BLACKETT PUBLIC SCHOOL
Annual School Report

2012
Our School at a Glance

School context
Blackett Public School is a Primary P3 school situated in Mount Druitt, Western Sydney. In 2012 the enrolment ranged between 260 and 274 students, including approximately 20% Aboriginal students and 26% from non-English speaking backgrounds (mainly Pacific Islander).

The school has a Support Unit comprised of two classes for students with a moderate intellectual disability (IO) and one class for students with a mild intellectual disability (IM).

The school focuses on providing a solid grounding in the areas of Literacy and Numeracy, while promoting constructive learning in all Key Learning Areas.

Staff are highly committed, responsive to student needs and hold high expectations of themselves and their students. There is a strong emphasis on achieving high standards of student behaviour. Teachers, students and the community work together to create a safe and happy school environment.

Over the past three years the school has achieved significant improvements in aspects of Literacy and Numeracy, with a significant reduction in suspension rates and an increase in staff retention rates.

The Priority Schools Program and the Priority Action Schools Program currently support the school. Blackett was included in the National Partnerships Program in 2011 and in 2012 Blackett became an Aboriginal Focus School. Blackett PS is Positive Behaviour for Learning School (PBL). These principles underpin all teaching and learning programs.

Students

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

Staff

Staff at Blackett PS are a mix of experienced executive and aspiring executive and beginning teachers. They bring a vast wealth of experience to the educational opportunities offered at Blackett PS.

Teaching staff are supported by a Senior Administrative Manager, a School Administrative Officer and a number of School Learning Support Officers who perform additional administrative and IT tasks as well as working with students in classrooms. A general assistant maintains the extensive grounds.

Messages

Principal’s message
2012 was an exciting year for Blackett PS. The school entered its second year of the National Partnerships (NP) program that enabled innovative strategies to be employed to further support student growth in the key priority areas of Literacy and Numeracy. Staff planned and implemented programs under the guidance of experienced and highly committed executive staff. Aspiring leaders also took on school wide responsibilities and acted in higher duties positions which increased the capacity of the school to effectively support all students in a wide range of educational, social and sporting experiences.

Equity funding further supported the employment of key staff, such as the Community Engagement Officer (CEO), School Learning Support Officers (SLSOs) and Aboriginal School Learning Support Officers. Additional teachers were employed to enable the School Plan’s key priorities to be fully implemented.

Two-hour blocks for Literacy and Numeracy continued with staff participating in highly specialized Professional Learning to increase their capacity to deliver effective programs in these areas. The focus on Quality Teaching (QT) across all Key Learning Areas (KLAs) ensured that staff delivered effective learning opportunities for all learners. In Numeracy sessions, students were grouped according to their level of development and in Literacy Accelerated Literacy and Accelerated Writing supported student learning as did a school wide Spelling Program, implemented by aspiring executive staff.

Celebrations of student achievement were a regular part of student life at Blackett. The Positive Behaviour for Learning (PBL) strategy was extended to reward students for ongoing behaviours that reflected the school expectations of “Be Safe, Be Respectful, Be a Learner”. Students were able to gain “Blueys” for showing these behaviours and then earned certificates,
wristbands and pins as rewards for their positive attitude to school life and learning. The Bronze, Silver, Gold and Platinum awards continued, recognizing students at formal assemblies where parents and community celebrated student success.

Relationships with the Blackett Aboriginal community grew and flourished, culminating in the celebration of the naming of the Aboriginal Community Room “Badanami Allowah” – Learning Together. Auntie Edna, the keeper of the Darug language approved the name and was present at the assembly commemorating this achievement.

The broader Blackett community actively participated in all aspects of school life and supported the school in a variety of ways. Celebrations of student achievement were attended by large numbers of parents and carers. The P&C worked tirelessly to raise funds for the school and the school community was assisted in their access to services facilitated by the external partnerships Blackett had formed with agencies such as Mission Australia and Families First.

Education Week was the highlight of the school year with a celebration of all cultures and student achievement. An exceptionally talented Aboriginal performer provided entertainment and imparted cultural knowledge for students and community members.

Innovative programs such as the Aboriginal Numeracy Project, Mad Monday Maths and the Boys Education Initiative saw Blackett PS recognized across the Region as a leading school in changing educational practice.

In term 4 the Every Student, Every School (ESES) initiative replaced the Priority Action Schools(PAS) funding and the Priority Schools Funding(PSFP) which had supported Blackett’s educational programs for many years. Due to the impressive response from the community in completing the Priority Schools Funding Survey – 95% plus parents replied – Blackett continued to be supported by Equity Funding at similar levels under ESES.

A number of policies were reviewed and implemented with the support of a Critical Friend, who guided executive staff through a series of professional learning opportunities focusing on leadership in the context of Blackett PS.

Parents and community were encouraged to visit the school website which is now continually updated to inform community of upcoming events and celebrate student achievement. Keeping up to date on activities at Blackett PS is as easy as visiting the website at http://www.blackett-p.schooless.nsw.edu.au or simply Google Blackett PS.

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.

Susan Bywater

P & C and/or School Council message

The Blackett P&C Association had a very successful year in 2012 in many areas. As a new group of parents and Executive the P&C worked tirelessly on building positive relationships with both the school and families. Their very successful fundraising activities included a community fair and Carols by Glowlight which were instrumental in achieving their goals. Digital cameras were purchased for the use of all stages as a result of their efforts.

The support and proactive commitment of the P&C contributed greatly to the successful PSP (Priority Schools Funding Program) grant with 98% of forms returned.

Ms Kiara Wright
President of Blackett PS P&C Association

Student representative’s message

In 2012 the student representatives continued to work with staff to promote the positive relationships with the school community.

Two captains were elected to represent the student body for 2012. Two vice-captains were also elected. These positions were held for the whole year.
In 2012, Semester one, six prefects were elected to serve as part of the leadership team. In Semester two, another six students were elected to take the total number of school leaders to 16 for the whole year.

Student leaders played key roles in all fortnightly assemblies, led key celebration assemblies and acted as role models across the wider school community. Student leaders greeted guests who attended formal assemblies, on a daily basis attended to the flying of flags according to the protocols and assisted staff in a variety of ways when needed.

