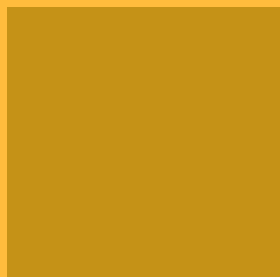
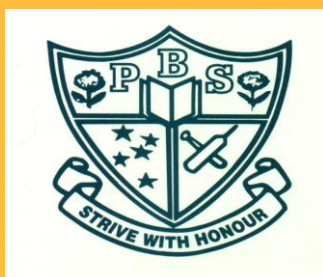


# Blackheath Public School Annual School Report 2013



## School context

The school enrolment of 314 at the end of 2013 indicates a rise in total enrolments from 2012. The enrolment comprised of 153 girls and 161 boys. It is anticipated that enrolments will increase slightly in 2014 with an expected kindergarten enrolment of 58 students and 36 year 6 students graduating at the end of 2013.

Eight 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 2013 Annual School report for Blackheath Public School. I would like to acknowledge the traditional owners of the land, the Dharug 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 2013.

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.

**Jane Davies**



## P & C message

2013 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 2013, we fundraised \$21,395 of donations to the school and largely maintained our overall financial position by recording a small loss of \$739.23 over the year to bring our total equity to \$32,651.74.

The P&C Executive enjoyed a productive relationship with principal Jane Davies who commenced in that position at the start of the year. Together we successfully dealt with a number of initiatives and issues including the Grandmas Woods playground redevelopment project, Restorative Justice and Artist in Residence programs. The P&C welcomed Jane's positive can do attitude and we look

forward to working with her and her colleagues in 2014.

The Mural project, which was officially opened in 2013 and various garden projects such as Morgan's Garden redevelopment helped beautify our school.

## Finances

The P&C operated at a loss of \$793.23 for 2013. The reconciled bank account balance at 31 Dec 2013 was \$32,651.74.

## Profit and Loss

### incomes

canteen	111011.52
market stalls	7860
uniform sales	27189.55
fundraising activites	14878.8
interest	80.19
markets BBQ	6784.55
membership	44
arts/cards	1580
cookbooks	560
grants	1000
<b>total income</b>	<b>170988.61</b>

### expense accounts

donations to wages	50976.4
food & packaging supplies	63175.14
markets coordinator	3015.5
musicians	440
postage & printing	59

uniform supplies	23149
Donations to BPS	21395
gifts and gratuities	170
food bbq	791.26
advertising & cough web	850.59
art/garden supplies	5407.25
equipment	537.7
hire of equipment	211
insurance	805
sports sponsorship	250
audit	495
deprec of asset	0
<b>total expenses</b>	<b>171727.84</b>
<b>profit/loss</b>	<b>-739.23</b>

## 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 ran at a small loss of \$1,564.17 for 2013 (\$100,843 in income with \$103,983 in expenses). The canteen suffered two break-ins during 2013 which caused a loss of some stock and impacted on our sales. If these break-ins did not occur then it is likely that the canteen would have broken even or ran at a small profit.

The financial performance of the canteen shows that it is a sustainable operation. However, increased business on-costs in 2014 mean price increases will have to be implemented and probably an increase in volunteer labor to cover these costs.

## Uniforms

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

The Uniform Shop produced a profit of \$3,709 (\$27,190 in income with \$23,149 in expenses).

## Community Markets

The Community Markets continued to get bigger and better in 2013. More stalls and more people attending the markets enabled a profit of \$3,709 (\$7,860 in income with \$4,151 in expenses).

The markets BBQ generated a profit of \$5,351.29 (\$6,784.55 income, \$1,433.26 expenses).

## Donations

The P&C made the following donations to the school in 2013:

donations for excursions	2056
classroom contributions	3787
donations to music/ arts	896
donations for gardens	5000
for playground markings	1000
for security cameras	750
classroom equipment	7906
total	21395

## Garden Club

In 2013 Garden Club volunteers did a fantastic job looking after our school gardens. New native plants were planted, garden beds weeded and mulched as well as existing plants pruned.

