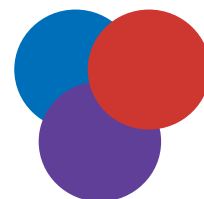


Blackheath Public School Annual Report



2015



The Annual Report for 2015 is provided to the community of Blackheath Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jane Davies

Principal

School contact details:

Blackheath Public School

Leichhardt St

Blackheath. 2785

Blackheath-p.schools

0247 87 825

Message from the Principal

It gives me great pleasure to present the 2015 Annual 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 and has enormous community participation for which we are very grateful. Our school is committed to quality teaching and learning, actively striving for excellence, with high expectations for students in all areas of school life. The outstanding parent and community support given to the school is a mark of the calibre of all people who are involved across the 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 2015.

Our school motto is "Strive with Honour" and this underpins all aspects of Blackheath Public School life. All students are expected to be active and responsible learners in order that they realize their potential as contributing members of an ever-changing society and develop a strong sense of self-worth. We are a "White Ribbon" school and as such we expect and demonstrate respectful relationships in all contexts.

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

Principal



Accepting the Award for
"Bullets To Buttons"



School Background

School vision statement

Blackheath Public School is committed to developing individual strengths, a love of learning and the capacity to achieve within a culture of respect for self, others and the environment.

Blackheath Public School has a special focus on academic excellence, culture diversity studies, environmental initiatives and building strong positive interpersonal skills.

Our Vision is consistent with the **Melbourne Declaration**:

It is about **equity**: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about **success as a learner**: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

In this way our students will grow into **active and informed citizens** locally, nationally and worldwide.

Our Vision requires teachers and leaders who:

- Know the students and how they learn
- Know syllabus content and how to teach it
- Create and maintain supportive and safe learning environments
- Plan for and implement effective teaching and learning
- Are accountable for student learning through authentic assessment, individual student feedback and accurately reporting to parents
- Are always learning, outward looking and progressive
- Engage professionally with colleagues, parents and carers and the wider community, including government and non-government agencies.



Book Week Parade 2015

School context

Blackheath Public School, located in the upper Blue Mountains, prides itself on being a community school. Enrolment in **2015 is 344**. Parents and community members play an important role in school functioning and help to give the school its reputation for high quality education. Our school provides a foundation for our students' intellectual, physical, social, emotional, spiritual and aesthetic development. Our school provides a secure and happy learning environment in which our students are able to develop the necessary knowledge, skills, understandings, attitudes and values for a productive and rewarding life in an educated, just and open society. It is highly regarded for its programs.

Our school is now a registered **KidsMatter school** – part of an Australia-wide primary school's mental health initiative. We are also a **Stephanie Alexander Kitchen Garden School**.

The school is accredited **Asthma Friendly** and **SunSAFE** and operates the **Live Life Well @ School initiative**.

The school's **ICSEA at 1059** (ACARA website) shows a broadly average socio-educational spread with 14% in the bottom quarter, 51% in middle quarters and 35% in the top quarter.

Suspension rate is minimal as the school follows **Restorative Practices**, which is based on positive relationship based teaching and learning.

Indigenous students account for **4%** of enrolment.

Student participation in sport is enthusiastic and the school enjoys "Diamond" status in the Premier's Sporting Challenge as well as solid performance in team sports, swimming, athletics and cross country.

Student participation and performance in CAPA (musical, drama and visual arts) is strong, with a specialist Music teacher taking all classes for 1 hour per week, as well as band, senior and junior choir and recorder groups. Students in 2015 performed in Nepean Dance Concerts Wakakirri, Town Hall Choir, Opera House Recorder Concert, Upper Blue Mountains Music Festival, Schools Spectacular at Sydney Entertainment Centre and may local events.

Blackheath Public School has a highly successful **School Centred Hub**, incorporating collaboratively working with local educational, health and community organisations to develop a strong, supportive and resilient community.

The School is also a committed member of the **Upper Blue Mountains Learning Community**, which includes local public primary and high schools who work together to raise the profile of Public Education and to ensure a consistent high standard of educational practices across the Upper Blue Mountains Community of Schools.



Tournament of Minds teams 2015

P&C 2015

This year saw a few big changes for the P&C. It was filled with the regular fundraising favourites, with two school discos, a fun-filled Trivia Night, a Mother's Day Stall and a Father's Day Stall alongside the monthly P&C market barbecues. At the end of the year, the P&C raised a total of \$16,819.

