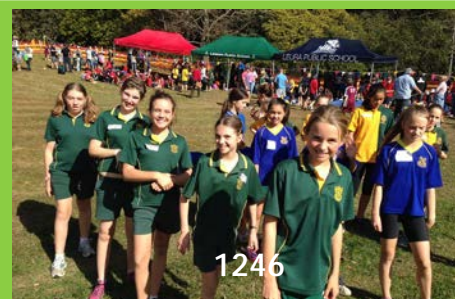


# Blackheath Public School Annual School Report 2014





## School context statement

The school enrolment of 330 at the end of 2014 indicates a rise in total enrolments from 2013. The enrolment comprised of 153 girls and 161 boys. It is anticipated that enrolments will increase slightly in 2015 with an expected kindergarten enrolment of 42 students and 35 year 6 students graduating at the end of 2014.

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 2014 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 2014.

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**

## Student representative's message

As the Captains of 2014, 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

**William Lanyon and Lucy Berryman,**

## School Captains 2014



'Big Day In' at Katoomba High for Year 6

## P&C 2014 Annual Report

### Summary

2014 was a busy and successful year for Blackheath Public School P&C; fundraising and supporting projects that enhanced our school.

Financially, for calendar year 2014 we fundraised \$24,180 for the school. The P&C remains in a sound financial position with total equity at year end being \$24,297.78

The P&C Executive enjoyed a productive relationship with principal Jane Davies. The P&C appreciates Jane's positive attitude and we look forward to working with her and her team in 2015.

Our canteen and uniform shop provided good, affordable services to our school community and were financially sustainable operations. The Breakfast Club continued to provide free breakfasts to kids before school who needed it. The P&C contributed to two projects that delivered valuable assets to the school: the felt mural and the climbing wall.

## Finances

The P&C recorded at a loss of \$8,408 for 2014, with total equity at year end being \$24,297.78.

The loss can be attributed to the one-off purchase and installation of a dishwasher for the canteen (\$7,410) and the purchase of a storage container for the school (\$1,475); expenses we do not expect to be incurring in 2015. Therefore, and with a similar fundraising effort, we can expect to maintain the same level of contributions to the school in 2015.

## Income

Canteen -\$ 1296

Uniforms \$4536

Markets stalls \$2055

Market BBQ \$3604

DISCOs \$3756

TRIVIA \$4405

Membership \$44

Cards \$613

Interest \$528

Vegie boxes \$140

5 cent drive \$1349

Night of music \$550

Christmas Stall \$260

## Donations

Total Donations to the school this year were \$24,180

\$5000 arts project

\$3000 classroom contributions

\$430 excursion assistance

\$2348 Climbing wall project

\$7410 dishwasher (installed)

\$195 bathroom painting

\$750 security camera

\$1475 the storage container

\$2731 for stage 1 readers,

\$540 subsidy for music excursion and

\$50 for presentation award sponsorship

## Wholesome Kids Cafe

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

The canteen ran at a small loss of \$1,296 for 2014, despite an increase of business on-costs of approximately \$12,500 for the year. These extra business on-costs were largely met by a modest increase in canteen prices, increased trade, extra volunteer staff and 2 school discos.

The performance of the canteen shows that it is a quality, sustainable operation, something which many primary schools in NSW cannot claim.

I'd like to recognise the work (both paid and unpaid) of our canteen staff, Jodi Sanderson and Kobe Daly and all the other volunteers and thank them for making the canteen the success that it is.

## 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 \$4,536 for 2014.

## Community Markets

The Community Markets continued to grow in 2014. More people attending the markets enabled a profit of \$5,659 (includes Markets BBQ). Many members of the school community participate and attend the markets, which has become valuable community asset.

## Gardens

In 2014 the P&C supported the school's successful Stephanie Alexander program. This program included the redevelopment of the school vegetable garden and the equipping of the kitchen in the school hall. P&C members donated time and money to this program.



