaged in professional learning to develop their understanding of feedback strategies. All staff members collaboratively planned lesson studies and observed teaching practices of colleagues to inform their own pedagogy. |
| increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019.   | NIL                           | 2017 – 61% in top 2 bands<br>2018 – 67.37%. This represents 6% growth  |

## Next Steps

In 2018 the newly developed scope and sequences for Writing and Spelling were implemented across the school. In 2019 staff will review these and refine implementation.

Teachers have been involved in effective feedback strategies for all lessons across all curriculum areas. Understanding of Learning Intentions/Learning Goals and Success Criteria which are crucial to the development of successful feedback began to be embedded in teachers pedagogy. This then lead into discussions on Hattie's visible learning on feedback. Teachers explored this learning and discussions on expanding our knowledge base was introduced. Teachers encouraged students to talk about their learning with the same metalanguage that teachers use in describing what is to be learnt. The result found that more explicit instruction was needed from teachers to students to understand and use this metalanguage.

Students will continue writing goals for their subjects and teachers will continue to encourage explicit peer feedback as well as ensuring their feedback to students is explicit, encouraging students to understand what they need to do to improve.

In the Teaching Domain, the school is focused on further improving effective classroom practice, Data skills and of Professional Standards. Staff development will comprise of the following: Professional learning Circles in the area of Visible Learning through feedback strategies and development of deeper understanding of Visible Learning.

A whole school approach to planning and monitoring curriculum units will ensure the implementation of new Science & Technology syllabus with an emphasis of ICT competencies across K–6. Teachers will develop their Professional Development Plans and link teacher programming to both students and school needs.



## Strategic Direction 2

### Quality Systems and Processes

#### Purpose

To ensure consistent, specific and meaningful data is collected across all stages, so that teachers, students and parents have a clear understanding of individual student's and cohort progress, trends and issues. Collation and storage of data so that it is accessible for teachers and regularly reported to students and parents, as well as informing future programs.

#### Overall summary of progress

Scheduled assessments were completed by all teachers at the start of 2018 to inform literacy and numeracy groupings and ascertain student competencies. Areas of need and extension opportunities addressed.

Teachers regularly met to compare work samples and ensure consistency of Teacher judgement. Student work samples and anecdotal evidence collected to support assessments..

Online student welfare programs replaced a manual system to ease the transition process. Teachers update the system with behaviour records and risk assessment or behaviour plans. LaST coordinates this. Better communication across the school has been achieved.

Report system was revised improving ease of use and relevance of information.

New budgeting and office programs require training and thus funding for staff. All staff were trained in new processes including applying for leave etc

The card system for handover from one class to the next was replaced with an on line program which will be more secure and accessible. All staff trained in Scout enabling them to access NAPLAN results for the school.. Executive and School Administration Manager trained in the new budgeting tool.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year   |
|--|-------------------------------|---|
| All CTs can demonstrate student achievement with measurable data.                              | \$2 000                       | Testing and assessing at regular intervals ensures teachers monitor progress of students with an expectation of one year teaching, one year growth (Hattie).  |
| Data will be collected, collated and reported upon according to a timetable across all stages. | \$1 000.                      | <p>Each stage collaboratively developed their Assessment Schedules ensuring consistency and comparison across the stage classes. This allowed teachers to identify areas needing more attention or change of emphasis</p> <p>The data collected will be consistent across all stages and will include: Sounds and sight words, SENA, PLAN 2, PM Benchmarking (ES1, Stage 1), South Australian Spelling Testing, anecdotal records, Surveys and student reflections, Stage Maths assessments, reading comprehension, CTJ Rubrics, NAPLAN, Performance and Development Framework, Tell Them From Me survey data, PLAN 2 tracking software to plot student achievement to The NSW syllabus documents used by teachers and students to track progress and inform next steps.</p> <p>A new model for the technology team for 2018 will allow future needs to be planned and budgeted for. A coordinator will allow tasks to be shared as well as expertise shared to ensure there is expertise</p> |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year   |
|--|-------------------------------|---|
| Data will be collected, collated and reported upon according to a timetable across all stages.   |                               | <p>across the school.</p> <p>Administrative staff will continue to develop their expertise with new software and implement change as needed in their procedures.</p> <p>In 2019 WH&amp;S procedures will be reviewed to ensure policy is being followed in all areas across the school.</p> |
| <p>The data collected will be consistent across all stages and will include:</p> <p>Sight and Sound words, SENA, PLAN 2, PM Benchmarking (ES1, Stage 1), South Australian Spelling Testing, anecdotal records, Surveys and student reflections, Stage Maths assessments, reading comprehension, CTJ Rubrics, NAPLAN, Performance and Development Framework, Tell Them From Me survey data, PLAN 2 tracking software to plot student achievement to The NSW syllabus documents used by teachers and students to track progress and inform next steps.</p> | \$2 000                       | Assessments were collected successfully and teachers were able to use this data to track progress of individuals and cohorts.   |

