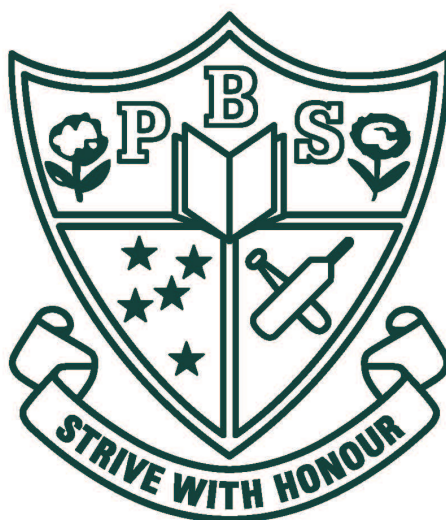


# 2021 Annual Report

## Blackheath Public School



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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

### School contact details

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Blackheath Public School

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## School vision

Blackheath Public School is committed to developing individual strengths through a culture of high expectations, excellence in teaching and respect for self, others and the environment. Students are highly engaged and motivated to achieve their goals and reach their potential. Our vision is to be partners in learning and to collaboratively empower all students to become confident, resilient, self-directed and successful learners and citizens.

## School context

Blackheath Public School is located in the Upper Blue Mountains and has an enrolment of 334 students. Enrolment of EAL/D students (beginning & emerging) is currently <1% of students and enrolment of students with Aboriginal background is currently <2%. The school's FOEI is 49. The school has 13 students enrolled who receive Integration funding support.

The school community is active and committed to supporting the school vision. Strong, positive relationships exist with parents, carers and the wider school community upholding the school's reputation for high quality education, evidenced through the high level of parent and community engagement.

The school provides a foundation for students' intellectual, physical, social, creative, emotional and spiritual development in a secure and engaging learning environment in which students develop the necessary knowledge, skills, understandings, attitudes and values for a productive and rewarding life in an educated, just and open society.

The school is highly regarded for band, choir, recorder, dance, sport, drama, performance, coding, debating and STEM. There is a strong commitment to intensive learning support, enrichment opportunities, transition and wellbeing initiatives.

Aboriginal Education is embedded in school programs and the celebration of Aboriginal culture is a priority. The school totem, the crimson rosella represents connection to Country and community.

The active Parents and Citizens Association operates the exemplary Wholesome Kids Cafe as a part of the Healthy Schools Canteen initiative.

The school has completed a situational analysis which identified three areas of improvement for the Strategic Improvement Plan. These include student growth and attainment, improvement in teacher instruction and pedagogy and improvement in student wellbeing practices.

The school is an active member of the Upper Blue Mountains Learning Community and the Hub at the Top. To support the strong focus on supporting children's mental health the school is a member of BeYou. The school is accredited Asthma Friendly, SunSafe and participates in Sporting Schools programs.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes in reading and numeracy through a culture of high expectations, differentiated curriculum, high quality teaching and learning and analysis of student performance that is underpinned by evidence-informed strategies and a reflective practice.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit teaching in Reading
- Explicit teaching in Numeracy

### Resources allocated to this strategic direction

**Professional learning:** \$12,034.00  
**Literacy and numeracy intervention:** \$22,423.60  
**Socio-economic background:** \$23,927.06  
**New Arrivals Program:** \$9,990.00  
**Low level adjustment for disability:** \$107,988.09  
**Aboriginal background:** \$3,500.00  
**English language proficiency:** \$8,485.66  
**Location:** \$8,165.21  
**Literacy and numeracy:** \$16,532.40

### Summary of progress

In Term 3 and continuing into the beginning of Term 4, the COVID-19 pandemic interrupted the implementation of some plans and activities originally outlined in our SIP. The NSW lockdown necessitated the need to deliver face-to-face teaching for the students of essential workers, the development and distribution of home learning packs and the delivery and monitoring of online learning using ClassDojo (K-2), Google Classroom (3-6) and Zoom (K-6).

