

Blackheath Public School

Annual School Report

1246



2012



Blackheath Public School

Our school at a glance

Students

The school enrolment of 312 at the end of 2012 indicates a rise in total enrolments from 2011. The enrolment comprised of 150 girls and 162 boys. It is anticipated that enrolments will increase slightly in 2013 with an expected kindergarten enrolment of 52 students and 36 year 6 students graduating at the end of 2012.

A small number of students identify as Aboriginal.

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Principal's message

It gives me great pleasure to present the 2012 Annual School report for Blackheath Public School. I would like to acknowledge the traditional owners of the land the Darug and Gundungarra people.

Blackheath Public School is very much a community school that has enormous community participation and is committed to quality teaching and learning and actively strives for excellence in all areas of school endeavour. The outstanding parent and community support given to the school is a mark of the calibre of all people who are involved across our school. I personally thank all individuals and express my appreciation for their commitment to our community school. The combined efforts of an enthusiastic, dedicated staff and a hardworking, supportive community allow this report to highlight many successes that have occurred during 2011.

Our school motto is 'Strive with honour' and this underpins all aspects of school life at Blackheath Public School. All students are expected to be active and responsible learners in order that they realise their potential as contributing members of an ever-changing society and to develop a strong sense of individual worth.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mark Rudd

Principal

P & C message

2012 saw a busy and successful year for Blackheath Public School P&C fundraising, dealing with issues and pursuing projects of benefit to the school.

Financially, for calendar year 2012 we ran at a profit of \$7,895 with \$33,030.00 in cash at the end of 2012. With commitments to regular funding (such as classroom contributions), existing projects and our policy of retaining \$10,000 in cash, this equates to an estimated surplus of approximately \$12,000. Some of this surplus has already been dedicated to the purchase of an interactive whiteboard and blinds. The remaining surplus will be used to fund other school projects in 2013.

2012 saw the departure of Liz Riley and Neale Towart, parents who were mainstays of the P&C for the previous 7 years. I would like to acknowledge their contribution to the P&C and the school.

2012 also saw the departure of school principal Mark Rudd and the arrival of his replacement Jane Davies. I'd like to acknowledge both Mark's efforts and welcome Jane to our school community, who has already made a positive impact.

Our canteen and uniform shop provided good, affordable services to our school community and operated profitably. The Mural project, which is nearing completion, and Garden Club helped beautify our school.

On other projects, we successfully started the Breakfast Club that provided free breakfasts to kids before school who needed it. We also contributed to the design, project management and funding of the Grandmas Wood Playspace redevelopment project.

Finally, I would like to thank the P&C Executive for their dedication and support and look forward to working with you in 2013.

Finances

The P&C operated a profit of \$7,895 for the period 1 Jan 2012 – 31 Dec 2012.

The reconciled bank account balance at 31 Dec 2012 was \$33,030.00.

Profit and Loss

Activity	Profit	Detail
Canteen	\$4,309	\$106,096 in income with \$101,787 in expenses. Includes \$1,000 of savings towards new dishwasher.
Uniform Shop	\$1383	\$23,464 in income with \$22,081 in expenses.
Community Markets	\$2,744	\$5,810 in income with \$3,066 in expenses.
Markets BBQ	\$48	\$3,160 in income with \$2,360 given as classroom contributions; \$739 electronic keyboard.
Classroom contributions	- \$3,900	An additional \$3,900 granted.
Mural Project	\$417	\$2,689 in income with \$2272 in expenses.
P&C Membership	\$56	
Mural Cards	\$1121	\$2,030 in income with \$909 in expenses.
Election Day Raffle & BBQ	\$1,172	
Father's Day	\$374	\$1,142 in income with \$768 in expenses.

Mother's Day	\$401	\$1,723 in income with \$1,322 in expenses.
COUGH website	-\$139	Website hosting expenses.
Garden Club	-\$746	Purchasing of native plants and garden supplies

Wholesome Kids Cafe

Our Wholesome Kids Cafe canteen supplied a great service to our kids and their parents, providing healthy food at affordable prices.

The canteen produced a profit \$4,309 (\$106,096 in income with \$101,787 in expenses). This included \$1,000 set aside for the purchase of a dishwasher. The modest profit of the canteen suggests that our prices are about right; not too low that would see the canteen run at lost but also not too high that would harm our sales and make it unaffordable for parents.

To put this in perspective, many primary schools struggle to run a canteen, let alone one that provides healthy food at affordable prices, whilst still being able to employ staff to provide quality service.

Thanks to Jodie, Kobe and all the volunteers that made the canteen a success in 2012.

Uniforms

Our Uniform Shop provided a convenient service to parents, enabling them to buy quality, Australian-made school uniforms at affordable prices.

The Uniform Shop produced a profit of \$1,383 (\$23,464 in income with \$22,081 in expenses). Like the canteen, this modest profit suggests we have our pricing right, low-enough without making the operation run at a loss.

Thanks to Robyn Stacy and her team of volunteers that have made the Uniform Shop a success in 2012.

Community Markets

The Community Markets continued to get bigger and better in 2012. More stalls and more people attending the markets enabled a profit of \$2,744 (\$5,810 in income with \$3,066 in expenses).

Mark McGrath

P&C President

Student representative's message

It was an honour to be school captains and we enjoyed the responsibilities of attending special ceremonies and carry out the duties of school captain. The SRC has made many decisions and raised awareness and funds for a variety of causes.

Blackheath School is a school where all students have the opportunity to experience success either academically, artistically, musically or culturally. We are sure that the skills that we have learnt at Blackheath will help us become better students and in our lives outside of school.