The members of the student leadership team all acquitted themselves well as they performed their duties. They demonstrated great respect and pride in the way they undertook their role as school leaders. They particularly supported younger students and engaged exceptionally well with the new Kindergarten cohort whom they assisted as part of the Kindergarten Orientation Program.

School Captains - Sean Erupi-Sandoval and Lucia Aisoli

**Student information**

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

**Student enrolment profile**

Enrolment numbers have continued to decline. As a result, Blackett PS has been reclassified as a Primary Principal 4 effective 2013. This classification of the school is determined by the number of students enrolled. The enrolment statistics indicate a significant number of parents leaving the area and moving either interstate or to regional centres in NSW. There has been an increase in the number of students moving interstate with enrolment destinations unknown. In addition many families have moved due to family relocation and the need to have support services for before and after school care.

![Enrolments graph](image)

The number of students enrolled also affects the number of staff.

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.9</td>
<td>85.7</td>
<td>91.0</td>
<td>88.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>87.7</td>
<td>90.8</td>
<td>85.8</td>
<td>88.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>87.9</td>
<td>91.2</td>
<td>90.7</td>
<td>88.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>89.4</td>
<td>88.7</td>
<td>88.2</td>
<td>90.3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90.8</td>
<td>88.8</td>
<td>86.7</td>
<td>88.2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>90.6</td>
<td>89.9</td>
<td>88.9</td>
<td>90.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>85.4</td>
<td>89.4</td>
<td>89.1</td>
<td>89.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.4</td>
<td>89.0</td>
<td>89.2</td>
<td>88.7</td>
<td>89.0</td>
</tr>
</tbody>
</table>

The table shows that overall; student attendance has increased in comparison to previous years. This result is working towards achieving the Regional target of 93.7.

In 2012 the management of student non-attendance resulted in the reduction of cases coming before the Attendance team. The team was comprised of the Aboriginal Home School Liaison Officer, the Home School Liaison Officer, the Assistant Principal responsible for monitoring attendance and the Community Engagement Officer.
Class teachers played a pivotal role in the process of communicating with parents and carers on a daily basis. There has been a gradually increasing upward trend approaching Regional Targets, due to the commitment of all staff in monitoring attendance. There has however been an increase in the need to request police Welfare Checks on a Child due to some families leaving the Blackett area and moving interstate with no forwarding address. Blackett works closely with the Child Wellbeing Unit, Student Services and Police, in critical cases.

In 2013, attendance will remain a focus area so that we can support student attendance and engagement in the learning process. Families will continue to be supported by the attendance team.

Class Sizes.

Primary class sizes are included in the Annual School Report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2012 Class Size Audit conducted at the end of Semester 1 2012.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Yr</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K Jez</td>
<td>K</td>
<td>22</td>
</tr>
<tr>
<td>K/1 Hill</td>
<td>K/1</td>
<td>19</td>
</tr>
<tr>
<td>1 Sendak</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>1/2 Roberts</td>
<td>1/2</td>
<td>22</td>
</tr>
<tr>
<td>2 Baker</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>3/4 Dahl</td>
<td>3/4</td>
<td>29</td>
</tr>
<tr>
<td>3/4 Lewis</td>
<td>3/4</td>
<td>27</td>
</tr>
<tr>
<td>4/5 Gleitzman</td>
<td>4/5</td>
<td>26</td>
</tr>
<tr>
<td>5/6 Potter</td>
<td>5/6</td>
<td>27</td>
</tr>
<tr>
<td>5/6 Rodda</td>
<td>5/6</td>
<td>25</td>
</tr>
<tr>
<td>K/6 Bridwell</td>
<td>K-6</td>
<td>7</td>
</tr>
<tr>
<td>K/6 Maroney</td>
<td>K-6</td>
<td>8</td>
</tr>
<tr>
<td>3/6 Marsden</td>
<td>3-6</td>
<td>16</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>Assistant Principal Learning and Support</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal Support</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support teachers</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counselor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.722</td>
</tr>
</tbody>
</table>

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

Blackett PS has an Aboriginal Assistant Principal, and Aboriginal classroom teacher, an Aboriginal Education Officer and 2 Aboriginal SLSOs.

Staff retention

In 2012 two additional classroom teacher positions were funded under Equity Programs. Staff entitlements for specific purposes were filled with permanent teachers.

One long serving classroom teacher who relieved as an Assistant Principal gained a promotion position as a substantive Assistant Principal.

Four staff were employed as part of the National Partnerships Program, Equity funding or unfilled staff entitlements These staff were on temporary engagement contracts. Two staff continued on part-time maternity leave and one staff member returned from maternity leave to resume a class teacher role.

In 2012, a number of staff gained employment in other settings either as a result of secondment to Regional positions, the Merit Selection process or gaining Temporary engagements in other school settings in order to further their career prospects.
Some changes came about due to the realignment of Regional programs and the ESES focus. Blackett had the allocation of 1.4 teachers in the role of Learning and Support (LaST,) which took effect in Term 4, 2012. The previous allocation for staff in similar roles had been 2.1 teacher positions.

As a result, one vacant position created when a permanent staff member gained a promotion position was abolished and one staff member nominated for a transfer to further career options. At time of writing, there has not been a permanent appointment to the LaST position and an Assistant Principal position remains unfilled awaiting the formation of a Selection Panel.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>176,867.45</td>
</tr>
<tr>
<td>Global funds</td>
<td>202,350.35</td>
</tr>
<tr>
<td>Tied funds</td>
<td>434,470.39</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>21,521.01</td>
</tr>
<tr>
<td>Interest</td>
<td>10,403.14</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7208.58</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>675,953.47</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 13,588.71  |
| Excursions                 | 8990.70    |
| Extracurricular dissections| 15,067.51  |
| Library                    | 4699.27    |
| Training & development     | 13,400.99  |
| Tied funds                 | 347,032.19 |
| Casual relief teachers     | 47,699.35  |
| Administration & office    | 54,767.14  |
| School-operated canteen    | 0.00       |
| Utilities                  | 55,688.70  |
| Maintenance                | 14,319.31  |

A full copy of the school’s 2012 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 2012

Creative and Performing Arts

In 2012, a senior and junior choir performed at assemblies and ceremonies throughout the year. The highlight of the year was the 30 plus members of both choirs who voluntarily attended the Carols by Glowlight and led the community in a night of celebration of the Christmas Season and Spirit. Teachers devoted many voluntary lunch hours to empower the students, both boys and girls, to perform.