During semester 1 we were on track with the implementation and progress monitoring of our school plan. Our focus on the explicit teaching of reading and the explicit teaching of numeracy is underpinned by the belief that student growth occurs when teaching and learning practices utilise evidence-based processes and when teaching and learning is differentiated and consistent across the school.

### Explicit teaching in Reading

We began our journey in the explicit teaching of reading by reflecting on current research including *What Works Best in Practice (CESE)*, *Effective reading: Kindergarten to Year 2* (DoE resource) and *Improving reading comprehension: Years 3 to 8* (DoE resource). It was clear there was a need to ensure consistency across the school in the teaching of reading and a need to embed a learning culture where teachers have a deep understanding of evidence-informed components of reading. Teachers collaboratively completed the first two modules of the Department's online professional learning around the Big Six: "Effective teaching of reading: phonological awareness", and the "Effective teaching of reading: phonics".

### Explicit teaching in Numeracy

We began our journey in the explicit teaching of numeracy by reflecting on current research including *What Works Best in Practice (CESE)* and through the establishment of a specialist position to support the explicit teaching of numeracy across the school. All staff collaboratively completed "mbb4n course 1: Effective mathematics teaching for numeracy development" and "mbb4n course 2: Learning progressions as a tool to support student numeracy development".

### Impact

Teaching staff are equipped with strong skills to teach phonics and phonological awareness. They are aware of the other components of the Big Six and the importance for this to form the basis of the explicit teaching of literacy across the school.

Teaching staff understand the implications of numeracy development and how to use the learning progressions as a tool to support student numeracy development.

## Implications

Teaching staff will continue with their literacy professional learning journey and complete the training in fluency, vocabulary and comprehension. Numeracy professional learning will continue with the completion of mbb4n Modules 3 and 4.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The number of students achieving in the Top 2 Bands in NAPLAN Reading improves from our baseline data of 59.2%	In 2021, 70.5% of students achieved the Top 2 Bands in NAPLAN Reading which equates to a 11.3% increase from our baseline data, and a 0.81% increase from our upper bound.
The number of students achieving in the Top 2 Bands in NAPLAN Numeracy improves from our baseline data of 34.9%	In 2021, 53.3% of students achieved the Top 2 Bands in NAPLAN Numeracy which equates to a 18.4% increase from our baseline data, and a 4.9% increase from our upper bound.
The number of students achieving expected growth in NAPLAN Reading improves from our baseline data of 68.4%	In 2021, 54.6% of students achieved expected growth in NAPLAN Reading which equates to a -13.9% decrease from our baseline data.
The number of students achieving expected growth in NAPLAN Numeracy improves from our baseline data of 53.3%	In 2021, 67.7% of students achieved expected growth in NAPLAN Numeracy which equates to a 14.4% increase from our baseline data, and a 3.1% increase from our upper bound.
90% of students are assessed as 'on track' in the Year 1 phonics screening check, with a decrease in the percentage of students assessed at 'carefully monitor' and 'support required'.	2021: Total Students = 51; On Track = 38; Carefully Monitor = 4; Support Required = 7 ; Not Assessed = 2  2021: 77.6% of students assessed are 'on track'. The % of change for students at 'carefully monitor' and 'support required' will be available from the second year, ie 2022.
Students complete the newly introduced Progressive Achievement Test in Reading to establish baseline data for students in Years 1 - 6	99.2% students in Years 2-6 completed Progressive Achievement Test in Numeracy. Two students who did not complete are on Individual Education Plans.
Students complete the newly introduced Progressive Achievement Test in Numeracy to establish baseline data for students in Years 2 - 6	99.5% students in Years 2-6 completed Progressive Achievement Test in Numeracy. The student who did not complete is on an Individual Education Plan.
At least 90 - 95% of students in Kindergarten achieve a reading level of 10 or above by end of Term 4.	In 2021, 82.9% of Kindergarten achieved a reading level of 10 or above which equates to a gap of 7.9% from the lower band of 90%.
The number of students achieving growth in Reading Check-in assessment improves from 2020 baseline data	Year 5 (2020) to Year 6 (2021) students demonstrated a growth of 1.8%.  Year 3 (2020) to Year 4 (2021) students demonstrated a growth of 3.5%.
The number of students achieving growth in Numeracy Check-in assessment improves from 2020 baseline data	Year 5 (2020) to Year 6 (2021) students demonstrated a growth of 6.3%.  Year 3 (2020) to Year 4 (2021) students demonstrated a growth of 9.8%.