From this, the P&C donated \$6787 towards classroom contributions, books and readers for Stage 1 and Stage 3 readers, the Stephanie Alexander Kitchen Project, a video monitor in the school foyer, iPads for the kindergarten classes and excursion subsidies.

This year saw a few changes to our school canteen due to the restructuring of funding. Jodie Sanderson, Kobe Daly and their hardworking crew of Summer Bender, Lisa Shields and Lisa Wilkinson decided to step down from running the canteen to head off for bigger and brighter things. For a short while, the school was without a canteen but, on a positive, it highlighted to parents and the community what a wonderful and irreplaceable resource it is. Canteen Mark II was re-opened late 2015, headed up by Christine Curtis and Lisa Wilkinson and, once again, the canteen has become a busy hub for the school providing made-from-scratch meals and snacks for the children.

On the fundraising front, the Blackheath School Cookbook is also in production and will be ready for sale in October 2016. Sponsorship to cover the printing costs has come from businesses within the Blackheath and wider community. Once again, our creative community has come together with photographers, designers, printers, webmasters, chefs, stylists and editors donating their precious time to help put together a cookbook that will be a favourite on kitchen benches throughout the mountains.

As part of the P&C focus, we are also working towards making our association inclusive and welcoming with the core aim being to assist the school, teachers, parents and students wherever possible and also making strong connections with the wider Blackheath community.

Community Markets

The community markets continued this year, ebbing and flowing, depending on the weather. We do need to thank Marina Brown and her family for coordinating this every single month and tirelessly championing sustainability and recycling for our school. Blackheath School is incredibly lucky to have her on board. From the market stalls, nearly \$2982 was raised from stall holders' fees and the P&C barbecue raised another \$2925.

The Blackheath School P&C Association is extremely grateful and fortunate to be working with some passionate and committed volunteers. Without these amazing people, things just wouldn't get done!

Jody Lee
President



Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment, using the elements of the School Excellence Framework.

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

Learning

In the domain of Learning, our school has primarily focused on Assessment and Reporting, Curriculum and Learning and Wellbeing.

Commencing in term 1, we reviewed student reports to ensure they reflected the new NSW curriculum. Staff undertook Professional Learning about the new History and Geography syllabuses. In Stage teams, they wrote units of work and purchased resources. School Plans elaborate on what all students are expected to know, understand and do.

The wellbeing of students is a priority for all members of the Blackheath Public School community. Our school continued on the 'Kidsmatter' journey, completing Components 2 (Social and emotional learning for students) and 3 (Working with parents and carers). Staff members also completed the first half of the training for the school to become a 'White Ribbon School'. We are confident that the school consistently implements a whole-school approach to Wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.



Teaching

In the domain of Teaching, our focus has been on Effective Classroom Practice and Collaborative Practice. Peer observations as part of the Professional Learning Plan process; have opened up classrooms and professional dialogue between teachers. Collaborative planning in stage groups and focus on consistency of data collection has improved transition between stages and classes. All classrooms are well managed, with well-planned teaching taking place, so that students engage in learning productively, with minimal disruption.

Leading



In the domain of leading, our school has focused on School Planning, Implementation and Reporting and School Resources. The new system of school planning and assessing our school achievements has had a substantial and positive impact on our school. Details of our achievements in 2015 and the next steps for 2016 for our School Plan 2015 – 2017 are outlined on the following pages. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Quality Teaching and Learning

Purpose

To maintain a collaborative, informed and consistent approach as we deliver flexible, rigorous and cutting edge teaching programs that enable measurable growth and performance. These programs will be delivered to engage every child with a differentiated and challenging, relevant curriculum that has a focus on developing, individual strengths, a love of learning and the capacity to achieve.

Overall summary of progress

Surveys and anecdotal evidence indicate:

- increased staff confidence using technology within lessons.
- students are engaged in their learning and focused on improvement.
- parents/carers are developing an understanding of what their children are learning, where they are on the learning continuum, and how they can support them.

Collaboratively developed Stage programs, are increasingly showing evidence of differentiated, challenging teaching/learning activities that encourage creative and critical thinking.

Classroom teachers demonstrate student achievement with measurable data.

A 21st century learning culture is becoming more evident.



Students are increasingly using technology creatively and collaboratively to problem solve. Students are developing the ability to articulate learning intentions as well as success criteria and learning to set realistic learning goals.

Staff members are gaining an understanding of the use of a differentiated curriculum to engage all students.

Teaching staff and executive are registered with BOSTES and either working towards or maintaining accreditation at an appropriate level.

All students requiring adjustments, (including Gifted and Talented and those needing support), are catered for appropriately.