## Next Steps

A new model for the technology team for 2019 will allow future needs to be planned and budgeted for. A coordinator will allow tasks to be shared as well as expertise shared to ensure there is expertise across the school.

Administrative staff will continue to develop their expertise with new software and implement change as needed in their procedures.

In 2019 WH&S procedures will be reviewed to ensure policy is being followed in all areas across the school and stored electronically.





### Strategic Direction 3

Our School community

#### Purpose

To build teacher, student and parent capacity through sharing resources, expertise, mentoring and events across the community. To align values, cultures and actions between learning community partners.

#### Overall summary of progress

The Bounce Back Program has been implemented across all classes and the use of it's language is evident amongst students and staff. Work on "Positive Education" commenced with professional learning for all staff. Teachers explored the work of Martin Selegman linking to Positive Education ("Flourishing")..

Communication and engagement with parents and community improved with class dojo more widely used adding to Skoolbag, newsletter, school website, written reports, interviews, electronic sign, P&C and P&C Facebook.

A successful open garden weekend was held for the Slow Food Blue Mountains Open Garden Scheme.

A new student information pack is now in use. An updated transition program for students moving to a next stage was implemented with positive feedback, resulting reduction in anxiety amongst students and parents. Extra transitions were held for students with special needs.

Over 200 grandparents and seniors attended 'Grandparents Day' including guests from Morven Gardens, a local aged care facility, who are regularly invited to attend events.

The bi-annual Billy Cart Derby raised \$16 000 with the support of teachers, local businesses and families.

Successful NAIDOC celebrations were held with local Aboriginal Elders joining the school.

As part of the Upper Blue Mountains Learning Community students participated in Sporting competitions, carnivals, Public Speaking, Debating, Choir and dance concerts. Staff attended a combined Staff Development Day at Katoomba High in Term 2. Four of our staff hosted workshops. Neighbouring small schools were invited to attend school events such as carnivals, Oz Opera, visiting authors, CPR and Anaphylaxis training.

Staff were introduced to the Aboriginal 8 Ways by the Katoomba High School Deputy Principal. This developed cultural understanding amongst staff and demonstrated alternative ways to present learning to engage students.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year   |
|--|-------------------------------|---|
| All staff members understand the interrelationship between social, emotional and academic learning.                  | \$2 500                       | A refresher course for all staff in the Kidsmatter philosophy ensured all staff ready to use this focus in 2018 with their students.<br><br>Training in Autism and Trauma research and implications for the classroom supported teachers planning for these students. The Learning and Support teacher and school counsellor assisted teachers and parents in developing strategies and plans for children with special needs.<br><br>Training in making applications for funding was also given to teachers to give them opportunity to have input into the process. |
| Surveys demonstrate students are more able to apply core skills such as Growth Mindset as compared to baseline data. | Nil                           | 2019 onwards  |
|  |                               |   |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources) | Progress achieved this year  |
|---|-------------------------------|--|
| Development of strong levels of connectedness between school, community and home, measured by increased parent involvement in the school. | Nil                           | <p>Parent responses increased for the Tell Them From Me survey recognised the inclusivity of the school.</p> <p>Parents and community work in classrooms with Home Reading, Art, cartooning, Tournament of Minds, Debating, choir, Dance, Band, Stephanie Alexander Kitchen Garden program, Carnivals and Sporting activities. Over 200 grandparents attended the Grandparents Day celebration concert.</p> <p>Homework requirements have been changed in response to parental requests.</p> <p>Parents report that the school has improved its support for positive behaviour as well as indicated increased satisfaction with behaviour issues dealt with in a timely manner.</p> <p>Participation in extra curricular activities are at least 20% above the state norm for all year levels.</p> |
| Ensure all aspects of the Well-Being Framework are actioned and communicated.   | Nil                           | 2019 onwards   |