Sport

Blackett PS was a participant in a number of sporting activities in 2012. Students were given the opportunity to represent the school at District and Regional level in both Athletics and Swimming.

Students participated in a highly successful Athletics carnival held for the first time on school grounds. Thanks to the organization of staff, the day was a huge success with maximum student
attendance and participation and a huge degree of support from the parents and community. The highlight of the day was the parent/teacher race that saw much parental talent revealed. Staff also showed unknown prowess on the field.

Although no formal swimming carnival was held, students with significant club times were entered in the District Carnival. One student went on to succeed at District and State Carnivals.

In 2013, it is hoped that parent and community support for participation in a school carnival will allow students to enjoy such an event, which has not been held since 2009, due to lack of response by parents and students in attending this carnival.

In 2012, students were once again afforded the opportunity to participate in the School Swimming – Learn to Swim Program at Emerton Leisure Centre.

The Cross Country Carnival was held on school grounds and once again allowed Blackett to send a strong team to represent the school at the District and Regional Carnivals.

Teams participated in PSSA sport in a variety of competitions including: Cricket, Newcombe ball, Volleyball, Tee ball, Soccer, Rugby League, AFL and Jump Rope for Heart.

The Greater Western Sydney Giants, Penrith Panthers Rugby League and Jump Rope for Heart, all ran programs for students throughout the year. Students had the opportunity to compete in the Greg Alexander Trophy and the AFL Paul Kelly Cup.

In particular, the AFL sponsored the school with jerseys, portable goal posts and fun days that encouraged students to become involved in active pursuits. The school appreciated the effort and generosity of such organizations to encourage student participation in active lifestyle pursuits.

Multi-cultural Education

The school has a 0.4 (2 days per week) allocation to assist in the support of the Blackett students with either English as a Second Language (ESL) or students with a Language Background Other than English (LBOE).

These students make up 26% of the whole school student population. These students are able to focus on the wider meaning of spoken and written language conventions and work either one on one or in small groups during set times in the week. NAPLAN results are closely analyzed to enable more specific programs to be implemented.

Languages represented in the school community include: Arabic, Tagalog, Samoan, Tongan, Maori, Vietnamese, Portuguese, Fijian, Hindi and dialects from the Cook Islands.

Cultural richness has been celebrated at a variety of assemblies. Staff and students from a rich diversity of cultures respect each other’s perspectives.
An increasing number of Pacific Islander parents participated in a whole range of school functions, meetings and activities. They are represented in play group, preschool, P&C and educational groups.

Early in 2012, all cultures were represented in a wonderful celebration of diversity and foods of the world. The contribution by all parents with diverse backgrounds ensured a feast which community, staff and students thoroughly enjoyed.

Staff continue to work with students in the area of dance to enrich educational experiences, in particular, Indian Dance and Islander Dance groups.

Academic

In 2012 data was gathered from a variety of sources to allow staff to make informed decisions about doing things differently over the next two years of the National Partnerships Program. NAPLAN results for Years 3 and 5 students were closely examined. Data was gathered from the Best Start Assessments of students K-2 and each student was placed on the Best Start Continuum and Early Learning Plans implemented for each student based on the data obtained.

Students 3-6 were also assessed using a variety of data collection strategies such as Benchmarking to obtain Reading Levels, SENA testing and standardized tests to established students grasp of concepts with Count Me In Too and Counting On data gathering provided accurate informed decisions to place students at the appropriate points on the Literacy and Numeracy Continuums.

Staff has undergone intensive professional learning to use the knowledge gained from such data sources to establish what students already know and where they need to go in terms of the curriculum.

Teachers continue to use scope and sequences for spelling, literacy and number. This allows careful planning of what will be taught within a given time frame, which is particularly important in multi-age classes.

In the National Assessment Program, results are reported in Bands. Bands 1 (lowest) to 6 (highest) in Year 3 and Bands 3 (lowest) to 8 (highest) in Year 5.

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

Students are plotted against Clusters on the Best Start and Numeracy Continuums. Students’ progress is identified and placed against Markers on the Literacy Continuum.

The challenge in 2012 was to move students from the lowest 3 bands into the higher Bands.

Year 3 continues to be a focus with student progress causing concern. Year 5 students showed particularly pleasing growth as a result of their participation in Quick Smart Literacy, which was reflected in higher than average points progress in comparison to Regional averages.

Literacy sessions continued in the two-hour block from 9am to recess.
Numeracy – NAPLAN Year 3 and 5

Students were once again assessed and placed in ability groups for the two-hour Numeracy sessions. Students were also given the opportunity to participate in boys’ only/girls’ only groups.

Analysis of Year 3 NAPLAN results will drive a realignment of Numeracy strategies in 2013, as progress of Year 3 students was not as expected. Regional targets were not realized and the number of students moved from the lower and middle bands to the top three bands of 4 to 6 was negligible.

Year 5 students who had participated in the Quick Smart Numeracy program more closely matched Regional targets with individuals exceeding those targets in comparison to the students who had not participated in the Quick Smart program.

Analysis of teaching strategies and grouping of students will drive change in 2013.

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.

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

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

Reading – NAPLAN Year 3

The Literacy results for Naplan in 2012 indicated there were 66.7% of students were located in Bands 1 and 2.

In Bands 3 and 4 there were 27.8% of students while 5.6% were in Band 5.

Numeracy – NAPLAN Year 3

The Year 3 Numeracy target was for 70% of students to be located in the middle Bands. Basic progress was made and 55.8% of students in the middle bands.
The Year 5 target was for 60% of the students to be in the middle Bands for all of Literacy. Sound progress was made with 60.8% of students being located in these middle Bands.

