

Blackheath Public School

Annual Report



2016



1246

Introduction

The Annual Report for 2016 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

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Message from the Principal

It gives me great pleasure to present the 2016 Annual School report for Blackheath Public School. I would like to acknowledge the traditional owners of the land, the Darug and Gundungarra people.

Blackheath Public School is very much a community school that has enormous community participation, 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 2016.

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

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, cultural 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 in 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.

School context

Blackheath Public School, located in the upper Blue Mountains, prides itself on being a community school. Enrolment in **2016 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 group. Students in 2016 performed in Nepean Dance Concerts, Town Hall Choir, Opera House Recorder Concert, Upper Blue Mountains Music Festival.

Blackheath Public School has a highly successful **School Centred Hub** incorporating collaborative work 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 school 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.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

Performance in this domain has improved in School Culture, Wellbeing, Assessment and Reporting and Student Performance Measures, Curriculum and Learning, Assessment and Reporting, We are Delivering in all areas except Learning Culture and Curriculum and Learning where we are Sustaining and Growing.

Teaching

School performance in this domain has improved in Data Skills and Use and Collaborative Practice. We are Delivering in all areas except Collaborative Practice where we are Sustaining and Growing and Professional Standards where we are Working Towards Delivering.

Leading

In this domain school performance has improved in School Planning, Implementation and Reporting, School Resources and Management Practices and Processes. We are Delivering in all areas except school Resources where we are Sustaining and Growing.

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

external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

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

- All teachers have written Professional Development Plans and participated in the process successfully. Feedback from observations well received and acted upon. More focused professional dialogue evident between teachers.
- Spelling has improved across stages 2 and 3 as a result of more explicit teaching.
- Rubrics used by Stage 2 and 3 teachers resulting in consistent assessment and students have clarity on what is expected from them.
- Teachers developing and using visuals and strategies to support students with special needs.
- Differentiation more apparent in programs and classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff will have personal professional learning plans that clearly focus on current pedagogical practice and school need. National Teaching Standards will feature in the plans. These plans will be in place from the beginning of 2017.	100% of staff will have personal professional learning plans that clearly focus on current pedagogical practice and school need. National Teaching Standards will feature in the plans. These plans will be in place from the beginning of 2017.	\$3500 spent on releasing teachers to enable observations and feedback sessions.
Percentage of students in the top two NAPLAN bands increases each year.	<p>In the top 2 bands Year 5 has increased significantly from 2015 to 2016. Reading 42% to 52%</p> <p>Writing 21% to 24%</p> <p>Spelling 26% to 38%</p> <p>Grammar and Punctuation 34% to 58%</p> <p>Numeracy 24% to 31%</p> <p>In Year 3 there was improvement in Spelling 46% to 55%</p> <p>Grammar and Punctuation 52% to 53%</p> <p>Numeracy 40% to 43%</p> <p>These improvements are in line with the school focus on Writing and Spelling and the rewriting of more explicit consistent and differentiated programs to ensure quality Teaching and Learning.</p>	Staff meeting time and Stage meetings.
School performance in NAPLAN will be above State and National averages for both Year 3 and	In 2016 all students in Year 3 and 5 were above State and National averages.	Continue to work with students to improve performance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Year 5 in all areas assessed by the end of 2017.	In 2016 all students in Year 3 and 5 were above State and National averages.	Continue to work with students to improve performance.

Next Steps

- Review of Reporting criteria for new format.
- Review 'Mathletics' (online Maths program) to see if any new options available.
- Parent sessions on History and Geography.
- Parent session on Digital Learning and newsletter articles.
- K-2 Spelling Scope and Sequence to be reviewed from syllabus.
- TENS and Count Me In Too training for teachers who are not trained.
- South Australian spelling test used as source of date - review.