We would like to thank all of the current leadership team for their great job this year and congratulate Shona, Liam, Bronte, Jarvis, Georgia, Hannah, Kyle and Tom on the election for the leadership team for 2013. They will do a great job lead by Shona and Liam.

Troy Geddes and Phoebe Rudd

School Captains 2012

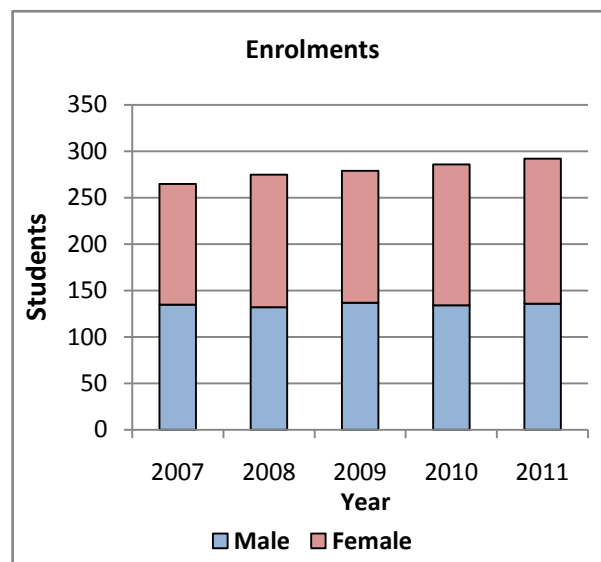
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

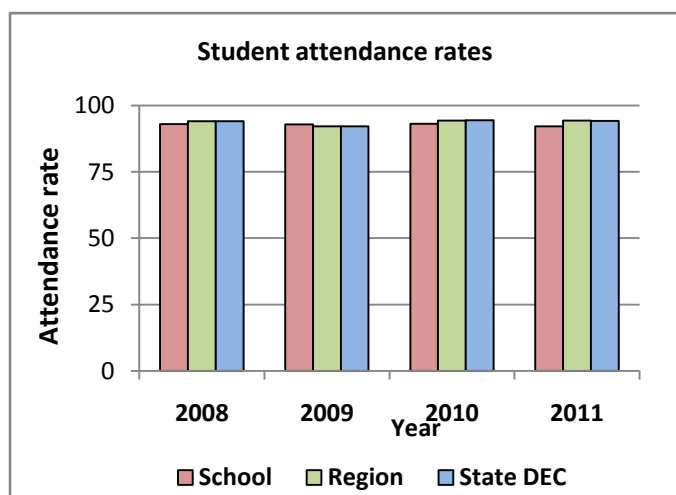
Student enrolment profile

Gender	2007	2008	2009	2010	2011
Male	135	132	137	134	136
Female	130	143	142	152	156



Student attendance profile

	Year	2008	2009	2010	2011
School	K		94.5	94.9	91.3
	1		93.0	92.2	94.8
	2		94.4	92.6	91.4
	3		91.6	92.9	92.0
	4		91.7	92.9	92.1
	5		92.6	93.6	91.8
	6		91.9	92.6	92.8
	Total	93.0	92.9	93.1	92.2
Region	K		94.1	94.6	94.7
	1		93.5	93.9	94.1
	2		93.8	94.2	94.1
	3		94.1	94.4	94.4
	4		93.9	94.4	94.4
	5		94.0	94.3	94.3
	6		93.4	94.2	93.9
	Total	94.1	92.1	94.3	94.3
State DEC	K		94.3	94.7	94.7
	1		93.7	94.2	94.2
	2		94.0	94.4	94.2
	3		94.1	94.5	94.4
	4		94.0	94.5	94.3
	5		94.0	94.4	94.2
	6		93.6	94.0	93.8
	Total	94.1	92.1	94.4	94.3



Management of non-attendance

Attendance data for Blackheath Public School is consistently slightly lower than that of Regional and State data.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2012 Class Size Audit conducted on Monday 21 March 2012.

Roll class	Year	Total per year	Total In class
K-1C	K	9	19
K-F	K	18	18
K-H	K	19	19
K-M	K	19	19
1-2R	1	12	24
1B	1	22	22
K-1C	1	10	19
1-2R	2	12	24
2-3S	2	13	23
2T	2	24	24
2-3S	3	10	23
3-4B	3	11	24
3-4W	3	17	27
3-4B	4	13	24

3-4W	4	10	27
4-5M	4	15	29
4-5M	5	14	29
5-6C	5	15	29
5-6L	5	12	24
5-6C	6	14	29
5-6L	6	12	24

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teachers	10
Support Teacher Learning Assistance	0.6
Teacher Librarian	0.8
Counsellor	0.2
School Administrative & Support	2.2
Total	16.9

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Blackheath Public School currently has no Indigenous staff.

Staff retention

Blackheath Public School has a very stable staff with very few changes in staff over the past four years. In 2012 Ms Fiona Huddleston Assistant Principal retired and Mrs Anne McGill was successful in the merit selection process to fill the vacant Assistant principal's position.