Literacy and Numeracy results demonstrate improvements in higher order thinking skills and problem solving

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
<p>Surveys indicate:</p> <ul style="list-style-type: none"> - staff growth in the areas of technology and delivering rigorous and cutting edge lessons. - students are engaged in their learning and focused on improvement. - parents/carers understand what their children are learning, where they are on the continuum, and how they can support them. 	<p>Staff report increased use of technology, and particularly iPads, in the classroom. They have collaborated to make more effective use of technology in classroom practice and engaged in team teaching practices to provide opportunities for reflection and improvement.</p> <p>Students have increased access to iPads in differentiated learning situations.</p> <p>Students reflect on their own learning against criteria.</p> <p>We have provided some information to parents regarding placement on the continuum. This will be expanded in 2016</p>	<p>\$8000 spent to purchase additional ipads for Stages 2 and 3</p> <p>- Money from Year 6 fund raising 2015</p>
<p>Collaboratively developed Stage programs show evidence of differentiated, challenging teaching/learning activities that encourage creative and critical thinking. All CTs can demonstrate student achievement with measurable data.</p>	<p>Stage teams collaborate and plan effective teaching and learning programs, reflect on effectiveness and monitor improvements. Teaching and learning programs demonstrate challenging activities that encourage critical thinking and self-reflection by students.</p> <p>Students requiring adjustments to teaching & learning programs (gifted & talented, learning support, etc.) have been catered for appropriately – increased provision of LaST support, Tournament of Minds, differentiated teaching activities, etc.</p> <p>Scope & Sequence has been developed for Science, Geography and History to ensure ongoing development of knowledge and skills.</p> <p>Data has been collected and collated to measure student progress (PLAN, SA Spelling, writing assessed against criteria, PM benchmarking, etc.)</p>	<p>QTSS funding used to release teachers to observe peers -</p> <p>In staffing allocation 0.13</p>



Next steps

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

- Further development of teaching and learning activities and reflection on History and Geography syllabuses
- Purchase iPads for K and Stage 3 and expand access to iPads.
- Differentiation a target in all PDPs and the focus in teaching and learning programs
- Use of technology expanded in classrooms e.g. Stage 3 implement Class Dojo; Stage 1 Digital technologies/multi-modal texts; Stage 2 use of Storybird.
- Parent information sessions on digital learning; History & Geography syllabuses; Bounce Back & circle time.



- Professional learning activities undertaken by all staff to ensure consistency in data collection, assessment & reporting terminology and reporting to parents.

Stage 1 at Sydney Aquarium

Strategic Direction 2

Quality Systems

Purpose

To deliver a quality education, underpinned by strong organisational structures and effective collaboration, that ensures safety, promotes quality relationships and inclusivity in a productive, positive culture.

Overall summary of progress

Work Health and Safety (WHS) is central to the health and wellbeing of everyone who comes through the doors at BPS. As part of our commitment to continuous improvement through consultation, specific responsibilities and the implementation of strong management systems, significant efficiencies were achieved in 2015. A comprehensive WHS audit was successfully concluded in term 4. In 2015, all staff, including casual employees, completed mandatory training as per DoE guidelines. As a result, they are able to complete risk assessments and incident reports and correctly follow these procedures. All students who pose a WSH risk are assessed and plans are drawn up to mitigate risks. WHS practices are embedded into school routines and communication protocols have been established.

The resource Allocation Model (RAM) ensures a fair, efficient and transparent allocation of the education budget. As not all school communities are the same, different needs drive each school budget. At Blackheath, staff have developed a greater understanding of the whole school budget and then shared the responsibility of allocating money to areas of greatest need. KLA budget committees were formed and became responsible for effectively managing their budget allocation.

