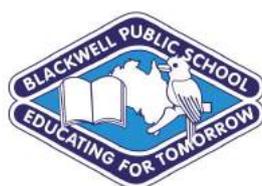


Blackwell Public School

Annual Report



2017



4559

Introduction

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

This report provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan.

It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

To ensure that we provided the very best possible climate for learning we decided on a few key points that underpinned our teaching and learning.

We believe in a school where all partners accept responsibility and contribute to the effective and efficient running of the school.

We believe in a school where the students come first and that means teaching each student holistically.

We believe in a school where we teach what matters most.

We believe in a school where we work together as a team, providing the best possible learning environment we possibly can.

Our aim has and will continue to be that as a school we focus on

- student outcomes;
- provision of worthwhile content;
- integration of knowledge and skills;
- pre and post assessment;
- multiple opportunities to learn and apply information;
- approaches that are responsive to learning;
- active and effective leadership and
- sustained momentum.

Staff and students need an environment that offers both trust and challenges. We need to make changes to our practices to enable staff to use new information and to understand the implications for their practices.

Our executive staff, as the designated educational leaders of Blackwell, have a pivot role in developing the expectations for improved student outcomes. Our leadership team was responsible for promoting engagement at all levels of the school.

Kris Hudswell

Principal

School contact details

Blackwell Public School

Blackwell Ave

St Clair, 2759

www.blackwell-p.schools.nsw.edu.au

blackwell-p.School@det.nsw.edu.au

9670 5080

School background

School vision statement

Blackwell Public School strives to develop lifelong learners and effective citizens through quality education programs within a dynamic, nurturing and inspiring community.

School context

Blackwell had 660 students enrolled in 26 classes. Our school operates in stage groups.

Blackwell offered a wide range of curricula choices including sports, guitar, martial arts, debating, public speaking, choir and dance groups.

We also have a strong, positive student welfare policy that supports all our students and families.

Up to date technology including Smart boards, laptops and I-pads are an integral part of the day-to-day learning of our students.

Our school is well established with attractive surrounds and ample opportunities for creative play.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The school continues to make gains in delivery of quality teaching with high expectations for all our students. Additional support and programs are embedded to assist students reach their potential.

Our focus has always been to provide additional support for those students that are challenged by the academic skills, knowledge and understanding that are required in an academic setting. This remains an area of strength and greatest growth. We now need to shift the focus to our more able students and develop similar educational plans for them. We need to motivate and track their learning in a similar, rigorous fashion.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

LEARNING – Successful and Engaged Learners

Purpose

Fostering a love of learning and becoming confident, creative and critical problem solving learners who demonstrate resilience and independence to pursue their potential as lifelong learners, leaders and informed global citizens.

Students at Blackwell Public School will become successful learners who demonstrate engagement, focus and collaboration to communicate their ideas to make sense of the 21st Century world.

Overall summary of progress

Overall the majority of our students remain focussed and attentive in all their learning situations. The explicit instructions, systematic teaching and consistency of teacher assessment ensures our students reach school benchmarks in all their Key Learning Areas. Staff have been effective in differentiating programs and lessons to ensure students can access the curricula at their individual level. Assessment tasks have been planned and programs backward mapped to ensure delivery strategies meet teacher expectations.

Student engagement is continuously promoted by offering our students and community a wide range of choice in both class and playground opportunities. Alternative pathways to learning and accessing programs enabled students to find the right fit for their learning styles and needs. Technology played a major part in this field. All Year 5 and Year 6 students were given an Infinity laptop for their personal use. This was accomplished at a cost to the school –all 180 laptops.

Stage 2 students all had access to I pads and other laptops. The school also employed an IT teacher two days a week to assist staff and students in using this technology. We also employed an IT technician to support the efficient delivery of these programs.

Social skills programs have been developed, refined and evaluated for over 100 students during the year. We have employed an additional staff member and 2 support officers to accomplish this. Integration of high needs students have ensured that all staff are equipped to deal with the variety of needs these students demand. Alternatives to classroom and playground settings through the construction of a number of large outdoor play areas, catered for the needs of our students and continued to provide a safe but stimulating environment.

