

2021 Annual Report

Blackwell Public School



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Introduction

The Annual Report for 2021 is provided to the community of Blackwell 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.

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Message from the principal

The Parents' and Citizens' Association-P&C is considered a vital link in establishing communication between families and school. The Lockdown and Learning from Home experiences were a valuable lesson in demonstrating how necessary our relationships are in providing the best possible learning outcomes for our students. Special mention must be made on the sad passing of one of our recent Presidents. Frank was a wonderful person who led by example. He was passionate about his family and the opportunities a public education system provided, not only for his children, but for the families of Blackwell. We feel blessed to have known Frank. His legacy continues and I am confident our newly elected Executive Team will carry forward his passion and enthusiasm.



School vision

Blackwell Public School is a vibrant and innovative learning community where students are proud of themselves and the school, where students pledge to work hard, play fair and be kind to each other, always remembering **Good Manners, Good Thinking and Good Learning**.

Every student at Blackwell is **"learning not by chance, but by design."**

School context

Blackwell Public School is a vibrant, well-resourced school set in beautiful grounds. It has a proud history of providing a caring learning environment for all students. Everyone in the Blackwell Public School community is treated as family.

Excellent academic programs, highly trained and dedicated staff and modern facilities offer our students the very best opportunity to excel. The staff is committed to providing the best possible education for all children within a supportive, safe and encouraging atmosphere. Our classrooms are well-equipped and include up-to-date technology. Each classroom is equipped with an interactive screen and has access to numerous desktop computers. Laptops and iPads are also accessed regularly to assist our students with their learning.

Our school is a **Positive Behaviour for Learning School**. The focus is on implementing systems that foster a positive learning environment. Our core expectations are: **Good Manners, Good Thinking and Good Learning**. These expectations are recognised through our Merit Certificates, Virtues Awards and Principal Awards. We want all our students to be resilient learners, have a sense of wellbeing and display good social expectations. Student leadership is an important part of our school. An **active Student Representative Council** comprising of students from Year 2 to Year 6 meet regularly to plan a number of student based activities. A **K-6 Peer Support program** provides an opportunity for our senior students to exercise their leadership skills. Each year our students elect School and House Captains. These students play an important role in fostering our school's core values.

Blackwell Public School enjoys **strong support** from the surrounding community. Our P&C is actively involved in a range of school based activities. The P&C organises a variety of fundraising / social events in order to encourage a strong sense of community. They represent the parent / community providing input into different aspects of the school. Many parents and community members donate their time to assist us in the classroom. We are proud members of the **STEPS-St Clair Erskine Park -Learning Community**.

Through our Situational Analysis, we have identified a need to use data driven practices to identify student achievements and growth. Professional learning opportunities will be undertaken to build teacher capacity to analyse, interpret and extrapolate data and use this to inform collaborative planning, identify interventions and modify teaching practice. There will continue to be a strong focus on embedding explicit systems to drive school-wide improvements in teaching practice and student results.

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 building strong foundations for academic success and using data driven practices that are responsive to the learning needs of individual students.

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 and Data Use
- Effective Reading and Numeracy Practices

Resources allocated to this strategic direction

QTSS release: \$115,495.00

English language proficiency: \$76,640.60

Literacy and numeracy: \$16,454.79

Socio-economic background: \$18,570.11

Literacy and numeracy intervention: \$74,300.00

Low level adjustment for disability: \$101,101.00

Professional learning: \$2,400.00

Aboriginal background: \$27,240.22

Summary of progress

Practices by class teachers included the use of feedback, learning intentions and success criteria as part of their everyday teaching. Assessment practices included formative assessments for the everyday class programs using visible learning strategies and timely feedback. Summative practices included the use of Progressive Achievement Test - PAT testing in November each year, the use of Phonological Awareness assessment in Kinder and Phonics Assessment conducted in Term 4 across Stage 2 and Stage 3. These programs formed part of the assessment cycle and directions of our school in 2021.

Early Stage 1 and Stage 1 teachers began explicit teaching sessions using a phonological awareness program, called the "Letters and Sounds" program. Check In Assessments were conducted and staff will use the data gained from Term 4 assessments to guide our planning for Term 1 2022. National Assessment Literacy Program And Numeracy- NAPLAN assessment tasks were also identified as beneficial in supporting personalized learning plans. Teaching practices have begun to change in the early years through the use of these programs. The assistance of the Learning Support Team to identify targeted students and to provide intervention programs such as MiniLit, MultiLit and comprehension programs have also been beneficial in identifying and providing specific support for our students most at risk.

