

Blackwell Public School Annual Report



2016



4559

Introduction

The Annual Report for 2016 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 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.

Kristine Hudswell

Principal

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Message from the Principal

Principal's Report

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

Blackwell has 640+ students enrolled in 26 classes. We have a stable, experienced teaching staff committed to providing quality teaching. We also have a strong, active parent community that supports all our students and families. Our P&C is committed to improving the educational outcomes for all students. They have continued to provide a cohesive team, willing to focus on whatever is deemed best practice and in the best interests of our students and the wider community.

Up to date technology, including Smart boards, laptops and I-pads are an integral part of the day-to-day learning of our students. Parents are keen to continue to provide resources to meet the changing face of education and work hard to supply additional resources.

Our school is well established with attractive surrounds and ample opportunities for creative play. The parent body again supports the school in these endeavours.

We are an active and proud member of the STEPS Learning Community that continues to provide effective links with all our primary and secondary local schools.

The School community has undergone a rigorous review over the past three years and is committed to developing strategic plans that continue to focus on the individual as well as school priorities. Every child receives the very best to enable them to be successful learners and worthwhile citizens.

Surveys have been conducted using The School Excellence Frameworks when rewriting the school focus 2017-2018. Parent data and comments assisted in the formulation of these priorities.

Staff, students and parents have also completed the Tell Them From Me surveys and data was analysed to inform current decisions.

The P&C have been extensively consulted re their priorities and recommendations.

We aim to foster a love of learning and for students to become confident, creative and critical problem solvers. We want students to 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.

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

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

None of the above could be considered without the support and dedication of our parent body. Their expertise and tireless efforts are a credit to their leadership team, led by Mrs Karen Swaddling and her fine executive. I acknowledge that we are one of a handful of schools in this area that attract increasing numbers at monthly meetings. The broader school community readily accepts calls for assistance and the school works hard to provide a rich community spirit. We are the envy of most!

Kristine Hudswell

Principal

Message from the school community

2016 was another productive year for the P & C, providing support to the school with our various fundraising events. Highlights of the year were our Easter Raffle, Mother's Day Stall and Father's Day Stall. The P & C also participated in a Hot dog Day to raise funds for one of our students for life saving surgery.

In return we have funded back to the school, monies to support a teacher's aide and monies for various projects that have been installed at the school.

This year has seen the members' numbers grow which is good to see and it has been pleasing to see more of our school fathers getting involved with the P & C and volunteering as helpers. Thank you for the support and let's keep it going for 2017.

The role of the P & C is more than just fundraising. We provide support and input into decision making at the school, including choices for canteen, school uniforms, school photos, teacher recruitment and general school management decisions. The P & C is a very rewarding and knowledgeable experience.

We ask that more parents attend our monthly meetings as they are a source of information with not just the P & C but the running of the school in general. We also ask that all members & parents get behind the fundraising events and support the students to raising funds for the school.

Many thanks to the Executive Committee for 2016. Your support and help throughout the year has been greatly appreciated by myself and the school. A lot of time and effort goes into our meetings and events and behind the scenes paperwork and the Executive Committee are always available when called upon.

Thank you to all the volunteers who have given up their time to help out with various events and paperwork throughout the year. Without your help these events would not go ahead.

As President of Blackwell's P & C for 2016 it has once again been a privilege to be associated with a great school, great teachers, great students and a great community.

Opportunities arise within the school that allows myself and our P & C to be a part of and it is a fulfilling experience. It is a lot of time and effort given by myself and other's involved.

I am very proud of Blackwell Public School, not only as a parent of a child who attends, but as a leader of a community group and everything we stand for to make our school stand above the rest.

Every year I will continue to be actively involved with the school and our P & C. It is a great experience and one I enjoy as education is something that creates our children's future and is important to all of us as parents and a community.

Karen Corbett

2016 P & C President

School background

School vision statement

To deliver education that inspires students to succeed, fosters high expectations and prepares them for positive participation in society.

School context

Blackwell had 619 students enrolled in 25 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

For all schools (except those participating in external validation processes):

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.

Self-assessment and school achievements

Blackwell has an active partnership with our local learning community know as STEPS. We collaboratively to ensure the continuity of learning for students across our 5 primary sites and our two local high schools.

- STEPS (ST Clair Erskine Park Schools) involvement enabled staff to share and develop programs that were of benefit to the wider community and provides opportunities for professional discussion.
- Staff developed units of work that reflected learning outcomes and skills for students within and across stages. Regular entry of data and school based tracking allowed for quick identification of areas of concern and student needs.
- Student profiles were kept with samples of work and testing and assessment tasks to assist staff with programming. Performance for equity groups within the school were comparable to the performance of all students at the school.
- Students were tracked and results indicate that our different cohorts, including gender groups and students from non-English speaking backgrounds, performed in a similar way to the larger school stage population.
- Aboriginal students at Blackwell compared favourable to all the other school groups.
- Personalised Learning Pathways were in place for all students and involve students, staff and parents in their formation. All students were required to articulate personal goals for the year and processes were in place to support and monitor these plans.
- Individualised learning plans were in place to assist identified students with NAPLAN and school data used to highlight areas for support.