In 2012 our Learning Support Teacher allocation increased from the start of term 3 under the "Every Student Every school" program. This role was filled by Ms Susan Brock and Mrs Sue Kinhead.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	30



Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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Date of financial summary	30/11/2012
Income	\$
Balance brought forward	58740.92
Global funds	189577.48
Tied funds	118396.09
School & community sources	171157.53
Interest	4131.89
Trust receipts	13230.40
Canteen	0.00
Total income	555234.31
Expenditure	
Teaching & learning	
Key learning areas	25573.31
Excursions	60824.11
Extracurricular dissections	22985.77
Library	4655.91
Training & development	2855.78
Tied funds	118390.51
Casual relief teachers	72922.88
Administration & office	78902.51
School-operated canteen	0.00
Utilities	41843.14
Maintenance	26027.46
Trust accounts	11676.42
Capital programs	5414.48
Total expenditure	472072.28
Balance carried forward	83162.03

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Academic

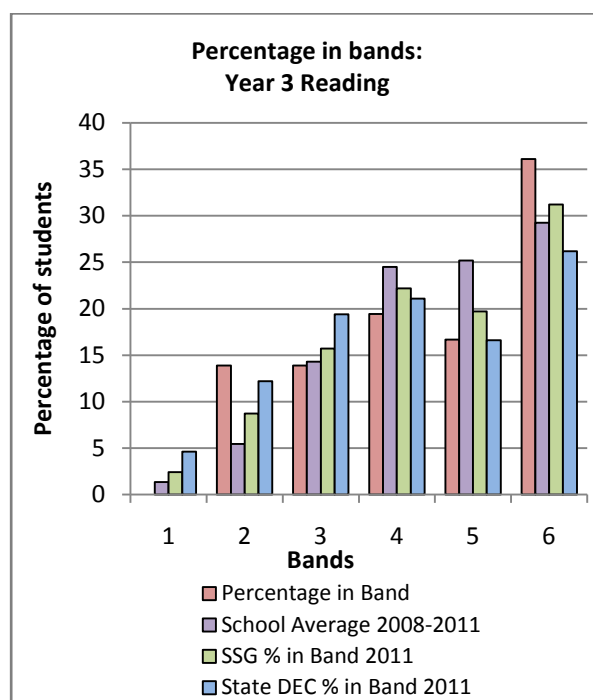
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

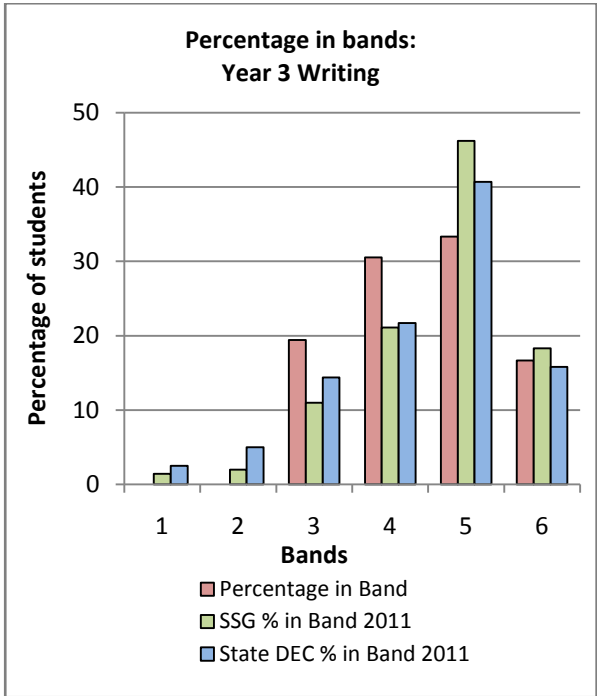
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

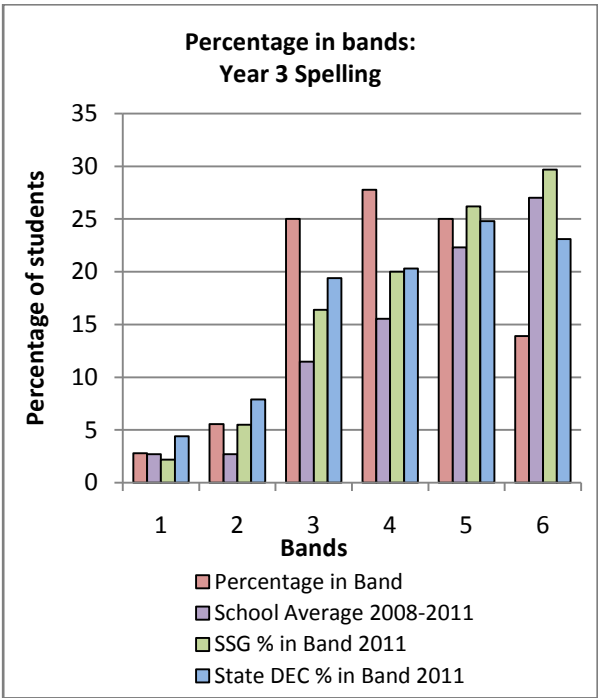


In 2011, 36 year 3 students sat for the NAPLAN Test in literacy. This year our results were above state averages. 79% of our students were in the top three bands.

Year 3 students were above that of the state in reading, spelling, grammar and punctuation. The boy's literacy results indicate they perform above that of their state peers, and the girl's results are similar to the state average.

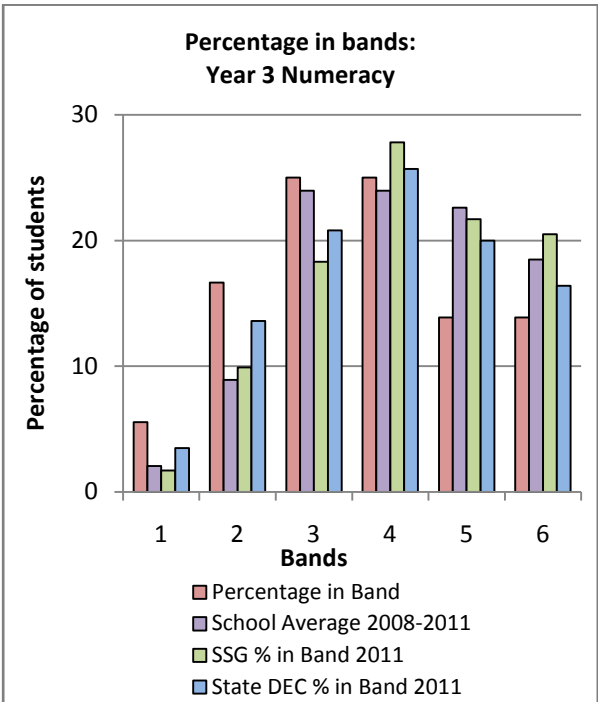


In 2011, 36 year 3 students sat for the NAPLAN test in writing. This year in writing 50% of students are performing in the proficient range and 100% of students are performing at or above National minimum standards



Numeracy – NAPLAN Year 3

In 2011, 36 year 3 students sat for the NAPLAN test in numeracy. This year in numeracy 28% of students are performing in the proficient range and 94.4% of students are performing at or above National minimum standards.