Succession planning ensures smooth operation of the school when staff leave and new staff arrive. As a turnover of staff is anticipated in the near future, we have started to identify the next generation of leaders through mentoring, training and practising distributed leadership. In addition, strong systems need to be in place to ensure corporate knowledge and history is retained and readily accessible. Protocols for information sharing, storage and retrieval are being developed to this end.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Embedded Work Health and Safety Processes across the school.	A timetable of mandatory training was set up and then implemented. All staff completed this training by the end of term 3. All staff meetings have WHS as a key component at the beginning and WHS practices have been embedded into the school routines. Induction processes have been implemented and communication protocols have been established and streamlined. All staff understand that WHS is everyone's business and show a commitment to completing requirements such as risk assessments and incident reports as necessary. Sign in procedures for visitors has been tightened to account for everyone present on school grounds. Students with additional needs have had behaviour plans drawn up to mitigate risks. Systems have been put in place to track compliance with WHS requirements and in term 4, an external audit was conducted of the school.	Incorporated in staff meeting and planning time.
The overall Financial Management of the school, including RAM and LMBR are considered a shared responsibility among staff.	Staff took part in professional learning to gain an understanding of the RAM allocation for the school. Key Learning Area (KLA) budgets were developed and responsibilities allocated to the various committees that meet regularly and allocate money in a fair and transparent manner. Excursion costs were effectively managed and monitored to ensure access to quality excursions for all students.	Incorporated in staff meeting and planning time.
Succession planning has become evident throughout the school in an effort to build leadership capacity and density.	Experienced teachers were given the opportunity to share their expertise at stage meetings. Mentoring opportunities were offered to staff. The <i>Oliver</i> system was implemented in the library and a succession plan for the library has been put in place. SAM and SAO were trained in their new roles. A shared drive has been established on the school's computer system. This has become a place for sharing programs, general information, policies, protocols and procedures.	Incorporated in staff meeting and planning time.

1. WHS

- Excursion plans to be reviewed including risk assessments.
- Behaviour/learning/health care plans to be included in all yellow classroom folders.
- Playground books to be updated with above information.
- Canteen inductions to be established.
- Working with children checks for parents flagged for 2016.
- Review lockdown and evacuation procedures in light of evaluation of past drills.
- Review of WHS action plan as part of continuous improvement measures.

2. Financial Management

- Current financial management systems to be reviewed, including stage spending, to ensure consistency and efficiency.
- Further inservicing of staff on RAM and how it is calculated to build a broad understanding of school finances.
- LMBR to be introduced and training to take place to facilitate smooth transition to the new system.
- Training on how to harvest data for efficient and timely financial management of the school.



Easter Hat Parade



White Ribbon Day

2. Financial Management

- Current financial management systems to be reviewed, including stage spending, to ensure consistency and efficiency.
- Further inservicing of staff on RAM, and how it is calculated, to build a broad understanding of school finances.
- LMBR to be introduced and training to take place to facilitate smooth transition to the new system.
- Training on how to harvest data for efficient and timely financial management of the school.

3. Building leadership capacity and density across the school

- Develop strategic direction teams.
- Build capacity through KLA teams.
- Collect evidence on milestones for feedback and communication.
- Formalise consistent structures, systems and communication across the school.
- Structure time to celebrate progress and achievements.



'Outwest Downsouth' Excursion

Strategic Direction 3

Learning Community of Schools

Purpose

To build a common identity and consistency of purpose across the Upper Blue Mountains public schools by building teacher, student and parent capacity through sharing resources, expertise, mentoring and events. The Learning Community will also work collaboratively with community groups and council where appropriate.

Overall summary of progress

As a result of intensive and ongoing TPL, in the 'Kidsmatter' and 'Bounce Back' Programs, teachers have recognised that their responsibility in building a positive school community involves social and emotional learning for students. To this end, 'Bounce Back' programs have been delivered regularly in every class in the school. Teachers' programs reflect the need for differentiation, not only for academic areas, but for behaviour and wellbeing. The school has worked closely and communicated effectively with parents and the community as is evidenced by responses to our new coloured newsletter, our electronic sign, our Skoolbag app and our School website, our written reports and interviews. Our school has played a vital role in the Blue Mountains Learning Community of schools, hosting a combined school Staff Development Day, working collaboratively with the local Aboriginal People to conduct the effective handover of the school totem and leading the way with the implementation of Kidsmatter into the upper mountains schools. Our local "Aunties" praise the effort that has been put into embedding the school totem into the culture of our school. The facilitator of Kidsmatter was based at our school in 2015 and described our efforts at implementing the program as innovative and thorough, being particularly impressed with our ability to work collaboratively with other schools.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$
<p>All staff members understand the interrelationship between social, emotional and academic learning. Surveys demonstrate students are more able to apply core skills such as rational and optimistic thinking skills, as compared to baseline data. Development of strong levels of connectedness between school and home, measured by increased parent involvement in the school.</p>	<p>The staff has demonstrated their willingness to understand the relationship between social, emotional and academic learning by including 'Bounce Back' lessons in their classrooms. A Scope and Sequence has been developed to ensure that the lessons "spiral" from one stage to the next.</p> <p>Students and teachers are increasingly using the language of 'Bounce Back', creating a positive atmosphere rather than a negative one. Rules are "do" rather than "don't". We have begun to rewrite our Student Welfare folder to reflect this attitude and language change.</p> <p>Parent involvement has been particularly evident with the P&C reopening our school canteen, with regular participation in gardening and with regular participation in cooking.</p>	<p>No financial resources were used.</p>
<p>Aligned values, cultures and actions between learning community partners. Commitment to continuous improvement across schools</p>	<p>The embedding of Kidsmatter across the participating schools has strengthened the bond between these schools. Training sessions throughout the year where schools share their experiences has benefitted all participants. Teach Meets, shared sporting events, debating and High School Transition Programs all contribute to a commitment of improvement throughout our community of schools.</p>	<p>\$50 000 grant used for Kidsmatter coordinator.</p>