## Strategic Direction 2: Improvement in teacher instruction and pedagogy

### Purpose

To improve teacher instruction and pedagogy in the explicit teaching of reading and numeracy, with a focus on extending teachers' skills to promote student engagement and improve performance.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Knowledge of pedagogy and Data Skills and Use
- Assessment and Effective Feedback

### Resources allocated to this strategic direction

**Professional learning:** \$8,570.11

**Literacy and numeracy:** \$1,042.15

### Summary of progress

The journey towards the achievement of strategic direction two has been steady but has been impacted by the COVID-19 pandemic.

#### Knowledge of pedagogy and data skills and use

Teachers participated in professional learning across many areas including, how to interpret PAT test data and how to interpret and utilise SCOUT reports to plan for teaching and learning. A school wide focus on the work of Lyn Sharratt "Putting Faces on the Data" and "Clarity" commenced the journey around the establishment of a data wall to track and monitor student progress.

#### Assessment and Effective Feedback

Students and teachers focused on goal setting in Semester one, however this was hampered in Semester two due to the prolonged lockdown period.

Through the completion of "mbb4n: Learning Progressions as a tool to support student numeracy development" and "Effective reading: phonological awareness", enabled familiarisation with the literacy and numeracy progressions.

#### Impact

Reflection from Stage 2 teachers who participated in the Data Wall pilot found it beneficial to support teaching and learning.

The triangulation of assessment data from multiple sources supported staff to better understand the role of data informing the teaching and learning of students.

#### Implications

Stage 2 teachers share their experience and enthusiasm with new teachers in Stage 2 (2022).

Continue staff engagement with assessment data as a tool to support teaching and learning.

Through completion of learning progressions professional learning, teachers have a better understanding of how to utilise the progressions to identify and inform the differentiation of teaching and learning.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

The number of students achieving in the Top 2 Bands in NAPLAN Reading improves from our baseline data of 59.2%	In 2021, 70.5% of students achieved the Top 2 Bands in NAPLAN Numeracy which equates to a 11.3% increase from our baseline data, and a 0.81% increase from our upper bound.
The number of students achieving in the Top 2 Bands in NAPLAN Numeracy improves from our baseline data of 34.9%	In 2021, 53.3% of students achieved the Top 2 Bands in NAPLAN Numeracy which equates to a 18.4% increase from our baseline data, and a 4.9% increase from our upper bound.
The number of students achieving expected growth in NAPLAN Reading improves from our baseline of 68.4%	In 2021, 54.6% of students achieved expected growth in NAPLAN Reading which equates to a -13.9% decrease from our baseline data.
The number of students achieving expected growth in NAPLAN Numeracy improves from our baseline of 5.3.%	In 2021, 67.7%% of students achieved expected growth in NAPLAN Numeracy which equates to a 14.4% increase from our baseline data, and a 3.1% increase from our upper bound.
The school's value-add trend is positive	The school's value-add trend in Years 3 to 5 is practically on par and the value-add trend Years 5 to 7 is positive. Value add data is not available for 2021 due to changes to the Best Start Kindergarten assessment in 2018.
Assessment against the focus theme of Data Literacy in the element of 'Data Skills and Use' in the School Excellence Framework will increase from Sustaining and Growing to Excelling	Assessment against the focus theme of Data Literacy remains steady at sustaining and growing.



## Strategic Direction 3: Improvement in Student Wellbeing Practices

### Purpose

To improve students' interest in and motivation for learning, as well as their positive sense of belonging, with a focus on increasing meaningful student voice in the school and improved student attendance.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Connection with school
- Positive sense of wellbeing

### Resources allocated to this strategic direction

**Professional learning:** \$1,300.01

**Per capita:** \$1,000.00

**Socio-economic background:** \$664.09

**Aboriginal background:** \$3,512.42

### Summary of progress

The COVID-19 pandemic and resultant lockdown in 2021 impacted significantly on our ability to see sustained focus on the implementation of the initiatives in SD3 and therefore impacted on our results.