The beginning of our orchard

## Fundraising

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

- Community markets bbqs
- Cross-country BBQ
- District cross-country BBQ
- Trivia night
- Music night
- Vegie box service
- Shop coin collection
- School Discos
- Christmas cards
- Christmas stall

I'd like to thank all the volunteers who helped organise and run these events.

## Climbing wall

A climbing wall was installed in the weather shed in 2014. This initiative was instigated by BPS parents and \$2,348 from P&C plus quite a few parents purchased climbing holds as fundraiser for the project. The climbing wall is a valuable addition to the school as it provides a weather-proof physical exercise option for students.

## Artist in residence program

The P&C contributed to the school's Artist in residence program in 2014, which saw the production of a beautiful felt mural. The mural was created by all school students under the direction of textile artist Pam De Groot and with the help of teachers and parents who volunteered time to the project. The mural is now on permanent display in the school hall.

## Felting Workshop





## 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.

## Cookbook

A number of members of the P&C formed a sub-committee to pursue the production of a professional-quality Blackheath Cookbook as a fundraiser for 2015.



## 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

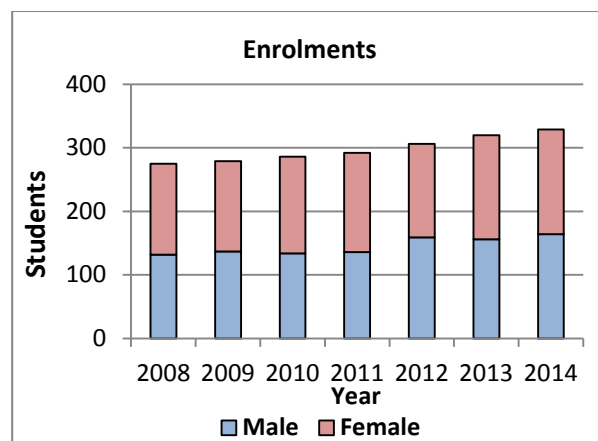
President, Blackheath Public School P&C Association

## Student enrolment profile

### Student information

#### Student Enrolment

Gender	2008	2009	2010	2011	2012	2013	2014
Male	132	137	134	136	159	156	164
Female	143	142	152	156	147	164	165



## Student attendance profile

### Student Attendance

	Year	2009	2010	2011	2012	2013	2014
School	K	94.5	94.9	91.3	94.0	95.4	96.3
	1	93.0	92.2	94.8	92.0	91.8	94.4
	2	94.4	92.6	91.4	93.2	92.8	94.3
	3	91.6	92.9	92.0	94.2	94.0	93.1
	4	91.7	92.9	92.1	94.8	94.2	92.9
	5	92.6	93.6	91.8	94.3	93.0	94.1
	6	91.9	92.6	92.8	93.1	94.1	93.5
	Total	92.9	93.1	92.2	93.6	93.6	94.2
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

Note: Attendance rates for central schools are for K-6.

## Workforce information

Blackheath Public School has a very stable staff with very few changes over the past two years.

### Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11
Learning and Support Teacher(s)	0.6
Primary Part time teacher	0.6
Primary teacher RFF	0.588
Teacher Librarian	0.8
School Counsellor	0.2
School Administrative & Support Staff	2.822
Total	20.6

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Blackheath Public School has no identified staff with Aboriginal background.