Progress in reading and numeracy
The trend data for the growth in reading achievement for students from Year 3 to Year 5 reflects the intensive support and intervention strategies that have been in place since 2009.

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

Minimum Standards
The Commonwealth Government sets minimum standards for reading, writing, grammar, and punctuation, spelling and numeracy for Years 3, 5, 7 and 9. The performance of the students in our school in the National Assessment Program - Literacy and Numeracy (NAPLAN) – is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Significant programs and initiatives

Aboriginal Education
In 2012, the Aboriginal community continued to engage with the school.

- Parents and carers positively responded to the opportunity to contribute to the Personalized Learning Plan meetings. Many parents indicated they were unaware of their children’s abilities, interests and aspirations for the future. Students gained new insights into the value which their parents and carers placed on their education. Meaningful
discussions between students, teachers, parents and carers and the Aboriginal Education Officer (AEO) saw the formation of new and vital relationships.

- **Aboriginal students were also screened for hearing issues.** Parents and carers supported the AEO who encouraged parental participation in this vital initiative of the Aboriginal Medical Service and followed up with further checks of any student whose hearing loss caused concern.

- Aboriginal SLSOs and the AEO continued to encourage parents and community to join the regular coffee and chat mornings. These sessions provided opportunities for valuable input of the community, regarding school programs, purpose and the delivery of appropriate educational programs for Aboriginal students.

- Aboriginal staff – both teachers and SLSOs, non-Aboriginal executive and interested community members, formed a working party to decide on culturally appropriate content and community involvement in the implementation Aboriginal programs across the Key Learning Areas. They identified programs that the Aboriginal adult community would also like introduced as a means of cultural sharing across the school such as beading, painting or storytelling. The Scope and Sequence of Aboriginal Studies will be formalized in 2013 based on the groundwork done in 2012.

- Blackett participated in the Aboriginal Numeracy Project as part of the Darug Cluster of Schools. As previously described, this program resulted in higher involvement of Aboriginal community, Aboriginal staff and Aboriginal students in the area of Numeracy across the school, not only for Aboriginal students but all students. Part of this project involved the strategy of “Mad Monday Maths”. Teachers were given the task of implementing a series of lessons suitable for all stages. The lessons had a common outcome as a focus and were differentiated to address the learning stage of the groups that rotated amongst staff each Monday afternoon.

- **Aboriginal artists** who were also part of the Aboriginal educators of the school continued to decorate wall surfaces with Aboriginal symbols, animals and themes.

- In 2012, all students in Stage 1, have also been assessed and results entered on the data base. NAIDOC celebrations included an Aboriginal performer that all school and community members were invited to engage with. Local Elders and senior community members played vital roles in ensuring that all students were able to share in the experience of Aboriginal culture both in the present and the past with opportunities for story sharing, question time for students.

- The Norta Norta program continued to support Aboriginal students in the areas of Literacy and Numeracy. Aboriginal SLSOs worked in classrooms alongside teaching staff to support Aboriginal students’ learning. Aboriginal students gained new confidence to attempt tasks and attendance levels indicated greater engagement with school in general.

- Aboriginal students held roles as school leaders as prefects and peer support mentors.

- The President of the P&C is Aboriginal as are other active parent supporters.

- Interactions with all staff during morning tea and lunch.

- The school continued to work closely with members of the Aboriginal Education Team based at Emerton. As an ATSIEP school (Aboriginal and Torres Strait Islander Education Plan) Focus School, Blackett is committed to ensuring that all Aboriginal students are provided with every opportunity to match or better achievements of those of the broader community. The Domains of the ATSIEP are evident through all key areas of the School Management Plan.
• **Attendance** of Aboriginal students is supported by the partnership between the school’s Attendance Team and the Aboriginal Home School Liaison Officer. This joint task force meets on a weekly basis to monitor and support families of students whose attendance falls below 85%.

• **Aboriginal students continued to be supported in their first year** of formal school with materials made available to Aboriginal parents to further engage students at home.

**Best Start**

The Best Start assessments were completed in the first weeks of Term 1 for all kindergarten students starting in 2012. Classroom teachers determine what skills and knowledge the students came to school. Interviews were conducted with the parents or caregivers of all Kindy students to determine their abilities, strengths, and areas for development and if there were any medical or health care needs.

The students’ development has been plotted on the continuum in 5-week cycles throughout the year. The results have been entered into a database and used to develop Early Learning Plans.

Comprehensive profiles of student development have been the product of these assessments. Best Start data drives all planning and programming K-2. All staff in the K-2 area are now Best Start trained.

**Connected Learning**

The Connected Learning Committee continued to guide student’s engagement with technology and the wider community of schools.

- 20 Ipads were purchased to more fully engage students in learning tasks across all curriculum areas.
- The school received a roll out of 13 computers to increase the capacity of teachers to actively engage students in learning

- Plans were put in place to replace the current school server and to update classrooms with Internet ports that allowed staff and students to access the Internet from classrooms and also to print work samples due to the purchase of printers for classes previously not provided with this facility.
- Support class students engaged in the technology offered by the Connected Classroom, to make links with other students in other schools.
- Classes were able to have meaningful access to technology in both Library and Computer room sites.
- Staff participated in on-line learning opportunities and in video conferences all from the convenience of the Library Connected Classroom and the “D”Block Connected Classroom.
- Updated Data projectors provided greater efficiency in both the BER Hall and Computer Room.
- Staff connected with Loftus PS as part of the Boys Education Strategy and also with schools in the Darug Cluster as part of the Aboriginal Numeracy Project.
- The Aboriginal Boys Dance Group accessed the You Tube technology to learn dance steps from the remote areas of the Torres Strait Islands to enable them to perform the Zorba Dance during Education Week.
- Staff were also supported by the purchase of laptops to assist their efficient use of time.
- Two printers were purchased for the administrative area
**Boys Education Project**

In 2012, Blackett PS joined with Loftus PS to investigate ways to increase the engagement of boys with school and learning. Loftus had a research based program in place which was centered on developing programs of learning for boys, based on current research and allowing boys to learn in “boys only settings”.