### Connection with school

Within this initiative our aim is to embed strategic and planned approaches to further develop wellbeing practices in the school, strengthen communication and improve on-time regular attendance. During the 13 week lock down period, the school implemented a strategic and planned approach to maintaining positive relationships with students and families. Connections were formed via online platforms and regular telephone check-ins were made with students and families. A draft communication strategy was written which raised issues around multiple forms of communication in the school. Teachers participated in professional learning around attendance which was a priority in Semester 1. The COVID-19 pandemic greatly affected this initiative in Term 3 and early Term 4.

### Positive sense of wellbeing

During the learning from home period, students were connected to their teachers and peers through the use of Google Classroom, Class Dojo and Zoom platforms. Wellbeing Wednesdays and Tech Free Fridays were implemented as well as whole school online events which continued to enhance connection to school for students and families. The Peer support program was reviewed and the Got It program was timetabled to be implemented. Koori club was implemented and the school's Aboriginal Education plan updated.

### Impact

Students and teachers were upskilled in the use of technology to maintain connections and build relationships. Teachers have a good knowledge of attendance issues and knowledge of policies and procedures. Koori students feel a greater connection to their culture and a greater recognition and respect for Aboriginal culture is evident through the hard work of the Aboriginal Education team. The health, safety and wellbeing of students and staff has been maintained throughout 2021, as a result of strict adherence to DoE and health guidelines and the implementation of a strategic and planned approach to modifying whole school processes.

### Implications

A greater focus is required in 2022 to focus on this area of the school plan. The COVID-19 pandemic and ensuing lockdowns impacted significantly and activities in this strategic direction needed to be modified. Koori club will continue to be a focus in 2022 as will further development of the Aboriginal Education plan. Audit processes around the school's wellbeing programs and ways to positively enhance students positive sense of wellbeing and engagement and motivation for learning will be a focus in 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increased staff confidence in implementing policy, procedures and strategies resulting in a positive impact on attendance	Staff were surveyed about their knowledge, experience and confidence after completing TPL around attendance. 100% of staff report that they know where to find the Attendance Matters resources on the portal for reference and support; they understand the Department of Education's School Attendance policy; they understand the Department of Education's School Attendance policy; they promote regular attendance with their students and they are more confident in their understanding of monitoring attendance at school.
Percentage of students with a positive sense of wellbeing improves from the baseline of 84.4%	The percentage of students with a positive sense of belonging declined to 70% in TTFM survey one and then to 58% in TTFM survey two.
TTFM survey indicates students interest and motivation in learning has improved by an uplift of 5% from 2020	Students interest and motivation in learning has declined from 48% in 2020 TTFM survey two, 44% in TTFM survey one 2021 and 42% in TTFM survey two 2021.
TTFM survey indicates students sense of belonging has improved by an uplift of 5% from 2020	The percentage of students with a positive sense of belonging in 2020 student two TTFM survey was 60% with a downward shift to 58% survey two 2021.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$9,990.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Blackheath Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• NAP teacher employed for 6 hours per week to work with individual students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students receiving support have progressed on the EALD progressions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support students within classrooms using needs based funding allocation in 2022.</p>
<p>Integration funding support</p> <p>\$377,005.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blackheath Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students who have received targeted integration funding support have worked extensively with SLSOs to support their learning and wellbeing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students who attract integration funding will continue to be supported by SLSO staff through individual and small group instruction opportunities in 2022.</p>
<p>Socio-economic background</p> <p>\$24,591.15</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blackheath Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading</li> <li>• Positive sense of wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing (SLSO) to implement MiniLit to support identified students with additional needs</li> <li>• additional staffing (LaST) to implement small group intensive literacy teaching and learning opportunities to support identified students with</li> </ul>