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	30

### Professional learning and teacher accreditation

- New English syllabus training
- New Science syllabus training
- Mathematics scope and sequence
- Circle time training
- Positive Psychology training
- Restorative Practices training
- Stephanie Alexander Training
- Kidsmatter Training, modules one and two
- Health Care Procedures – certification
- 'Ready For Learning' Occupational Therapy
- Child Protection Update
- Code of Conduct Training
- AFL Level 1 coaching
- Communicating and Engaging with your community
- Football for primary schools
- Syllabus PLUS K-6 Maths- Key Concepts
- Live Life Well
- Building Resilient Learners – Andrew Fuller
- Core financial literacy for NSW Public Schools
- Syllabus PLUS Maths K-6 - Making Connections Part A/B/C
- Executive Network Meetings
- Visual Literacy with an IWB
- Driving Curriculum
- Syllabus PLUS K-6 Maths: Assessment and Reporting
- Syllabus PLUS K-6 Maths: general capabilities in practice

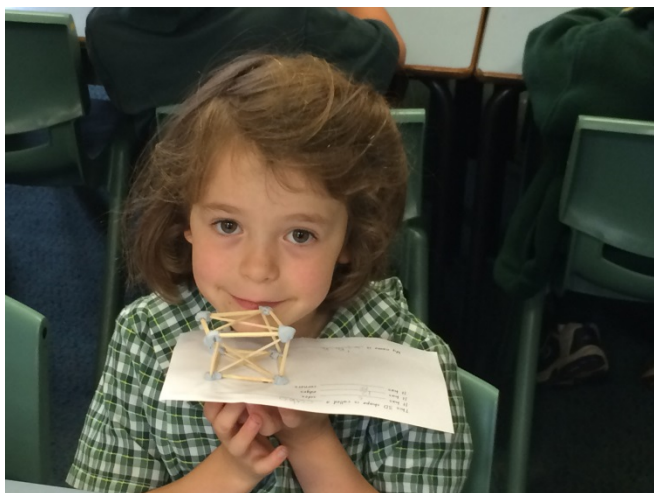
- Syllabus PLUS K-6 Maths: Working Mathematically, problem solving
- School Excellence Framework training
- Your school and the K-10 Mathematics syllabus

### 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	92574.39
Global funds	215435.05
Tied funds	181221.21
School & community sources	160200.14
Interest	3667.20
Trust receipts	81807.88
Canteen	0.00
<b>Total income</b>	<b>734905.87</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	35046.70
Excursions	64037.26
Extracurricular dissections	58215.04
Library	9001.01
Training & development	5676.33
Tied funds	173386.98
Casual relief teachers	80729.83
Administration & office	44065.78
School-operated canteen	0.00
Utilities	47876.35
Maintenance	25267.79
Trust accounts	82575.30
Capital programs	31931.75
<b>Total expenditure</b>	<b>657810.12</b>
<b>Balance carried forward</b>	<b>77095.75</b>

A full copy of the school's 2014 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 2014

### Early Stage 1 and Stage 1

Early Stage 1 and Stage 1 started 2014 with Best Start and Planning Literacy and Numeracy (PLAN) testing to establish a base line of skills. This assessment was used to plot children on the Literacy and Numeracy Continuum and then to inform teaching and learning programs. K-2 teachers trialed a new phonemic spelling program entitled 'Soundwaves' <http://www.fireflyeducation.com.au/soundwaves>.

Students have learnt to segment words into phonemes and have a better understanding sounds in the English language. This will continue to be a focus for 2015.

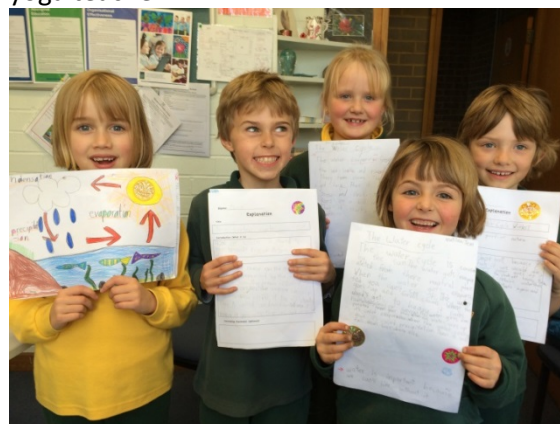
As new syllabus documents are introduced, teachers have to upgrade their knowledge and skills to implement the curricula consistently. Professional learning has focused on the new Mathematics syllabus and this knowledge has also been passed onto parents through the Maths Café series throughout term 3.