Next steps

- Experiment with our greenhouse in our SAKG project, utilising experts in our parent body.
- Involve the school in the care of our chickens and utilise parents to care for the chickens in holiday time.
- Cook more regularly and involve parent volunteers to assist with this.
- Teachers expand their knowledge of SAKG program by participating in webinars.
- Teachers expand knowledge of Kidsmatter by participating in remaining TPL sessions.
- White Ribbon events involve our dads in spreading the message about 'gentle men'.
- Totem session is incorporated into Peer Support
- Bounce Back lessons are embedded into teaching and learning programs. Training in Component 4.
- Blackheath Alliance addresses community and school needs.
- Kidsmatter newsletter involves parent body
- Stage 3 students involved in project with local nursing home, Blackheath Area Neighbourhood Centre and the Children's Book Council of Australia
- Blackheath and Mt Victoria School Hub meetings plan the delivery of community programs and school support
- Jackie French author visit provides rich learning experience.
- Further meetings with Aboriginal elders to plan and improve totem handover.
- Mount Victoria and Megalong Schools join with us for significant events
- Upper Mountains Music Festival planning committee meet to reflect and plan events for the year.
- Combined SD Day planned to continually improve relationships and commitment to quality teaching in the Upper Mountains
- Transition programs refined
- Teach Meet improved and offered more frequently....idea being used for Staff Development Day term



SAKG Garden



School Chickens



Stephanie Alexander cooking

Key initiatives and other school focus areas



School Totem Painting artists

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>As part of our School Totem project, we employed Jo Clancy renowned Aboriginal dancer to teach K-6 the Crimson Rosella dance. We also purchased a totem plaque and clapping sticks for the ceremony that were decorated by students. Two whole school Aboriginal cultural presentations were also funded. Mural of totem painted on hall wall by volunteers.</p> <p>Students understand the traditional Aboriginal concept of the Totem and how they can learn about and care for our Totem.</p> <p>Aboriginal culture and values were explored by children in dance and workshops. Totem ceremony embedded in end of year school ceremonies. Aboriginal Elders are respected and valued by school community.</p>	S4 474

Socio-economic funding	<p>This funding was used to employ extra time for our Learning and Support Teacher. This enabled specific support in Literacy and Numeracy to be given to students from disadvantaged backgrounds. There was significant improvement in attitudes to Writing and willingness to attempt tasks.</p> <p>Boys' School – focused on disengaged Boy's class one day per week for 2 terms. Boys grew in self-esteem, becoming more interested in learning. They presented special concert to school at the end of term. Teachers reported the boys returned to class happier and fewer classroom/behavioural issues were experienced.</p> <p>Assistance was also given to subsidise excursions to ease financial pressure on families and extend experiences for students.</p>	<p>\$ 4500 – Half day per week 40 weeks.</p> <p>\$8460</p> <p>P&C supported this.</p>
Low level adjustment for disability funding	<p>13 hours per week School Learning Support officer time was allocated. This time was used to support students in the classroom one to one and in small groups in the morning during peak learning time. These students were better able to keep up and work on differentiated programs where appropriate. Class teachers were freed up to work with a smaller group. Writing, including spelling, was a focus in 2015 and targeted students improved in confidence and skills. These groups will continue in 2016.</p>	\$21 546
Other school focus areas	Impact achieved this year	Resources (annual)
Stephanie Alexander Kitchen Garden	<p>Stage 2 and stage 3 teachers were trained to implement program.</p>	\$4085 from Teacher professional Learning
Kidsmatter/Bounce Back	<p>Several copies of the commercial program were purchased for schools. An experienced teacher was employed 2 days per week to support teachers across the Upper Blue Mountains to set up and implement the program 'Bounce Back'. Schools reported that by the end of 2015 their programs were running and staff trained and confident to implement. This program has a cycle of 4 years and so will continue without funding.</p>	\$50 000 Bushfire Recovery grant