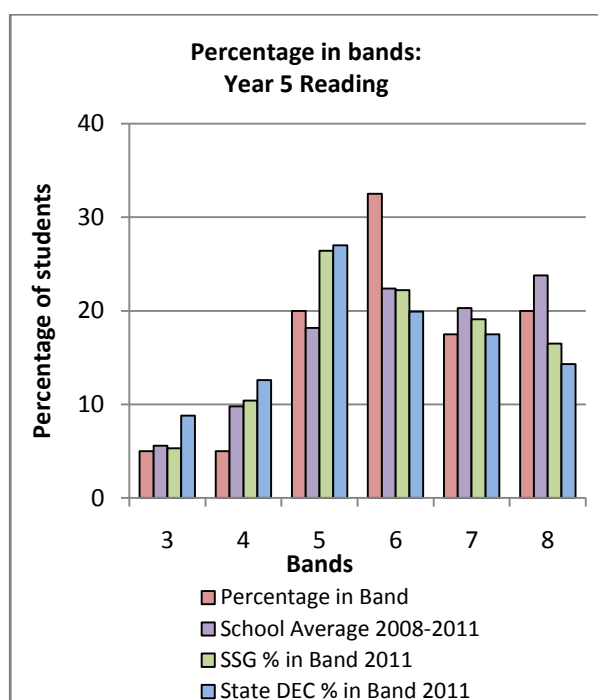
Literacy – NAPLAN Year 5

In 2011, 40 Year 5 students sat for the NAPLAN Test in literacy. This year our results were above state averages. 74% of our students were in the top three bands.

Students in Year 5 were above that of the state average in reading, spelling, grammar and punctuation. The boy's literacy results indicate they perform above that of their state peers, and the girl's results are similar to the state average.

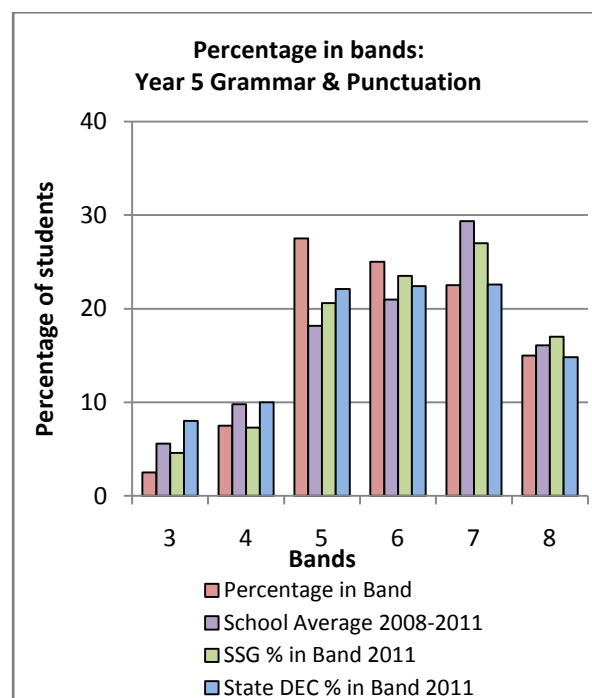
Reading – NAPLAN Year 5

In 2011, 40 students in year 5 sat for the NAPLAN test in reading. This year in reading 38% of students are performing in the proficient range and 95% of students are performing at or above National minimum standards.



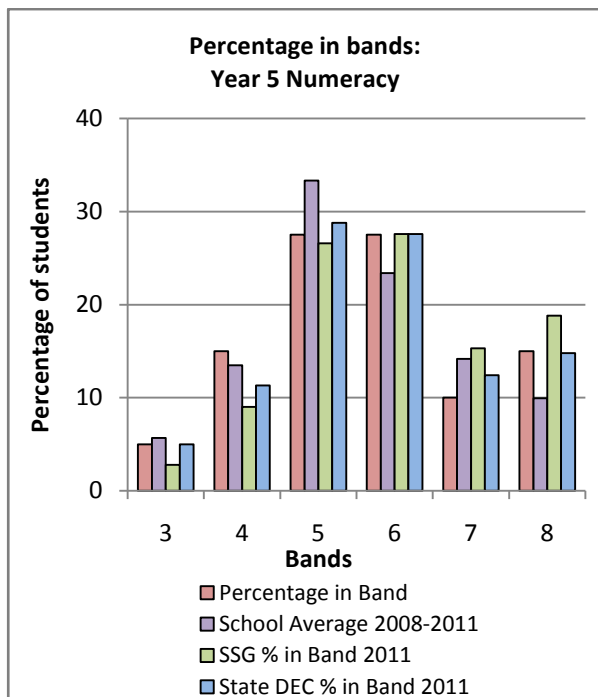
Grammar and Punctuation – NAPLAN Year 5

In 2011, 40 year 5 students sat for the NAPLAN test in writing. This year in writing 38% of students are performing in the proficient range and 97.5% of students are performing at or above National minimum standards.