Many K-2 students have taken up the challenge to read widely through the Premier's Reading Challenge K-2. Participation rates continue to rise steadily as it is promoted throughout the school.

K-2 trialed teaching Science, Creative Arts and Human Society and its Environment two afternoons a week in 'colour groups'. Students were placed into one of four groups and rotated through lessons on a fortnightly cycle. This allowed students to mix with children from other classes and it also enabled teachers to offer lessons that otherwise would not have been available to the whole cohort. In this way, German could be taught to all year 1 and 2 students.

In the field of creative arts, students participated in the making of the felt mural which now adorns the hall. This was an exciting project led by Pam de Groot. Students also entered their art works into the junior section of Rhododendron festival with pleasing results.

Sporting highlights this year were the K-2 Athletics Carnival, participation of year 2 students in Cross Country, Athletics and Swimming Carnivals and participation in the learn to swim program at the Katoomba Sports and Aquatic Centre. All children K-2 also participated in yoga lessons taught by a qualified yoga teacher.



Blackheath Public has a strong tradition of providing opportunities for children to participate in enriching excursions that are tied to the teaching and learning in the classrooms. This year Kindergarten went to the Riverside theatre to see 'Mr McGee and biting Flea' by the award winning author, Pamela Allen. This ties in with the new English syllabus focus on quality literature. Later in the year, Kindergarten visited Calmsley Farm as part of an integrated unit of work.

K-2 also enjoyed several incursions to the school. The first was presented by World of Maths, which provided fun and educational, hands-on, problem solving activities in the hall. Later in the year K-2 learnt about responsible pet ownership and how to be safe in the vicinity of dogs. Oz Opera also visited the school and they were very impressed with the musical education that our children receive.

Stage 1 went on three excursions. The first was to Katoomba as part of the 'Change and Continuity' integrated unit of work. The second was to the Lewers Gallery in Penrith, where children had the opportunity to view an exhibition and also create some art works. The last excursion was to the Rhododendron gardens



in Blackheath, where children looked for bugs in the pond as determiners of water quality. They also learnt about life cycles as part of their science unit.

In term 4, K-2 began to get ready for 2015. It started with the 'Transition to School' program for new Kindergarten students. This successful five week program attracted 40 children. Each child had the opportunity to get to know an older 'buddy', meet teachers and explore the school. In the meantime their parents received useful information about available services in the community and additional material about starting school at Blackheath Public School.

## Stage 2

Stage 2 has continued to work towards merging the COGS units of work with our own Blackheath units. Work has also been done on ensuring a seamless link with Stage 1 and Stage 3. Stage 2 teachers have worked on the smooth implementation of the new English Syllabus. They have attended workshops and have rewritten and redesigned the units of work. 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 and implementing the new English Syllabus.

We have been actively involved in expanding our students' experiences in literature. Students have continued to be involved with the Accelerated Literacy Program. This includes the explicit teaching of grammar, sentence structure and spelling as well as an appreciation of the techniques used by writers to produce quality literature.

We took a number of students to the Sydney Writers' Festival at the Joan Sutherland Centre.

Continued development of a focused approach to writing and the assessment of writing. Stage two teachers have writing groups and a systematic way of planning and scaffolding writing.

Our spelling program for Stage 2 and Stage 3 was rewritten in an attempt to raise spelling standards across the two stages. All teachers successfully introduced the new program.

Stage 2 children have been grouped for mathematics allowing teachers to target the needs of individual children as they learn math's concepts. The staff attended workshops and became familiar with the new Mathematics Syllabus.



Stage 2 became part of the Stephanie Alexander Kitchen Garden Program during 2014. The children planted and harvested fresh vegetables for our school canteen and sold vegetables to our parents. The children cooked simple, healthy, meals and sat down together to share and celebrate their achievements at a carefully set table. Teachers were involved in extensive training and the program will be extended into Stage 3 during 2015.