Explicit guidance provided by the executive has given teachers an awareness and understanding in the use of data. PAT data was explained and discussed through professional development and a group of teachers attended professional development in using PAT data effectively. This will be used in conjunction with NAPLAN and Check In Assessment data and the accompanying resources in 2022. This will become a school wide focus.

Practices to promote a Good Learner Culture began in Term 1 and Term 2 but were discontinued once Learning From Home was introduced due to Covid restrictions. Our aim is to reintroduce these practices again in 2022.

The Learning Support Team began Term 1 with individual assessment of students using York Assessment of Reading for Comprehension-YORC to ascertain a correct understanding of each child's learning difficulty. Bench marking and PAT results were used to identify our Stanine 1-3 students. MiniLit placement levels, Peabody tests, vocabulary tests were all conducted to provide accurate data on each student. From the results identified students were then supported with individual programs. Students were also identified who needed phonological awareness support as well as students in Years 3 - 6 who would need intervention in Comprehension and in MultiLit programs. These groups and programs operated throughout the year, with new students being added based on our data. During Learning From Home in Term 3, all learning support staff proceeded with online learning and had contact with all students. The team considered that results from end of year data would show little improvement. It has been noted that the number of students needing intervention in Years 3 - 6 has declined and the support that has been given in the earlier years is starting to make inroads into the success of these students. NAPLAN results had no students in Band 1 for learning difficulties.

The team is following the Plan, Implement, Assess, Evaluate actions.

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
<p>Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 42%.</p> <p>Improvement in the percentage of students achieving in the top 2 bands to be above the lower bound system-negotiated target in numeracy of 28.6%</p>	<ul style="list-style-type: none"> • 43% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target. • 22% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
<p>At least 77% of students in Years 1 - 6 will demonstrate 0.4% growth when comparing start and end of year scale scores in PAT Maths.</p> <p>At least 82% of students in Years 1-6 will demonstrate 0.4% growth when comparing start and end of year scale scores in PAT Reading.</p>	<ul style="list-style-type: none"> • PAT results indicates the percentage of students have demonstrated 0.4% growth when comparing start and end of year scale scores in PAT Maths. • PAT results indicates the percentage of students have demonstrated 0.4% growth when comparing start and end of year scale scores in PAT Reading.
<p>Maintain the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 56.5%</p> <p>Maintain the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 52.6%</p>	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased by 4% indicating achievement of the lower bound target. • Percentage of students achieving expected growth in numeracy increased by 4% indicating achievement of the system-negotiated target.
<p>A range of evidence demonstrates that the school community meets the Delivering descriptor of Data Use in Teaching within the element of Data Skills and Use.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.

Strategic Direction 2: Wellbeing and attendance

Purpose

To support Blackwell school to create a learning culture that enables our students to learn and be strong, happy and successful.

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.

- Attendance Support for Identified students
- Excelling in Wellbeing practices.

Resources allocated to this strategic direction

Socio-economic background: \$278,557.76

Low level adjustment for disability: \$77,764.25

Aboriginal background: \$7,873.00

Integration funding support: \$154,660.00

Professional learning: \$1,350.00

Summary of progress

Attendance support was given to students who were identified in need. Family mental health issues had the greatest impact on students attending school on time, for full days and for a continued period of attendance. Learning From Home also affected attendance with many students and families reluctant to return to full time attendance. Staff will continue to monitor these particular cases and assist students to return to regular schooling. Where needed, the Home School Liaison Officer-HSLO, departmental personnel, as well as outside agencies, attended meetings where required. The Learning Support team followed through with suggested actions. All cases were noted in the Learning Support Team minutes for follow ups and monitoring.

Our numerous welfare programs continued to support our staff and students and provided active intervention for many of most needy students. The Chaplaincy program provided additional support for our senior students and provided opportunities for these students to demonstrate leadership and resilience in a variety of settings.

A range of evidence supports our Learning Culture and Wellbeing.

Newsletter articles and resources were uploaded each newsletter. Growth mindset, resilience and issues to deal with children's behaviour were regularly included. The Life Journal for parents was purchased to support this initiative. During the COVID lockdown, articles were regularly included on wellbeing and mindfulness.

