Be Safe,
Be Respectful,
Be a Learner
School context statement

Blackett Public School with an enrolment of 251 students, including 19% Aboriginal and Torres Strait Islander students and 22.3% students from a non-English speaking background, mainly Pacific Islander students, is situated in Western Sydney. The school has a support unit with two classes for students with a moderate intellectual disability and one class for students with a mild intellectual disability. The student population is constantly changing due to the mobility of the student community. Priorities are Literacy, Numeracy, Quality Teaching, the development of leadership capacity at all levels and the establishment of a cohesive community, all working together to move the school forward in a 21st Century world. Aboriginal Education is a priority in all aspects of the curriculum at Blackett Public School. Parent and community partnerships are valued. Equity funding facilitates innovative initiatives and EA4S (EA4S) drives best practice interventions in literacy and numeracy for students, Kindergarten to Year 3. Positive Behaviour for Learning (PBL) initiatives underpin school wide expectations and student welfare policies.

Principals Message

In 2014 Blackett Public School received Equity Funding under the Resource Allocation Model (RAM), for Low Socio-economic Background and Aboriginal Background as well as Norta Norta funding to support the educational needs of the Aboriginal students in the school. This funding continued to support the ongoing employment of a Community Engagement Officer, seven School Learning Support Officers (SLSOs), an Aboriginal SLSO to further address the needs of Aboriginal students, an Aboriginal Education Officer, as well as additional administration support and two additional classroom teachers. The SLSOs supported student learning in classrooms and with the continuing implementation of the Quick Smart literacy and numeracy program in addition to providing language interventions for students with identified receptive and expressive language needs. A speech pathologist assessed identified students and provided a program of interventions for an SLSO to implement. Individual and small group work in literacy was highly successful in classrooms Kindergarten to Year 6. SLSOs also supported students in the playground with a variety of supervised games and activities.

Significant capital works included the replacement of the school perimeter fence with attractive security fencing, replacement of the roofing in both C and D Blocks with Colourbond as well as the replacement of the degraded concrete area behind C Block with asphalt and newly marked hopscotch and basketball shooting areas.

Additional Ipads were purchased to ensure each class were supported when addressing Information Technology (IT) outcomes stand along computers were also purchased for the use of staff and students.

Professional learning focused on the implementation of the new Mathematics syllabus and the continuing implementation of the English syllabus. In addition, staff upgraded their Anaphylaxis and First Aide credentials. All professional learning supported quality teaching and best practice.

Blackett Public School as a member of the EA4S HUB of schools participated in intensive learning centered on effective differentiation of instruction for students Kindergarten to Year 2 in numeracy and literacy. Instructional Leaders regularly led staff in professional learning sessions intended to increase staff capacity to move individual student achievement forward. An Interventionist teacher was an additional resource provided for this strategy. Whole staff and executive groups benefitted from professional learning which was presented by visiting academics. Blackett Public School was a part of the “Putting Faces on the Data” project led by Dr Lynn Sharratt, from the Ontario School Board in Canada.
A critical friend led executive staff in a series of reflective sessions focused on Leadership, which will continue in 2015, as will the work of the Shalvey HUB.

All staff provided opportunities for academic, social, sporting and cultural opportunities for the students in their care. A committed team approach saw many varied experiences made available.

Parents of the Parents and Citizens Association and community members played a vital role in supporting the school and providing effective feedback on a variety of aspects of school life. Blackett, under the guidance of the Community Engagement Officer, once again worked collaboratively with the external agencies connected to the Blackett Community HUB and Family Support Services. Parents and community were kept informed of all school priorities and were able to access the school website for details of the current School Management Plan and focus/priority areas of the school.

PBL continues to guide the decisions relating to the purpose and presentation of the school’s priorities to the school community at large. In 2014, work commenced in collaboration with all members of the school community to re-brand the school in alignment with 21st Century intentions. This important initiative will continue in 2015.

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.

Parents and Citizens Message (P&C)

In 2014 Blackett P&C supported the students of the school by holding very effective stalls for Mother’s Day and Father’s Day. No student missed out on being able to have a gift for their parents or carers, thanks to the energy and generosity of the parent and community body. In addition, fundraising guessing competitions at Easter, during Education week and at the end of the year, all added to the spirit of the occasions.