Teachers regularly reviewed learning with each student, ensuring all students had a clear understanding of how to improve their learning

- Students set individual goals with staff and parents to enable monitoring of progress and provided assistance with strategies and opportunities to reach these goals.
- Self-reflection strategies have been a major focus in our school planning. Opportunities have been provided for staff to develop and share examples. The school will continue to build upon these experiences and further develop a repertoire of effective strategies
- Assessment tasks have been developed to give greater indications of students' strengths and weaknesses. matrices have been structured to ensure consistency of teacher judgement when recording performance and achievement levels
- Learning support personnel and programs have been refined to assist staff with early identification of student concerns and implementation of effective solutions.

Teachers collaborated within and across the stage to ensure consistency of curriculum delivery including strategies for differentiation and consistency of teacher judgment

- Staff have designed matrices to assist students with what is required for attainment of skills and concepts.
- Consistency of teacher judgement has been supported by common agreed year tasks and marking to enable staff to monitor assessment tasks and rankings where needed.
- PLAN data and regular monitoring of work samples have ensured staff is agreed about results. Testing and observations are included to give a more consistent overview of students' progress and attainment of skills.
- Evidence of thoughtful differentiation has become part of the general monitoring of class and group activities.
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Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment looking at **collaborative and effective classroom practices**. We used the elements of the School Excellence Framework to guide our discussions and findings.

Areas for focus included

- Teaching /Learning programs which aim at explicit teaching. Each lesson to have a defined purpose and students to be self –reflective;
- Evaluation processes to be regular and matched to student assessment tasks;
- Constructive feedback to be part of the learning for staff and students;
- Formal staff mentoring and coaching procedures to be introduced with agreed goals and targets;
- Accreditation processes to be supported across the school;
- Class observations used to highlight and improve teaching practices and
- Professional development plans used to guide staff with school, stage and individual goals.
- **Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.**
- **Future directions will include:**
- Teachers understand and implement Professional Standards and teaching requirements as part of the School performance;
- Teaching staff share and demonstrate expertise;
- Display a high level of content knowledge and teaching practices and rely on evidence based teaching strategies and
- Staff demonstrating personal responsibility for maintaining and developing their Professional Standards.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Strategic Direction 1: Blackwell will deliver quality teaching and learning programs to equip students with the necessary literacy skills to be successful 21st Century learners.

Purpose

To support all students to reach their potential in becoming competent in literacy and numeracy. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.

Overall summary of progress

Staff has engaged in professional workshops in both Literacy and Numeracy during each term. As a result, differentiated programs have been implemented within classrooms. Teachers have greater confidence in teaching new strategies in spelling and maths. Students have become engaged and demonstrating a greater degree of deep understanding of maths concepts and processes. NAPLAN results reflect this.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| <p>All staff will have a differentiated program in literacy and numeracy.</p> <p>75% of students show an understanding in maths processes. NAPLAN results show increase in the number of students in the top 2 bands.</p> | <p>Staff development has enabled teachers to implement successful differentiated programs in Maths where students are engaged at their level of learning.</p> <p>Results in NAPLAN indicate key concepts and processes are being used by students. There has been growth in the number of students in achieving the top 2 bands.</p> <p>Staff has observed new strategies in teaching Spelling and differentiated programs to adjust to all learning needs.</p> <p>New strategies are being implemented with the result that the whole school will implement "Words Their Way" spelling program in 2017.</p> <p>There has been an increase in the number of students achieving in the top 2 bands in Year 3 NAPLAN.</p> | <p>Resources \$10 000</p> <p>TPL \$10 000</p> |

Next Steps

All staff will implement "Words Their Way" spelling program in 2017, with all students placed on initial benchmark after identification of spelling skills. Explicit training of staff in implementing the program will be scheduled as part of QTSS funding and executive relief. Literacy instructors will be responsible for this. To ensure spelling is reflected in writing, the school focus in 2017 will look at improved sentence structure, vocabulary and spelling within writing. The maths program is becoming embedded into classroom practice. Continued professional development with Carol Spencer is planned for problem solving and measurement and space areas. 2017 NAPLAN results will continue to show increased understanding in maths processes.

Strategic Direction 2

.Strategic Direction 2: Blackwell will develop effective community partnerships to ensure our students become successful learners, confident individuals and good citizens.

Purpose

All students are highly motivated, engaged learners who demonstrate greater resilience and well-being skills.