## Fundraising

During the year the P&C undertook the following fundraising initiatives:

- Community markets bbqs
- Cross-country BBQ
- District cross-country BBQ
- Mothers Day Stall
- Trivia night
- Shop coin collection
- Fathers Day Stall
- Federal election day raffle & BBQ
- School Disco
- Christmas card sales
- Cookbook sales

## The Breakfast Club

The Breakfast Club, run by parents and stocked by donations from the school and business community, delivered free breakfasts to kids before school, who had not been able to have breakfast beforehand. This service has a significant positive impact on the kids concerned and on their wider classroom environment.

## Thanks

Finally, I would like to thank the P&C Executive, BPS staff and volunteers for their efforts in supporting our public school.

Mark McGrath

President

Blackheath Public School P&C Association

## Student representative's message

As the Captains of 2013, we have had the honour of representing Blackheath Public School at special ceremonies and events. We have enjoyed these rich experiences thoroughly.

The Student Representative Council has made many decisions and has raised money for specific causes and charities. Students at Blackheath Public School are given the



opportunities to make our community a better place.

Whether musically or culturally, students are given an in depth learning experience that they can take with them into high school and further.

**Shona Daly and Liam Collard**

## School Captains

**2013**

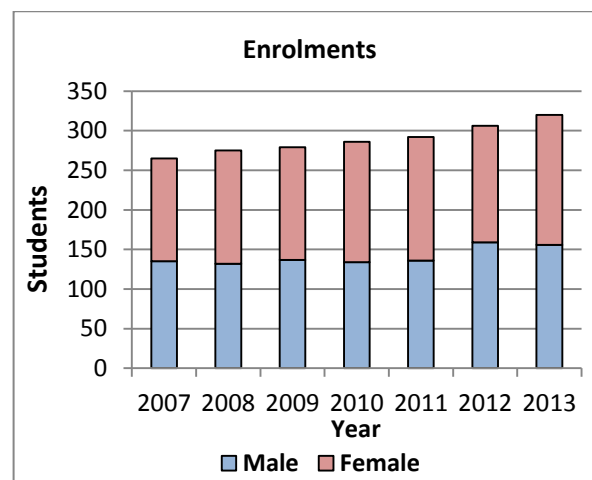


## Student information

Blackheath Public School has a very stable staff with very few changes over the past four years. In 2012, Principal Mr Mark Rudd successfully promoted to a larger school and Mrs Jane Davies was successful in the merit selection process to fill the Principal's position.



## Student enrolment profile



## Student attendance profile

	Year	2009	2010	2011	2012	2013
School	K	94.5	94.9	91.3	94.0	95.4
	1	93.0	92.2	94.8	92.0	91.8
	2	94.4	92.6	91.4	93.2	92.8
	3	91.6	92.9	92.0	94.2	94.0
	4	91.7	92.9	92.1	94.8	94.2
	5	92.6	93.6	91.8	94.3	93.0
	6	91.9	92.6	92.8	93.1	94.1
	<b>Total</b>	<b>92.9</b>	<b>93.1</b>	<b>92.2</b>	<b>93.6</b>	<b>93.6</b>



## Management of non-attendance

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

Parents are required to provide a note of explanation for all absences including early and late arrivals. The Assistant Principals are required to follow up any unexplained absences and parents are contacted if their child is absent for three or more days without notification.

## Workforce information

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Classroom Teacher(s)	13
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	0.2
School Administrative & Support Staff	2.822
Total	21.422

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.



### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	30
NSW Institute of Teachers Accreditation	1



## Financial summary

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

Date of financial summary	30/11/2013
<b>Income</b>	\$
Balance brought forward	83162.03
Global funds	217304.69
Tied funds	129311.56
School & community sources	173732.29
Interest	3934.29
Trust receipts	15033.85
Canteen	0.00
Total income	622478.71
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	18688.69
Excursions	61710.98
Extracurricular dissections	24436.43
Library	8829.47
Training & development	1937.58
Tied funds	150963.04
Casual relief teachers	59376.15
Administration & office	91654.33
School-operated canteen	0.00
Utilities	42593.20
Maintenance	32638.52
Trust accounts	14944.44
Capital programs	22131.49
Total expenditure	529904.32
<b>Balance carried forward</b>	92574.39

A full copy of the school's 2013 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.