## Next Steps

In Term 1 2019 teaching staff will commence training for the implementation of "Play is the Way". They will commence with a study of the research supporting the use of play to develop and strengthen core values such as bravery, honesty and development of an intrinsic management of their behaviour. It is the language used by teachers which creates the learning.

In Term 2 teachers will learn some of the games and language and then trial them with their students.

The Tell Them from Me survey has given teachers baseline data for resilience amongst students. We will track this to see if this shows improvement in 2019.



| Key Initiatives   | Resources (annual) | Impact achieved this year  |
|---|--------------------|--|
| <b>Low level adjustment for disability</b>                    | \$102,714          | <p>Our Learning and Support Teacher was employed for 8 days per fortnight. She was able to assist teachers with student Learning and behaviour issues in their classes; run the Learning and Support Team, train School Learning Support Teachers, organise and train volunteer tutors, develop behaviour plans and run group classes in Reading, Spelling, Writing, Numeracy and social skills.</p> <p>Teachers have become more confident in planning and supporting students with special needs. These students are able to access curriculum and so demonstrate more appropriate behaviour, develop friends and enjoy school.</p>  |
| <b>Quality Teaching, Successful Students (QTSS)</b>           | \$58 966           | <p>Executive teachers were able to take time from their classroom to implement enrichment and extra curricular activities such as Tournament of the Minds, debating, Public Speaking and Dance.,</p> <p>Time for teachers to plan collaboratively ensured consistent programming, assessment and reporting across each stage. Teachers were able to share expertise and mentor less experienced teachers.</p>  |
| <b>Socio-economic background</b>                              | \$17 075           | <p>In 2018, a number of School Learning Support Officers were trained to be heavily involved with establishing and maintaining effective literacy interventions including MiniLit and MultiLit. Support continues to be provided byway of a 3-tiered model of intervention, including in-class support and small group MiniLit for those students needing additional explicit instruction and practice in reading as well Also, individually modified programs (Reading as Tutor Program) for those students requiring more intensive support and intervention in their reading was offered. As a Stephannie Alexander Kitchen Garden School, 1 hour per fortnight was allocated for planning and preparation.</p> |
| <b>Support for beginning teachers</b>                         |                    | Blackheath Public School had no beginning teachers allocated in 2018.  |
| <b>Targeted student support for refugees and new arrivals</b> |                    |  |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 177        | 177  | 172  | 170  |
| Girls    | 167        | 155  | 161  | 172  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 95.3 | 95.7 | 94   | 93.5 |
| 1         | 94   | 94.2 | 96   | 92.6 |
| 2         | 94.8 | 93.1 | 93.6 | 92.5 |
| 3         | 93.4 | 94.3 | 94.8 | 92.6 |
| 4         | 92.7 | 93.4 | 94.5 | 91   |
| 5         | 94.1 | 93.1 | 91.4 | 93.6 |
| 6         | 92.6 | 93.2 | 91.6 | 89.4 |
| All Years | 93.8 | 93.8 | 93.7 | 92.2 |
| State DoE |      |      |      |      |
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 94.4 | 94.4 | 94.4 | 93.8 |
| 1         | 93.8 | 93.9 | 93.8 | 93.4 |
| 2         | 94   | 94.1 | 94   | 93.5 |
| 3         | 94.1 | 94.2 | 94.1 | 93.6 |
| 4         | 94   | 93.9 | 93.9 | 93.4 |
| 5         | 94   | 93.9 | 93.8 | 93.2 |
| 6         | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94   | 94   | 93.9 | 93.4 |

### 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.

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Assistant Principal(s)                  | 3     |
| Classroom Teacher(s)                    | 12.75 |
| Learning and Support Teacher(s)         | 0.7   |
| Teacher Librarian                       | 0.8   |
| School Administration and Support Staff | 2.82  |

\*Full Time Equivalent

Blackheath Public School has no Aboriginal staff.