A micro-learning community was established. Blackett staff visited Loftus PS and held discussions with staff that were engaged in “boys only” learning opportunities. Loftus staff then visited Blackett and shared strategies and research evidence.

The result of initial discussions in late 2011 was the formation of a “boys only” Kindergarten class. Parents came on board and supported the trial period, which had initially been Term 1 only. Results of student engagement, student progress and parent support ensured that the project went ahead for the remainder of 2012. It will be extended in 2013.

The boys in the Kinder class engaged in interest based action learning opportunities. Physical activity was a vital part of all learning opportunities. The boys eagerly wrote and talked about topics of interest to them. Learning was structured and engaging and had clear time frames and targets.

Analysis of progress of the boys in the single gender class revealed that targets in Literacy and Numeracy had been met and exceeded. Similarly, the girls in the adjoining Kinder class were able to learn in an environment catering for their interests and learning styles.

A male member of staff undertook an intensive 3 day training course which focused on “Kinetic Learning” and brought strategies back which he then implemented one day per week to increase boys brain strengthening and patterning.

A successful application for a grant of $25,000 under the Equity Funding model of ESES has funded the release of the male teacher to continue the “Boys only” strategy in 2013 and supported the continuation of the project in 2012.

**Darug Cluster Aboriginal Numeracy Project**

Blackett continued to be a part of the Darug Cluster project in 2012.

The project continued to focus on teacher education and the development of staff capacity to engage Aboriginal students, Aboriginal Student Learning Support Officers, Aboriginal teaching staff, the Aboriginal Education Officer and the Aboriginal community in a vital focus on the delivery of culturally appropriate Numeracy programs.

Key elements of the project were:

- Implementing a research based project that was centered on the Learning Community of the Darug Cluster of schools – Hebersham, Doonside and Blackett. Critical Friends from both South Australian and New South Wales universities monitored progress, guided reflection and discussion and played a key role in the evaluation of the project with its impact on the learning and engagement of Aboriginal students and the Aboriginal community.
- Teachers identifying students as individual learners
- Teachers learning to build relationships within their first years of the teaching profession
- Extension of pedagogical change based upon planned, focused initiatives.
- Collaborative planning between all educators, Aboriginal and non-Aboriginal.
- Critical reflection as a key tool to evaluation.

Outcomes of the project reflect the impact on school and community and the engagement of Aboriginal parents and students.
Aboriginal parents are informed about the school and now realize their ideas and culture are highly valued within the school. They also show an appreciation of the process of education.

Aboriginal students are engaging in learning and although NAPLAN results for Year 3 Aboriginal students do not support this. Attitudes to learning are more positive. Aboriginal student Trend Data in Year 5, 2012, shows huge growth. Specific programs supporting the engagement and learning for Aboriginal students have contributed to this immense growth. Projects such as Quick Smart Literacy and Numeracy and explicit language and concept development have made significant changes in student learning for Aboriginal students.

**Early Action 4 Success**

At the beginning of Term 4, 2012 our school was identified to participate in the Early Action for Success strategy, which aims to improve students’ performance through a targeted approach. The key feature of the strategy is the appointment of a high quality Instructional Leader, Literacy and Numeracy in our school. The strategy combines high quality leadership, a focus on the individual students and early intervention to ensure students at risk of not achieving expected outcomes are identified and receive additional support. The implementation will focus on the early years of schooling, with resources targeted to deliver the greatest educational impact focusing on hands-on instructional leadership, explicitly assessing the learning needs of students and using ongoing assessment to plan, teach and personalize learning and to monitor student progress. The implementation also focuses on classroom-based professional learning for teachers and using a range of classroom intervention strategies for students who need particular support.

**Home School Partnerships.**

During 2012, the Blackett school community continued to forge relationships with the parent/carer community and wider community. Links were established and re-established with:

- Family Links
- Mission Australia
- Blacktown City Council
- State and Federal Members of Parliament
- The Chain Reaction Foundation
- Leap into Learning
- Family Support Services
- Blacktown Mental Health
- Return to School Centre – Bidwill HS Campus
- TAFE
- Local Aboriginal Elders
- Local Housing Action Groups
- Local businesses
- Breakfast Club
- Homework Club
- Playgroup
- Pre-school style mornings
- Community Churches who supported Breakfast Club and social/parochial support for families in need.
- Uniform Shop
- Aboriginal Community coffee and chat
- Parent and community meetings
- Volunteers in classrooms.
- Transition to School Programs
- Enrolment support for parents

**Positive Behavior for Learning (PBL)**

PBL continues to be implemented throughout the school with classroom teachers leading lessons developed by the PBL team, which
support student’s understanding of school wide expectations.

Data continues to be collected and analyzed in 5 weekly batches to further inform planning and implementation of PBL strategies.

Students are encouraged to follow the school expectations of “Be Safe, Be Respectful, Be a Learner” and are recognized for achieving the standards by being awarded “Blueys” which then are traded for certificates, wristbands and pins. All these celebrations of student achievement run in conjunction with the Bronze, Silver, Gold and Platinum awards that recognize and celebrate students with high expectations of themselves.

Smooth Transitions

In 2012, Blackett PS was involved in a “Transition to School” project, funded by Equity funding – Every Student Every School. (ESES)

The purpose of the project was to determine how improvements could be made to transition Kindergarten boys into the class of 2012, which was a “boys only” class as part of Blackett PS’s Boys Education Strategy.

Workshops were provided by teachers to inform parents of strategies that support boys, both in the classroom setting and at home.

- Parent participation was high.
- Parents discussed strategies with other parents to inform them of the purpose of the “Boys Only” initiative.
- Parents provided positive feedback on the whole project.
- Resources were provided by the Boys Only Kindergarten teacher to support classroom strategies and learning at home.