The Personal and Social Capability Learning Continuum-SEL was used to identify students in need of support. A Social Skills program was established using the SEL program lessons. During Term 1 and Term 2 the first 10 units were conducted as per the program. After evaluation of the student progress, it was difficult to determine the next areas of need. The network Learning Support advisors were invited to discuss the approach we had used and to help support the school's Learning Support team to align the SEL program and the social emotional awareness continuum. This was to be looked at and worked on during Term 3 however lockdown impacted the team's work in this area. In 2022, the social skills program will support Autism Spectrum Disorder-ASD students with the specific skills they need. As we have a greater enrolment of these students, it was decided that these students need ongoing social skill/ cues programs. These are our Tier 2 and Tier 3 students.

The school chaplain attended the "I hear You" programs regularly and liaised with the teacher conducting these sessions. The chaplain followed up any student who showed a need to have further time to talk. The chaplain continued supporting students and families during lockdown by providing care gifts and vouchers and offering assistance where needed. The chaplain has been an integral part of the programs. In 2022, the Chaplain will run the sessions and give counselling to these students who attend "I hear You". The chaplain has social work and counselling qualifications.

Berry Street Principles continued to be embedded within classroom routines and structures. Morning Circle has been modified by some staff who teach in the older grades as some of the suggested activities did not engage these senior students.

"Forge Wellbeing" program was purchased by the school to inform teachers of students at risk and in need of support. The executive and then staff, reviewed the program. In Term 4, within the first 2 weeks of coming back from lockdown,

each class teacher administered the program and could identify students who were not resilient, who felt 'helpless', who were not engaging or were identified with low self esteem. It was decided that the school would administer these surveys each 5 week cycle of the year to ensure no student is missed.

Attendance was monitored regularly with HSLO meeting with the Deputy each 5 weeks. Students were identified and both HSLO and Deputy/school followed up with these at risk students.

Once a term, the Department attendance flyers were published in school newsletter as reminders to parents and each teacher took on the slogan "Every minute counts."

Partial absences were a concern for a few students, with discussion and follow up with parents conducted by the Deputy. Parents are now expected to provide a reason for these partial absences. This will continue 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
Work towards increasing the percentage of students attending school more than 90% of the time to be at the school's lower bound target of 79.9%	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more has decreased to 72.42%.
TTFM (Tell Them From Me) Wellbeing data (advocacy, belonging, expectations) improves to be working towards the lower bound system-negotiated target of 95% .	<ul style="list-style-type: none"> Tell Them From Me data indicates 86.07% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
A range of evidence supports our assessment at Excelling in the elements of Learning culture and wellbeing .	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing and Learning Culture.



Strategic Direction 3: Excellence in Learning

Purpose

To develop a school culture of assessment capable learners through Visible Learning and Formative Assessment practices that are shared across the highly supported school community.

To promote a school culture that develops growth mindsets while class culture develops challenge for engagement and clarity of learning.

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.

- Professional Learning for Improved Practices.
- A Culture of Aspiration and Good Learning

Resources allocated to this strategic direction

Professional learning: \$31,975.11

Socio-economic background: \$15,714.89

Summary of progress

Embedding a Learning Culture began in 2021. Professional development in growth mindset, starters for beginning of lessons began in Term 1 and Term 2. All class teachers showed evidence of the implementation of Growth Mindset strategies in their classrooms. The students were able to express what it means to have a growth mindset and many were displaying these competencies. Staff shared examples of lesson starters and are beginning to implement these strategies on a daily basis. Executive had met in 1st semester to form an Innovation team and to plan a timeline for action and to use and work through activities based on Shirley Clarke's Formative Assessment. During Terms 3 and 4 this was discontinued due to Learning from Home. Executive handled discussions with their stages regarding lesson starters. Staff shared how they have implemented strategies which has proved effective. The Quality Teaching Rounds would also have observed practice. Continued work in this area is needed. New staff in 2022 will need to be developed in the understandings and practices of a Learning Culture.

During Term 1 and 2 staff members trained in Quality Teaching Rounds and organised resources and a plan of implementation. In Term 2 a team of 4 was established after developing staff and sharing information. The plan was outlined and to begin in Term 3 with 2 rounds to take place. Due to COVID and staff shortages this did not eventuate. In 2022 this will continue and the staff members on the original team will have training and continue to do the rounds.