Student information

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

Student enrolment profile

Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	137	134	136	159	156	164	177
Female	142	152	156	147	164	165	167

Student attendance

Student Attendance

		Year	2010	2011	2012	2013	2014	2015
School	K		94.9	91.3	94.0	95.4	96.3	95.3
	1		92.2	94.8	92.0	91.8	94.4	94.0
	2		92.6	91.4	93.2	92.8	94.3	94.8
	3		92.9	92.0	94.2	94.0	93.1	93.4
	4		92.9	92.1	94.8	94.2	92.9	92.7
	5		93.6	91.8	94.3	93.0	94.1	94.1
	6		92.6	92.8	93.1	94.1	93.5	92.6
	Total		93.1	92.2	93.6	93.6	94.2	93.8
State DoE	K		94.7	94.7	94.3	95.0	95.2	94.4
	1		94.2	94.2	93.9	94.5	94.7	93.8
	2		94.4	94.2	94.2	94.7	94.9	94.0
	3		94.5	94.4	94.4	94.8	95.0	94.1
	4		94.5	94.3	94.3	94.7	94.9	94.0
	5		94.4	94.2	94.2	94.5	94.8	94.0
	6		94	93.8	93.8	94.1	94.2	93.5
	Total		94.4	94.3	94.2	94.7	94.8	94.0

Blackheath Public School

Class Sizes

Roll class	Year	Total in class	Total per year
K-H	K	22	22
K-M	K	21	21
1-2B	1	13	23
	2	10	23
1-2C	1	11	22
	2	11	22
1-2K	1	12	21
	2	9	21
1-2R	1	11	22
	2	11	22
1-2T	1	10	22
	2	12	22
3-4B	3	12	26
	4	14	26
3-4M	3	12	27
	4	15	27
3-4S	3	11	27
	4	16	27
3-4W	3	15	28
	4	13	28
5-6B	5	12	27
	6	15	27
5-6C	5	14	28
	6	14	28
5-6L	5	13	28
	6	15	28

Note: If is option:

Workforce information

The staff at Blackheath Public School remained stable in 2015. Our School Administrative Officer retired during the year and was replaced by transfer.

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	0.2
School Administrative & Support Staff	2.822
QTSS Release	0.13
Primary Teacher RFF	0.546
Primary Part Time Teacher	0.5
Learning and Support Teacher	0.7
Total	16.676

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

The teaching staff at Blackheath Public School participated in a number of professional learning activities designed to build the capacity of staff to achieve the directions as set out in our school plan. Staff members have also been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

Blackheath Public School has no new scheme teachers in its permanent staff but we are supporting some temporary and casual staff in gaining and maintaining accreditation.

The school spent \$6 180 (\$343 per teacher) on Teacher professional Learning in 2015.

All teachers completed a Professional Development Plan in 2015 that involved peer observation and feedback.

Blackheath Public School is steadily growing as more families move into the area.

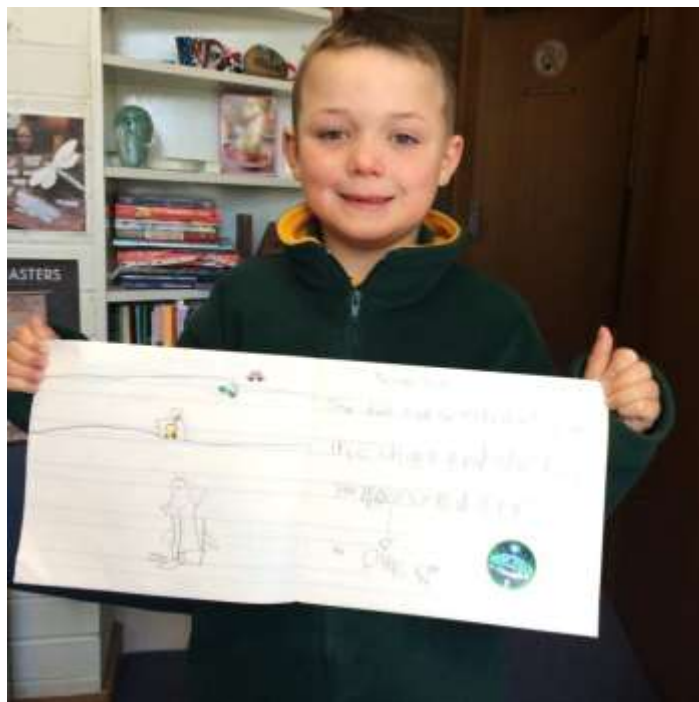
Other areas covered included –

For all staff

- Disability Standards for Education
- CPR/Anaphylaxis/Emergency Care
- Code of Conduct Update
- Child Protection Update

For all teachers

- School Planning
- History and Geography new syllabuses
- Accelerated Literacy
- Writing
- Understanding Autism Spectrum Disorder
- Working with children with ASD
- Understanding and Managing Behaviour
- Teacher Accreditation – Demystifying
- Kidsmatter Modules 2 and 3
- Stephanie Alexander Kitchen Garden Advanced Training – Stage 2 and 3 teachers.



Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	77095.75
Global funds	219200.92
Tied funds	258764.77
School & community sources	148683.08
Interest	0.00
Trust receipts	3352.71
Canteen	0.00
Total income	410800.56
Expenditure	
Teaching & learning	
Key learning areas	24298.73
Excursions	61154.22
Extracurricular dissections	42834.35
Library	9804.08
Training & development	2614.13
Tied funds	209559.98
Casual relief teachers	87995.31
Administration & office	38987.46
School-operated canteen	0.00
Utilities	47500.17
Maintenance	29869.17
Trust accounts	77615.64
Capital programs	12296.17
Total expenditure	559076.46
Balance carried forward	133466.13

School performance

NAPLAN

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

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Students were surveyed about their wellbeing at school as this has been a major focus in 2015.

Kindergarten to Year 3

- 98% of children like their school and enjoy coming to school.
- 96% believe their teachers care about them.
- 99% feel that they can talk to their teacher if they have a problem.
- 93% feel that they can cheer someone up when they're sad.
- 98% say they have friends to play with and try their best at school.

Years 4 – 6

- 82% of students feel safe at school.
- 78% of students don't give up when things become difficult (resilience).
- 77% feel that they know how to help a friend who is upset or worried.
- 77% of students feel that teachers help students who are worried or upset.

In 'Bounce Back' sessions we will focus on what we could do better, particularly that 18% of 4 – 6 students said that they wouldn't go to someone for help when they have a problem and 14% felt that they didn't get a chance to practice building relationships and managing emotions.

Parents

- The common issue for parents was they did not feel they had networks or had opportunities to connect with each other to develop networks.

To address this, we changed our 'Meet the Teacher' evening, held in term 1 to a 'Welcome' evening which incorporated a barbecue, hand outs and mingling for parents to get to know each other as well as teachers. This was well received and attended.

We also held a session for parents and carers to learn about 'Circle Time' and established a single parent morning tea group.

We will continue to expand these opportunities.

Policy requirements

Aboriginal education

Seven students are identified as having Indigenous background. Individual Education Plans are written for each student.



Students demonstrate greater awareness, respect and understanding as a result of the school's program in Aboriginal Education. Aboriginal perspectives are studied 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 recognise Aboriginal cultures and custodianship of country through protocols such as Acknowledgement of Country at meetings and assemblies.

In Stage 3, students developed an understanding of Aboriginal culture and beliefs through units of study in History and Geography. They explored the significance of land and belonging to Aboriginal people as part of Australian identity. They also discussed the impact of expanding European settlement on Aboriginal culture in the past and through to current times.

Multicultural Education and Anti-racism

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism.

The ARCO role involves promoting the values of respect for all races and cultures and our school rules of Being Safe, Respectful and Responsible leadership to support these values.

The ARCO for Blackheath Public School in 2015 had no complaints to deal with.

Multicultural perspectives are embedded in teaching and learning programs across all stages. The school developed History and Geography units that ensure this.

Stage 2 students completed a unit of work entitled

"Being Australian". In this unit, they looked at their family heritage as well as at flags, floral emblems, states, capital cities, famous landmarks and inventions. There was a strong emphasis on family heritage, with the students choosing to write a speech on a family member who has come to us from another country or culture.

In Stage 3, students studied, explored and discussed the development of Australian identity and the nature of a multicultural society. They learnt about the changing identity of Australia's population and the reasons for migration. The effects on Australian culture, beliefs and practices were identified. Students also experienced Australia's connections as part of the global economy through trade and aid and how the multicultural nature of Australia has been influential in this development. The contributions of Australians of diverse culture was investigated and evaluated through personal stories and excursions to the Riverina and Murray River areas. As a result, students developed empathy for, and understanding of, the various cultural groups that are part of Australia and the multi-faceted contributions of all sectors to Australian identity.

Other school programs

Student Leadership



Our school's student leadership program plays an important role at Blackheath Public School.