The identification of any Gifted and Talented –GAT students still requires attention. Strategies are in place to monitor these students and discussion has taken place to ensure processes will be in place and consistent to track their progress. Individualised Learning Plans–IEPS will ensure that teaching /learning programs motivate and challenge these more capable students and that staff and parents work together to provide a positive learning experience for all.

The STEPS– (St Clair Erskine Park Schools) Learning Community have also discussed programs that may assist students with particular talents. Plans have been developed across our schools to identify both staff and students who may contribute and benefit from such specialised programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">90% of staff confident to identify G&T students and provide effective classroom teaching	Central purchased to store all student information \$7 000	Third party provider SENTRAL used to store all relevant student information including IEPs, PLPS, students reports, welfare information, integration programs and other relevant social

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>strategies.</p> <ul style="list-style-type: none"> • 20% of students' demonstrated value added in school and department assessments. • Parent workshops are well attended. • Parent survey completion rate 75% • All STEP schools involved in sharing expertise and participating in G&T programs. 	<p>Teacher professional learning–TPL \$9 000</p> <p>Construction of out door learning and play areas \$20 000</p> <p>Communication programs including social media platforms \$5000</p> <p>STEPS –St Clair Erskine Park Schools programs \$5000</p> <p>Technology \$40 000</p> <p>Social skills and student support \$150 000</p>	<p>histories.</p> <p>All administration and teaching staff undertook a number of professional courses during the year. Staff either selected or were asked to attend those courses that either supported their own professional goals or were related to the strategic plans of the school. The school also conducted a number of parent workshops each term to assist parents in understanding curricula and how best to support their children.</p> <p>The school embraced social media this year as a means of communicating with our parents and wider community. Parent satisfaction encouraged us to take further initiatives by using closed stage groups to inform and keep all parents up to date with school happenings.</p> <p>Our newsletter went virtual and together with our website, parents were highly supportive and pleased with our new channels of communication.</p> <p>Our STEPS involvement continued to build strong learning links with our local primary and high schools.</p> <p>Courses offered through STEPS included dance, debating, leadership, public speaking, music and GAT programs.</p> <p>STEPS Executive and Principals also met on a regular basis to share and discuss common concerns and areas of interest.</p>

Next Steps

Research and staff discussion has centred on what can be done in the classroom that is high impact but low cost. Our plans include the restructure of our Peer Tutoring system, mastery teaching and learning with staff trained in explicit instruction, delivery and assessment and access to effective comprehension strategies. All staff will have access to professional training in these key components.

Discussion at executive, stage and whole school levels will focus on what makes a school effective. Staff will undertake readings, action research, quizzes and surveys to build a comprehensive list of effective plans and events to ensure these factors are being delivered across the school.

Technology will continue to drive many of our school programs with staff and students involved in Google classroom and One Note. Additional Infinity laptops will be purchased to support all Stage 3 students. Parents have been asked for a bond to ensure these laptops are kept in good working order. Across the school, Smartboards have been replaced with Smart TVs as existing technology needs to be consistently updated.

Social Skills programs and classroom support will be extended to meet the growing numbers of students requiring individualised support. Staff will be asked to set Learning Intentions and Criteria for Success as components of the teaching /learning programs. Individualised learning plans will also be in place for our targeted, more able students to ensure they reach their full potential and are encouraged to accept new learning challenges.



Strategic Direction 2

Strategic Direction 2: TEACHING – Literacy and Numeracy underpin a dynamic contemporary curriculum

Purpose

Empower students to become creative and dynamic learners with the capacity to effectively apply literacy and numeracy skills to meet contemporary demands.

Students need to be given access to a contemporary, future focussed learning environment where Literacy and Numeracy skill are developed through quality teaching and learning opportunities.