### 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             | 10         |

### Professional learning and teacher accreditation

In 2018 all primary teachers are accredited with the NSW Education Standards Authority. This accreditation requires teachers to maintain registered and non-registered hours of professional learning over a period of 5 years. At Blackheath Primary School Professional Development Plans are completed by individual staff members aligning to departmental reforms and expectations of curriculum implementation. Teachers need to set professional goals and outline



goals will be met and monitored. Teachers need to understand that evidence needs to support their learning when the implementation, review and annual review stages occur. Their evidence must align with the continuum of the Australian Teaching Standards.

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, , First Aid, Festival of Music and Recorder, PDP, Network meetings, Road Safety, Primary Book Council, Dance, Pulse, History/Geography K–6, Aboriginal Education, Women in Leadership, Autism Spectrum, Diabetes, Behaviour Management, Primary principal's Association, Oliver Library – Managing serials, Positive Education – network training, Website online training, Katoomba High School Staff Development Day (various), Dance Camp, Teaching students with specific disabilities, EFPT online training– system Financial Planning, WWC training – Leura, Reading in the early years, Reading SAP reports, SAP journaling, SLISO conference, SAP HR, SAP various, Play is the Way, Positive relationships program, Supporting change in the workplace, Filmpod Training, Management of actual or potential aggression, Teaching Science K–6, Mental Toughness training, Financial literacy compliance training, SAM conference, Year End management.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

|                                       | 2018 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 22,947                  |
| <b>Revenue</b>                        | 3,101,601               |
| Appropriation                         | 2,915,713               |
| Sale of Goods and Services            | 1,371                   |
| Grants and Contributions              | 181,081                 |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 3,435                   |
| <b>Expenses</b>                       | -2,765,792              |
| Recurrent Expenses                    | -2,765,792              |
| Employee Related                      | -2,517,113              |
| Operating Expenses                    | -248,679                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 335,809                 |
| <b>Balance Carried Forward</b>        | 358,755                 |

The leadership team effectively allocates operational funds and plans processes to address school strategic directions and meets identified improvement priorities.

### 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

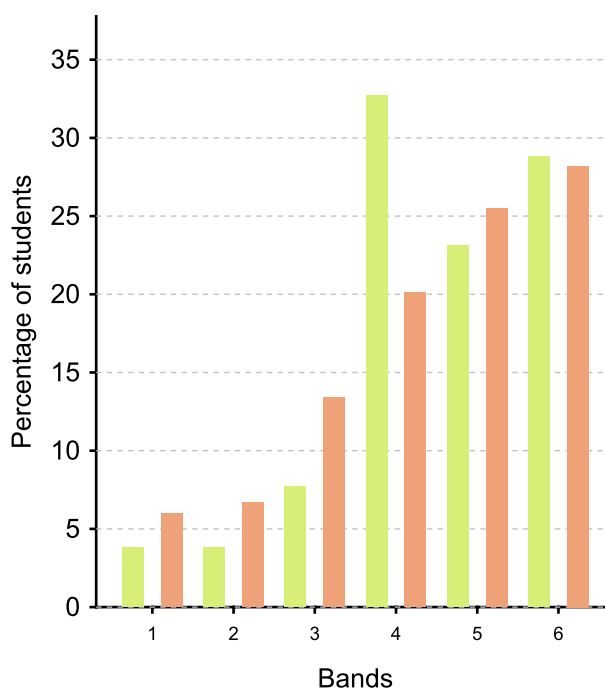
In Reading, students are well above state with 37.3% in band 6. Year 3 are above state and SSG in Bands 4 – 6 (84% in bands 4,5,6). Showing a strong upward trend. In Reading, year 5 students performed well above state and SSG with two thirds of the cohort in the top two bands. 80% of the cohort are in the top three bands. Both years showed significant improvement in Punctuation and Grammar. Writing and Spelling continue to be a focus with explicit teaching and reviewed programs.