Numeracy – NAPLAN Year 5

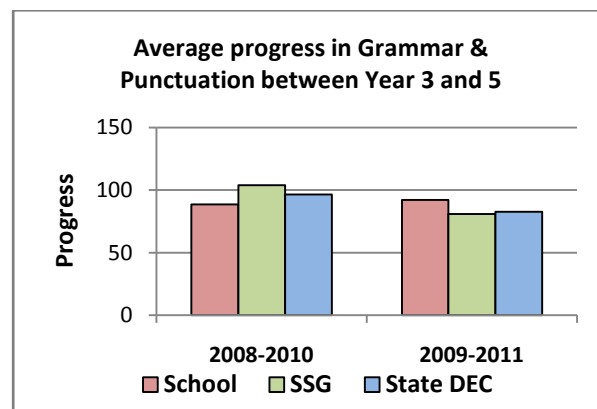
In 2011, 40 students sat for the NAPLAN test in numeracy. This year in numeracy 25% of students are performing in the proficient range and 95% of students are performing at or above National minimum standards.



Progress in literacy

28 students have been matched from Year 3 to year 5 at Blackheath Public School (2009 – 2011). Some of these students attended other schools before enrolling at Blackheath Public School.

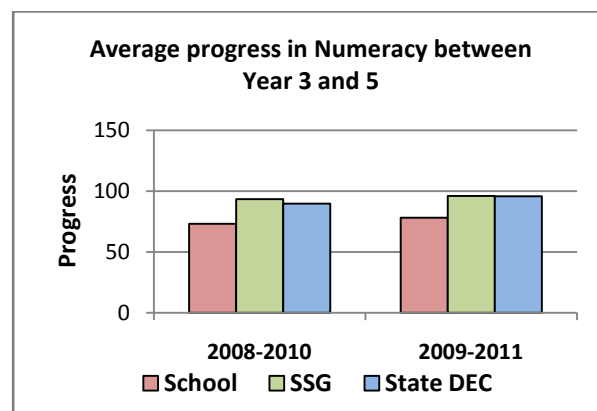
Whereas many students demonstrated significant growth in Literacy, overall growth was significantly higher than that of state.



Progress in numeracy

28 students have been matched from Year 3 to year 5 at Blackheath Public School (2009 – 2011). Some of these students attended other schools before enrolling at Blackheath Public School.

Whereas many students demonstrated significant growth in Numeracy, overall growth was lower than that of state.



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	100.0
Writing	100.0
Spelling	97.2
Grammar & Punctuation	97.2
Numeracy	94.4

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	95.0
Writing	97.5
Spelling	97.5
Grammar & Punctuation	97.5
Numeracy	95.0

Significant programs and initiatives

Early Stage 1/Stage 1

In 2012, Kindergarten and Stage 1 focused their attention on working with quality literary texts using the school-wide Accelerated Literacy program. Teachers collaborated to write new units of work, which have been successfully implemented. The result has been increased student engagement and improved descriptive writing.

There has been a rise in the number of children completing the Premier's Reading Challenge. K-2 teachers have been promoting the challenge in their classrooms and together with parents, have been successful in making a cultural shift at the school. 2013 will see the number of children completing the challenge enter triple digits for the first time.

In Mathematics, the K-2 team continued with the TEN (Targeting Early Numeracy) program. In addition to being fun for students, the school is now able to track children's understanding of early arithmetical concepts over a number of years. Students also participated in an incursion

provided by *World of Maths*, where they were able to solve problems using large hands-on displays and puzzles. Towards the end of the year, Mathletics, an on-line maths program, was introduced with great success.

Physical Education is a vital part of schooling. K-2 have participated in a Yoga program provided by Kylie Collard, a qualified Yoga teacher and parent at the school. The classes were popular with the children and everyone was able to participate at their own level. We also held our own mini-Olympics, at which children represented mythical countries and participated in exciting sporting challenges, all achieving Gold Medals.

K-2 was extensively involved with supplying artwork for the hall mural. Years 1 and 2 were keen to visit the Penrith Regional Gallery and participated in workshops making collages with photographs. Kindergarten's focus was on dance. They saw *Keep the Dragonflies Dancing*, an Aboriginal dance project led by Jo Clancy and followed up the experience with workshops back at school.

In Science, Kindergarten learnt about living things and concluded their unit of work with an excursion to Calmsley Hill. Meanwhile Stage 1 learnt about mini-beasts and their knowledge was tested when they classified bugs they found in the pond at the Rhododendron gardens.

During term 4, the 2013 Kindergarten children were welcomed to the school through our Transition to School program. More than 50 families took part over a five-week period. This enabled both the children and their families to become familiar and at ease with the school environment, fostering that vital partnership between home and school.

Stage 2

Stage 2 has worked towards merging units of work that link clearly with Stage 3 and Stage 1. Work achieved by staff on Stage 2 has included the following:

- Continued adaptation of published COGS units to suit the needs of Stage 2 children, building in literature and technology.
- Continued development of a focused approach to writing and the assessment of writing including explicit teaching in grammar, sentence structure and spelling.
- Stage 2 children have been grouped for mathematics allowing teachers to target the needs of individual children as they learn math's concepts.
- Development of a skills-based fitness program that targets gross motor skills. The school is registered as a Crunch and Sip school. We have continued the development of fundamental movement skills.
- In Term 3, students participated in a yoga program conducted by trained instructors. All students participated in the Premier's Sporting Challenge, achieving, Gold, Silver or Bronze accreditation
- Stage 2 travelled to the Rocks in Sydney to enhance their learning of the effects of British Colonisation. They also visited Nan Tien Temple, Murugan Temple and Auburn Gallipoli mosque as part of their studies related to belief systems.
- In Term 2, Students attended the Writers' Festival at Blackheath where they met and engaged with a number of authors and illustrators.
- Students in Year 4 attended Brewongle Environmental Education Centre at Sackville for a three-day camp, which involved environmental and historical studies.