Overall summary of progress

Our goal to empower students to become creative and dynamic learners in literacy and numeracy through quality teaching and learning opportunities was demonstrated through; successful collaboration with literacy leaders to develop and effectively steer programs to meet student needs. We used Quality Teaching Successful Students (QTSS) money three days a week to relieve three classroom teachers to engage in collaborative practices with each classroom teacher so that the skills and language of spelling, grammar and writing are embedded K–6. This built teacher capacity in their explicit teaching of writing, spelling and grammar. Overall the students' passion and engagement grew and stages held writing competitions as a consequence of student interest.

Blackwell Public School began whole school implementation of the spelling program "Words Their Way" (WTW). Our literacy leaders presented whole school professional learning in "Seven Steps to Writing Success" and sentence structure/grammar. In consultation with teachers, our literacy leaders led collegial discussions and applied constructive feedback from colleagues to improve professional knowledge and practice. A parent workshop was held in the evening on Words Their Way, which was very well received. Blackwell continues to review, refresh and purchase resources that appeal to students. For example, Kindergarten purchased additional guided reading resources to ensure books included six in a set. Stage 1, 2 and 3 also purchased additional class readers and novel sets.

In mathematics we strengthened our relationship with our expert consultant Carol Spencer (author of "A Learning Place"), to engage staff in professional learning in the area of problem solving. Staff had the opportunity to observe Carol and each other to ensure the quality, consistency and sustainability of the whole school mathematics program. We built a collaborative responsibility of student learning and success with community engagement through stage numeracy workshops. Carol Spencer held a maths workshop in the evening and parental feedback indicated high support of this program and an appreciation of the deep learning the program provides for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • EVERY child has value-added results in NAPLAN • 70% of student in the top two bands in Year 3 NAPLAN in Writing • 25% of student in the top two bands in Year 5 NAPLAN in Writing • 50% of student in the top two bands in Year 3 NAPLAN in Number • 25% of student in the top two bands in Year 5 NAPLAN in Number • 	<ul style="list-style-type: none"> • "A Learning Place" subscription of \$4,810 • Reading Resources \$15,000 • Professional Learning in Maths \$3,850 • Maths resources \$3,000 • Seven Steps to Writing Success PL \$6,000 • Reading Eggs subscriptions \$2,500 • Bug Club subscriptions \$1,600 • PETAA professional reading \$350 • Professional Learning in Literacy \$2,000 	<p>Given teachers access to "A Learning Place" for whole school maths program, included scope and sequences, explicit teaching plans, differentiation, teaching videos, assessment and investigations. We purchased extra stage maths tubs.</p> <p>Updated whole school reading resources across stages including K–6 guided materials and novel studies to target student interest and to integrate learning across KLAs.</p> <p>Three Literacy Leaders attended a two day seminar on "Seven Steps to Writing Success" and came back and delivered professional learning to staff and used the resource to collaborate and plan writing lessons across stages.</p> <p>Provided Professional Learning in literacy and numeracy to build teacher capacity and to inform community to link with whole school strategic</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of staff confident in implementing "Words Their Way" <ul style="list-style-type: none">• 80% increase in teachers confident in implementing "Words Their Way" and "7 Steps to Writing"• Well attended parent participation in school led workshops in literacy and numeracy		direction. Online subscriptions (e.g. Bug Club, Reading Eggs, PETAA) so that students were given access to a contemporary future focused learning environment and to empower staff with current research in Literacy.

Next Steps

After our success last year with our literacy leaders, in 2018 we will employ a full time Literacy Leader to support staff with the delivery of quality writing programs. We also intend to work collaboratively with stages so teachers gain confidence and ownership to implement programs tailored to their students' needs. There will be a focus on pre and post assessment to compare growth and evidence of successful delivery of writing and spelling programs. The Literacy Leader will offer collaborative support to ensure WTW is incorporated successfully into class programs, guiding teachers on test results, groupings and understanding word sorts and the importance of explicit teaching in spelling.

To continue the success of our whole school maths program "A Learning Place", we will update new staff enabling them to gain a deeper understanding of the philosophy, workings and delivery of "A Learning Place" and professional learning of all staff in the area of differentiation. We will continue to build community knowledge in explicit mathematical concepts being taught in each stage through information in fortnightly newsletters and uploading videos, photographs and snippets from the program on our Blackwell Facebook stage groups.