Parent comments included:
- Parents recommended Boys Only classes to other parents.
- Parents acknowledged the progress of boys in the single gender boy Parents environment stating their sons had increased confidence and had performed far beyond the expectations held by parents.
- Parents generally have raised expectations for the future as far as academic progress is confirmed.
- Parents now understood the “Response time” differences of boys and girls, both at school and at home.
- Parents acknowledged a need for a balance of play, homework and time for interactions with siblings, especially those that allowed an educational intervention, for example reading to a younger sibling as part of daily routine.
- Parents report an increased understanding of the behaviors of older male siblings and how to better handle the responses of these siblings in the home environment.

The outcome of the project will be that Boys Education Strategies will continue in 2013, with a continuation of a Boys Only Kinder class and a Boys Only Year 1 and 2 class.

National partnership programs

Blackett PS in 2012 was in the second year of the Low Socio Economic National Partnerships Program. The funding provided under this program has enabled the employment of additional staff. These included the Community Engagement Officer, 6 SLSOs and 2 Aboriginal SLSOs and supplementary administrative support. In addition a speech therapist was engaged to assess students who presented with language issues.

Specific resources for the PBL initiative were financed. A critical friend was employed to lead executive staff through a development program.
Target 1 - Literacy

Literacy ESI –

60% of students will achieve at the 4th cluster of the Best Start Continuum by year-end. High target exceeded 73% of students are at or above expectation at the end of term 3

Our achievements include:

The introduction of a boys only Kinder class allowed new teaching strategies to engage boys in their learning, at the first entry to school, to be effectively implemented. BPS worked closely with Loftus PS to investigate topics of interest to boys, varied learning spaces and techniques, which were unconventional in many aspects, and an “energy” focused approach to maintain engagement.

The parallel result was the predominantly girls (8 Kinder girls and 7 Year 1 boys class were able to learn in a far more settled and routine environment which suited their learning style. The 7 boys in the class benefitted by having the opportunity to have concepts reinforced. The majority of these boys were learners close to the EESP range and responded well to specific instruction.

Literacy Stage 1

Year 1 - 50% of students will achieve the 6th cluster on the Best Start Continuum

High target exceeded 67.5% of students are at or above expectation at the end of term 3

Stage 1 supervisor and Leader Individual Programs worked with individual teachers to increase capacity to cater for all learners in their care.

Support teachers targeted individual students to further develop student capacity.

SLSOs who had been trained in the support of individual students delivered individual programs to consolidate skills.

Teachers accessed Teacher Professional Learning opportunities that they then transferred successfully to the classroom situation.

Year 2 - 70% of students will achieve in the 8th cluster of the Best Start Continuum. Basic progress made 51.5% students achieved the target.

The students in the straight Year 2 class achieved a success rate of 76.19% - these students are a very different cohort to the Year 2 component of the composite class. Students in Year 2 who did not achieve the anticipated minimum standard have been identified as having a variety of specific learning needs including language deficits. All have been referred to the Learning Support Team and are supported at school level by Learning and Support Teachers, SLSOs and an SLSO who delivers a specific Language Program to children assessed by an external speech pathologist.

Stage 2 - Year 3

60% of students will be located in the middle bands for all aspects of NAPLAN Literacy. Limited (little or no progress. 66.7% students were located in bands 1 and 2. - 27.8% of students were located in bands 3 and 4 - 5.6% of students were in band 5 with 0% in band 6. Strategies used prior to the NAPLAN test are considered to have been ineffective, based on student performance. Interventions need to commence in Year 2 to prepare students for the challenges of this single assessment tool.

Year 4

60% of students will achieve Stage appropriate outcomes as measured by internal and external data High target exceeded.

71% of students achieved Stage appropriate outcomes as evidenced by Benchmarking Level 25 PM. Benchmarking assessed by PM Benchmarking – poor NAPLAN performance will result in reassessment of interventions needed in Year 2 to better equip students to achieve in this single assessment tool.

Benchmarking accurate due to the assessment carried out by a member of the Executive (Reading Recovery trained)

Leader of Literacy worked extensively with the teachers to increase capacity to cater for all students
TPL was appropriate and effective in increasing teacher knowledge of what constitutes an effective Literacy session.

Stage 3 Year 5

60% of students will be located in the middle bands for all aspects of Naplan Literacy. Sound (target achieved. 60.8% of all students achieved the middle bands (Band 5 and 6).
Many of the students who achieved higher than expected growth had participated in the Quick Smart Literacy program, delivered by trained SLSOs. The nature of the structured one on one-instruction periods increased student confidence and engagement in the classroom Literacy sessions that were also supported by other SLSOs

Year 6

60% of students will achieve Stage appropriate outcomes as measured by internal and external data gathering methods. This cohort has made little progress towards targets with only 29.72% of students achieving the target. All strategies will be examined to determine the reason for such poor results.

Target 2 Numeracy

ES1 - 60% of students will achieve Stage outcomes as measured by the Best Start Continuum. High target exceeded. 83% of students achieved the target.

The introduction of a very structured Numeracy session with support from SLSOs and LaST have ensured that all students received maximum support to achieve outcomes. Leader Numeracy modelled effective strategies and in the case of the boys only Kinder class especially, a highly active/practical approach with high interest content, made the lessons effective.

Stage 1

Year 1 – 65% of students will achieve Grade/Stage outcomes as per the Best Start Continuum. High target exceeded. 78% of students achieved the target.

The intensive professional learning provided by the Leader Numeracy and regional personnel equipped teachers with the skills to effectively cater for the students in their care.

Numeracy groups also ensured that students were appropriately catered for and supported by SLSOs and LaST

Teachers plotted students along the Numeracy Continuum and devised appropriate teaching programs.

The Make it Count Numeracy Project played a huge role in increasing teacher capacity for not only Aboriginal students but all students.

Year 2 – 60% of students will achieve stage outcomes as per the Best Start Continuum. Basic progress made.

Further investigation of data is needed to provide more effective, individual accommodations and modifications for students not achieving targets. Data will be closely monitored at 3 weekly intervals and appropriate interventions planned.

Year 3 - Year 3 NAPLAN – 70% of students will be located in the middle bands for all aspects of Numeracy. Basic progress made. 55.85% of students achieved the target.

Students had extensive support in Numeracy sessions during 2011 and further numeracy support in 2012 with graded Numeracy groups and support from SLSOs and LaST to cater for individual student differences.