Stage 3

Stage 3 has continued to work towards merging the COGS units of work with our own Blackheath units. Work has also been done on ensuring a smooth link with Stage 2.

During 2012, Stage 3 teachers continued to work on improving the writing of their students using ideas suggested during consultant visits.

Stage 3 teachers also continued to work towards improved Numeracy results by all implementing Counting On strategies and investigating the use

of SENA as a diagnostic tool for those experiencing difficulty with mathematical concepts. They ran a very successful Peer Support Program K-6 late in Term 1 which led to a fantastic Games Day in early Term 2.

Activities in Stage 3 have included the following:

- We have been actively involved in expanding our students' experiences in the Creative Arts and literature. Students have been involved in designs for the school hall mural. We took a number of students to the Sydney Writers' Festival and the Writers' Festival at Blackheath.
- As part of quality teaching and learning, students in Stage 3 have participated in the following excursions during 2012:
 - Bathurst Goldfields to further their understanding of life during the gold rushes.
 - Visit to Cabramatta to develop a thorough understanding of the impact of Vietnamese migration on the Australian community
 - Mt Piper Power Station as part of Energy studies and the generation of electricity
- In Term 4, Stage 3 students participated in a three day excursion to Myuna Bay Sport & Recreation Centre. They were involved in physically stimulating and challenging activities which enhanced the school Physical Education Program.
- We have fostered links with the local Aboriginal community and Link Up and included visits from local Aboriginal elders to enhance our understanding of the Stolen Generation.
- We have been intent on expanding the experiences and understanding of environmental issues for our students. Some of the activities in which Stage 3 students have been involved include:
 - Murder Under the Microscope

- Led the implementation of the Climate Clever Energy Savers program within the school. As part of this program, students developed and implemented strategies to reduce energy consumption in the school.



Aboriginal Education

Students demonstrate greater awareness, understanding and tolerance as a result of the School's program in Aboriginal Education. Students learn about Aboriginal Australia as a perspective in teaching and learning units in Key Learning Areas.

Teachers recognise that culturally appropriate lessons in Aboriginal education respect Aboriginal people, culture and traditions. They are working to promote reconciliation and recognise Aboriginal cultures and custodianship of country through protocols such as Acknowledgement of Country at meetings and assemblies. Teaching programs are designed to integrate

Aboriginal education into units of work, particularly in the Key Learning Area of Human Society and its Environment.

Class Music

Every class in Blackheath Public School received a weekly one-hour music lesson with a specialist music teacher. During these lessons students prepared for an excursion to hear the Sydney Symphony Orchestra, and for a visit by the 'Musica Viva in Schools' performing group – 'The World According to James'. Students in Years 1-4 continued to learn the recorder, while Stage 3 students utilised the computer lab to create their own electronic music.

- Every student in the school performed in a concert for 'Grandparent's Day', while Kindergarten and Stage 1 again dazzled their families with their spectacular end of year 'Presentation' performance.

Performing Groups

- In 2012 the school continued its tradition of participating in choral and instrumental music festivals. The Stage 2 choir performed at the Sydney Town Hall in the NSW Public School 'Primary Proms', a festival whose repertoire is specifically chosen for students in Years 3 and 4. The Senior Choir performed at the Variety 'Celebration Charity Concert' at the Sydney Town Hall and helped raise funds for the Westmead Children's hospital. The Senior Choir also performed with other Upper Mountains schools in the 'Upper Blue Mountains Music Festival'.
- For the first time the Blackheath Public School recorder ensemble performed at the Sydney Opera House in the NSW Public Schools 'Festival of Instrumental Music'. This wonderful event gave our budding musicians the opportunity to

perform in a 700 strong ensemble in the Concert Hall.

- Our school String Group has expanded and welcomed new, young members. Co-ordinated by a visiting string teacher, the group rehearses before school and is working toward future participation in the NSW Public Schools 'Festival of Instrumental Music'.
- Students at Blackheath Public School have had access to after-school instrument lessons on the school premises. Visiting tutors in guitar, woodwind, percussion and keyboard gave lessons to individuals and small groups, and have contributed to the success of the school band program. The school band, open to children in

Years 3-6 has continued to give performance opportunities to our young musicians including the Katoomba 'Winter Magic Festival' and other school concerts.

Premier's Reading Challenge

70 children at Blackheath Public School successfully completed the Premier's Reading Challenge. Ms Forbes-McKinnon and Mrs Davies, our Teacher Librarians, were instrumental in organising the documentation, books and managing the challenge at our school.

This achievement was recognised in the Sydney media where every child's name was published in the Honour Roll. A certificate of achievement was awarded to all students for their participation in the Challenge. This is an excellent achievement for Blackheath Public School and demonstrates the school's commitment to the teaching of literacy.

Student Leadership

In addition to the formal leadership roles at Blackheath PS, all students in Year 5 and 6 were given the opportunity to participate in a leadership role, in line with the school's Peer Support Program. The students took on the responsibility, in small teams, to work with all of the students in the school, once a week, for 10

school weeks. The Peer Support Program lessons underpinned the school's core values of respect, responsibility and safety.

The student leadership team for 2012 consisted of 2 captains, 2 vice captains and 4 prefects. There were also 4 house captains and a further 4 House vice captain positions filled to give a full complement of 16 formal whole school leadership positions. Once again, and as expected, all school leaders lead by example and assisted the staff, parents and the community.