A 'policy book' has been started so staff, new and old, will know the expectations of practice at the school. At the beginning of the year our set up should include Growth Mindset, Feedback, and assessment strategies such as Exit Slips and staff progressing to peer feedback and student to teacher feedback. Strategies will be refined and less strategies will be professionally developed and implemented into class practice. High Expectations will be looked at to plan what will work at Blackwell along with the Formative Assessment practices begun in 2021. Mind frames of learning, SKILL-WILL-THRILL will not be approached at this stage.

COVID, Lockdowns and Learning from Home impacted on the delivery and implementation of these measures.

It is anticipated that these programs and procedures will be carried into 2022 for full implementation.

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
Using 2020 baseline, an additional 5% of Year 2-6 students will demonstrate a 0.4 growth when comparing start year to end year scale scores in PAT-R and PAT-M.	43 % of students achieved a 0.4 growth in PAT-R with 20% achieved 0.4 growth in PAT-M. 60% of Kindergarten students achieved the expected end of year scale for phonemic awareness.

<p>At least 80% of Kindergarten students achieve the expected end of year scale in the phonological awareness assessment.</p> <p>At least 80% of students in Year 1 achieve the expected end of year scale in phonics assessment.</p> <p>Improvement in number of students K - 6 achieving expected growth in determined literacy and numeracy school-determined targets using PLAN2 data.</p>	<p>54% of students in Year 1 achieved the end of year scale in the Phonics Testing. 45% of the students need some intervention. Two years of COVID and Home Learning has had an impact on these students.</p>
<p>90% of parents and carers who complete Tell Them From Me parent survey express satisfaction with school programs and initiatives.</p>	<p>Surveys conducted by both the P&C and at school level indicated that trust and positive relationships are embedded in the culture of the school. These enable frank dialogue to occur and there is a real sense of partnership existing between home and school.</p> <p>The connections forged during Learning from Home confirmed these attitudes and again demonstrated the importance of those relationships, not only at a school level, but also at a personal level.</p>
<p>Formative Assessment practices are embedded into classroom teaching practices by at least 50% of staff.</p>	<p>More than 50% of staff had established and continued discussion in their classrooms on growth mindset.</p> <p>More than 50% staff have embedded formative assessment strategies into their classroom practices.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$154,660.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blackwell Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excelling in Wellbeing practices. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs School employed 4 additional SLSOs plus additional teaching members of our Learning Support team • staffing release for targeted professional learning around Berry St and PAX initiatives • implementation of targeted programs to differentiate teaching and learning programs including the establishment of a Google classroom during Learning from Home to support student needs. These were coordinated by our LAST members • staffing release to build teacher capacity around intervention for targeted behaviours as well as curriculum adjustments. <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$312,842.76</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blackwell Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Reading and Numeracy Practices • Attendance Support for Identified students • Excelling in Wellbeing practices. • Professional Learning for Improved Practices. • A Culture of Aspiration and Good Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing employed to implement programs to support identified students with additional needs • professional development of staff through departmental inservices courses to support student learning • engage with external providers to support student engagement and retention <p>The allocation of this funding has resulted in: Year 3 and 5 NAPLAN Reading above Statistically Similar School Group Year 3 and 5 NAPLAN Numeracy above SSSG Year 3 demonstrated a lift in Writing from a raw score 412.9 in 2019 to 419.4 in 2021</p>

<p>Socio-economic background</p> <p>\$312,842.76</p>	<p>After evaluation, the next steps to support our students with this funding will be: continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards engaging a Youth Outreach Worker to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$35,113.22</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blackwell 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Reading and Numeracy Practices • Excelling in Wellbeing practices. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff -Aboriginal Education Worker to deliver personalised support for Aboriginal students, both culturally and academically. • community consultation and engagement to support the development of cultural competency. These were conducted each term until Covid restrictions impacted • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Worker (AEW) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: an increase 33% in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 93% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$76,640.60</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blackwell Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching and Data Use • Effective Reading and Numeracy Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teaching staff, as well as, additional SLSOs to support delivery of targeted initiatives • provision of additional English as Additional Language or Dialect -EALD-support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • provide EAL/D Progression levelling professional learning to staff

<p>English language proficiency</p> <p>\$76,640.60</p>	<p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Stage 1 and Early Stage 1 participated in professional learning, where the EAL/D teacher guided how to plan an integrated writing unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$178,865.25</p>	<p>Low level adjustment for disability equity loading provides support for students at Blackwell Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Reading and Numeracy Practices • Excelling in Wellbeing practices. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of SLSO to improve the development of students by implementing speech and occupational therapy programs developed by specialists <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$16,454.79</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Blackwell Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching and Data Use • Effective Reading and Numeracy Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in:</p>