The school is registered as a Crunch and Sip school. We have continued the development of fundamental movement skills.

All students participated in the Premier's Sporting Challenge, achieving, Gold, Silver or Bronze accreditation.

Stage 2 students were involved in an "Artists in Residence" program as part of a whole school project. This was a felting project and produced four outstanding pieces for our hall.



Students travelled to the zoo to attend a workshop on endangered species as our

classes were all named after endangered Australian species.

Students travelled to the Rocks in Sydney to enhance their learning of the effects of British Colonisation.

They also visited Murugan Temple, Auburn Gallipoli Mosque and St Mary's Cathedral as part of their studies related to belief systems.

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 implementation of the new English syllabus and preparation for the introduction of the Mathematics and Science syllabuses in 2015. A revised Scope & Sequence incorporating Science & History units has been developed, as has a Mathematics continuum of learning.



Curriculum initiatives included the following:

During 2014, Stage 3 teachers continued to work on improving the writing of their students using the Accelerated Literacy pedagogy.

Stage 3 teachers also continued to work towards improved Numeracy results through continued implementation of Counting On strategies and the use of SENA as a diagnostic tool for those experiencing difficulty with mathematical concepts.

The Spelling program within Stage 3 was revised and consolidated into a whole-school spelling program to provide explicit and focused spelling strategies across the school.

Activities in Stage 3 have included the following:

- We have been actively involved in expanding our students' experiences in the Creative Arts and literature. We took a number of students to the Sydney Writers' Festival and the Blue Mountains Cultural Centre for a Brett Whitely exhibition.
- 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
- 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 that enhanced the school Physical Education Program.

We have fostered links with the local Aboriginal community and included visits from local Aboriginal elders to enhance our understanding of the Stolen Generation. Students engaged with Aboriginal artists as part of the Aboriginal Artists in school initiative, producing works for a local exhibition. We have consulted with local elders regarding the custodianship of the school totem.

As part of initiatives to provide opportunities for gifted and talented students:

- Students participated in Visual Arts workshops at Scenic World.
- Visited the Pinerolo children's book cottage for a workshop related to children's literature.
- Three Year 6 students were involved in the Writers in the Environment Camp at Brewongle Environmental Education Centre.
- Twelve Stage 3 students participated in film-making workshops with students from Mt

Victoria Public School and Lithgow High School.

- Established a book discussion group to foster engagement with quality children's literature.

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.

Year 5 students were involved in the Kindergarten Transition program to assist incoming Kindergarten students to become familiar with the school environment.

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.

## 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)

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.

## Other achievements

### Performing Arts



### Music

In 2014, the students of Blackheath Public School again participated in weekly 1 hour whole class music lessons with a specialist music teacher. Many students were also involved in choirs, band, recorder group and string group. Our school places a high value on music in our curriculum, and on performance as a fun and character building experience.

#### Class Music

Class music lessons involved singing, playing, organizing sound, listening and responding to music. Students have learnt to read and perform notated music, have composed and performed their own music and have arranged the music of others. Every child in Years 1 – 6 has played the recorder and percussion instruments. Students have also explored the concepts of music through chant, song and movement.

During class music lessons students have prepared for concerts given by visiting *Musica Viva* and *Australian Opera* performing groups. In Term 3 'The Barber of Seville', a scaled down opera, was performed in our school hall. In preparation, students became familiar with the music of Mozart and further developed an appreciation for the art form. The concert 'Jacana' was the culmination of many lessons spent listening

to contemporary Australian chamber music. Through these experiences the students of Blackheath Public School have been exposed to, and become aware of, the music of other cultures and various genres.



*Choir members on Blackheath Day 2014*

### **Choirs**

This year Blackheath Public School choirs performed in three music festivals as well as for many school events. The Stage 2 Choir auditioned for and was selected to perform in the 'Primary Proms', an Arts Unit, state selected festival held at the Sydney Town Hall. Our Stage 3 choir was selected to perform in the Arena choir at this year's 'Schools Spectacular', an amazing experience for all of the students involved. The Stage 3 choir also 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.