Overall summary of progress

Our students are becoming confident and successful learners with most students stating that it is a happy and safe place to be. Parents have responded with similar comments. Community ties have been strengthened with the workshops on anti bullying, parenting ideas and specific key learning areas. Our school has a most positive, enthusiastic environment with great involvement by parents, staff and students. Specials days, fundraising for students who have medical issues has been a highlight in 2016. The number of Student behaviour issues and concerns has decreased.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|----------------------------|
| <p>Positive feedback from parents for the Bullying workshop run by Tim Powell Values for Life</p> <p>10% Decrease in the number of students who express concerns about bullying and playground issues.</p> <p>85% students respond that school is a safe and enjoyable place to be. Students state they are happy at school.</p> <p>10% decrease in classroom behaviour slips which reflects increase in engagement of students in class.</p> | <p>Bounce Back program had been revised and implemented by teachers. 2016</p> <p>Successful Parent workshop presented by Values for Life - Tim Powell. Presentation to Stage 2 and Stage 3 engaged the students.</p> <p>Quiet Area with introduction of outdoor games and building is a popular area for many students, especially in Stage 1. All activities are well received.</p> <p>Strengthened ties with the community occurred with fundraising for a student with medical issues. A positive, energetic environment and atmosphere is evident within the school environment.</p> <p>As a result of these initiatives, students' wellbeing has been developed. The number of playground and classroom issues has decreased over the year. There have been fewer major incidents.</p> | <p>\$7 000</p> |

Next Steps

In 2017 the school will have a workshop on Resilience presented to parents by Values for Life. All students K-6 will attend a resilience workshop.

Wellbeing and strengthening community ties through holding special days and events at school will continue. Development of staff in the wellbeing of students and in developing skills to enable staff to look after themselves first is an area that would be of benefit.

Strategic Direction 3

Strategic Direction 3: Blackwell will embed quality leadership and staff capabilities within a supportive and caring climate.

Purpose

To build strong relationships as an educational community by leading and inspiring staff to challenge themselves as professional members of the teaching profession.

Overall summary of progress

Staff capabilities have grown and developed in 2016 through greater understanding and knowledge of the standards, accreditation processes, and in classroom observation.

Professional development plans were developed by all staff, with final review of goals completed in term 4.

The rationale behind classroom observations is understood so that staff can see this form of professional development is of benefit. After 'informal' observations of teachers, staff commented they learnt something and took away with them something they would implement back in their classrooms. A positive environment is being developed so that this form of professional development will become embedded in our school culture.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|--------------------------------------|
| Quality staff that are professionally accomplished to meet the needs of our school. | Grow MEETINGS conducted by supervisors throughout the year in supporting the development and implementation of Professional development plans for each teacher. Professional learning conducted in areas of need that were reflected through PDPs. Professional learning took place on classroom observation and feedback. Professional learning folders set up for all staff to use for documentation. Professional Development Plans were drawn up and worked on by staff. To acquaint staff with the new format a school based focus on professional development was followed with a view to more individual and personalised plans in 2017. | Resources TPL and resources \$20 000 |

Next Steps

In 2017 staff will participate in "Reflecting on Standards" course to have a greater understanding of how standards and professional development are linked.

Specific procedures put in place for professional learning related to Professional Development plans. Professional development is linked to the Standards. Classroom observation and teacher reflection and feedback will be timetabled. All teachers will have access to reflect and observe colleagues.

Accreditation and maintenance of accreditation for pre 2004 teachers will begin.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|--|--|
| Aboriginal background loading | <p>Staff attended awareness training with Ngroo</p> <p>Ngroo mural project finished. Artwork displayed in playground area</p> <p>Ngroo project to continue into 2017 with the same presenter.</p> | <p>Ngroo - \$10 000</p> <p>Other - \$5 000</p> |
| English language proficiency | <p>Students gained in their understanding and skill development with the intervention programs.</p> <p>Students becoming more confident, capable and happy learners.</p> | Resources - \$12 000 |
| Low level adjustment for disability | <p>Kindergarten Phonemic Awareness and language programs developed the students with expressive and receptive language difficulties. These initiatives will be continued in 2017.</p> <p>Cooperative programming with class teachers with the support of EALD and LaST teachers differentiated learning needs of specific students.</p> <p>Programs and procedures have been refined to provide individual support.</p> | Resources - \$45 000 |
| Quality Teaching, Successful Students (QTSS) | <p>Staff were surveyed regarding their needs with school based professional development goals and additional staff were employed to enable staff to visit classes across and within the stage areas. Executive staff looked at a means of providing effective feedback.</p> <p>Programs were developed that focussed on classroom observations with a specific focus area.</p> <p>Kinergarten staff were released to concentrate on the delivery of intensive literacy programs.</p> <p>Key personnel were selected to provide best practice demonstration lessons and to implement trial programs for future whole school development.</p> <p>The additional employment of staff was viewed as a tremendous advantage to assist staff with mentoring and in building relationships within the school.</p> <p>Future plans have been developed to support the Literacy focus for 2017. A Literacy support team will be finalised to enable all staff to access quality teaching methodology as well as provide additional resources and support for staff, students and community.</p> | Resources - \$50 000 |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 260 | 283 | 294 | 311 |
| Girls | 284 | 304 | 302 | 300 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 93.8 | 95.8 | 94.4 | 94.3 |
| 1 | 94.3 | 93.1 | 93.8 | 93.8 |
| 2 | 93.2 | 94.8 | 94 | 93.9 |
| 3 | 93.4 | 93.1 | 94.1 | 93.2 |
| 4 | 95.6 | 94.9 | 92.4 | 94.7 |
| 5 | 93.9 | 95.1 | 92.9 | 92.5 |
| 6 | 93.9 | 94 | 94 | 91.7 |
| All Years | 94 | 94.4 | 93.7 | 93.5 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Class sizes