Further analysis of student achievement is needed to drive effective programming for this cohort.

Year 4 - 50% of students will achieve Stage appropriate outcomes as measured by internal and external data. 45% of students achieved this target.

Successes with some students were achieved by continuing with graded classes in the Numeracy session and also are having the Aboriginal students supported by additional opportunities to explore the concepts of the week prior to the formal numeracy lessons.

Year 5 - NAPLAN

60% of students will be located in the middle bands for all aspects of Numeracy. Sound target achieved. 66.75% of students achieved target.

The ability grouping and separate gender groups contributed to the results. In addition, the Quick Smart Numeracy strategy supported students
who would have otherwise failed to progress. SLSO support in classrooms and LaST support contributed to this growth.

Individual students achieved measurable growth above Regional expectations when compared to Year 3 scores for these students.

**Year 6** - 60% of students will achieve Stage appropriate outcomes as measured by internal and external data gathering methods. Limited, little or no progress. 43% of students achieved the target.

Strategies in 2013 will be revised with greater opportunities for TPL to increase teacher capacity to gather, analyse and use data to inform programming.

**Target 3 – Attendance**
The target for the whole school was Attendance of all students to exceed the 2012 Regional target of 93.5%. Basic progress made. 85% of students have an attendance rate above 90%.

Strategies in 2013 will continue – there have been increases in the attendance of some students. The school attendance strategies work towards supporting the attendance of all students. The students currently on active HSLO caseload are in the majority, students with parents who themselves have issues and are unable to support their children’s attendance. Two cases have proceeded to court.

**Target 4 - Higher numbers of pre-school children and their parents participating in Kinder Orientation.**
High, target exceeded. 75% of 2012 Kinder families participated in the complete Kinder Orientation program. 10% participated in most of the program. 15% participated in a minimal number of sessions or not at all.

All known Kinder students and families for 2012 were invited by personal contact, by letter and by newsletters, to attend and be part of this valuable program.

The structure of the program allowed Kinder teachers to meet their prospective students and parents, parents to be better informed about the purpose of the school and key school contact people to be accessible for parent inquiries.

The support of the Aboriginal Education Officer, the Aboriginal Home School Liaison Officer and Aboriginal Community Liaison Officer complimented the work of the BPS Community Engagement Officer to support the new students and their families.

**Target 5 - Establish strong links with High Schools to help transition students successfully – all students participate.**

High target exceeded. All students have participated in the High School Visits Program and have visited Bidwill and Mt Druitt HS for “taster” sessions and to meet staff that will be teaching Year 7 in 2013.

High schools have been extremely pro-active and cooperative in this regard.

**Target 6 – Suspensions reduced by 50%**
Basic progress made. Suspension rates for the general student population were reduced, reaching the 50% reduction target.

The suspension “days” were directly impacted on by the long suspensions of 4 students and the repeat suspensions of an additional 2 students, all of who have mental health and behaviour issues.

The PBL model has positively impacted on the reduction of suspensions by encouraging positive behaviours and providing a common language for parents, students and staff to use.

**Target 7 - Year 3 Numeracy and Literacy-Aboriginal and Torres Strait Islander students will move towards matching or bettering the outcomes of the broader student population.**

Limited or no progress.

Numeracy as measured by NAPLAN – all over scores – down by 24.5 pts 2011 to 2012. Literacy as measured by NAPLAN- all over scores for Reading – down by 72.9 pts 2011 to 2012. Strategies require revision.
Target 8 - Year 5 Numeracy and Literacy - Aboriginal and Torres Strait Islander students will move towards matching or bettering the outcomes of the broader student population.

Sound progress, target achieved.

Overall – Numeracy – School Aboriginal students (486.0 points) State all (498.8) compared to State Aboriginal scores (438.5).

Overall - Reading – School Aboriginal students (476.0) State all (500.1) compared to State Aboriginal scores (440.2).

All strategies have proven to be extremely effective. In particular, the separate a maths group for Aboriginal students at the beginning of each teaching cycle to increase the language concepts that students need during maths groups. The effectiveness of Quick Smart Numeracy and Quick Smart Literacy have supported students by increasing confidence and by providing immediate feedback on individual progress aspects. The employment of Aboriginal SLSOs have encouraged students to value learning and the high profile and celebration of Aboriginality by Aboriginal teaching staff have increased self-esteem of Aboriginal students. Increased attendance has supported achievement.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the school’s effectiveness in the form of a:

School Review to Establish Baseline Data as Part of the Early Action 4 Success Implementation.

The terms of reference for the school review ensured that both the academic requirements of effective Literacy and Numeracy programs were examined at the same time that parent, teacher and student satisfaction with the school was evaluated. In 2012, the two areas of school self-evaluation have been part of the extensive work done by the School Review Team.

Terms of Reference for the School Review were: To review, report on and make recommendations about Literacy and Numeracy with regard to

- The impact on school Literacy and Numeracy programs on student learning.
- The effectiveness of personalized learning strategies in meeting needs of individual learners
- Practices in assessing, monitoring and reporting student learning
- The capacity within the school to lead and support change in literacy and numeracy learning
- The importance of teacher professional learning in building teacher capacity to support literacy and numeracy learning.