<p>Literacy and numeracy</p> <p>\$16,454.79</p>	<p>20% increase in Stage 1 students participating regularly (weekly) in the home reading program. COVID and learning from home impacted on our programs and plans Set-up Google classrooms to support targeted students in Literacy and numeracy during learning from home phase of Lockdown.</p> <p>After evaluation, the next steps to support our students with this funding will be: Assistant Principal Curriculum and Instruction-APC&I- will be used to support professional learning in the use of data collection and analysis.</p>
<p>QTSS release</p> <p>\$115,495.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blackwell Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching and Data Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum. this enabled stages to meet and use time for professional dialogue and planning. • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff to engage in explicit teaching. <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 80% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment of a specialist will be used to lead improvement in an area where teachers need support, such as literacy or numeracy. APCI Literacy Numeracy</p>
<p>Literacy and numeracy intervention</p> <p>\$74,300.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Blackwell Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Reading and Numeracy Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the</p>

<p>Literacy and numeracy intervention</p> <p>\$74,300.00</p>	<p>expected level for their stage. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands increased from 2019 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs</p>
<p>COVID ILSP</p> <p>\$290,082.77</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 school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition to senior students in comprehension skills • providing targeted, explicit instruction for student groups in literacy/numeracy using Mini and Multi Lit ,as well as, Targeted Early Numeracy-TEN- for numeracy. • releasing staff to analyse school and student data to 163 students who have been identified as not reaching literacy benchmarks in Stage 1 and Stage 2 • employing staff to provide online tuition to student groups in literacy/numeracy using Core Lexia computer program • development of resources and planning of small group tuition such as Google classroom and tutorial videos to support learning from home • employment of additional staff, financial manager, 2 days per week in Semester 2 to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: The majority of the 163 students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	331	336	322	311
Girls	318	329	312	290

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.2	90.5	91.7	91.5
1	92.7	92.8	91.7	92.8
2	93.2	93.4	92.3	93.3
3	93	92.3	92.7	91.9
4	93.1	91.6	92	93.5
5	92.4	93.6	91.6	92.7
6	93.2	91	93.2	91.5
All Years	92.9	92.2	92.2	92.5
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

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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.2
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	5.06

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	1,504,854
Revenue	6,149,999
Appropriation	6,038,692
Sale of Goods and Services	19,607
Grants and contributions	89,802
Investment income	998
Other revenue	900
Expenses	-6,027,575
Employee related	-5,410,857
Operating expenses	-616,718
Surplus / deficit for the year	122,424
Closing Balance	1,627,277

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

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

	2021 SBAR Adjustments (\$)
Targeted Total	154,660
Equity Total	629,944
Equity - Aboriginal	35,113
Equity - Socio-economic	331,175
Equity - Language	77,373
Equity - Disability	186,282
Base Total	4,355,395
Base - Per Capita	156,292
Base - Location	0
Base - Other	4,199,103
Other Total	461,275
Grand Total	5,601,273

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 to access the school data.



Parent/caregiver, student, teacher satisfaction

As much of our year was impacted by the Covid Pandemic, both at a educational level, as well as, a community level, the school focused on retaining the relationships that form the core of our school community.

Regular phone contact became a vital tool in establishing connections. It often provided a much needed link between our families and staff. We found that this contact proved so useful as it provided much needed opportunities to discuss and learn about each of our students and their families.

Parents appreciated our efforts to support each student in the learning from home phase as well as the return to school. There was much new learning and adaptations required to suit each new restrictions and the demands these placed on families as well as our staff.

There was constant discussion on how best to deliver and support families with limited access to technology and families working from home and still supporting young students.

Quick Response-QR- codes proved an advantage for families struggling with internet demands and limited access to devices. We also developed an excellent Courier service-largely thanks to the generosity of our admin and support staff. Over 150 paper copies were delivered to homes each Monday, often with a chance to connect with our families. Resources and marking books also went home along with treats and small gifts to make the learning a little easier.

Google and Zoom became the new norm with staff developing new skills at presentation and delivery of learning.

Welfare Wednesday and Fun Fridays took place and were eagerly anticipated by all.

There was also the task of keeping the school open and running classes here. We continued to provide a stimulating environment either on site or through Cyber Space.