## Music

In 2013, the students of Blackheath Public School participated in weekly 1 hour music lessons. Many students were also involved in choirs, band, recorder group and string group. Our school continues to value greatly the place of Music in the Primary School curriculum.



### **Class Music**

During class music lessons students have prepared for concerts given by visiting *Musica Viva* and *Australian Opera* performing groups. In term 2 'The Magic Flute', a scaled down opera, was performed in our school hall. In preparation, students became familiar with the music of Mozart and developed an appreciation for the art form. The concert '1000 Years of Song' was the culmination of many lessons spent listening to and singing some of the repertoire of 'The Song Company'. Through these experiences the students of Blackheath Public School have been exposed to, and become aware of, the music of various cultures and genres.

Class music lessons have involved playing percussion instruments and recorders. Students have learnt to read and perform notated music, have composed and performed their own music and have arranged the music of others. Students have also explored the concepts of music through chant, song and movement.



### **Choirs**

This year Blackheath Public School choirs performed in two music festivals as well as for many school events. The Junior Choir (Years 2 and 3) joined with other Upper Mountains school choirs to perform in the 'Upper Blue Mountains Music Festival', held at Katoomba Public School. Students from Blackheath Public School were also selected to perform vocal and instrumental solos at this Festival. The Senior Choir (Years 4-6) auditioned for and were selected to perform in the 'Festival of Choral Music,' a choral series involving talented choirs from across NSW held at the Sydney Opera House.



### **Instrumental Music**

The school band has continued to grow in strength, helped by the availability of after school instrumental tutors. Children from Years 3-6 make up the school band and play a variety of wind and percussion instruments. This year the band played at the 'Winter Magic Festival' as well as at school events and a combined schools Christmas concert. Many



band members sat for and achieved excellent results in AMEB exams.

The school violin group, coordinated by a visiting string teacher, continued to meet weekly. This group provided young violinists with the opportunity to develop their ensemble playing ability.

The 20 strong school recorder group, made up of all the different types of recorders, worked hard all year to master the repertoire for this year's 'Festival of Instrumental Music' held at the Sydney Opera House. The students from Years 2-6 were rewarded with an experience of a life time, performing in a 700 strong ensemble, playing challenging music that they had worked hard to master.



### **Early Stage 1 and Stage 1**

Early Stage 1 and Stage 1 have had a strong focus on Literacy and Numeracy in 2013. Together they have worked on assessment strategies to place all students on the Literacy and Numeracy Continuum through the DEC Best Start initiative.

Throughout 2013, teachers have been involved in learning about the new English Syllabus. Together they have collaboratively planned and programmed new units of work for implementation in 2014.

K-2 teachers were invited to participate in a project entitled 'Connected Learning at Home and School in the 21<sup>st</sup> Century'. Short videos showcasing the Blackheath Public School can be found on

<http://connectlearningathomeandschool.weebly.com/>

56 students completed the Premier's Reading Challenge K-2. Participation in the challenge is promoted and supported within the classrooms.



Excursions have always been an integral part of our teaching and learning programs. This year Kindergarten went to see a production of 'Room on the Broom' and visited Calmsley Hill city farm. Students also visited the Blackheath Community Hall where they met 'Billy Booksie' for a book sharing session and participated in 'Paint the Blue Read' reading program.

When learning about Products and Services, Stage 1 visited Keith Rowe's studio to learn about glass blowing and took part in wood turning demonstrations at school. Similarly, when learning about Japan, students were immersed in that culture by participating in 'Japan Day'. Parents with links to Japan gave generously of their time to provide students with rich learning experiences.

In keeping with Blackheath Public's strong Visual Arts focus, Stage 1 had the opportunity to visit both Katoomba and Bathurst galleries to view Art Express and the regional Archibald



exhibition. Two Kindergarten children won the junior section of the Rhododendron festival.

The 'Transition to School' program has continued to attract prospective students and their parents. The information sessions have grown to include many services available throughout the community. This program ensures that new students feel comfortable and confident about starting school.

- Our Year 1 transition program has been streamlined to ensure that our current Kindergarten students have a smooth transition into their new classes in the new year.



## **Stage 2**

In 2013, Stage 2 focused their attention on working with quality literary texts using the school-wide Accelerated Literacy program. Teachers concentrated on incorporating these texts into their already established COGS units of work. This has resulted in an improvement in the desire to write and an improvement in the use of descriptive language.