We will continue to encourage professional learning to build capacity and support teachers through whole school and individual PL, such as their Professional Development Plan goals, to ensure quality teaching and learning opportunities.



Strategic Direction 3

Strategic Direction 3: LEADING – Developing Quality Professional Practices

Purpose

To develop a school culture that embeds and implements explicitly targeted and engaging professional learning and leadership practices so all students are provided with the opportunity to reach their full potential.

Building capacity in teaching staff through professional learning to ensure that quality teaching is a focus of pedagogy. Improved teacher understanding of Teaching Standards will become evident in their practices which will lead to improved student outcomes.

Overall summary of progress

Staff capabilities have grown and developed in 2017 through greater understanding and knowledge of the standards, accreditation processes, and in classroom observation. Building capacity of staff in determining professional goals and reflecting on their practice has been successful. All staff have completed the course "Teaching Standards in Action" which has been the basis for development of capacity in developing professional learning plans.

The rationale behind classroom observations has been understood and staff have seen that this form of professional development is of benefit. All teachers engaged in classroom observation – being observed and observing another colleague. Documentation of these visits took place and the beginnings of professional dialogue and feedback occurred. The Quality Teaching, Successful Students –QTSS component allowed staff to observe literacy lessons, specifically writing and to be involved in individual areas of professional learning. A positive environment is being developed so that this form of professional development will become embedded in our school culture.

Learning Intentions and Criteria for Success has begun implementation in classrooms and is beginning to become a part of everyday practice with some staff. Professional development was conducted on Staff Development Day Term 3.. Growth of teachers is seen in implementing Visible Learning practices. Continuation and development of using these visible learning elements plus Feedback to promote student learning and teaching are the focus for 2018.

Staff were developed in the Teaching Standards, the Maintenance of Accreditation procedures and what it means for pre 2004 staff. Expectations and processes are becoming more clear.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • Increased student engagement and success across the curriculum. • 80% of students are actively engaged in their learning • Majority of students using criteria of success • Increased teacher capacity to understand and link Australian Teaching Standards to their teaching programs. • 100% of teachers to use the Australian Teaching Standards to develop quality teaching programs and self-reflection of 	<p>Professional learning observation rounds – \$12000</p> <p>Engagement resources – \$2000</p>	<p>As a result of staff professional learning in classroom observation all teachers have observed classes and given feedback on quality teaching and Visible Learning practices.</p> <p>Learning Intentions and Success Criteria is being implemented and used in most classrooms. This is in the beginning stages of development and staff will be further developed in using Visible Learning strategies in 2018.</p> <p>Challenging and disruptive behaviours have been minimised with introduction of the above strategies.. Classroom blue slips have decreased in number with only the same 'few' students progressing to detention and timeout.</p> <p>All staff have been involved in unpacking the Standards and used these to develop Professional Development Plans–PDPs. Teaching Standards in Action course completed by all staff to inform them of developing goals and establishing individual</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>their practice.</p> <p>Evaluations of teacher professional learning will confirm high levels of confidence and effective implementation of classroom observation and feedback.</p>		<p>PDP. Supervisors have signed off staff as having completed PDP.</p> <p>All teachers participated in observation practice in the classroom observing fellow colleagues in Maths. Literacy, using Learning Intentions and Success Criteria. Professional dialogue and reflection with pre observation and post observation was completed. Notes recorded in Professional Learning folder to begin routine for maintenance of accreditation requirements in 2018.</p> <p>Staff feedback confirmed increased confidence in participating in observations and in developing PDPs.</p>

Next Steps

In 2018 emphasis will be placed on staff getting into a 'routine' to document their professional learning on the NESAsite which will be achieved through having a teacher buddy who has been through this process.

Professional action learning teams / groups will be established so staff participate in research readings and formulate a direction in which they will improve, all based on their professional learning goal. Each Staff member will be expected to lead the group throughout the year.

Staff will be trained in procedures and questioning to give constructive feedback after classroom observations.