Progress on 2012 targets

Target 1

Literacy

95% students in year 3 performing at or above minimum standards in reading

50% of students in year 3 achieving in the proficient range in reading

91% students in year 3 performing at or above minimum standards in writing

33% of students in year 3 achieving in the proficient range in writing

97% students in year 5 performing at or above minimum standards in reading

50% of students in year 5 achieving in the proficient range in reading

91% students in year 5 performing at or above minimum standards in writing

33% of students in year 5 achieving in the proficient range in writing

Our achievements include:

- Continued emphasis on staff training and development in the teaching of writing with

particular focus on grammar and sentence structure

- Teaching professional learning in Accelerated Literacy pedagogy and the introduction in all classes K-6
- Models of excellence devised in writing samples
- Training in the K-6 Scope and Sequence for Grammar from the English syllabus
- Improved complexity in sentence structure throughout all writing samples K-6
- Staff attended teacher professional learning with emphasis on persuasive writing.
- Writing instruction as a stage group once a week to share teacher knowledge and expertise.
- Staff confident in teaching complex grammar and sentence structure with a specific reference to persuasive texts.
- An established set of work samples models for writing and the development of Rubric as a component in the teaching program

Target 2

Numeracy

91% students in year 3 performing at or above minimum standards in numeracy.

32% of students in year 3 achieving in the proficient range in numeracy.

97% students in year 5 performing at or above minimum standards in numeracy.

42% of students in year 5 achieving in the proficient range in numeracy.

Our achievements include:

- Participation in the Targeting Early Numeracy (TENS) Program, involving working with a numeracy leader.
- Explicit, systematic teaching in the Mass and Area sub strands of the curriculum
- Explicit, systematic teaching in the Working Mathematically strand in conjunction with assessment analysis of the Number Patterns sub strand
- Explicit, systematic teaching of Fractions and Decimals

- Inclusion of detailed analysis of student assessment data for Number and Measurement in planning of ongoing lessons
- Ability of students to achieve set criteria specifically in relation to mass and area, fractions, decimals and number patterns

Target 3

School As Community Centred Hub

Extend the project in the school to incorporate further strategies that encourage greater health and welfare of children and families

Our achievements include:

- An increase the number of activities and services available to families to support children's welfare and development
- Enhanced professional links between school staff and pre-school staff in the local area
- Specific activities for parents and community that relate to their wellbeing
- Provide regular information to community about local parenting and community development activities including new activities being run by the school
- Increased parental participation in activities and services provided
- Increased activities for local parents to connect them with services and other parents
- Greater community support for families and children
- Children and families requiring targeted support receive coordinated and timely assistance through provision of an accessible referral process

Target 4

To embed staff professional learning, in Interactive White Board (IWB) Technology and the Connected Classroom Video Conferencing, into our current work with students learning so it is practical, purposeful and becomes embedded in our teaching for successful implementation throughout the school.

Our achievements include:

- Collation of teaching resources into the school's server for easy access by staff so that they are organised and available;
- ongoing support and training for staff in best practice and skill development for the effective use of this learning tool; and
- continued emphasis on stage planning, training and evaluation in the use of technology.
- successful implementation of IWBs and equipment into the teaching practice of each class;
- staff continue to have opportunities to share their knowledge of IWB and Connected Classroom use, and staff are more confident and enthusiastic in the application of technology via the IWB; and
- students report greater engagement in learning and ability to apply more technology through the use of IWBs in classrooms as an instructional tool.



Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of the learning community and writing.

School Culture

Background

Four aspects of school culture were explored in the survey; Cultural Context, Developing Ownership of Culture, Culture of Learning and Culture of Improvement.

Findings and conclusions

The school understands and responds to the context of its community.

Descriptors:

1. The school is aware of the cultural influences which impact on it.
2. Community values and beliefs which contribute to learning are identified, promoted and celebrated.
3. School practices are consistent with the community values and beliefs.
4. Structures exist to ensure that there is alignment of the school's culture and community context.
5. The school community values cultural diversity.

Findings showed:

- **92% of parents agreed** with this statement(almost always/usually).
- **80% of students agreed** with this statement (almost always/usually).
- **100% of staff agreed** with this statement (almost always/usually).

There is general agreement from all stakeholders.

The school's culture fosters a sense of belonging and collective responsibility.

Descriptors:

1. Individuals take pride in identifying with the school.
2. All members of the school community contribute to its success.
3. Staff, students and parents speak positively about the school.
4. All members of the school community are comfortable about participating in school activities.
5. Commitment to the school is demonstrated through participation.
6. The school community values the contribution of individuals and groups.

- 97% of parents agreed with this statement (almost always/usually).
- 94% of students agreed with this statement (almost always/usually).
- 94% of staff agreed with this statement (almost always/usually).

The culture of the school promotes improved student learning outcomes.

Descriptors:

1. The school environment is safe and pleasant.
2. Quality teaching practices are consistently and observable.

3. Student welfare structures support quality teaching and learning
4. Students enjoy learning and believe it is useful, interesting and relevant.
5. Learning occurs within a stimulating environment.
6. Teaching and learning takes place with minimal disruption.
 - 91% of parents agreed with this statement (almost always/usually).
 - 84% of students agreed with this statement (almost always/usually).
 - 100% of staff agreed with this statement.



There is general agreement from all stakeholders.

The school's culture supports continuous improvement.

Descriptors:

1. Self-evaluation and review processes are positive and integral elements of school improvement.
2. Individuals continually improve through ongoing training and development.
3. Individuals and groups learn from their mistakes.
4. Change is evidence based.
5. School self-evaluation supports continuous improvement.
 - 91% of parents agreed with this statement (almost always/usually).
 - 84% of students agreed with this statement (almost always/usually).
 - 94% of staff agreed with this statement.