Strategic Direction 2

Implement Quality Systems and Processes

Purpose

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

Overall summary of progress

- Skoolbag widely used by parents.
- School electronic sign is used by school and community for communicating.
- Budget committees for Key Learning areas operating successfully.
- Transition of new office staff smooth. New School Administration Officer appointed.
- Annual review of WH&S including visit by local fire deputy. Access organisation improved for emergency services.
- Risk assessments now distributed one week in advance to all staff/parents involved in a supervisory capacity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement Measures <ul style="list-style-type: none">• Parent surveys indicate increased satisfaction with communication between the school and home.	80% of parents are using Skoolbag and feel better and more timely informed. It has been found particularly useful when excursions are returning and has cut down on calls to the office. The Newsletter is not widely read but feedback from those who read it is positive and the parenting tips and social skills information are appreciated. The diary has been found helpful. The schoolelectronic sign is highly visible and used for community information as well as school specific information.	Nil
Budget committees are operating in all KLAS allocating funds and TPL according to school priorities by the beginning of 2016.	All staff are allocated a committee. Committees meet when necessary, at lunchtime or after school. Purchase requests are forwarded and approved as appropriate. As TPL is focused on the School plan, decisions with this are being made at executive level.	Nil
Office staff roles are documented and clarified by beginning of 2016 to allow succession with minimal disruption and stress	A new SAM has been appointed and a new SAO is relieving in the role. Roles have been documented and transition has been smooth, especially considering this included the LMBR going live.	Nil

Next Steps

The role of SAO position will be filled in term 2. Committees will be continued and forms will be developed for applications for spending.
Further promotion of the newsletter will be discussed and implemented.
Class Dojo trialed by more teachers to use to communicate with parents.
Budget training for staff to develop broad understanding of how money is allocated to the school and spent.
Further understanding of LMBR developed as it is used.
Classroom audits to be carried out and lockdown procedures regularly practised.
Transition process developed for students moving from Stage 1 to 2 and Stage 2 to 3.
Streamline handover of data for new school year.

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

Annual handover of School Totem ceremony now part of school culture and links cemented with Aboriginal Elders and community.

'Bounce Back' program completed for first year cycle. Students using language of resilience.

Cooking and gardening program cycle completed and systems in place.

Upper Blue Mountains Learning Community of schools have developed a strong collaborative approach sharing expertise and resources.

'Winifred's Garden' commenced as a shared project with family of an ex-student and school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• All staff members understand the interrelationship between social, emotional and academic learning.• Development of strong levels of connectedness between school and home, measured by increased parent involvement in the school.• Aligned values, cultures and actions between learning community partners. Commitment to continuous improvement across schools <ul style="list-style-type: none">• Surveys demonstrate students are more able to apply core skills such as rational and optimistic thinking skills, as compared to baseline data.	<p>UBMMF performances were a success. Positive feedback from students and parents involved in high school transition.</p> <p>All Milestones have been completed.</p> <p>Positive relationships with Elders and members of the local Aboriginal community cemented. Extended variety of opportunities for parents to participate in school life.</p>	<p>\$3000 Year 6 fundraising</p> <p>\$50 000 grant used to employ a 'Kidsmatter' coordinator across the Upper Blue Mountains Community of Schools and also purchase of books for all schools for implementation of Bounce Back program.</p>

Next Steps

- Continue 'Bounce Back' program
- Continue to work as a strong and collaborative community of schools.
- Ensure opportunities and available for parents to be partners in the school day and school planning.
- New staff to be trained in 'Kidsmatter'.
- Beginning and new teacher group to be formed as support.
- Teach Meets to be held between all learning community schools.
Shared training to take place when appropriate e.g. CPR
A community Liaison Officer employed using Community Consultation funding to improve parent interest in school planning, build understanding of programs and involvement.
P&C to publish a Blackheath Public School Cookbook using parent expertise financed by community sponsors.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal students and other selected students were given the experience of 'Boy's School' which involved a male teacher spending the middle session each day for one term doing special projects. This was very successful with all students engaged and enthusiastic. Peer relationships were strengthened and restorative practices reinforced.	\$3 340
Low level adjustment for disability	Students have been supported by the Learning and Support Teacher and School Learning and Support Officers (SLSOs) to support students with disabilities both with learning and behaviour.	\$ 21 546 • Low level adjustment for disability (\$10.00)
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Funds from QTSS were used to enable teachers to be released to view other teachers and give feedback as part of the PDP process. 0.25 staffing • Teachers were released in their stage groups to collaboratively program. 	\$25 000 • Quality Teaching, Successful Students (QTSS) (\$6 500.00)
Socio-economic background	These funds were combined with Aboriginal background funding to enable 'Boys school' to run. An Occupational Therapist was employed to work with two students. to assist with organisational skills.	\$13 703