Continuation of classroom observations by Executive staff with their stage teams. Feedback given to each staff member.

Continuation of using the Teaching Standards in Professional Learning Goals.

All staff are expected to convey and display Learning Intentions and Criteria for Success within their classrooms for Literacy and Numeracy. Visible learning will be effective and evident within all classrooms.

Explicit and specific Feedback strategies, questions and techniques will begin to be used and developed with staff. A culture of how teachers have an impact on student learning is to be promoted. Class observations and analysis of feedback used in the classroom will determine the professional learning needed by teachers.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Ngroo Educational Services \$7 000 TPL for staff \$5 000 Resources \$5 000 Totem \$1 000 Incursions and excursions \$1 500	<p>Staff met and wrote programs with Ngroo staff for delivery in classrooms. Units developed were based on Key Learning Areas–KLAs.</p> <p>Staff attended workshops on Aboriginal perspectives.</p> <p>Teaching /learning programs all had Aboriginal content where appropriate.</p> <p>Aboriginal students became more familiar with own family history and culture.</p> <p>Opportunities and events were delivered to promote Aboriginal culture, beliefs and history.</p> <p>Indigenous garden and plants established through community Working Bee for another outdoor learning area.</p> <p>Darug Totem and artefacts were purchased and are on display .</p> <p>Informal meetings with parents and students held to discuss their wishes, concerns and ideas.</p> <p>PLPs compiled for all Aboriginal students in consultation with parents and staff.</p> <p>New school representative shirts were designed with Aboriginal motifs. These shirts were designed by some of our senior Aboriginal students.</p>
English language proficiency	TPL for staff \$3 000 Resources \$4 000	<p>Forty students received varying levels of support. The student cohort was surveyed, data collated and analysed. Students were then placed in groups from Beginning, Emerging, Developing to Consolidating. Very few of our students fall into the most needy group Beginning which means that students have very little spoken or print English. The majority of our students were in the latter categories of Developing and Consolidating</p> <p>EALD student results fell within the norm or expected range for Blackwell students.</p> <p>No "new arrival" students enrolled at Blackwell in 2017.</p> <p>The allocation of an EALD teacher tends to fluctuate so that delivery of specialised programs can not be continued with any degree of certainty.</p>
Low level adjustment for disability	Resources \$5 000 Hiring additional SLSO \$50 000	<p>One hundred and thirty students have been identified this year as needing low level adjustments in order to access the curriculum.</p> <p>Differentiation has been a major focus for staff professional development over the past</p>

<p>Low level adjustment for disability</p>	<p>Resources \$5 000</p> <p>Hiring additional SLSO \$50 000</p>	<p>three years. Staff have attended numerous workshops and participated in staff meetings to build an array of effective strategies to engage and enhance student learning. Staff shared expertise, demonstrated various techniques and collected evidence to equip themselves to best support student needs.</p> <p>The school was better able to support our students through an effective and efficient Learning Support team.</p> <p>A reduction in school counsellor time has seen the need to allocate staff to high needs students and employ additional Learning Support Officers to assist with the delivery of existing programs.</p> <p>NAPLAN results indicate that the staff are able to predict where students sit. NAPLAN results appeared to match school indicators of student achievement</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>TPL for staff \$9 000</p> <p>Resources \$5 000</p> <p>Site licences \$1 000</p>	<p>Three staff were released to form a Literacy team to assist staff with the implementation of Words Their Way and writing devices.</p> <p>Staff participated in demonstration lessons and observed best practices in writing, spelling and grammar.</p> <p>Lesson plans were collaboratively developed and implemented in English.</p> <p>Pre and post tests have been analysed to gather information to ensure students were using appropriate writing devices.</p> <p>The Literacy team have led professional development sessions, prepared resources and lesson plans.</p> <p>Provided mentoring for staff in various areas of English.</p> <p>The Literacy team has spent time collecting and looking at data and the teaching/learning programs to decide on a course of action research for next year.</p> <p>"Words Their Way" spelling program has now been fully implemented K-6.</p> <p>Evidence will now be collected to confirm that students are more proficient in using meta language correctly and developing greater confidence in using appropriate spelling strategies.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	283	294	311	338
Girls	304	302	300	317