| Class | Total |
|-------|-------|
| KE | 21 |
| KT | 21 |
| KP | 21 |
| KM | 21 |
| KH | 21 |
| S1M | 24 |
| S1W | 25 |
| S1H | 24 |
| S1C | 25 |
| S1L | 25 |
| S1T | 25 |
| S1F | 26 |
| S1R | 26 |
| S2W | 27 |
| S2C | 29 |
| S2L | 27 |
| S2F | 27 |
| S2M | 29 |
| S2K | 26 |
| S3K | 23 |
| S3C | 25 |
| S3B | 25 |
| S3M | 22 |
| S3W | 24 |
| S3S | 23 |

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 23.23 |
| Teacher of Reading Recovery | 0.74 |
| Learning and Support Teacher(s) | 1.2 |
| Teacher Librarian | 1.2 |
| Teacher of ESL | 0 |
| School Counsellor | 1 |
| School Administration & Support Staff | 4.06 |
| Other Positions | 0 |

*Full Time Equivalent

One staff member identifies as being Aboriginal.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 12 |

Professional learning and teacher accreditation

All staff have satisfactorily completed professional development profiles. Each staff member has provide a variety of evidence to match school and personal goals. Staff have participated in a range of professional development courses and events to support their professional learning. The school maintains all records of their professional engagement and staff have been rigorously assisted with best practices in goal setting, lesson observations and reflection. executive staff have also undertaken work in critical and effective feedback strategies. Additional funds granted to school through the Quality Teacher, Successful Students-QTSS imitative have enabled staff to be mentored and to develop and led in other school projects.

All staff have completed surveys and have critically reflected on themselves as learners. We have reviewed the School Excellence Frameworks and analysed our learning paths against the National Standards. School, stage and personal goals have been aligned to our findings and the school has developed a strategic focus to support staff endeavours. Staff are committed to

reaching the agreed accreditation standards for all teachers in New South Wales government schools.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Financial information (for schools using both OASIS and SAP/SALM)

| | 2016 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 0 |
| Revenue | 782 808 |
| (2a) Appropriation | 741 081 |
| (2b) Sale of Goods and Services | 2 443 |
| (2c) Grants and Contributions | 38 126 |
| (2e) Gain and Loss | 0 |
| (2f) Other Revenue | 0 |
| (2d) Investment Income | 1 157 |
| Expenses | -249 520 |
| Recurrent Expenses | -249 520 |
| (3a) Employee Related | -102 169 |
| (3b) Operating Expenses | -147 351 |
| Capital Expenses | 0 |
| (3c) Employee Related | 0 |
| (3d) Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 533 287 |
| Balance Carried Forward | 533 287 |

| | 2016 Actual (\$) |
|-----------------------|----------------------------|
| Base Total | 3 950 983 |
| Base Per Capita | 32 345 |
| Base Location | 0 |
| Other Base | 3 918 638 |
| Equity Total | 381 273 |
| Equity Aboriginal | 15 615 |
| Equity Socio economic | 150 875 |
| Equity Language | 48 676 |
| Equity Disability | 166 106 |
| Targeted Total | 25 290 |
| Other Total | 180 060 |
| Grand Total | 4 537 608 |

| | 2016 Actual (\$) |
|-----------------------|----------------------------|
| Base Total | 3 950 983 |
| Base Per Capita | 32 345 |
| Base Location | 0 |
| Other Base | 3 918 638 |
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| Equity Language | 48 676 |
| Equity Disability | 166 106 |
| Targeted Total | 25 290 |
| Other Total | 180 060 |
| Grand Total | 4 537 608 |