|                       | 2018 Actual (\$) |
|-----------------------|------------------|
| <b>Base Total</b>     | 2,419,469        |
| Base Per Capita       | 64,392           |
| Base Location         | 8,082            |
| Other Base            | 2,346,995        |
| <b>Equity Total</b>   | 132,222          |
| Equity Aboriginal     | 6,532            |
| Equity Socio economic | 17,075           |
| Equity Language       | 5,901            |
| Equity Disability     | 102,714          |
| <b>Targeted Total</b> | 228,246          |
| <b>Other Total</b>    | 61,051           |
| <b>Grand Total</b>    | 2,840,987        |

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.

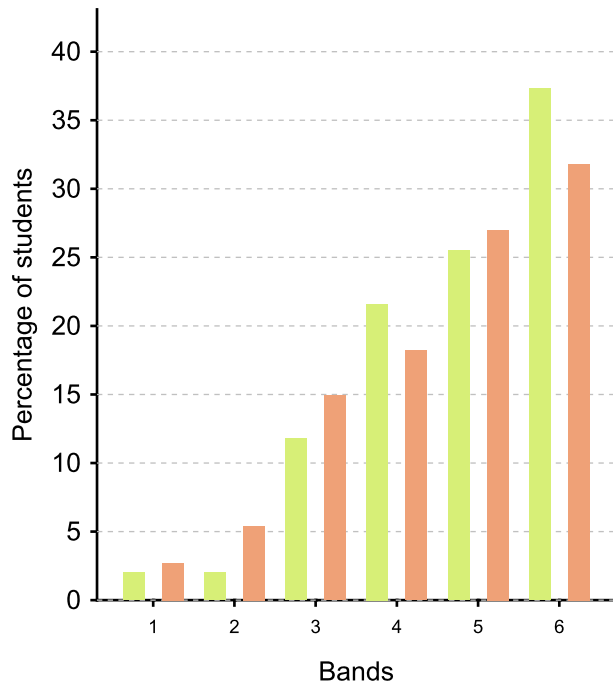
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

| Band                   | 1   | 2   | 3    | 4    | 5    | 6    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 3.8 | 3.8 | 7.7  | 32.7 | 23.1 | 28.8 |
| School avg 2016-2018   | 6   | 6.7 | 13.4 | 20.1 | 25.5 | 28.2 |

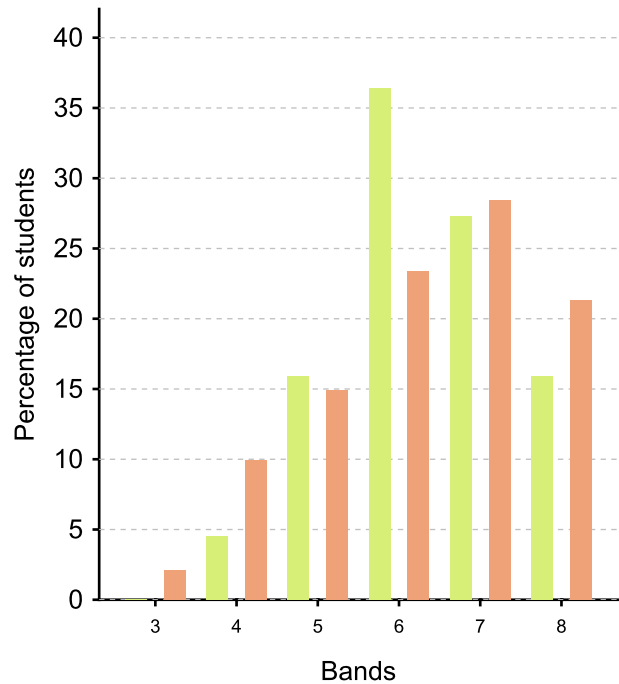
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2016-2018

| Band                   | 1   | 2   | 3    | 4    | 5    | 6    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 2.0 | 2.0 | 11.8 | 21.6 | 25.5 | 37.3 |
| School avg 2016-2018   | 2.7 | 5.4 | 14.9 | 18.2 | 27   | 31.8 |