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.8	94.4	94.3	94.5
1	93.1	93.8	93.8	94.4
2	94.8	94	93.9	93.1
3	93.1	94.1	93.2	94
4	94.9	92.4	94.7	92.8
5	95.1	92.9	92.5	94.8
6	94	94	91.7	92.2
All Years	94.4	93.7	93.5	93.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Overall attendance rates were consistent with state averages and the school has effective and efficient programs and procedures in place to monitor our students. An audit this year commended the school on the manner in which it ensures regular attendance for all students and the methods and data the school can produce to support our families.

Lateness of some students was still a focus and the school conducted regular weekly checks to ensure all students were present and happy to be at school.

Procedures were in place to support families where attendance may be causing a concern.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	24.74
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	4.26
Other Positions	0

*Full Time Equivalent

One staff member identifies as being Aboriginal

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff have completed their own Professional Learning Plans—PLPs which had a school goal, stage goal and at least one personal, professional goal. Staff accreditation and the collection of evidence has been a key focus this year. Staff completed surveys, professional readings, online courses and attended workshops. Each staff member compiled a folder that contained evidence that could be discussed and presented to executive staff.

Staff completed mandatory training in subjects such as Child Protection and Emergency Care. Compliance training is regulated and monitored through our department on an annual basis.

The work of Professor John Hattie was used as a springboard into "What makes schools successful?"

Articles, youtubes, videos and websites were used to initiate discussion and create topics for debate. School visits were also undertaken to give staff an insight into how other government school tackle these factors. Staff were keen to explore various options on Visible Learning and to take a few risks with flexible timetabling and the use of existing school space. Student contracts and choice of learning paths were also trialled.

Staff attended professional courses at the request of the school or through their own personal choice. The school implemented new procedures to ensure funds were equitably distributed and all staff, including our admin staff, had access. Learning logs and opportunities to provide feedback to other staff members were also provided.

Beginning teachers completed a 10 week Induction program and were then provided with a mentor. Additional time and funds were used to support our newer staff members. A new STEPS initiative will see the introduction of a support network for beginning teachers, run by a senior executive, across our seven schools.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	533,288
Revenue	5,278,320
Appropriation	5,038,298
Sale of Goods and Services	14,537
Grants and Contributions	220,001
Gain and Loss	0
Other Revenue	0
Investment Income	5,485
Expenses	-5,246,161
Recurrent Expenses	-5,246,161
Employee Related	-4,569,495
Operating Expenses	-676,665
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	32,160
Balance Carried Forward	565,447

Our school is now 40 years old and is in need of some major refurbishments. The majority of these projects are managed by school funds. Classroom Smartboards are now obsolete and are being replaced by Smart TVs

Practical activities areas need replacing with updated plumbing, electricity and cabinetry.

Grounds require new turf and the school has started to invest in Astro turfing as a long term solution.

The school was repainted outside in 2016 and all internals will need painting and new carpets in the near future.

Air conditioners are being replace in classrooms and costing is underway again to hopefully air condition our library.

School performance

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,175,122
Base Per Capita	93,377
Base Location	0
Other Base	4,081,745
Equity Total	527,995
Equity Aboriginal	23,307
Equity Socio economic	265,650
Equity Language	64,386
Equity Disability	174,652
Targeted Total	17,861
Other Total	225,662
Grand Total	4,946,639

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

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

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.

During 2017 student performance was at a steady progression and comparable to results from 2015–2017. Although overall performance compared similar to previous years, there was a decrease overall in the number of students performing in the bottom 2 bands.

In Year 3 Grammar and Punctuation 78% of the students were in the top 3 Bands compared to 76.8% in 2015–2017. Improvement is needed to move more students into Band 6.

Year 3 Reading performance was as expected. Again, a steady progress although there was an increase in the number of students in the bottom band, there were less students in band 2 and a greater number of students performing in the top Band.