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

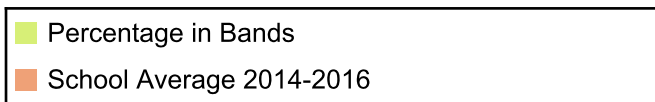
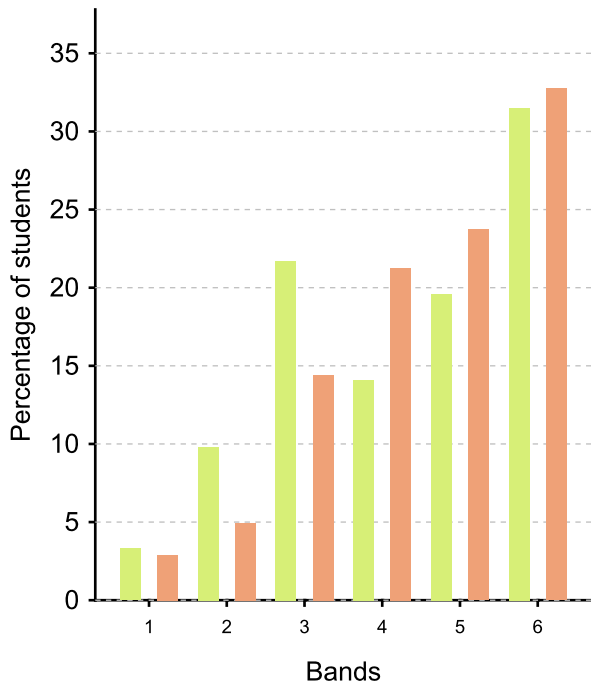
| | 2016 Actual (\$) |
|---------------------------------------|----------------------------|
| Opening Balance | 0 |
| Revenue | 782 808 |
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School performance

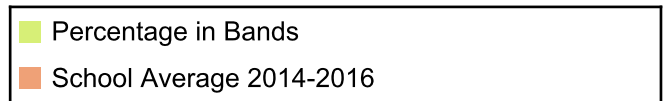
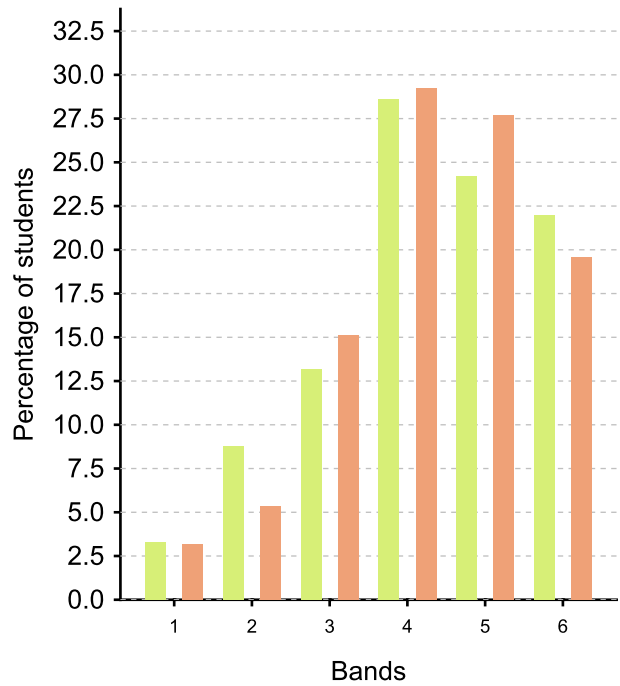
NAPLAN

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

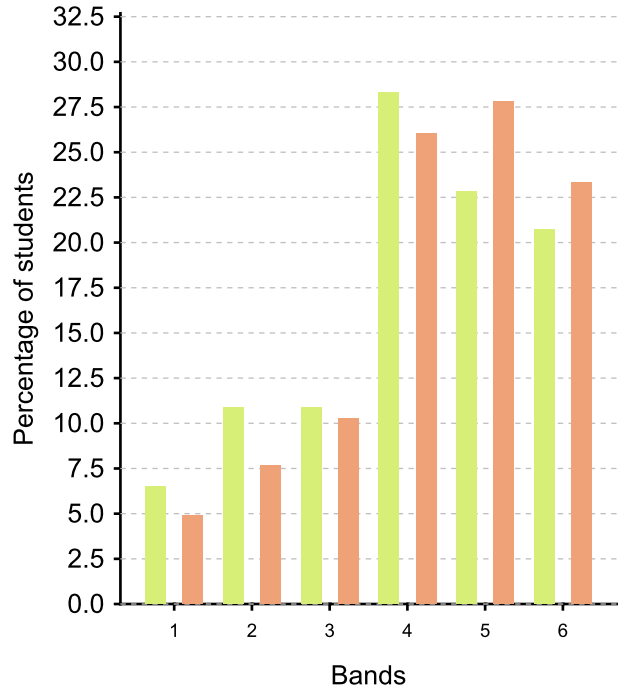
Percentage in bands:
Year 3 Grammar & Punctuation