A parent and community member played a vital role in the Merit Selection process for a number of advertised positions, ensuring that the interests of the parents, carers and students of Blackett Public School, were being effectively supported.

The uniform shop continued to promote the wearing of school uniforms and opened twice weekly for parents whom wished to purchase the specifically logo branded school uniforms. The P&C also investigated some new uniform styles and were able to liaise with community members and suppliers in order to have updated uniform items available in 2015. The consultation process was effectively conducted.

The P&C also made valuable contributions to discussions about future strategic directions for Blackett Public School and provided constructive suggestions for a way forward, in order to see the development of Blackett Public School as a school with a vision for the future, which is inclusive of all stakeholders in the school community. This was one of the two significant reviews of school practice and effectiveness in an ever changing educational landscape.

Student Representative Message

The Captains and Prefects of 2014, worked together to encourage all students to wear their school uniform with pride and to be safe, respectful learners. Stage 3 teachers worked collaboratively to train student leaders to run all assemblies held throughout the year. These included the fortnightly assemblies and special commemorative assemblies such as Anzac Day, Education Week, Badge Assemblies and the end of year presentation assemblies.

Student leaders were also chosen by their peers to lead the sporting house teams at the school and to encourage student participation in all carnivals, PSSA and other healthy lifestyle events.
Student representatives also contributed to the reflective process of determining future directions for Blackett Public School. Contributions by representatives in this evaluation process showed a mature outlook by future leaders at all levels of the student body.

Congratulations to students who were part of the leadership teams in 2014.

Aaron Numia-Lilo and Tayla Tamatoa

School Captains

**Student information**

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

**Student enrolment profile**

**Student Enrolment**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>150</td>
<td>155</td>
<td>150</td>
<td>156</td>
<td>151</td>
<td>140</td>
<td>152</td>
</tr>
<tr>
<td>Female</td>
<td>149</td>
<td>143</td>
<td>142</td>
<td>126</td>
<td>108</td>
<td>112</td>
<td>118</td>
</tr>
</tbody>
</table>

**Student attendance profile**

Student attendance is closely monitored in a coordinated approach involving classroom teachers, the executive attendance coordinator, the teacher attendance liaison representative and both the Home School Liaison Officer (HSLO) and Aboriginal HSLO. Attendance is also a focus of the Learning and Support Team (LST).

Meetings are held weekly to discuss attendance of students who fall below the 80% level and/or students who have a high number of unexplained absences.

Teachers contact parents if students are absent for two days without contact being made by the parent. The Attendance team sends emails to staff, listing students whose attendance requires follow up actions. Attendance folders are submitted to the attendance coordinator on a weekly basis.

Parents are invited to meet with the attendance team if a student’s attendance causes concern and every effort is made to support the parent or carer in getting their child to school both regularly and on time. If parents/carers fail to
attend such supportive meetings then a Compulsory Schooling Order may be sought. In this case the student must attend for at least eighteen days out of twenty to avoid further interventions and possible referral to the court system.

If a student is absent and unaccounted for a period of ten days, then an Enrolment Destination Unknown notification is made. Police are then requested to undertake a Welfare Check on a Child, in order to confirm the location and status of wellbeing for that student.

During 2014 there were 10 referrals for unsatisfactory attendance that went to HSLO caseload.

Class Size

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K ELMO</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1 BUGS</td>
<td>K</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>1/2 EXPLORERS</td>
<td>1</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>1/2 WANDERERS</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>2/3 FESTIVALS</td>
<td>2</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>3/4 MAGIC</td>
<td>3</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>3/4 SUPER STARS</td>
<td>3</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>4/5 ROVERS</td>
<td>4</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>5/6 LEADERS</td>
<td>5</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>5/6 TIME TRAVELLERS</td>
<td>5</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>18</td>
<td>23</td>
</tr>
</tbody>
</table>

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.722</td>
</tr>
<tr>
<td>Total for 2014</td>
<td>19.742</td>
</tr>
</tbody>
</table>

Blackett Public School employs teaching staff to the SASS staff including three full time SLSOs (School Learning Support Officers), who are employed in the Support Unit. In addition, Equity funding for Low Socio Economic Status schools facilitates the employment of two additional teachers and seven SLSOS, A Community Engagement Officer and additional administration support time.

Equity funding for Aboriginal focus entitlements employs an Aboriginal Education Officer (AEO) and an Aboriginal SLSO.