<p>Socio-economic background</p> <p>\$24,591.15</p>	<p>additional needs</p> <p><b>The allocation of this funding has resulted in:</b> Students who regularly participate in MiniLit showed positive growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The data shows that MiniLit is an effective program for carefully selected students for whom a Direct Instruction and systematic approach best meets their learning needs and will be continued to be implemented in 2022.</p>
<p>Aboriginal background</p> <p>\$7,012.42</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blackheath Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading</li> <li>• Positive sense of wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• staffing release to support development and implementation of School Aboriginal Education plan and establish Koori Club</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students receiving reading support have made positive progress. Staff awareness of the school's Aboriginal Education Plan and implementation of strategies and activities. Koori Club established.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of literacy support will be provided in 2022, with investigation to expand to numeracy support. The Koori Club will continue in 2022.</p>
<p>English language proficiency</p> <p>\$8,485.66</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blackheath Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Learning support for a Kindergarten student was funded by EALD NAP for Semester 1. This student progressed from an overall Beginning level in all aspects of literacy (with Beginning to Emerging levels in Speaking and Listening, and Beginning levels in Reading/Viewing and Writing) to being at an overall Emerging level in all aspects of literacy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Should we receive this funding in 2022 we will continue to support the learning of students with use of this funding in individual / small support groups.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Blackheath Public School in mainstream classes who have a</p>

<p>\$107,988.09</p>	<p>disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading</li> <li>• Explicit teaching in Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention MiniLit to increase learning outcomes (SLSO)</li> <li>• extra time for LaST</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Positive progress for students in the MiniLit program. LaST support has enabled accurate and achievable individual learning plans for targeted students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> MiniLit will continue as a targeted intervention program in 2022. LaST program will continue in 2022.</p>
<p>Location</p> <p>\$8,165.21</p>	<p>The location funding allocation is provided to Blackheath Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional Reading resources</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Differentiation of reading materials for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Funding will be allocated according to school needs in 2022.</p>
<p>Literacy and numeracy</p> <p>\$17,574.55</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Blackheath Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading</li> <li>• Explicit teaching in Numeracy</li> <li>• Knowledge of pedagogy and Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of maths specialist</li> <li>• Purchase of reading materials for students</li> <li>• Purchase of 'Clarity' for all teachers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 100% of CT found the maths specialist a benefit in the classroom. 100% of CT who saw a demonstration lesson by the maths specialist found it useful. and implemented the strategies shown. Over 83% of CT found the explicit strategies for small groups modelled by the maths specialist useful. 87.5% of CT who responded to the survey had the opportunity to team teach with the maths specialist. 37.5% of CT responded that they talked to the maths</p>

<p>Literacy and numeracy</p> <p>\$17,574.55</p>	<p>specialist about explicit teaching strategies. The investment in ePM reading has been beneficial to the continuity for student reading progress. New guided readers are yet to be integrated into classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Maths specialist role will continue in 2022 with identified strategies and an uplift of professional dialogue on explicit strategies with CT. Subscription to ePM will continue. Whole staff exploration of 'Clarity' to continue in 2022. Once analysis has taken place, collaboratively negotiated targets based on triangulation of data will determine the focus for Stage 2 and Stage 3.</p>
<p>QTSS release</p> <p>\$63,122.43</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blackheath Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff fully aware of the SIP and have participated in TPL tailored to the implementation and progress measures in the SIP.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide release time for teachers to support the implementation of the SIP.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Blackheath Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students who participated in the MiniLit program made significant, positive progress, except one student who made minimal progress. Students who participated in small group reading intervention groups all made extensive gains in their reading, increasing not only in levels but also in confidence.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> MiniLit is an effective program for carefully selected students for whom a direct instruction and systematic approach best meets their learning needs and will therefore be continued in 2022.</p>
<p>COVID ILSP</p> <p>\$77,191.52</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their</p>