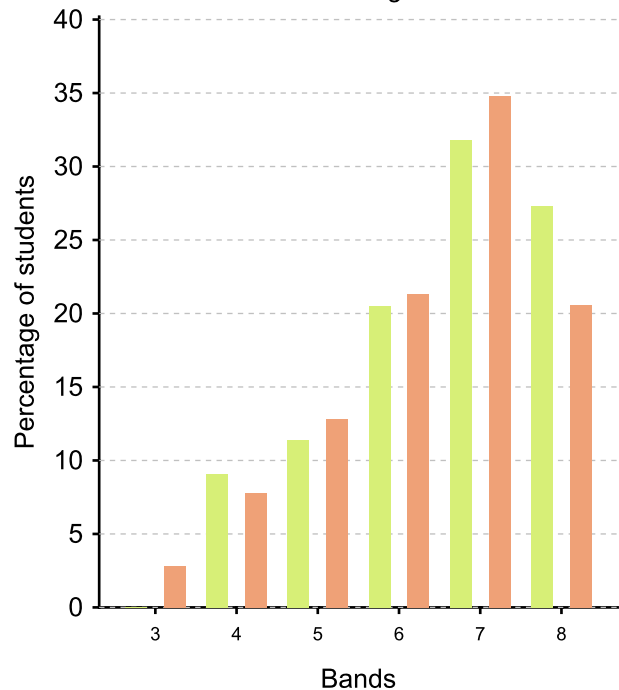
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

| Band                   | 3   | 4   | 5    | 6    | 7    | 8    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 4.5 | 15.9 | 36.4 | 27.3 | 15.9 |
| School avg 2016-2018   | 2.1 | 9.9 | 14.9 | 23.4 | 28.4 | 21.3 |

**Percentage in bands:**  
Year 5 Reading



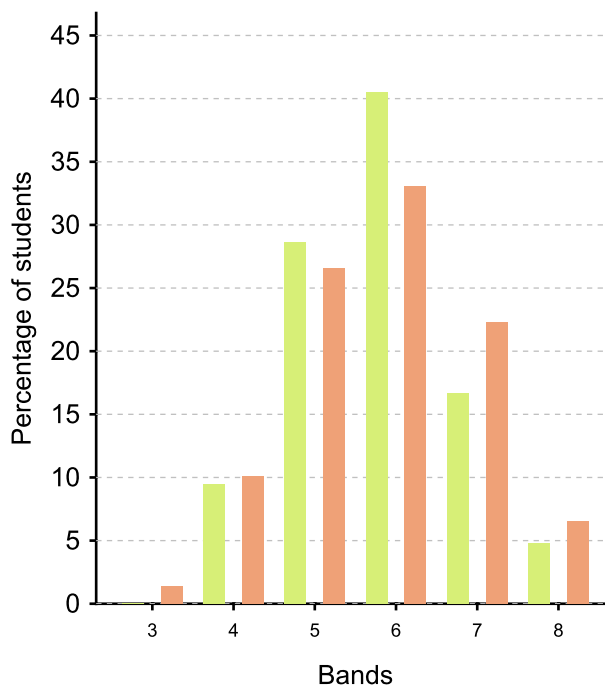
Percentage in Bands  
School Average 2016-2018

| Band                   | 3   | 4   | 5    | 6    | 7    | 8    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 9.1 | 11.4 | 20.5 | 31.8 | 27.3 |
| School avg 2016-2018   | 2.8 | 7.8 | 12.8 | 21.3 | 34.8 | 20.6 |