Good results were achieved in Spelling where there was a decrease in the number of students in the bottom and a gradual upward movement of the number of students performing in higher Bands.

Writing showed the best performance level where there were no students at all in Band 1. The majority of students performed in the middle 3 bands, with a decrease in the number of students performing in Band 6, the highest level.

Year 5 students showed an overall improvement in Literacy compared to 2015–2017 students. Spelling showed the best improved performance with 80.1% of students performing in the top 3 Bands. There was a decrease in the number of students in the bottom 3 Bands with a greater increase in the number of students performing in the top band 8.

Reading performance showed a steady and gradual improvement where there was a decrease in the number of students performing in the bottom 2 Bands. The majority of students sat in Bands 5/6 while the top 2 bands showed a decrease in the number of students achieving at this level. An emphasis on moving students into the top 2 Bands will be a focus in future years, and a greater emphasis placed on Writing and

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	7.4	4.2	10.5	21.1	25.3	31.6
School avg 2015-2017	5.0	5.1	13.1	20.7	22.9	33.2

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	4.2	2.1	19.0	25.3	22.1	27.4
School avg 2015-2017	3.4	4.1	15.3	28.5	25.5	23.3

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	1.1	8.4	17.9	20.0	27.4	25.3
School avg 2015-2017	4.9	6.4	13.8	22.7	26.1	26.1

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	4.2	16.8	35.8	40.0	3.2
School avg 2015-2017	0.5	3.9	15.5	25.2	40.1	14.7

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	7.7	16.9	13.9	38.5	15.4	7.7
School avg 2015-2017	6.0	14.9	19.9	33.2	13.9	12.1

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	4.7	14.1	29.7	35.9	9.4	6.3
School avg 2015-2017	4.9	14.3	27.5	31.4	14.0	7.9

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	4.6	4.6	10.8	43.1	18.5	18.5
School avg 2015-2017	5.4	6.5	21.2	36.8	17.6	12.6

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	4.6	16.9	32.3	35.4	9.2	1.5
School avg 2015-2017	3.0	11.0	38.0	35.5	10.5	1.9

Within Numeracy Year 3 showed a steady improvement in performance with 66.7% of students achieving in the top 3 Bands compared to 61.2%. While there were more students performing at a higher level, results indicated there were more students sitting in the bottom band. This is explained by the nature of this year's cohort.

Year 5 Numeracy indicated there were less students achieving in the bottom band while 50% of the students performed in the top 3 bands. This was an improvement from 41.8% in 2015–2017.

Numeracy showed a steady and gradual upward movement in the number of students performing at higher levels. School programs that have been put in place with "A learning Place" may account for this improvement.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	4.2	6.3	22.9	30.2	27.1	9.4
School avg 2015-2017	3.8	7.5	26.6	27.8	21.8	12.6

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	1.6	17.2	31.3	37.5	9.4	3.1
School avg 2015-2017	4.5	15.8	35.9	30.0	10.9	2.9

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

Our Aboriginal students have performed well in Literacy and Numeracy, placing them within the bands where the majority of students performed. With the upward trend occurring in Literacy and Numeracy, these students should perform as well or better than others in their cohort.

Parent/caregiver, student, teacher satisfaction

"What Matters?" was the driving question for staff, students and parents. Surveys, such as Tell Them From Me, questionnaires and both formal and informal discussions have led to a summary of what our school needs to focus on. These have formed the core that should and does underpin our school plans and procedures.

The list consisted of:

- **having ample resources to meet the demands of the 21st Century,**
- **consistent teaching staff that deliver quality teaching and learning experiences,**
- **a strong focus on delivering curricula at the appropriate level,**
- **student wellbeing structure are at the core of all we do,**
- **there is a strong sense of community—hence our reputation as a "family,"**
- **a school that has the ability to foster learning,**
- **a safe, happy learning environment that engages students and**
- **one that sets high expectations .**

Staff, students and parents worked hard to ensure that our resources were up to date , especially in the field of technology. The school is well equipped with quite an extensive array of IT devices. The task remains to keep these devices charged and available to staff and students in good working order. Refurbishment of our ground and practical activity areas has created excellent learning spaces both inside and outside our buildings. The school maintains a great reputation for it's attractive learning environment. All Key Learning Areas are well catered for and students have had ready access to a wide variety of extra curricula activities and events.