<p>COVID ILSP</p> <p>\$77,191.52</p>	<p>school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Implement intensive small group tuition program, meeting students 'point of need' in literacy and/or numeracy as identified through rigorous student assessments.</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <p>Literacy: Analysis of assessment data showed that small group tuition has been effective in improving literacy outcomes for K-6 students in the program. After Semester One, 45% of students targeted in this program reached their goals and needed no further intervention. 14% of students were on track to achieve their goals with some additional intervention. 41% of students would need further intensive support, however a large percentage of students have other factors that require consideration including school attendance, concentration and behavioural issues. Some students were referred to the LaST for an assessment.</p> <p>Numeracy: Analysis of the data showed that small group intensive support of classroom work has assisted the students. Of the 5 Stage 3 students targetted all have progressed from SENA1 to SENA2 and have shown improvements in their numeracy. No student would be considered to be working at a stage level and all will need ongoing intensive support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue implementation of small-group literacy and numeracy tuition. Consider teaching and learning strategies in light of assessment data and current research, and refine accordingly.</p> <p>Review grouping strategies and sizes to ensure the best outcomes for student progress.</p> <p>Continue to communicate with classroom teachers about students' progress and monitor the point where students are able to transfer skills learnt in small-group tuition to the classroom environment.</p> <p>Continue to have an awareness of the classroom program in order to align learning content of small-group tuition as much as possible.</p> <p>Ensure students who require support in addition to the ILSP are referred to the LaST.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	170	170	174	183
Girls	172	167	168	151

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.5	92.7	94.7	94.5
1	92.6	93.1	92	92.1
2	92.5	91	93.5	89.4
3	92.6	92.9	91.9	93.4
4	91	92	93.5	91.1
5	93.6	92.9	93	92.9
6	89.4	90.8	92.5	91
All Years	92.2	92.2	93	92
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.75
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.82

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	575,622
<b>Revenue</b>	3,461,619
Appropriation	3,392,649
Grants and contributions	68,742
Investment income	228
<b>Expenses</b>	-3,622,445
Employee related	-3,186,018
Operating expenses	-436,428
<b>Surplus / deficit for the year</b>	-160,826
<b>Closing Balance</b>	414,796

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.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	406,897
<b>Equity Total</b>	148,077
Equity - Aboriginal	7,012
Equity - Socio-economic	24,591
Equity - Language	8,486
Equity - Disability	107,988
<b>Base Total</b>	2,567,172
Base - Per Capita	84,309
Base - Location	8,165
Base - Other	2,474,698
<b>Other Total</b>	167,073
<b>Grand Total</b>	3,289,219

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.

## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The school has been participating in the Tell Them From Me (TTFM) surveys since 2015. Teachers, students (in years 4 to 6) and parents were given the opportunity to provide feedback through the completion of the TTFM. Both formal and informal meetings (face to face and online) allowed parents to add to this feedback.

In the 'Student Outcomes and School Climate' Survey Report students feel that they have friends at school they can trust and who encourage them to make positive choices. They also feel they have many opportunities to participate in sports with an instructor at school and that they have many opportunities to participate in art, drama, or music groups and extra curricular activities. 89% of students reported Positive behaviour at school, which was an increase of 3% from 2020 and this result was above NSW Government Norm by 6%. The percentage of students who feel they are victims of bullying is well below the State average.

In the 'Focus on Learning' Teacher Survey Report, in the eight drivers of student learning (leadership, parental involvement, inclusive school, technology, teaching strategies, data informed practice, learning culture and collaboration) the results were higher than the NSW Government Norm in all areas except data informed practice which was on par with the NSW Government Norm. Results from 2020 to 2021 also improved in the domains of teaching strategies and technology.

In the 'Focus on Learning' Teacher Survey Report, in the four dimensions of classroom and school practices (challenging and visible goals, overcoming obstacles to learning, quality feedback and planned learning opportunities) the results were higher than NSW Government Norm in all areas.

In the 'Partners in Learning' Parent Survey Report parents reported that they feel the school promotes inclusivity and that safety is a high priority. Results in parents feeling welcome in the school were lower than in 2020 which is possibly a reflection of the impact of COVID-19 on the school community throughout the year.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.