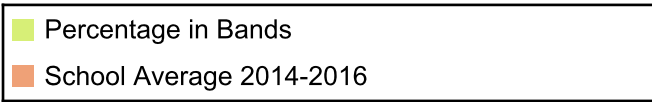
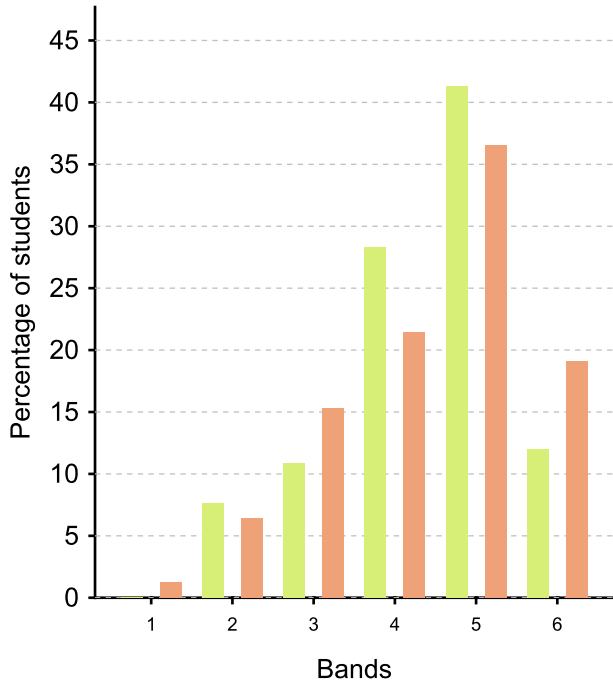
Percentage in bands:
Year 3 Reading



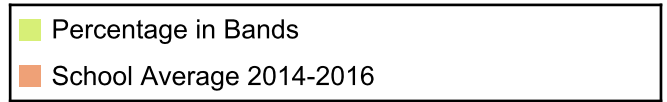
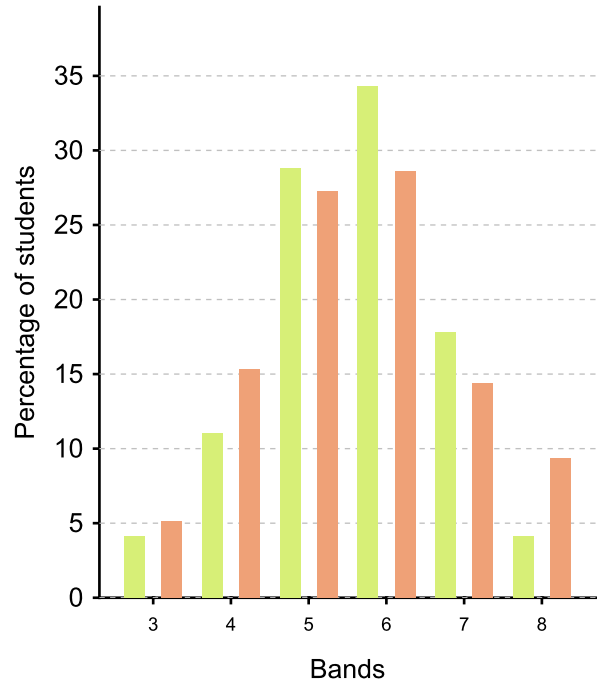
Percentage in bands:
Year 3 Spelling