There is one permanent Aboriginal teacher in addition to the above Aboriginal staff.

The EA4S initiative (EA4S) provided an additional two staff, being an Instructional Leader, appointed in 2012, at Deputy Principal Level and an Interventionist teacher, who worked in collaboration with all Kindergarten to Year 2 staff and students.

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>65%</td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

Professional learning in 2014 addressed all the key priorities of the 2012 – 2014 School Management Plan. The priorities of Literacy, Numeracy, Aboriginal Education, Curriculum and Assessment, Student Engagement and Attainment, Leadership and Management and Organisational Effectiveness determined the focus of all professional learning.

EA4S was the focus of professional learning for teachers and support staff, Kindergarten to Year 2. Instructional Leaders from the Shalvey HUB of schools provided ongoing professional learning opportunities consisting of whole day workshops and after school sessions to increase teacher capacity to differentiate programs and cater for all students. Staff engaged in Targeting Early Numeracy (TEN) professional learning and detailed examination of the best practice in teaching reading and writing to early learners. The core purpose was to move each student forward in all aspects of early learning.

Professional learning was provided by Instructional Leaders and Executive staff on the new NSW Syllabus for the Australian Curriculum, in both English and Mathematics. On Staff Development Day, in December, 2014, all teachers and executive engaged in a professional learning day with an academic to consider innovative ways to unpack the English Syllabus Objectives and apply them to their programming.

All staff engaged in opportunities to discuss work samples, in order to determine the best consistent teacher judgment and application of effective assessment and reporting practice. Best Start and PLAN data reporting workshops allowed new staff to become fully conversant with the mandatory reporting requirements.

Aboriginal staff accessed relevant professional learning provided by the Aboriginal Education Team, specific to their role of educators within the school. All teaching staff undertook training and workshops to extend their knowledge of the Aboriginal and Torres Strait Islanders Education Action Plan (ATSIEP), which in turn saw Aboriginal perspectives embedded in all aspects of the curriculum.

Student Learning Support Officers (SLSO) was provided opportunities to participate in professional learning which supported their work with students across the school.

The Assistant Principal Learning and Support, led professional learning on the Disability Standards and the National Consistent Collection of Data, for all staff.

All staff completed the on-line Anaphylaxis training and undertook refresher courses in Basic First Aid, CPR and Anaphylaxis, in order to comply with DEC requirements. Staff development day in Term 2 allowed this to occur.

Mandatory training in Child Protection and The Code of Conduct was presented for all staff on staff development day, Term 1.

Leadership opportunities were provided for current members of the leadership team and aspiring leaders as part of the Shalvey HUB of schools. These related to the new 5 P Planning model for the School Management Plan, 2015-2017, Faces on the Data, a series of workshops presented by visiting academic, Dr Lynn Sharratt and a Critical Friend, who led staff through a series of reflective discussions about future personal goals and departmental requirements of the new standard for teachers and school leaders. Leadership in general was the focus of these sessions.

Executive and teachers also had opportunity to engage in additional professional learning which grew their knowledge of specific school priorities and leadership purpose.

All Professional Learning Funds from the global budget were expended as per the financial statement and additional funds were allocated from Equity Funding, as all professional learning related to the key priorities of the school.
In 2014 12% staff successfully completed their accreditation and a further 48% were maintaining their Accreditation. All staff kept records of their professional learning for future Accreditation processes, by recording their attendance to registered and unregistered courses on MyPL. The AP, Learning and Support and Instructional Leader advised staff and guided them through the appropriate processes.

**Beginning Teachers**

In 2014 a newly appointed teacher was appointed to the Learning and Support Teacher (LaST) vacant position. The funding which accompanied this position was determined to be expended in a variety of ways. In collaboration with the LaST, priorities were set to include external professional learning to support the teacher in expanding their knowledge of the role, releasing the LaST to allow mentoring opportunities to occur under the guidance of the Assistant Principal Learning and Support (AP L&S), as well as facilitating collegial visits to other schools where LaSTs had been in that position since the creation of the role as part of the Every Student Every School initiative.

A newly appointed Aboriginal teaching graduate also collaborated with executive to determine how best to support their transition into their position. This appointee was supported by the employment of a casual teacher to release them from class, one day per fortnight. This format of support allowed the teacher to have additional planning and programming time, opportunities for collegial discussions, off-site professional learning and the opportunity to observe the best practice of experienced colleagues in areas identified by the teacher as requiring future development. External professional learning was also accessed in the area of technology to support the teacher’s commitment to incorporating technology into all aspects of best teaching practice for 21st Century learners.