There is general agreement from all stakeholders.

Future directions

The school needs to ensure that students are made aware of the interaction with the community as well as the procedures in place to inform and share decision making with parents and their representatives.



Curriculum - Writing

Background

Our NAPLAN data has indicated that Writing is an area that needs development at Blackheath Public School. When given the opportunity to work with a Regional Best Start Literacy and Numeracy consultant we chose Writing as our target area.

Findings and conclusions

Analysis of our most recent NAPLAN data indicated needs in the areas of text structure, in particularly paragraphing and punctuation. Teachers worked with the consultant to engage the students in the sentence a day program utilizing the interactive whiteboards. Text structure was targeted through whole class lessons with an explicit focus on the parts of the text and their sequence. The majority of students showed immediate improvements in sentence structure but need more time and emphasis on paragraphing to embed this knowledge.

Future directions

Simple punctuation and grammar as well as spelling require ongoing explicit teaching in addition to text structure. The Accelerated Literacy program will address these components and we expect to see an improvement in NAPLAN writing results in the next two years as that program is developed.

Professional learning

All staff were encouraged to, and participated in, a wide variety of professional learning activities. The main areas for Professional Learning aligned with 2012-2014 targets and the schools management plan

Average expenditure on teacher professional learning was \$1604 per staff member. School support staff attended professional learning sessions dealing with student welfare, catering for the needs of the students they support.



School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1 Literacy

Outcome for 2012–2014

Year 3 Spelling: Increase students performing in the proficient range from 34% to 50% by 2014.

Year 5 Spelling: Increase students performing in the proficient range from 28% to 40% by 2014.

Year 3 Writing: Increase students performing in the proficient range from 50% to 60% by 2014.

Year 5 Writing: Increase students performing in the proficient range from 21% to 30% by 2014.

2013 Targets to achieve this outcome include:

- Year 3 Spelling: Increase students performing in the proficient range from 34% to 38%.
- Year 5 Spelling: Increase students performing in the proficient range from 28% to 33%.
- Year 3 Writing: Increase students performing in the proficient range from 50% to 54%.
- Year 5 Writing: Increase students performing in the proficient range from 21% to 26%.

Strategies to achieve these targets include:

- Literacy Team Leader to co-ordinate and support teachers in data analysis, mentor teachers, team teaching and lead the development and implementation of the school's literacy plan.
- Implementation of staff professional learning K-6 that will increase teacher capacity to identify, address and implement quality teaching in accelerated literacy.
- Provision of parent education workshops by teachers in reading, spelling and writing throughout the year
- Develop and implement the School Literacy Policy and Scope & Sequences in line with the accelerated Literacy strategies.

School priority 2 Numeracy

Outcome for 2012–2014

Year 3 and Year 5 Data, Measurement, Space and Geometry: Increase students performing in the proficient range from 26% to 35%.

Year 3 Number: Decrease students performing in the two bottom bands from 28% to 15% by 2014

Year 5 Number: Increase students performing in the proficient range from 26% to 35%.

2013 Targets to achieve this outcome include:

- Year 3 and Year 5 Data, Measurement, Space and Geometry: Increase students performing in the proficient range from 26% to 29%.
- Year 3 Number: Decrease students performing in the two bottom bands from 28% to 22%.
- Year 5 Number: Increase students performing in the proficient range from 26% to 30%.

Strategies to achieve these targets include:

- Implementation of increased focus on the extension of high performing students in Numeracy in all classes
- Implementation of high quality professional learning program for staff in: assessment strategies and consistent teacher judgment, curriculum implementation of the number strand Count Me In Too and Counting On strategies syllabus content and DET support materials
- Implementation of parent numeracy information sessions. Regular support information in the school newsletter.
- Implementation of special numeracy days utilising parent helpers and support with a focus on: Count me in too and TENS instruction and Newman's Error Analysis.

School priority 3 Curriculum

Outcome for 2012–2014

Principal and executive, with strong regional and state office support, effectively lead the implementation of the new NSW syllabuses within school communities.

2013 Targets to achieve this outcome include:

- All executive and curriculum leaders participate in curriculum leadership development.
- All executive and curriculum leaders participate in collegial action supporting implementation of the new syllabuses.
- All executive and curriculum leaders adapt and use online professional learning modules and teaching and learning resources to develop teachers' ability to use the new syllabuses to meet the needs of their students.
- All staff consulted in the updating of school policies to reflect the new syllabus implementation

Strategies to achieve these targets include:

- Compliance with school policies and action plans for implementation of new syllabus are evident in PARS, EARS and TARS.
- School Professional learning logs reflect engagement in syllabus implementation
 - Staff and executive are confident and capable to lead staff familiarisation with eSyllabus format.



School priority 4 Learning Communities

Outcome for 2012–2014

Blackheath Public School will be an effective member of the UBMLC in the consultation of a changing educational environment.

2013 Targets to achieve this outcome include:

- All schools involved in teacher professional learning in programs including Every Student Every School, LMBR and Local Schools Local Decisions.
- All schools provide a transparent financial and human resource plan in the implementation of new State or Federal programs.

Strategies to achieve these targets include:

- UBMLC meetings to be held twice a term.
- Meetings to involve development of strategies to promote leadership at all levels of school communities.
- Investigate the sharing of staffing allocations in the Every student Every School program to maximize learning outcomes for the students of the UBMLC schools.
- Continued development of the executive Network for UBMLC executive.
- Strengthen networks for SAM's, GA's and curriculum leaders.



About This Report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>