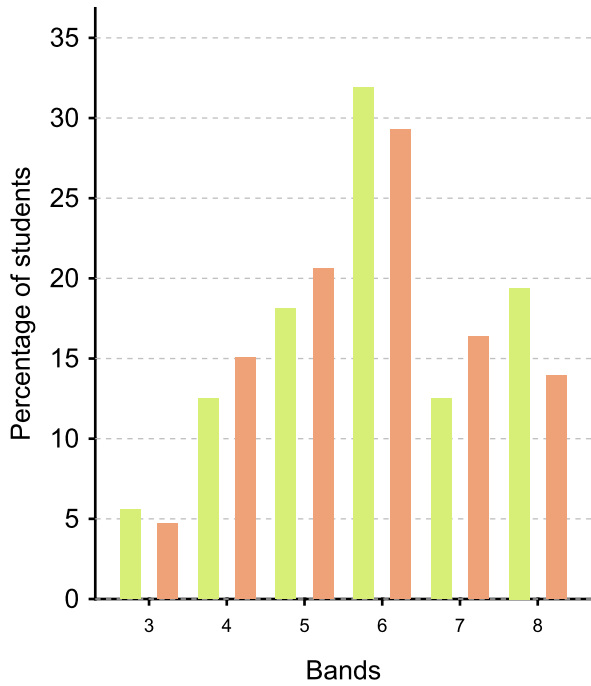
Percentage in bands:
Year 3 Writing



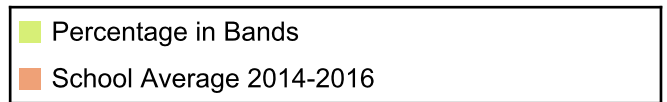
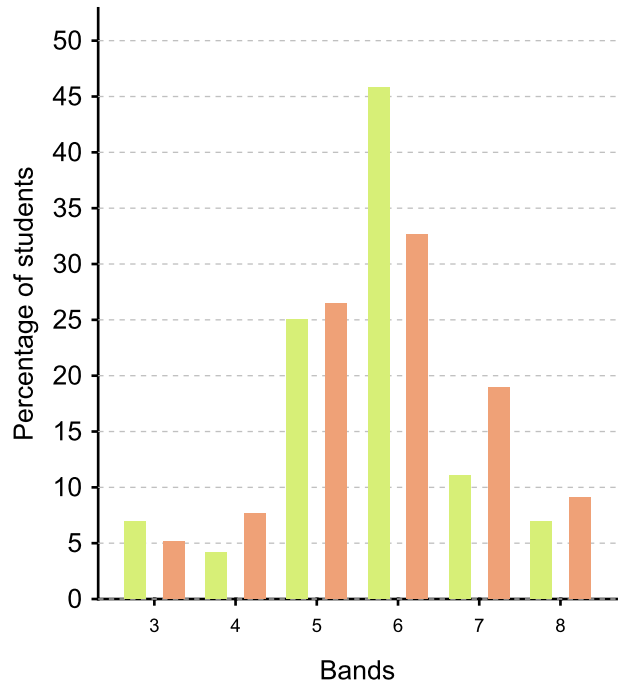
Percentage in bands:
Year 5 Reading



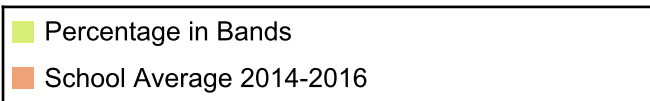
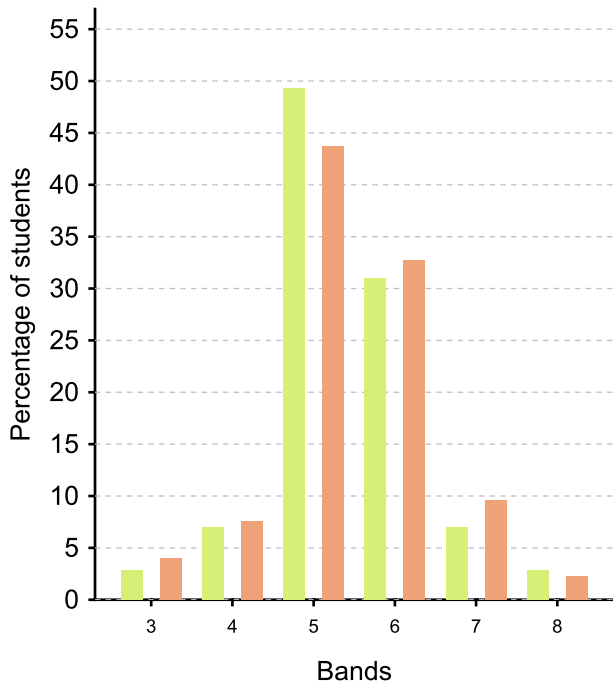
Percentage in bands:
Year 5 Grammar & Punctuation



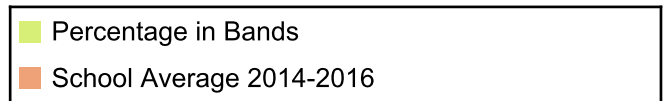
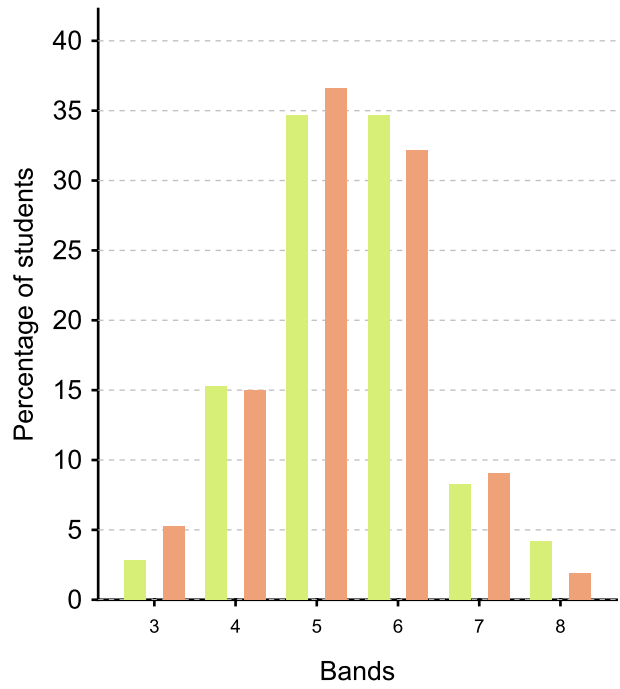
Percentage in bands:
Year 5 Spelling