Stage 2 teachers continued to concentrate on writing as a stage where explicit teaching occurred based on the very real needs of the students. Our LaST teacher was also an integral part of this weekly stage writing session. Planning and scaffolding was done with the entire stage and then the students were split into ability groups for more honed teaching. The results have been extremely encouraging with increased student engagement and enthusiasm for writing.

In Mathematics this year, as part of a whole school initiative, Stage 2 introduced Mathletics into their Maths classes. This was received with enthusiasm. This program has proved to be highly motivational and an excellent tool for both homework and assessment. Mathletics enhanced the teaching of Mathematics and continued to allow us to target the needs of individual students.

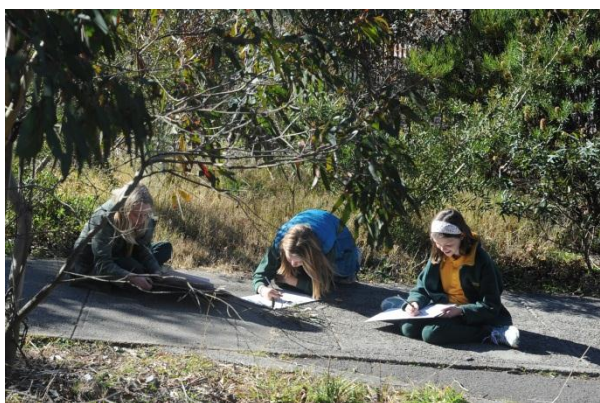
This year two of our COGS units were science-based units. We began the year with a study of our Solar System. An excursion to The Observatory enriched our studies. We also looked at "Growth and Change" in bodies. We visited the "Imax" to view the "Human Body" film on the big screen.

In Visual Arts, as a part of our "Growth and Change" unit, we studied portraiture and visited the "SH Ervin" Gallery in Sydney to view some of the paintings that failed to make it into the "Archibald Exhibition." Our students were work shopped by resident artists, a very engaging experience.

In HSIE, we looked at Australian identity through a unit entitled "Being Australian." This involved looking at inventions, icons, symbols stereotypes, plants and animals as well as the makeup of the Australian people. We travelled to Sydney and ventured up Sydney Tower for a spectacular view of some of our icons such as the Harbour Bridge and the Opera House.

Stage 2 continued to be part of the Premier's Sporting Challenge, as well as the Premier's Spelling Challenge both highly motivational programs.

Students in Year 4 attended Brewongle Environmental Education Centre at Sackville for a three-day camp, which involved environmental, scientific and historical studies.



### **Stage 3**

Stage 3 has continued to work towards implementing an integrated curriculum across the stage. We ensure a smooth transition from Stage 2 in maintaining effective teaching and learning programs. We are currently working towards successful implementation of the new NSW syllabuses, commencing with English in 2014.

Curriculum initiatives included the following:

During 2013, Stage 3 teachers continued to work on improving the writing of their students and to consolidate the teaching of English using the Accelerated Literacy pedagogy.

One class participated in a project to test iPad applications and inclusion for the new English syllabus. Students produced information reports or quest tasks using avatars in compliance with 21st century learning.

Stage 3 teachers also worked towards improved Numeracy results by implementing Counting On strategies and the use of SENA as a diagnostic tool for those experiencing difficulty with mathematical concepts.

All Year 6 students and teachers participated in a Numeracy program instigated by Katoomba High School. Students were tested and those identified with special needs were tutored to facilitate achievement of outcomes. We have also implemented Mathletics as an adjunct to learning and to

supplement quality teaching and learning programs.

One class established links with a class in Canada and corresponded regularly using email.

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 at Penrith.

Students engaged with Aboriginal artists as part of the Aboriginal Artists in school initiative and had work displayed at Lawson Public School in September.

Students visited the Art Gallery of NSW to view the Archibald exhibition and the works of prominent Australian artists.



In Term 4, we explored the Murray River and the Riverina. This five-day excursion was the culmination of the year's studies and enhanced and consolidated learning within the classroom. Students visited farms and primary producers, a federation museum and other historical sites and explored Echuca and the Murray River. This excursion reinforced the study of Australian Identity, Federation, the Murray Darling River and trade and aid within and beyond Australia.