We conducted several surveys and opportunities for families to provide feedback. Wherever possible, the school tried to be as responsive as we could given the `restrictions and conditions that were in operation during 2021.

Student success was measured by "The Tell Them From Me" surveys which are conducted annually. Data collected and analysed indicated that our students continue to value the learning environment provided at Blackwell. Staff will continue to focus on the three domains of Student Advocacy, Expectations and Sense of Belonging targeted in these surveys. Students need to be guided in what each question of the survey is asking and ensure students take the time to answer each question correctly. Informal interviews and discussion implied that students have a sense of pride and ownership in the school and feel valued.

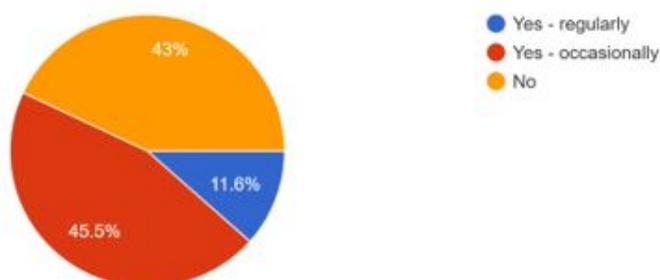
Our Student Representative Council -the SRC- have been most proactive and ensured that the student voice and sense of "In This Together" remained a goal in 2021. We watched Zoom messages and posts by our senior school leaders encouraging all to remain positive and connected even when we were not sharing the same space.

As much of our evidence around student satisfaction has been anecdotal the aim for 2022 and beyond is to ensure credible evidence is collected. Staff and students are looking at ways and means to provide this evidence and ensure a true representation of our successes is maintained.

Staff satisfaction is perhaps best measured by the number of senior staff that have called Blackwell home for more that fifteen years. While we have little movement with permanent staff we attract a large number of casuals who seek to be reemployed at Blackwell when an opportunity arises. The school continues to enjoy a great reputation within the local area and we continue to challenge ourselves to make a great school even greater.

Has your child been using Google Classroom to interact with teachers?

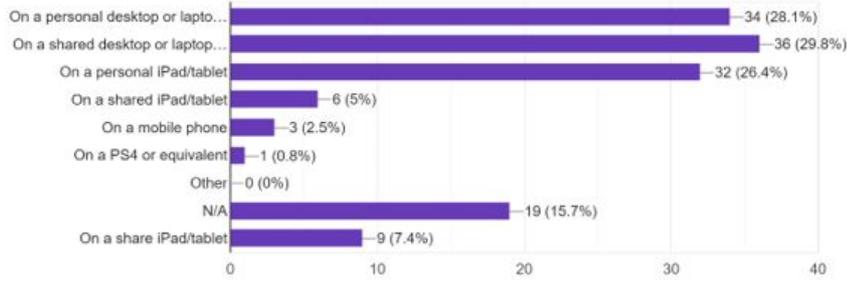
121 responses



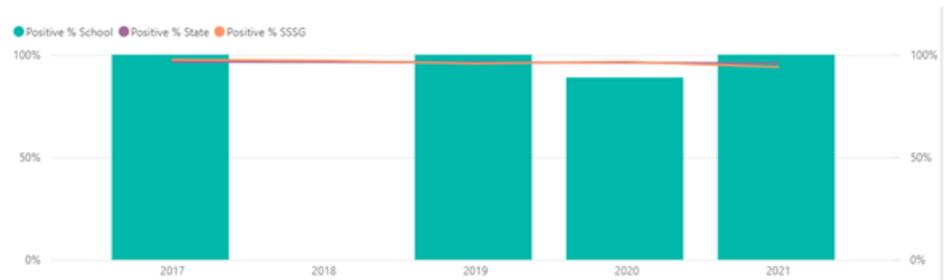
How many students have been accessing Google Classrooms to interact with their teachers.

How has your child been able to access Google Classroom? (You can choose more than one answer)

121 responses



Your school's annual results for the three TTFM measures (% students reporting positive outcomes):



If there is no bar for your school, it means that your school did not participate in the Term 1 student survey for that calendar year (with the exception of 2015 Advocacy at School data excluded for all schools).
If you select a slicer and no results are shown, it means that the cohort is too small.

Policy requirements

Aboriginal Education Policy

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.

Aboriginal Education - School statement

The school continued our involvement across our STEPS Learning Community with our Aboriginal Education Consultative Group-AECG. Although limited by Covid we were able to allow our students to have a voice in their learning and provided opportunities for interaction with other schools. Our parent Yarn meetings were once again limited but contact was still made via phones and Zoom.