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	156	164	177	177
Girls	164	165	167	155

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	96.3	95.3	95.7
1	91.8	94.4	94	94.2
2	92.8	94.3	94.8	93.1
3	94	93.1	93.4	94.3
4	94.2	92.9	92.7	93.4
5	93	94.1	94.1	93.1
6	94.1	93.5	92.6	93.2
All Years	93.6	94.2	93.8	93.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

We are grateful to parents for their support in ensuring regular school attendance for their children.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	0.13

Teacher qualifications

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

Professional learning and teacher accreditation

The staff at Blackheath Public School participated in a number of professional learning opportunities 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, aspiring and current school leaders.

\$19 734 is provided in the budget for Professional Learning. Courses included; Business Intelligence for Schools, Child Protection Update, Code of Conduct Training, CPR/Anaphylaxis training, Primary Proms training, Primary Principal's Conference, Dance Choreographic workshop, AFL Level 1 Coaching, Women In Leadership, Part 2 Disability Standards for Education, Anti-Racism Officer Training, Fieldwork for Primary Teachers, Performance Developing Program Training, Computers Education, Music and Technology Education, LMBR Training, Vision Training, Creating and Sustaining Professional Learning Communities, Numeracy and Mathematics, Writing Classroom Teacher Curriculum Vitae's, Schools Financial Management Budgeting, Tell Them From Me Survey Training.

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

Income	\$
Balance brought forward	133 466.00
Global funds	246 322.00
Tied funds	243 093.00
School & community sources	107 062.00
Interest	2 184.00
Trust receipts	17 171.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	25 021.00
Excursions	25 075.00
Extracurricular dissections	15 932.00
Library	11 742.00
Training & development	40.00
Tied funds	187 373.00
Short term relief	84 200.00
Administration & office	259 640.00
School-operated canteen	0.00
Utilities	33 668.00
Maintenance	256 000.00
Trust accounts	22 146.00
Capital programs	101 610.00
Total expenditure	0.00
Balance carried forward	0.00