### **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 has grown in number and continues to expand its repertoire to include increasingly challenging pieces. Many band members sat for, and achieved excellent results in, AMEB

exams. Students from our school also attended a regional band camp.

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 different types of recorders, and the string group, worked hard all year to master the repertoire for this year's Arts Unit 'Festival of Instrumental Music' held at the Sydney Opera House. Again our instrumentalists were challenged by the stunning repertoire and improved enormously through the experience of performing, from memory, music of such a high standard.

### **Dance Group**

For the first time in a number of years our school organized a dance group item for the Nepean and Blue Mountains Dance Festival. Made up of children Years 4 -6 the dance group rehearsed before school to the sounds of Africa and created a dance inspired by traditional African moves which was warmly received by the audience at the Joan Sutherland Performing Arts Centre.



*Creating the crimson rosella mosaic*

## **Significant programs and initiatives – Policy and equity funding**

### **Aboriginal education**

Students demonstrate greater awareness, understanding and tolerance as a result of the school's program in Aboriginal education.



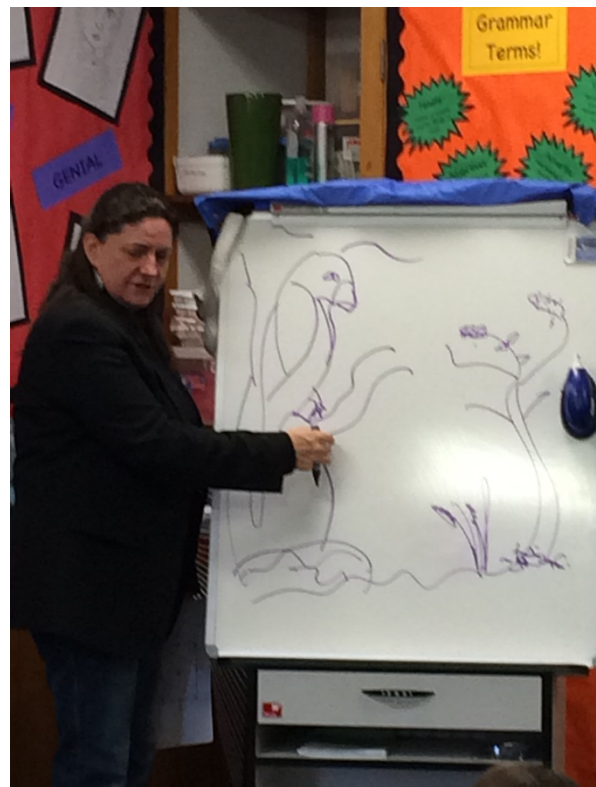
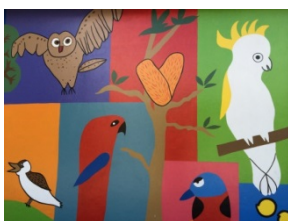
Students learn about Aboriginal education as a perspective in teaching and learning units in Key Learning Areas particularly Human Society and its Environment.

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.



**Totem Committee meeting**

In 2014, a school community committee worked with local Aboriginal Elders to establish a School Totem, the Crimson Rosella. All students have studied characteristics and habits of their totem, a nesting box has been place in a tree on the grounds. Further plans include Aboriginal dance will be taught to incorporate in the annual handover ceremony.



**Aboriginal background**

The level of funding and rate per student for each school is determined by the number of Aboriginal students in the school. Schools have the flexibility to decide how these resources will be best used to support the learning needs of Aboriginal students. Three students are identified as Indigenous background. Individual AEPs are written for each student. Additional resources are allocated as required. Students participate and are engaged in a variety of programs which improve the outcomes of all students. School based strategies monitor and support the regular attendance of students.