In both instances, as the teacher was not appointed from the beginning of the year, unexpended funds will continue to support in 2015.

**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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>338850.78</td>
</tr>
<tr>
<td>Global funds</td>
<td>224345.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>659309.43</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>31279.76</td>
</tr>
<tr>
<td>Interest</td>
<td>13211.23</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4810.74</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1271807.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 – Literacy

(Including: Reading, Writing, Spelling and Grammar and Punctuation).

---

**Percentage in bands: Year 3 Reading**

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2010-2014</th>
<th>SSG % in Bands 2014</th>
<th>State DEC % in Bands 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<td></td>
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<td>2</td>
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<tr>
<td>6</td>
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</tbody>
</table>

**Percentage in bands: Year 3 Spelling**

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2010-2014</th>
<th>SSG % in Bands 2014</th>
<th>State DEC % in Bands 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>5</td>
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<tr>
<td>6</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Percentage in bands: Year 3 Grammar & Punctuation**

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2010-2014</th>
<th>SSG % in Bands 2014</th>
<th>State DEC % in Bands 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td>6</td>
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</tbody>
</table>
Current strategies for students not achieving minimum standard require revision. In 2015, staff Years 3 to 6 will undertake intensive professional learning in “Taking Off With Numeracy” (TOWN), provided by leaders in the field of Numeracy to better equip them to replicate the strategies currently implemented, whilst teachers in Kindergarten to Year 2, as part of the “EA4S” (EA4S) initiative, will participate in targeting early numeracy (TEN) that will also be provided by a teacher in the field of numeracy. Additional professional learning will expand teacher understanding of the Numeracy Continuum and implications for their teaching. This PL will be provided by the former Shalvey HUB, Instructional Leader and Numeracy.

Adjustments and accommodations for all learners become the key priority in 2015.

Targets have been reviewed to reflect the requirements of the Numeracy Continuum and have been monitored in the five weekly reporting cycle of PLAN.

### NAPLAN Year 5- Literacy

The continuing implementation of the Quick Smart Literacy strategy, delivered by SLSOs to support classroom teachers, has seen marked growth of student achievement, of those students not achieving growth or minimum standards as measured in their Year 3 NAPLAN results. All students who participated in the Quick Smart program made significant progress as measured against state average for the Year 5 NAPLAN results. Individuals achieved scores of more than double the growth for the state in Reading and Numeracy. The skills learnt in Quick Smart transferred to both the Literacy and the

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80.0</td>
</tr>
<tr>
<td>Writing</td>
<td>91.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.1</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>72.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>80.0</td>
</tr>
</tbody>
</table>
Numeracy blocks and aligns closely with the strategies and pedagogy of the TOWN program and the detailed instruction within the two hour literacy block.

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>75.8</td>
</tr>
<tr>
<td>Writing</td>
<td>81.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>78.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>66.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>74.2</td>
</tr>
</tbody>
</table>
NAPLAN Year 5- Numeracy

Closer examination of teaching practices including TOWN and numeracy professional learning, along with evidence of the Quality Teaching Framework (QTF) in programs will increase the level of student achievement. Targets will be reexamined in line with the Numeracy Continuum and informed by PLAN data at the end of 2015.

Other School Based Assessments

The Blackett Public School executive team and Instructional Leaders from the Shalvey HUB of schools led the analysis of school wide assessment data to inform the development of school priorities within the state wide framework. Current data gathering practices include external sources such as NAPLAN and school based resources, including the Best Start and PLAN, PM Benchmarking, Reading Recovery assessments, SENA, TOWN, TEN, Count Me In Too, and Newman’s prompts to inform planning and implementation of the teaching and learning cycle. At Blackett Public School, data drives all programming decisions.

Other achievements

Creative and Performing Arts (CAPA)

In 2014, teaching staff with expertise in varying areas of CAPA provided opportunities for students to participate in performance opportunities at assemblies, cultural groups as part of lunchtime enrichment programs and dance groups which were part of Blackett’s commitment to increased student health and fitness.