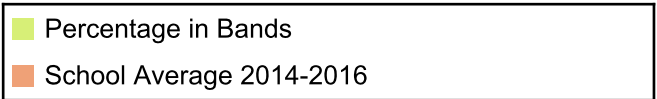
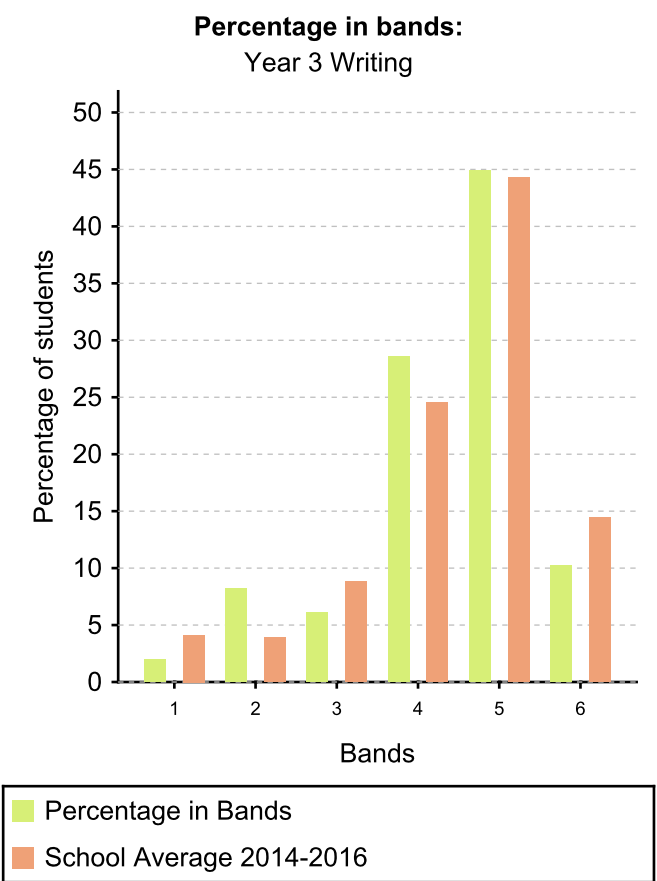
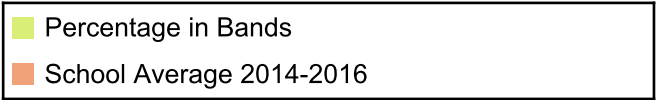
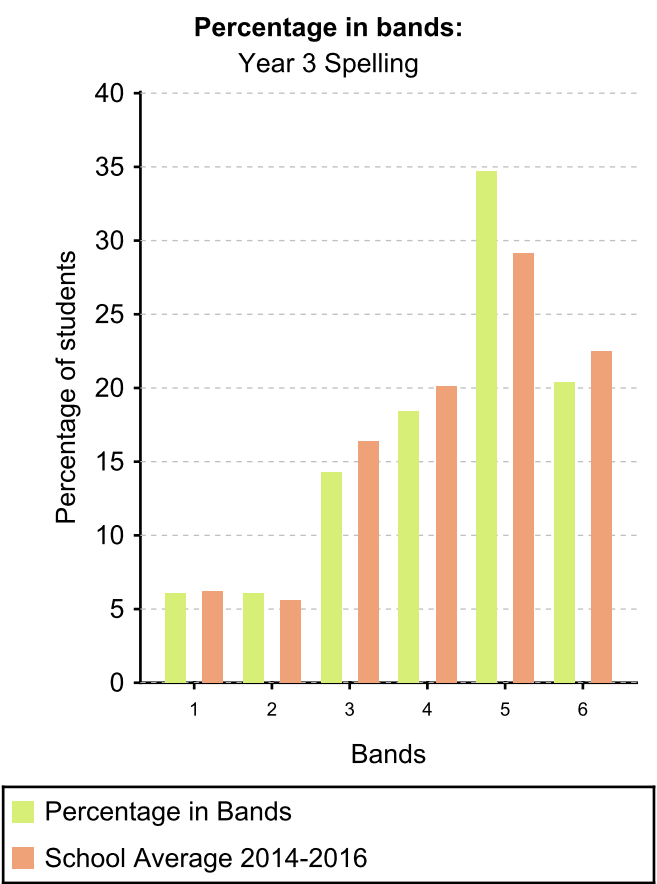
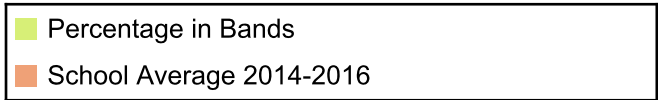
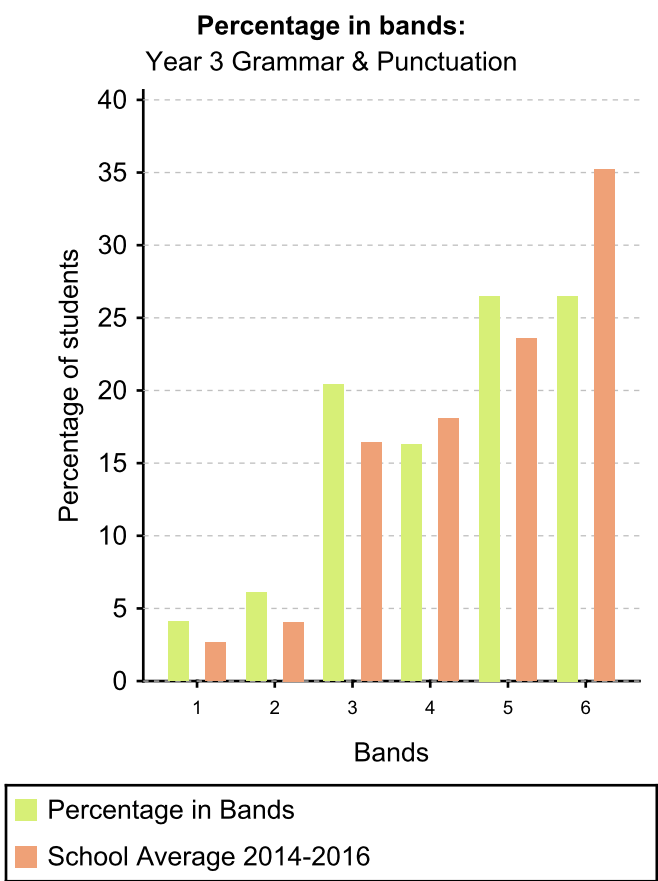
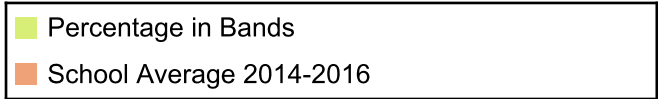
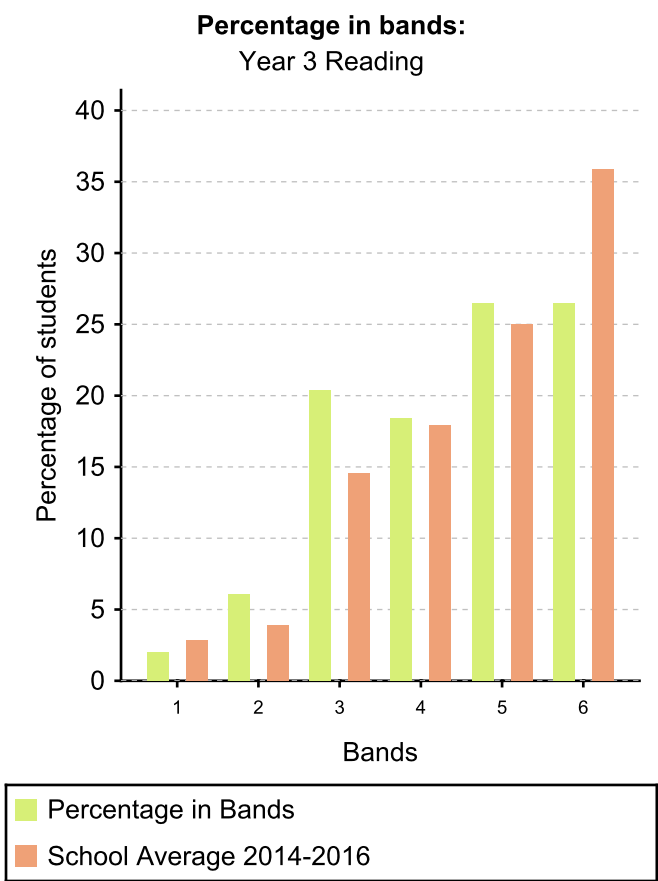
The information provided in the financial summary includes reporting from 31 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0
Revenue	357 195
(2a) Appropriation	298 117
(2b) Sale of Goods and Services	0
(2c) Grants and Contributions	58 519
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	558
Expenses	-218 581
Recurrent Expenses	-218 581
(3a) Employee Related	-118 131
(3b) Operating Expenses	-100 449
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	138 614
Balance Carried Forward	138 614