## Multicultural education and anti-racism

Blackheath Public School continues to promote multicultural education through a range of initiatives.

- Teachers recognise and respond to the cultural needs of the school community.
- Classroom teachers, librarians and Learning and Support teachers work cooperatively to develop strategies that best cater for student's individual needs.
- Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are promoted.
- Teaching and learning programs support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds.

Expanding Horizons:

- One staff member is currently trained as Anti-Racist Contact Officers. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment.
- Staff increased students' understanding of racism and discrimination and its impact through activity based teaching and learning programs.



## Socio-economic background

The RAM equity loading for socio-economic background is calculated using information on parental level of school education, highest non-school qualification and occupation category drawn from data collected on enrolment forms and recorded in the Enrolment Registration Number (ERN) system. Schools have the flexibility to decide how these resources will be best used to support students with additional learning needs associated with their socio- economic funding.

## Learning and Support

Schools have the flexibility to decide how these resources will be best used to support students with additional learning needs in accordance with their individual learning needs. The funding can be used for teacher time, school learning support officer time and teacher release e.g. for related professional learning and program coordination. Additional SLSO support is provided for low level student adjustments.

Our school had a Learning and support (L@ST) Teacher for 3.5 days per week. Two specialist teachers share this position. Mrs Sue Kinkead and Ms Susan Brock. As Spelling and Writing is a major target, they provide in class support with Writing groups. Small group and individual sessions target specific skills. Community members also participate in structured Reading program with targeted students. The L@ST



teachers run this. They also assist teachers with advice, assessments, programs and strategies.



## School planning and evaluation 2012—2014

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

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



## School evaluation processes

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

- Student feedback on school programs and initiatives

- P&C discussion forums to evaluate programs
- Learning and Support in the Classroom and School Staff Survey
- Parental written feedback is received and evaluated

## School planning 2012-2014:

### School priority 1

#### Literacy

#### Outcomes from 2012–2014

- 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.

#### Evidence of achievement of outcomes in 2014:

- Year 3 spelling: Students performing in the proficient range (top 2 bands in NAPLAN) was 54%, exceeding the target of 50%. These results are above the state average of 51%.
- Year 5 spelling: Students performing in the proficient range (top 2 bands in NAPLAN) was 48%, exceeding the target of 40%. These results are above the state average of 43%.
- Year 3 writing: Students performing in the proficient range (top 2 bands in NAPLAN) was 64%, exceeding the target of 60%. This is well above the state average of 48%.
- Year 5 writing: Students performing in the proficient range (top 2 bands in NAPLAN) was 32%, exceeding the target of 30%. These results are well above the state average of 18%.



Average progress in Writing between Year 3 and 5*		
	2011-2013	2012-2014
School	65.7	97.9
SSG	56.1	55.1
State DEC	55.2	49.3

NAPLAN Data

## School priority 2

### Numeracy

#### Outcomes from 2012–2014

- 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.

#### Evidence of achievement of outcomes in 2014:

- Year 3 and 5 Data, Measurement, Space and Geometry: Students performing in the proficient range (top 2 bands in NAPLAN) was 40%, exceeding the target of 35%.
- Year 3 Numeracy: The percentage of students performing in the bottom two bands was 8% while the target was 15%.
- Year 5 Numeracy: The percentage of students performing in the bottom two bands was 30%, while the target was 35%.

## School priority 3

### Learning Community

#### Outcomes from 2012–2014

- Meetings held each term comprising of all Upper Mountains Principals.
- An Executive Leadership group established where executive participate in training and networking.

- Inter-school competitions have been established involving Debating and various Gifted and Talented and sporting activities.
- Dance. Instrumental and Choir concerts highlight the achievements and talents of student in the Upper mountains.
- Collaborating in Teacher Professional Learning for new syllabuses.