Indian dance group entertained audiences at assembly with a Bollywood style performance. Rock dance and hip hop featured in Stage 1 presentations to the delight of audiences. The school choir performed beautiful ballads and modern hits, while Stage 3 singers
commemorated ANZAC day with some impressive singing. Drama club provided opportunities for students to express their dramatic talents and other students received training in sound and stage production skills. The “Let’s Dance” program was part of a sporting alternative option and a lunch time interest group. The culmination of all talents was a concert day, where classes presented items for the enjoyment of audiences of students, parents and community members.

**Sporting Achievements**

Students were provided opportunities to participate in PSSA sport, with Soccer, AFL, Rugby League, Cricket, Volley Ball, Newcomb Ball and Netball being offered.

Students who did not participate in PSSA remained at school and had a variety of sporting opportunities on offer, ranging from dance to continuous cricket, healthy lifestyle rotations and many others, depending on the interests and skills of staff.

The Cross Country Carnival and Athletics Carnival were once again held on Blackett Public School’s vast 11 acre site allowing maximum participation of all students on the day. Successful students reaching qualifying standard were given the opportunity to progress to the next level of competition with other schools. Parents, teacher and support staff all assisted on the days to make the carnivals a success. Many parents and community members joined students in the informal picnic carnival atmosphere.

Swimmers, who were able to supply official swimming club times, were encouraged to represent Blackett Public School at the inter school level of competition. Blackett did not hold a swimming carnival in 2014.

External providers of planned activities for primary age students also supported the school. Panthers provided weekly fitness and lifestyle lessons aimed at encouraging all students to make healthier life choices, while the Salvation Army, known as “Salvos” to the students, involved students in fitness and games lessons, with an emphasis on social skills and self-esteem building.

**Camps and Excursions/Incursions**

Stage 3 students went on a three day/two night excursion to Dubbo and the Western Plains Zoo. Students travelled by the XPT to Dubbo, and then by bus to the zoo, where they enjoyed many opportunities to observe the animals first hand, including a bicycle tour of the zoo. The highlight of the visit was an overnight “zoo snooze” amongst the animals, with special behind the scenes tours of enclosures and feeding routines. Teachers reported that students’ behaviour and enthusiasm was exemplary. The second day provided students with an opportunity to see the sights of Dubbo and to visit the Old Dubbo Gaol, with its rich history. After a motel stay in Dubbo, students journeyed home on the third day with many tales to tell.

Stage 2 went on the traditional “Zoo Snooze” at Taronga Zoo, departing at 5 pm in the evening by coach and arriving in time to have an evening with the animals and a camp-style sleep out in the reptile enclosure. There were no casualties! The morning zoo routines, flight show with the magnificent birds and all of the other zoo sights made this an excursion to remember. Teachers were proud of the student’s behaviour and enthusiasm for knowledge.

Early Stage 1 and Stage 1 had the experience of a “Henny Penny” watch them grow, incursion. All classes “adopted” a clutch of chicken eggs which were due to hatch. The eggs were kept under lights with the students able to observe first hand, the movement of the eggs as they were preparing to hatch. The excitement on little faces as the chicks broke free after rocking their egg to and fro was exhilarating. Students watched the chicks daily growth and watered and cared for them. When it came time for the chicks to be returned, some families elected to adopt them so that the rich learning experience could continue at home.

**Significant programs and initiatives—Policy and equity funding**

Blackett Public School received funding in 2014 based on the Family Occupation and Education Index (FOEI). State average is 100 with a deviation of 50 either way. Blackett’s FOEI was 201, placing the school in the lowest 5% of socio-economic disadvantage.
Specific purpose grants were as follows:

Additional $50 per student for 2014/2015
Learning and Support Flexible Funding
Literacy and Numeracy K-6 funding
RAM Equity Loading for Aboriginal Background
RAM Equity Loading for LowSocio-economic Background
Specialist Support Provisions cash grants
Teacher Professional Learning
Computer Coordinator Allocation
EA4S funding

This funding and additional staff entitlements which came with the status of the school, facilitated the continuation and development of strategies to increase performance of teachers in the context of the Quality Teaching Framework (Increased teacher quality) and increase levels of student achievement in the areas of literacy and Numeracy K-6.

RAM Equity Funding allowed the above establishment employment of teachers, SLSOs, a CEO and Administrative staff.

EA4S funding provided for the employment of an Instructional Leader and teacher Interventionist to work intensively with staff and students.