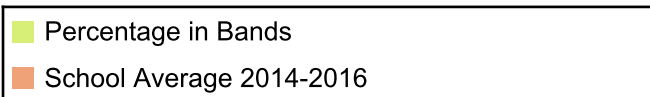
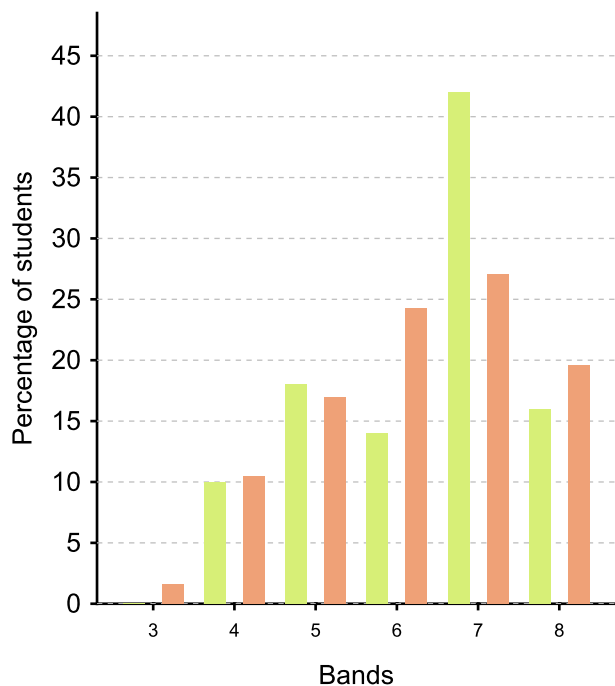
	2016 Actual (\$)
Base Total	2 154 447
Base Per Capita	18 508
Base Location	8 445
Other Base	2 127 493
Equity Total	110 004
Equity Aboriginal	3 340
Equity Socio economic	13 703
Equity Language	0
Equity Disability	92 960
Targeted Total	123 440
Other Total	15 958
Grand Total	2 403 850