We have been active in expanding the experiences and understanding of environmental issues for our students. Some of the activities with which Stage 3 students have been involved include:

We maintained the focus of the Climate Clever Energy Savers program within the school. As a result of this program and the strategies implemented, energy consumption within the school has significantly decreased.

Participated in the Bioblitz program in conjunction with Blue Mountains City Council. This enabled students to engage with local Aboriginal elders in environmental studies in The Gully in Katoomba.

Stage 3 students were involved in a Grand Canyon walk in Blackheath. This walk, organised with National Parks and Wildlife, resulted in the development of a brochure highlighting the features of the area.

Stage 3 students were trained as Peer Support leaders. They led and participated in a program, K-6, designed to facilitate harmony and positive relationships across the school.

In Term 2, Stage 3 planned, organised and conducted a Games Day as a fundraiser for the Year 6 Farewell. Students had the responsibility to design a range of creative games to entertain and engage students K-6.

Establishment of a passive play area in the weather shed. In conjunction with input from the SRC, students in Stage 3 have developed,

and are responsible for, supervising an area where students may engage in a range of passive play activities during recess and lunch breaks.

### **Public Speaking**

The BPS lunchtime Public Speaking Club meets once a week and is open to students in years 3-6. The club is run by the students themselves and develops not only public speaking skills but also skills in impromptu speaking and running effective meetings. This year students have participated in the Multicultural Speaking Competition and the Blue Mountains Public Speaking and Oral Reading Competition.

## **School performance 2013**

### **Academic achievements**

#### **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.

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.





- Analysis of in-school assessments
- Analysis of external school data, eg NAPLAN
- Surveys

## School planning 2012—2014: progress in 2013



### Aboriginal education

Students demonstrate greater awareness, understanding and tolerance as a result of the school's program in Aboriginal education. Students learn about Aboriginal education as a perspective in teaching and learning units in Key Learning Areas particularly Human Society and its Environment.

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



### School priority 1 - Literacy

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.

**Evidence of progress towards outcomes in 2013:**

- Year 3 Spelling: Increase students performing in the proficient range from 38% to 41%. In Writing, the increase was from 54% to 59%.



## School planning and evaluation 2012—2014

### School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- In Year 5 student growth from Year 3 to Year 5 for Spelling was 79.3 compared to 84 for the state. In Writing 68.4 compared to 55.3 for the state. In Grammar and Punctuation 91.8 compared to 77.7 for the state.

#### **Strategies to achieve these outcomes in 2014**

- A new consistent Spelling program based on the new NSW English will be implemented from K-6. Professional Learning emphasis.
- Units of work have been completed and will continue to be developed which include explicit instruction in spelling and writing.
- Continued integration of Accelerated Literacy into Teaching and Learning programs. Development of Quality Literature resources.



### **School priority 2 Numeracy**

#### **Outcomes from 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 Numeracy: Decrease students performing in the bottom two bands from 28% to 15% by 2014.

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

#### **Evidence of progress towards outcomes in 2013:**

- Year 3 and Year 5 data, Measurement, Space and Geometry: 29% of students performed in the Proficient range.
- Year 3 Numeracy: decrease students in the bottom 2 bands from 28% to 19.5%.

#### **Strategies to achieve these outcomes in 2014:**

- Explicit, systematic teaching of the Numeracy strand of the syllabus.
- Inclusion of detailed analysis of student assessment data for Numeracy in planning lessons.
- Implementation of Mathletics across all grades allowing students to focus on problem areas at school and at home, at each student's level.

### **School Priority 3 Curriculum**

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

#### **Outcomes from 2012–2014**

- 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 updating of school policies to reflect the new syllabus implementation.

#### **Evidence of progress towards outcomes in 2013:**

- All staff participated in training in the Literacy and Numeracy Continuums, New syllabus Modules One, Two, Three and Four led by regional office staff.
- Units of work from each stage have been submitted and will be included in 2014 programs.
- All staff familiar with online support for teaching and learning.
- Implementation of new NSW English syllabus Term One 2014.