Reading Recovery supported students in Year 1 with significant gains being made. In 2015 a second Reading Recovery teacher will increase the capacity of staff to support beginning readers. The Reading Recovery position will be funded by Equity Funding and potentially double the number of students that can participate in the program.

Aboriginal education

All teaching and learning programs have Aboriginal perspectives throughout. Aboriginal teaching staff, the AEO and Aboriginal SLSO’s all present positive role models and reinforcement of pride in culture and Aboriginal identity within the school.

Staff received training in the importance and relevance of the Aboriginal and Torres Strait Islander Education Action Plan, in order to implement this plan into their programs.

The appropriate domains are identified within the School Management Plan and within individuals programs. Aboriginal Education Team Members work closely with Blackett Public School to ensure all staff consider the cultural implications to having Aboriginal students and parents as such a major part of the school community.

Aboriginal Education Consultative Group (AECG) members have played a vital role on all merit selection panels, guiding panel members to consider the quality of the candidates in regards to the needs of not only Aboriginal students but all students, when considering the employment of teaching staff.

The Aboriginal Home School Liaison Officer (AHSLO) works collaboratively with the Blackett Public School Attendance Team, to maximize attendance levels of Aboriginal students. The AHSLO is the link between home and community, and has supported many Aboriginal families in order to have students at school on time, every day.

The AEO, CEO and Aboriginal SLSO held regular community gatherings where parents were able to voice concerns about a variety of school issues. Aboriginal community members contributed significantly to the consultations held in late 2014, which were valuable in providing for a new vision and way forward for Blackett Public School.

Personalised Learning Plans were developed in consultation with teachers, parents and students for Aboriginal students in three way conversations. The concept of these conversations will extend to all students in 2015.

The AEO and Aboriginal SLSO work in class rooms with Aboriginal students and others as required. They reinforce the value of education for these students. They have played a significant role in one on one support for individuals, who required higher than normal support needs for a variety of reasons, with great success. Their link to parents of students has allowed meaningful dialogue to take place, in turn developing solutions to challenges in a mutually respectful environment.

Norta Norte funding in part, supported the employment of the Aboriginal SLSO, with Equity Funding ensuring the employment be for a full
school day each day of the week. Educational outcomes for Aboriginal students were maximized by the additional in class support which this funding allowed, in key literacy and numeracy sessions, K-6. Similarly, the AEO flexibly supported Aboriginal students throughout the school and worked energetically to connect the school with community.

Aboriginal cultural perspectives are celebrated with performances by traditional artists. In 2014 a performer demonstrated traditional dances, showed artefacts and informed students about Aboriginal culture. It was a valuable educational experience for all students.

The Aboriginal Loading also funded the employment of a teacher for one semester. This allowed the release of the Aboriginal teacher to work with each class, thus ensuring that Aboriginal perspectives were presented by an Aboriginal person to all students. The Aboriginal SLSO was involved in these opportunities to support Aboriginal students, inform the wider community of Aboriginal culture and grow pride in the Aboriginal community.

**Community strengthening and capacity building**

Equity Funding (RAM) supported the ongoing employment of a Community Engagement Officer (CEO), whose role has led to the strengthening of school and community engagement and ongoing positive dialogue and relationships. The CEO has coordinated the access the school has to outside agencies. These agencies include Mission Australia, Family First, Family Support Services and the various Wentworth Area Health Services which provide support for parents and students alike. The Mission Australia HUB is the focal point for outreach services to support the school community.

Mission Australia has provided a variety of capacity building courses for parents and carers to attend. These range from resume writing workshops, literacy strengthening workshops, parenting courses and job focus training, such as preliminary hospitality skills.

Mission Australia also supports the students of the school with its contribution to Breakfast Club and specialist services for individual students, provided by trained counselors. “Kids Express” works with up to six children over a period of a term, with art/music based therapies, aimed at supporting students with specific emotional/social and psychological needs. Parents are partners in these interventions with parents receiving a detailed report about the progress their child has made. Suggestions for further levels of support are also offered.

A Homework Club has been established with up to fifty students spending an hour each Monday, working through stage appropriate homework tasks. Parents act as tutors and students work in stage groups giving them the opportunity to develop social skills and develop an ongoing respect for the value of application to their studies. Many of the parent tutors have continued to support students by volunteering in classrooms.