School performance

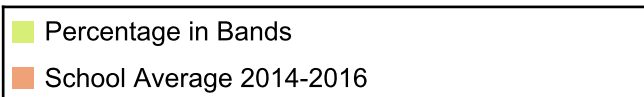
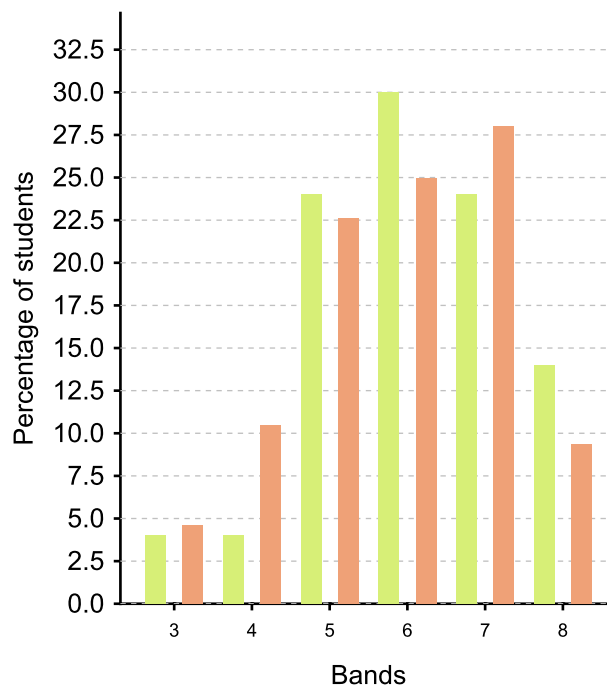
In 2016, students performed at or above State proficiency Level in all strands of Literacy both in Year 3 and Year 5.



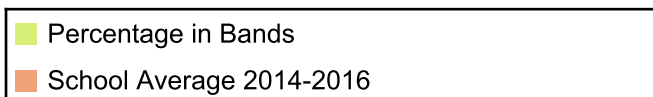
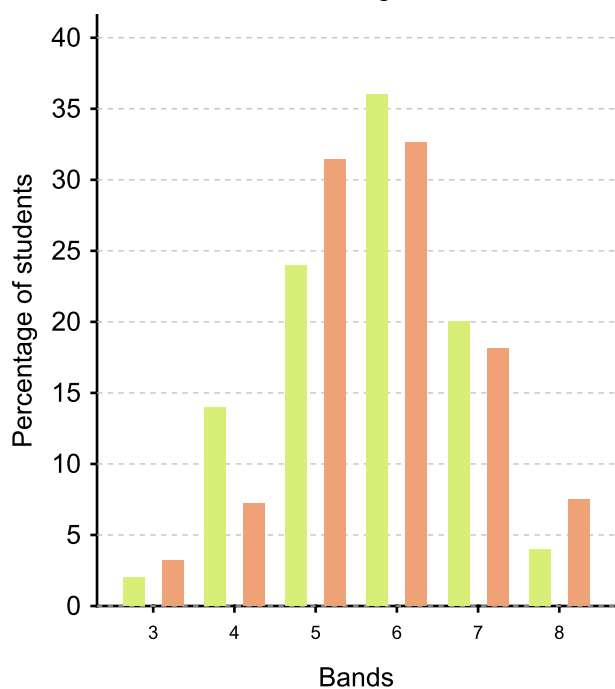
Percentage in bands:
Year 5 Grammar & Punctuation