People enjoy working here and this year we said farewell to two long term, over 25 years each, staff members. The school is a happy, vibrant place where everyone feels welcomed and valued. Our P&C have good attendance at monthly meetings, although we would love to see more. Support for fundraising events have always been well supported by the wider community.

Student wellbeing programs continue to be a strength within the school and parents, staff and students speak highly of the rich variety of programs offered. Successful this year was our Bounce Back day and Peaceful Kids program. The students and parents also valued the Social Skills programs to such a degree that next year we will employ our wonderful teacher/coordinator for an additional day.

Blackwell Public School continues to have a "family feel. " It is a constant comment by all and one that we love to hear! We continue to celebrate the strong reputation we hold in our local community.



Policy requirements

Aboriginal education

"STAND TOGETHER" was the theme for this year. The underpinning focus was taken from the words of the song by Paul Bonner Jones "Stand Together" The chorus stated "We can all be sorry for the things we've done, and we're all in the same boat from day one, and that, that has happened let it stay behind and we'll all stand together in the setting sun."

Aboriginal monies were used to employ Ngroo Educational Services. The school has been involved in a three year partnership with Ngroo. the aim has been to develop staff confidence in addressing and delivering Aboriginal content and perspectives K–6. All students have been involved in weekly lessons looking at Aboriginal culture, knowledge and sharing opportunities to discuss our shared history.

Our Aboriginal students were also given an opportunity to meet weekly and share their backgrounds and family history. As a community we built an Aboriginal garden to look at plants from an indigenous perspective . We planted native shrubs that were/are used in traditional medicine, tool making and food.

We took opportunities to celebrate Aboriginal history and culture and to share the strong partnerships we have developed here at Blackwell. One of the highlights were the pavers that all classes designed and laid to represent "Stepping stones to the future.

Parents were encourage to share their experiences and contribute to the rich culture of our area. Our Aboriginal students worked on STEPS cultural projects and developed art pieces for each school. senior students also designed our new representative shirts for next year.

We continued to work with our local AECG Willmot and attended meetings. These meetings provided opportunities to share and hear what is happening in our local area and to develop links with both other schools and contact personnel.

Personalised Learning Pathways –PLPS were developed for each student in consultation with staff, students and parents. Goals and targets were set and regularly monitored. Most students achieved both their personal and academic goals and are reaching most school and state benchmarks.



Multicultural and anti-racism education

Twenty three percent of our student population identified as having a background other than English. The school continued to build authentic relationship with the various culture within our school. Parents were encouraged to share their history, beliefs and practices and we welcomed opportunities to learn from each other.

The school focussed on what makes us similar rather than different. This year our focus was on team building and how we contribute no matter who we are or where we have come from. Activities and event looked at problem solving and the many ways in which a task can be solved. We looked at the roles we play and our strengths and weaknesses.

Through our positive behaviour plans and student welfare programs explicit teaching ensured that any form of racism was not tolerated. Behaviours that may be considered racist were dealt with immediately and procedures are in place to ensure follow ups and data were accurately kept.

Resources for use in classrooms and small groups have been purchased. Literature promoting multicultural Australia has been a focus this year. Literature has been provided within all classes that show various cultural aspects within an Australian aspect.

Our community is very cohesive with students displaying tolerance towards other cultures and other students. As a result no child presented with concerns to our Anti Racism Officer.

Discussions on multicultural aspects has been delivered through the implementation of Virtues and Bounce Back programs. These programs allowed staff and students to discuss topical issues and events that have impacted on our lives here in Australia. We tried to "think globally but act locally."

The school used social media platforms to inform parents re positive strategies that may assist in the outside environment. All opportunities were taken to tell our good news stories. We celebrated many success stories during the year.