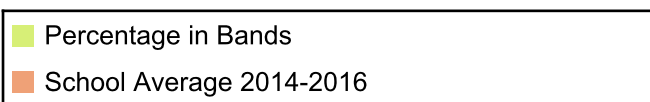
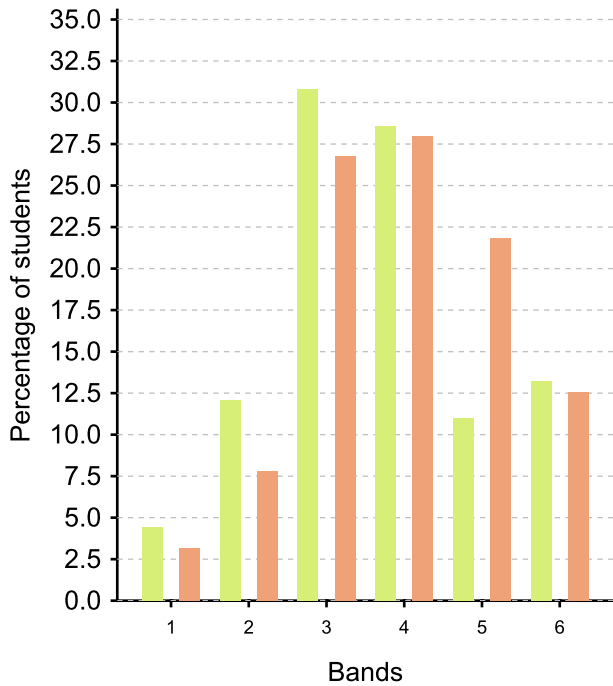
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

As a school community we continued to refine existing student assessment data to identify and monitor student achievements and progress. These have enabled us to access more explicit information to inform staff, parents and students about specific goals and attainments.

Parents also sought more opportunities for practical workshops to assist them understand the demands of new curricula and in particular, access to workshops that deal with numeracy skills and concepts especially in the number strand. We also introduced parents to our new spelling program "Words Their Way". We also provided staff, students and parents with workshops related mental health issues with a focus on resilience

As a school we also sought responses from parents concerning our core business of learning. Their responses are presented below.

Through formal and informal discussions, surveys and workshop evaluations the parent community indicated that the management of the school and existing practices and processes were focused on improving the school and provided effective support for students, staff and parents. They also commented on the efficient use of staff and resources that support student learning and assisted in improving student well-being.

School plans and the efforts to include parents in sharing school directions was also viewed as a strength. Teachers and parents continued to work together to ensure high expectations and student engagement were at the core of all classroom practices. Staff saw the need to develop and maintain their understanding and responsibility towards the professional standards and work in this field will continue in 2017. Review of the School Excellence Frameworks by both staff and parents have established goals and directions for our next three year strategic plans

Students were concerned about access to further IT resources and playground equipment. A quiet area has been set aside and resources purchased through "Earn and Learn." program. We have worked hard as a school community to resource outdoor spaces that provide our students with areas and place to engage in cooperative and adventurous play.

Our next focus is to venture into the world of Facebook to enable parents to have greater immediate contact with the school.

Policy requirements

Aboriginal education

Classroom teaching and learning is critically important in fostering collaboration at all levels. We have focused on our shared history and fostered a respect for allcultures. We also recognize the unique place Aboriginal people have in thiscountry.

Our Aboriginal students were involved in a pilot program with Ngroo Education that enabled an Aboriginal teacher to be employed on a regular basis. The aim was to support our students with their culture and heritage and to support them in understanding their links to first peoples. This program also involved all our students from Yr 2 to Yr 6 looking at our shared history from an Aboriginal perspective.

Personalised Learning Pathways were in place for all students. These involved consultation with parents and students in setting and reaching personal goals and targets.

We continued to monitor attendance and academic needs on an individual basis to ensure our students had access to all curricula and resources. that they may need.

A special STEPS Project continued to promote Aboriginal culture and selected Aboriginal students were chosen to work an Aboriginal artist .Mr Darren Dunn. This project succeeded in linking our STEPS Learning Community through art. Our links with Ngroo will continue and expand in 2017.

Multicultural and anti-racism education

Blackwell has a strong focus in promoting cultural diversity and harmony. Harmony Day was again celebrated in a formal way across the school with classes engaging in various activities including literacy and craft.

Class programs include learning across the curriculum content including cross curriculum priorities. There is no one dominant cultural group at Blackwell, however, Islander and Arabic cultures represents 26% of the school population. Staff was inclusive in all learning activities.

Training by staff in antiracism was ongoing and during 2016, no incidents were recorded involving racism. Students appear able to resolve issues we currently have programs that look at problem solving and ways in which students can resolve mini=or issues themselves.

Bounce Back is an inclusive program which addresses multiculturalism and antiracism. During 2016 this program continued to be implemented across the school with much discussion centred on bullying and building positive relationships.