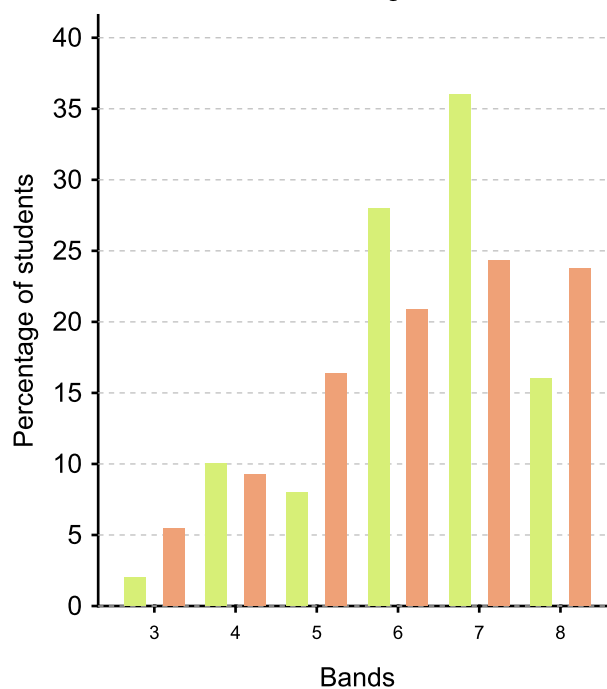
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Reading



In 2016, students performed at or above State proficiency Level in all strands of Numeracy both in Year 3 and Year 5..

Parent/caregiver, student, teacher satisfaction

Parents/caregivers, students and teachers participated in the Tell the From Me Surveys in 2016.

Student results indicate that:

- Participation in sport and extra curricular activities is above State average for both boys and girls.
- Positive relationships are above State average for both boys and girls.
- Teacher / student relationships are on par with State average.
- Positive school behaviours are well above State average for both boys and girls.
- Bullying is well below State average for both boys and girls and across all grades. Reports by students of bullying incidences were significantly less in Semester two.
- Advocacy at school is on par with State average.

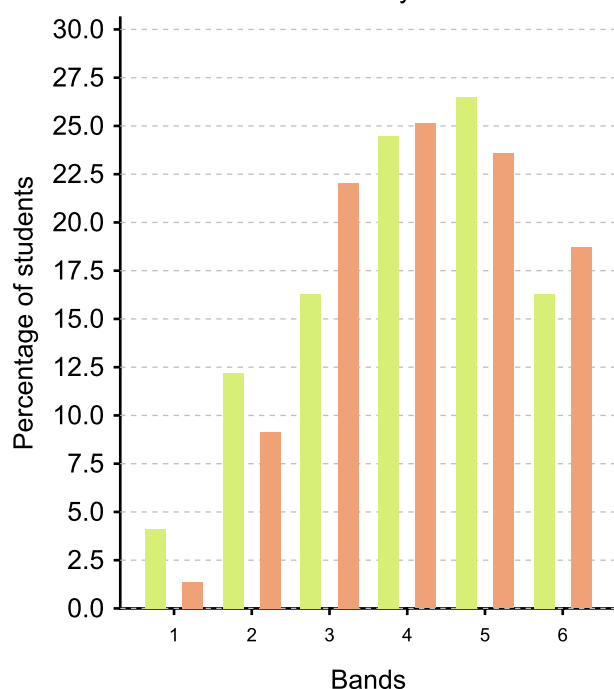
Parent results indicate that:

- Feeling welcome at school is above State average
- Being informed about school activities and student progress is well above State average.
- School provides support for positive behaviour is above State average.
- Safety at school and inclusivity is on par with State average.