Data was collected through:

- Classroom observations
- Document analysis
- Parent interviews
- Students
- Staff

General Findings were:

- Majority of staff indicated they derive satisfaction from achievements of their students
- A substantial number of parents interviewed spoke positively about their children’s teachers
- Staff in the school have demonstrated a strong commitment to improving student learning and well being
- A high level of energy and effort are observable in planning and programming for learning
- Many strategies have been implemented to promote student wellbeing and engagement
- There are many opportunities for students to participate in extracurricular activities which are valued by the community
- A number of parents noted the downward trend of enrolments and expressed concerns about the implication of loss of educational opportunity for their children
- Parents commented on the need for additional information on general events
around the school, specific information on their child’s involvement in activities and more meaningful feedback on academic progress

- Some parents sought additional information which would support academic progress
- Maths and Literacy teaching and learning are viewed positively by many parents, students and teachers
- Programs and classroom visits confirm that attention is paid to aspects of literacy and numeracy, providing a solid foundation for deepening and enriching student learning

Findings – Personalized Learning Strategies

There is recognition that there are two aspects:

- Provision of personalized learning or individual learning plans for specific focus groups for example, Aboriginal students or those with an identified disability
- Differentiating the curriculum within the classroom to address different learning needs, accommodations and adjustments

Evidence of Personalized Learning Strategies

- The Team saw evidence of IEPs informing teaching and learning within the Support classes
- ILPs for focus students in mainstream classes were not widely in evidence
- In general there needs to be an effective reporting mechanism where assessment tasks effectively report on student development, all staff have a knowledge of consistent teacher judgment from their stage and formative assessment strategies are stated and mandatory

Parent Feedback

- Parents felt a lack of communication and transparency about students who are identified for access to individual support programs
- Parents, student and teachers commented on the impact of negative student behaviours and the learning of others, assessment monitoring and reporting
- Some parents felt informed of student progress through formal reporting and informal interviews

In general:

The School Review Process was held over a period of three days and the team consisted of School Development Officers, Curriculum consultants and a substantive Principal as well as the Supervisor of the Instructional Leader Hub of which Blackett is a member. Staff, parents, students and community members all volunteered to be interviewed. Full review findings are yet to be released. Recommendations will form part of the School Planning process for 2013.

Professional learning

All staff have undertaken professional learning to support their personal learning plans and the priorities identified in the school management plan 2012 –2014. These include:

- Provision of leadership development opportunities appropriate to staff at differing career points.

  Executive were provided with opportunities to develop and refine their skills as effective supervisors of teaching staff. A number of policies relating to school leadership, effective supervision, professional learning, programming and lesson study as well as student welfare, have been implemented. The TARS and EARS process has been documented and implemented with clearly defined expectations and cyclical reviews of teaching programs, lesson observations, professional dialogue and collegial exchanges designed to build teacher capacity.

- Teacher capacity to mentor and lead innovation or action research in classroom practice.

  All teaching staff participated in a series of collegial visits, lesson observations of effective practice and discussions focused on the improvement and implementation of best practice. Collegial visits to other school sites have provided professional learning
opportunities and developed collegial relationships amongst peers. There has been a transfer of best practice as a result.

**School planning 2012—2014**

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

**School priorities 2012—2014**

The priority areas are: Literacy and Numeracy

- Student engagement and attainment
- Aboriginal Education
- Leadership and Management
- Curriculum and Assessment
- Organizational Effectiveness

**2012**

- School-based data will show each student achieving individual performance goals in Literacy and Numeracy.
- External and Internal testing data will show cohorts of students meeting group performances goals in Literacy and Numeracy.
- The overall student attendance rate will equal or exceed the regional average.
- A range of data will demonstrate that Aboriginal students equal or exceed achievement levels for non-Aboriginal students.
- Every Aboriginal student will have a Personalized Learning Plan that is effectively monitored and evaluated.
- The Quality Teaching Framework will continue to be used to improve student outcomes.
- Innovative technology usage will enhance learning for all students. Staff and students will demonstrate increased competency levels.
- Staff capacity will increase to cater for the diverse learning needs of their students, and will be consolidated through Teacher Professional Learning.

**2013**

- Teachers incorporate the Literacy and Numeracy Continuums into programs and practice
- Teachers increase their knowledge about individual student performance and to track student progress.
- Teachers program using the Early Learning Plans and graph Best Start statistical data.
- Teachers implement explicit strategies indicated in School Action Plans.
- Teachers K-6 plot student achievement on the Literacy and Numeracy Continuum, access the appropriate support material from the interactive continuum and use this information to inform programming.

**2013 Targets to achieve this outcome include:**

**Literacy**

ESI 65% of students will achieve at the 4th Cluster on the Best Start Continuum

**Stage 1 – Year 1**

70% of students will achieve at the 6th Cluster on the Best Start Continuum

**Year 2**

70% of students will achieve at the 8th Cluster on the Best Start Continuum

**Stage 2 – Year 3 NAPLAN**

65% of students will be at or above minimum standards (Bands 3-6) for all aspects of Literacy

65% of students will achieve PM Benchmark Levels for Grade 3 – Level 23

65% of students will achieve Cluster 9 on the Literacy Continuum

**Year 4 –**

65% of students will meet grade/stage expectations as measured against the Clusters of the Literacy Continuum – Cluster 10
65% of students will achieve PM Benchmark for Grade 4 – Level 25

**Stage 3 – Year 5 NAPLAN**
65% of students will be at or above the minimum standards (Bands 6-9) for all aspects of Literacy.
65% of students will achieve PM Benchmark for Grade 5 – Level 27
65% of students will achieve Cluster 11 on the Literacy Continuum

**Year 6** – 65% of students will meet grade/stage expectations as measured against the Clusters on the Literacy Continuum – Cluster 12
65% of students will achieve PM Benchmark for Grade 6 – Level 30

**Numeracy**

**Early Stage 1 – Kinder**
65% of students will achieve Cluster 4 as per the Best Start Continuum

**Year 1** –
70% of students will achieve the appropriate cluster on the Best Start Continuum

**Year 2** –
60% of students will achieve the appropriate cluster on the Best Start Continuum

**Stage 2 – Year 3 NAPLAN** – 60% of students will be at or above minimum standards (Bands 3-6) for all aspects of Numeracy.
60% of students will achieve the appropriate Cluster/marker on the Numeracy Continuum

**Year 4** – 60% of students will achieve the appropriate cluster/marker on the Numeracy Continuum

**Stage 3** –

**Year 5 NAPLAN** -70% of students will be at or above minimum standards (Bands 6-9) for all aspects of Numeracy.
70% of students will achieve the appropriate cluster/marker on the Numeracy Continuum

**Year 6** – 70% of students will meet grade/stage expectations as measured against the markers on the Numeracy Continuum.

**Strategies to achieve these outcomes:**

The School Management Plan details these strategies and can be accessed by viewing the Blackett PS website.
http://www.blackett-p.schools.nsw.edu.au

**About this report**

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

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