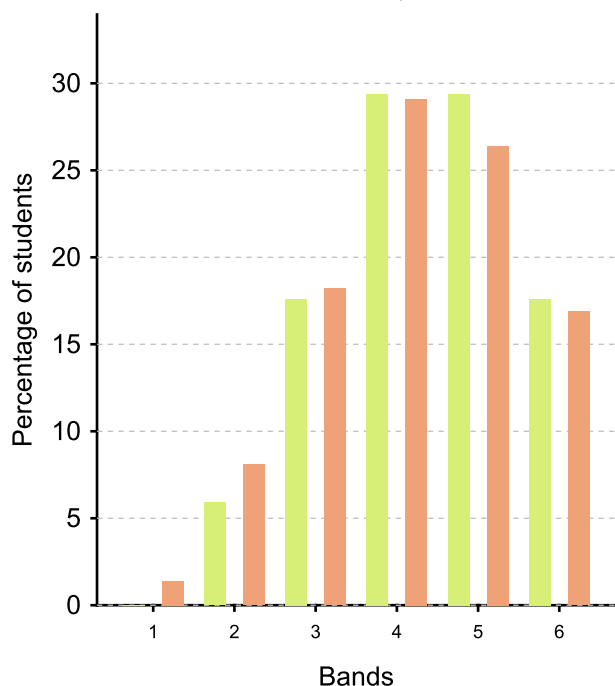
In year 3, student performance is significantly above state in the top 3 bands with over 76% of the cohort in band four or above.

In Year 5 performance is below SSSG but above state in bands 7 and 8 (top two bands).

**Percentage in bands:**  
Year 5 Numeracy



**Percentage in bands:**  
Year 3 Numeracy



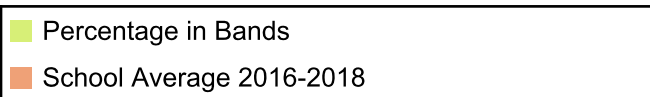
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priority Results in the Top 2 Bands NAPLAN

In Years 3 and 5 –

Blackheath Public School Results – 48.4% Statistically Similar School Group (SSSG) 46.43%

Blackheath Public School Students in top two bands – 67.37% SSSG 60.28%





## Parent/caregiver, student, teacher satisfaction

"Tell Them From Me" data as well as anecdotal and written feedback is used to inform programs and improve the school experience for everyone.

In the "Tell Them From Me" data from parents and staff average scores were above state average in the following areas;

Parents feel –

- welcome in the school.
- informed about their child's progress and about what is happening in the school.
- Blackheath Public School supports learning by taking into account individual's needs, abilities and interests.
- Blackheath Public School supports positive behaviour.
- that safety is embedded in school rules and issues are dealt with in a timely manner.
- Blackheath Public School is inclusive.

Teachers feel –

- staff are collaborative and that there is a strong learning culture.
- Teaching strategies include high expectations, explicit instruction and feedback.
- Technology is used in all classrooms to support learning.
- that parent involvement is high and greatly valued enriching the programs across the school.

Students feel –

- they have positive relationships at school and value school outcomes.
- they have a lot of opportunity to participate in extra-curricular activities during school.
- they display positive behaviour at school and they try hard.



## Policy requirements

### Aboriginal education

All Aboriginal students require a Personal Learning Plan collaboratively developed with the teacher, student 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.

In 2018, Jo Clancy, a local Aboriginal dancer taught Kindergarten students the Crimson Rosella dance (all students know this dance). Stage 3 studied the 'Stolen Generations' and Elders from 'The Gully' talked with students and showed traditional implements used in earlier times.. An Aboriginal elder from National Parks worked with Stage 3 students and performed a smoking ceremony for them.

Two teachers from our school completed the Dharug language course. In 2019, teachers will encourage the use of some Dharug language in classrooms and assembly.



### Multicultural and anti-racism education

**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 21st March each year. Students participate in a variety of activities promoting the values of a 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. Several teachers have Anti Racism Conduct Officer training. One teacher holds the role as a contact and support person for the school.