Each year students vote

and elect class representatives as part of the Student Representative council. Elected positions also include School Captains, Vice Captains, Prefects and sporting house captains and vice-captains. Parents are invited to pin on their children's badges at a special assembly.

Students are well supported in carrying out their responsibilities and represent the school at important community events such as ANZAC Day and Remembrance Day. They also run fortnightly assemblies.

Other senior students also enjoy leadership roles such as Peer Support Leaders, Playground Organisers and Technology Leaders.

Class Music

Every class at Blackheath Public School received a weekly one-hour music lesson with a specialist music teacher. During these lessons students prepared for a visit from Oz Opera and their performance of an adaptation of the opera 'Cinderella'. 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 sang and danced in concerts for *Grandparent's Day*, *Education Week* and at their Stage *Presentation* assemblies.



Performing Groups

In 2015, the school continued its tradition of participating in state 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 NSW Public Schools *Festival of Choral Music* at the Sydney Opera House. The Stage 1 Choir performed at the *Upper Blue Mountains Music Festival*, where many of our students performed as soloists.

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. One of our students was selected to perform as a recorder soloist.



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 a celebration of the centenary of a local icon, the *Victory Theatre*. Members of our school band participated in the Arts Unit selective NSW Public Schools *State Music Camp*.

For the first time, the Blackheath Public School dance group participated in the national story dance competition – *Wakakirri*. Our interpretation of the book 'Milli, Jack and the Dancing Cat' by Stephen Michael King was selected to perform in the Sydney regional finals and was awarded a sustainability award.



Stephanie Alexander Kitchen Garden (SAKG)



Stage 3 students entered the SAKG program in 2015. Students participate in a range of gardening and cooking activities in keeping with the SAKG ethos. All students participate, on a regular basis, in planning, planting and maintaining the kitchen garden. They collaboratively harvest, prepare and cook the produce from the garden. Meals are shared and celebrated as a culmination of the process of garden to shared table.

SAKG activities are integrated into teaching and learning programs and literacy and numeracy links embedded into SAKG and classroom activities.

During 2015, a greenhouse was purchased using funds from a grant. This has extended our growing season considerably and has allowed us to experiment with growing from seeds as well as seedlings.

We also used funds from "Go Fund Me" to purchase a chicken coop, as well as chickens.

As a result, students have an enhanced understanding of sustainable production, food preparation and healthy eating. They have been encouraged to broaden their palate, to undertake challenges and to accept some responsibility for their own health and wellbeing.

In 2016, Stage 3 involvement in SAKG will be expanded to ensure cooking and gardening activities are further embedded into teaching and learning programs and occurring on a more regular basis.

Sport

Blackheath Public School has a great tradition in the areas of Sport and healthy lifestyles. We participate in a range of programs, such as Crunch and Sip, Live Life Well, Sun Smart by the Cancer Council and teacher led Fitness sessions throughout the school.

Blackheath Public School became part of the federal governments Sporting Schools program. The grants enable us to provide opportunities to develop mental, physical, social and emotional wellbeing in our students and staff.

National and State sporting bodies provided expert coaching clinics that assist in up skilling staff and engaging students in sport specific skill development. We had visits from Football NSW delivering the Western Sydney Wanderers program, Basketball NSW delivering the Aussie Hoops program, Touch NSW delivering the NRLTouch schools program, AFL delivering the Auskick in schools program and Cricket NSW delivering the Milo Cricket program. It is fantastic to witness in all sports that BPS have been involved with Sporting Schools, our students have now participated at representative level in Sydney West championships and beyond. We look to expand the sporting bodies we engage with in the future.



We once again participated in the Premier's Sporting Challenge. A total of just over 300 students and 20 staff took part in actions to promote a more active, more often approach to physical activity.

We have solidified local community links through student, parent and teacher involvement in a wide range of local sporting clubs, such as; AFL at Katoomba, Blackheath Cricket, Lithgow and Blue Mountains Basketball, Penrith Touch Football, Blackheath and Lithgow Soccer and Blue Mountains Orienteering, to name the stand outs. Blackheath PS embraces Ride to School day and have a hugely dedicated and active cycling community, which in part has led to the development of a bike track to Katoomba.

Blackheath Public School maintains the tradition of participating in the PSSA Primary Schools Swimming, Cross Country and Athletics Tournaments. We have a huge participation rate with our students and many parent volunteers to assist in the running of successful carnivals, run to state standards across the three disciplines. We are Upper Blue Mountains PSSA sport leaders, with teachers elected as area convenors of AFL and Basketball. We also organise and run the hugely successful UBM PSSA Cross Country carnival maintaining local traditions for our students.