During 2021 our new Yarning space was built and students and parent were keen to use once we returned to site. our yarn space is a place to talk, share, discuss, educate and have somewhere to have a yarn. It offers a special place to build respectful relationships and enrich our students' learning experiences. These spaces have been used by Aboriginal and Torres Strait peoples for thousands of years.

Our programs allow students to develop respect for diversity and understanding of cultural differences. They provide our students with a rich and well rounded knowledge of Australia's history.

Land, family, law, ceremony and language remain the five key connected elements of Indigenous culture. We have used mainly story telling with visual cues to support classroom learning. Our library is a rich source of materials and we are constantly purchasing new books and materials to support our programs. Accurate and fair information about our Indigenous peoples and their ways are particularly rare. Our task remains one that builds and inspires our connections to culture and place, not only for this current generation but for all who follow.

A focus here at Blackwell is to ensure the school acknowledges our Darug culture by creating a learning environment that uses symbols and objects that connect us to Country.

Language is a powerful tool and we re working hard to introduce some Dharug words into the everyday life of our school. most classes commence the day with an "Acknowledgement" and are encouraging our Aboriginal students to provide a "Welcome" where appropriate. Aboriginal nations are wishing to reclaim, revitalise and reconnect with their traditional languages and cultural practices. However, there is a vast lack of suitably qualified Aboriginal workers or teachers. We struggled to find a person who could fulfil this role here and our Aboriginal Educational Worker only lasted a short time due to family issues. We were unable to find a suitable replacement for the rest of the year. Our hope is to be more successful in 2022.

During 2021 we focused on learning about the Kookaburra- Kakundi in Dharug as our school emblem. Multiple images and objects now are situated around our school site. These were used to welcome our new kindergartens during their transition visits and proved a keen learning tool with our senior buddies as well. Totems depicting our feathered bird , the kookaburra, and our fur totem, the possum, will be commissioned and hopefully installed, in 2022.

Hopefully 2022 will enable many of our plans to be fully implemented.

Students, staff and parents are optimistic that schools will be able to operate without the restrictions that have impeded our learning for the last two years.

As a school and also as a member of our STePS Learning Community we remain committed to our Aboriginal community and will endeavour to continue to find ways to promote and celebrate our cultural heritage. We also continue with the role of building relationships with our Aboriginal and Torres Strait Islander families.

Anti-Racism Policy

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.

Anti-Racism - School statement

There continues to be little evidence of incidents of a racial nature during 2021.

The school community is proactive with their practices and procedures to support all our students and their families at Blackwell. We welcome and value the diversity of our country and continue to celebrate the richness our families bring to the school.

We continue to use our students' customs, characteristics, experiences and perspectives as tools for better classroom instructions.

The Anti racism Contact officer-ARCO- at Blackwell continues to offer support and advice for both staff and families where and if required. We currently have two fully trained staff members who over see our programs ,policies and procedures.

We continue to promote equality and social justice in our school by

- being mindful of how we use technology
- reflecting on our own beliefs
- reducing race and gender barriers to learning
- accommodating different learning styles and
- guarding against stereotyping.

School events and activities continue to highlight our global connections. Our students and families are finding that the school environment at Blackwell offers a chance to share our differences in a mutually rewarding atmosphere. Our school virtues continue to promote acceptance and respect. We are proud of our school and all that this entails.

Multicultural Education Policy

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.

Multicultural and anti-racism education - School Statement

The staff and students regularly reflect on our diverse community. We continue to focus on inclusive activities and events that continue to promote our multicultural heritage.

The Olympic Games in Tokyo provided a real opportunity to show our support, not only as a nation, but also as a key participant in world sport. The school conducted many activities in the lead up to this world event and conducted a great family day to celebrate this historic event.

We continue to seek means to create equal education opportunities for all our students and families, including those from different racial, ethnic and social class groups.

We focus on

- building positive relationships
- creating opportunities for curiosity and experiment
- fostering a growth mindset climate
- building opportunities for inclusion
- remembering that no two people are alike **but**
- we share more in common with each other than our differences.

While Covid has restricted much of our usual opportunities to come together and celebrate as a community, the current climate has taught us just how important these social events are in a school.

It is hoped that the new year will once again provide opportunities to come together. We have certainly missed these events and realise just how important connections and relationships are to us all.