Teacher results indicate that:

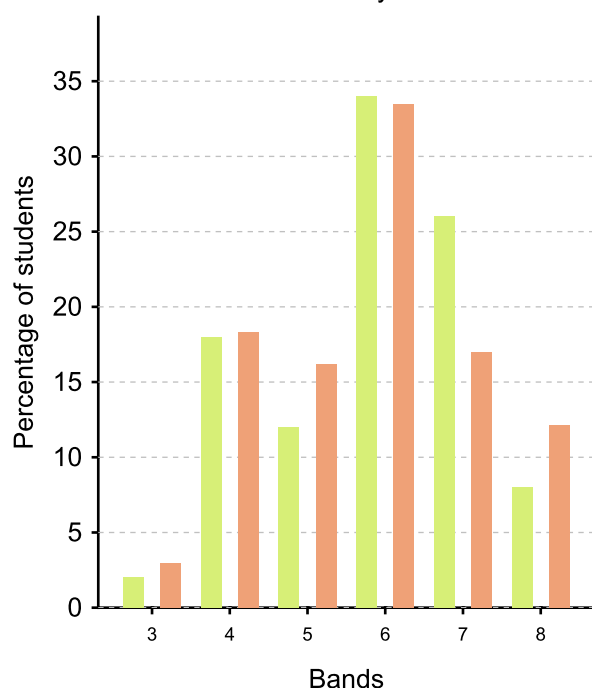
- Leadership in the school is on par with State average.
- Collaborative practice in the school is above State average.
- Learning Culture, particularly the monitoring of student progress and setting high expectations for student learning, is well above State average.
- Use of data to inform practice is on par with State average.
- Teaching strategies, particularly in regard to student expectation and the provision of feedback, are above State average.
- Use of technology is on par with State average.
- Inclusivity and parent involvement is well above State average.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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

Policy requirements

Aboriginal education

The totem ceremony was finalised in 2016 to handover the knowledge from Year 6 to Year 5. Parents and Elders attended and feedback was very positive.

Rosella Dance - all students learn this dance as part of the school totem knowledge. A selected group from all stages has formed a dance group to perform at appropriate ceremonies at school and in the community.

Teaching and Learning Programs incorporate aspects of Aboriginal history and culture and contemporary culture.. For example, in Stage 3, a study was made of The Stolen Generations incorporating visiting Aboriginal elders visiting to speak about their experiences. Stage 2 explored British Settlement and its impact on the Indigenous inhabitants.

Aboriginal perspectives are embedded across all areas.

Multicultural and anti-racism education

Multicultural perspectives are highly valued at Blackheath Public School and are embedded in curriculum and extra curricula activities.

Harmony Day is celebrated on 21 March each year. Students participate in a variety of activities promoting the values of multicultural society.

Circle Time activities are embedded in class programs. Students participate in activities which promote inclusion and respectful behaviour, resilience and responsibility.

The Peer Support program is an integral part of student leadership and K-6 culture at Blackheath Public School. This program supports multicultural and anti-racism education through student discussion and small group activities.

The Blackheath Public School Rules are based on respectful relationships, regardless of gender, sexuality, background, ethnicity, appearance, abilities or disabilities.

Our school library acquires and promotes books and other resources that reinforce positive and respectful relationships for all.

Other school programs

Stephanie Alexander Kitchen Garden Program

This program commenced in 2014 with staff training, development of a kitchen garden and cooking lessons for Stage 2. Produce is grown and harvested from the school garden and cooked by students with support from parent volunteers. In 2015, worm farms were established, with Stage 1 students initially feeding

scraps from the school canteen. Stage 3 joined the cooking and gardening program in 2015. In 2016, fundraising from Year 6 allowed a new oven and refrigerator to be purchased for the hall kitchen where lessons are based, as we do not have a formal kitchen set up. This has allowed lessons to be implemented independently without interfering with the canteen.

New staff members also travelled to Bondi for training. Results have included improved social skills through working collaboratively and sharing meals and the development of cooking skills, with many children enthusiastically cooking at home. Children are provided with the opportunity to sample new foods and are expanding their tastes. They are becoming more adventurous and willing to try new experiences.