#### Evidence of achievement of outcomes in 2014:

- Members of the school Executives have regularly participated in the Blue Mountains Executive Network throughout the year.
- BPS was an active participant and supporter of the interschool Debating competition and various sporting activities.
- BPS hosted several Teacher Professional Learning workshops, which were well attended by neighbouring school staff.
- Specialist music programs continued to be provided throughout the Upper Blue Mountains, showcasing the talents of several schools.

## Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. In preparation for the 2015 – 17 School Plan, Parents teachers and students were asked what they liked about the school and what would they improve or change. Here are the results.

#### Parents/ Students liked;

- Gardens and the playground, lots of space – nice environment
- Teachers challenge you, great education
- Challenging but fun work, smartboards
- Friendly students
- Great place to play soccer
- Canteen – prices, healthy and fresh
- Basketball court

- New playground, sandpit, cubby house, murals
  - Get to play over the road in Stage 2 and 3
  - Kitchen garden, cooking, healthy food
  - Adventure playground
  - Safe place to be
  - Excursions and all extra-curricular activities
  - Dancing, painting, fun maths activities
  - Great community, supportive
  - Home reading, super sounds, Student of the Week, big books
  - Well stocked library
  - Class pets/Science
  - News,
  - Hardworking, awesome teachers
  - Music program – Mrs Lanyon, singing
  - Colour Groups
  - Learning, every day, friends
  - Teachers always look after kids
  - (School) helps all kids no matter what, kind. clean
  - Caring people, parents are included,
  - Great principal
  - Sport, basketball, cricket, soccer, play equipment- keeps you fit
  - Yoga – learning about our bodies
  - Braille
  - Climbing wall
  - Computers, computer room, iPads
  - Peer Support
  - Public School – all involved, everyone has opportunities
  - No bullies
- Staff liked;**
- A Collegial staff-consistent, quality teaching and learning programs.
- Sense of community – caring, compassionate, nurturing. Active and supportive parents and community
  - Energy in the school that says, 'We care and we want to do the best for our students'.
  - Cater for individual differences
  - Support for ongoing learning, and professional development
  - Embrace new initiatives
  - Offer a great range of extra-curricular activities to cater for everyone – inclusive.
  - Culture of high expectations – 'The Blackheath Way' informs new students
  - Welfare policies consistently improved
  - Fabulous Music program
  - Accelerated Literacy
  - Gardens and grounds improving
  - Inspiring colleagues, great students.
  - Offer a great range of extra-curricular activities to cater for everyone – inclusive.
  - Culture of high expectations – 'The Blackheath Way' informs new students
  - Welfare policies consistently improved
  - Fabulous Music program
  - Accelerated Literacy
  - Gardens and grounds improving
  - Inspiring colleagues, great students.
  - **Wishes for the school:**
  - Improving consistency of access to technology
  - Continued enhancement of physical environment
  - Late arrivals to class
  - Sharing teacher skills and knowledge, mentoring, succession planning
  - Less homework
  - Anti-Bullying Policy
  - Addressing the need of children at either end of classes, building core skills before extending wider.

- More communication about upcoming events and concerts

## **Future Directions**

### **2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

## **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.

Mr Mark McGrath – P&C President

Ms. Anne McGill– Assistant Principal

Ms. Viktoria Rendes – Assistant Principal

Mrs. Sheryl Cootes – Assistant Principal

Mrs Jane Davies- Principal

## **School contact information**

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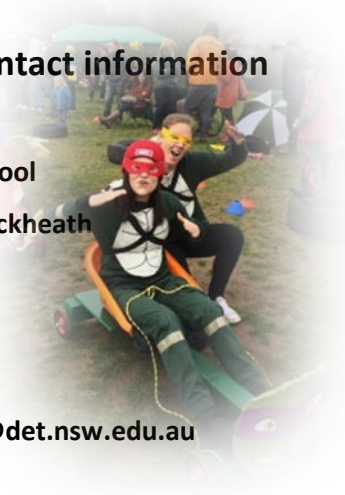
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>