#### **Strategies to achieve these outcomes in 2014:**

- New syllabus documentation and compliance criteria included in PARS, TARS and EARS processes.
- Funding provided for program writing to ensure all teaching and learning programs comply with NSW syllabus.

### **School Priority 4 Learning Communities**

Blackheath Public School will be an effective member of the UBMLC in working collaboratively with other members to support schools in a changing environment.

#### **Evidence of progress towards outcomes in 2013:**

- Meetings held each term.
- An Executive Leadership group established where executive participate in training and networking.
- Inter-school competitions have been established involving Debating and various sporting activities.

- Dance and Choir concerts highlight the achievements and talents of student in the Upper mountains.
- Collaborating in Teacher Professional Learning for new syllabuses.

### **School Priority 4 2014 Kidsmatter**

Kidsmatter Primary provides a framework, resources and support to identify and implement strategies to improve the mental health and wellbeing of students.

#### **Strategies to achieve these outcomes in 2014:**

Continue the Social skills Program and include this in our weekly award system.

- Initiate Restorative Practices to build a common language across the school community particularly when things go wrong in the playground. Initial staff training has occurred.
- A parent meeting will be held in term1 2014.
- Kidsmatter Action team established and trained. All staff trained in Modules 1 and 2.
- Parents surveyed using Kidsmatter surveys.
- Andrew Fuller's Resilience workshop for staff and parents booked for 2014.





## Professional learning

Professional learning is seen as a critical component in the delivery of best practice. In 2013, staff attended professional learning programs and courses in line with priority areas from the school Management Plan 2012 – 2014. These included:

- Literacy including analysing writing K-6. Assessment and Evaluation
- New English Syllabus training
- Numeracy: Assessment and Evaluation
- Analysis of NAPLAN data
- Quality Teaching Framework
- Technology: Use of Interactive Whiteboards, DET Resources, I pads
- CPR and Emergency Care training
- Leadership training
- Copyright training
- Student Welfare, Code of Conduct, Anti – Bullying
- Integration of students with Special Needs into Mainstream classes. Understanding Students with Autism. Developing Individual Education Plans



## School Planning 2012—2014

### Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought opinions about student and parent satisfaction. Here are some results:

- 85% of students almost always/usually find their classroom an interesting place to learn.
- 82% of parents almost always/usually feel welcome to discuss their child's learning with the teacher.
- 100% of parents believe that students at the school demonstrate pride in their learning.
- 24% of parents believe their child sometimes/rarely knows how he/she can improve.

#### Future Directions

- Continue to provide Parent Information Evening and opportunities and clear protocols for contacting teachers.
- Include parents in the evaluation process so that they understand how students are involved. Ensure teachers are providing students with formal and informal feedback about their performance in all areas which is consistent across stages and the school.

### Program evaluations

#### Background

In 2013 Parents were surveyed to gather feedback about our Creative Arts, Key Learning Area which includes Music, Visual Arts, Drama, and Dance. In 2013 all students have one hour of Music tuition from a specialist teacher thirty minutes of dance, one hour of Visual Arts and drama is integrated across other curriculum areas such as English. The school also offers school band, recorder group, strings group, junior

**and senior choir and a variety of performance opportunities.**

#### **Findings and conclusions**

- 94% of parents feel that there is a balance of experiences in Creative Arts.

#### **Future directions**

- 4 parents have offered to share their expertise with the school – painting, performance/visual arts, screen printing, ceramics, glass and beading and music and drama.
- In 2014 we have an Artist in Residence Program planned where all students will be involved in a Felting Mural project from Planning to completion over two weeks.
- If successful, we hope to continue this model each year using artists from the school community.
- In 2014 a dance group will be formed with the view of performing at the Upper Blue Mountains and Nepean Dance Festivals.

### **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.

Mrs Jane Davies, Principal

Mr Mark McGrath, P&C President

Dr Richard Stiles, Parent

Mrs Anne McGill, Assistant principal

Mrs Sheryl Cootes, Assistant principal

Ms Viktoria Rendes, Assistant Principal

#### **School contact information**

Blackheath Public School

Ph: 02 4787 8253

Fax: 02 4787 8320

Email: [Blackheath-p.schools@det.nsw.edu.au](mailto:Blackheath-p.schools@det.nsw.edu.au)

Web:

School Code: 1246

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

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