Parents have been given a forum to have their views heard when the future directions of Blackett Public School are being determined. The community contributed valuable input at forums, held in the community room. Insights were gained about school performance and areas for possible improvement.

Blackett Public School community relies on all its members to have a voice and to grow in capacity to provide the best possible outcomes for all.

**Multicultural education and anti-racism**

In 2014, Blackett Public School was supported by teaching staff from varied cultural backgrounds, which provided students with insights into the cultures of others. Traditions from around the world were studied and in particular, students were encouraged to participate in the variety of dance forms from Indian culture. Pacific Islander parents ran craft groups specifically for girls and Aboriginal students had opportunities to hear accounts of their cultural heritage provided by Aboriginal staff. All students gained a greater understanding of the many nationalities which make up the Blackett Public School community. At Blackett, difference is celebrated and similarities in all cultures recognized and respected.

The language background of Blackett students include:

Arabic, Bisaya, Maltese, Mandarin, Maori (Cook island), Maori (New Zealand), Portuguese, Samoan, Tagalog, Tongan and Vietnamese.
Blackett Public School celebrates diversity with a Multicultural Day every second year, 2015 being the next scheduled event.

Students are educated to recognize difference, celebrate diversity, and respect customs other than their own and to understand the unacceptable nature of discrimination based on race, religion or viewpoint. Values education plays a prominent part of the Positive Behaviour for learning initiative.

Input and involvement in school initiatives from all cultures, is encouraged. Blackett currently has two Pacific Islander groups using the community facility of the school hall with a third group planned to commence in 2015.

The Anti-Racism Contact Officer (ARCO) interviews students who have been the victims of anti-racist remarks and then counsels students who have been the instigators of such discrimination. Parents and carers are always consulted as part of the solution. In 2014, there were only three instances where this was required.

Students, as 21st Century learners, study diversity as part of their educational journey.

Aboriginal background

In 2014, there were 26% of students with Aboriginal background, two teaching staff, one AEO and one Aboriginal SLSO.

RAM funding for Socio-economic Background and Aboriginal Background.

Blackett Public School’s FOEI of 201, places the school in the lowest 5% of schools within the state. As a result the school priorities require a commitment to the development of each student’s ability to access effective teaching and appropriate curriculum to engage and move them forward, one teaching intention at a time. Quality teaching must be the focus of all professional leaning related to the priorities of the School Management Plan, 2014 being the final year of the planning cycle before the implementation of the new planning model.

EA4S continued in 2014, with the team of Instructional Leaders from the Shalvey HUB working closely with all staff, K-2. The EA4S position also provided a 0.8 allocation for an Interventionist teacher which was upgraded by the use of Equity Funding, by a further 0.2 allocation. EA4S funds also supported the professional learning of staff, with casual relief available to cover classes for case conferences, off site in-service courses and the attendance at Shalvey HUB seminars with academics and critical friends, who worked closely with all schools in the Shalvey Learning Community.

EA4S is a State Government initiative to focus on early learners who are at risk of falling behind by the time they exit Year 2. All students are profiled on an individual basis, their learning starting points assessed then intensive interventions on a learning intention by learning intention basis are implemented. Data is gathered from varies sources including the Reading Recovery Observation Survey, 5 weekly running records, writing samples and a 5 weekly Maths assessment all of which informs PLAN data. SENA testing and Best Start assessments at the commencement of the year profile students. EA4S relies on collaboration, intense commitment to professional learning, guidance from Instructional Leaders and a commitment from all school personnel to achieve the best for every student. LaST intervention takes the form of screening tests and individual assessments and is guided by the AP L&S.

Teachers have to assess students, know what they can do then build on that. Teachers must be able to articulate the learning intention for each teaching experience they deliver to students. The intervention is intense and demands the utmost commitment to each student receiving the specific teaching required to move them along the Literacy and Numeracy Continuum.

Teachers and SLSOs working in this area are mentored and coached. Case management allows each individual student to be discussed. Data walls record each student’s progress and prompt data driven decisions as to the progress or lack thereof. Photographs identify students as they are placed at various points on the Continuums. Starting dates and progress are charted. The Interventionist teacher, Instructional Leaders and class teachers discuss each student in detail to arrive at a consensus as to where students are placed. Interventions last for a three week period then progress is assessed. Every five weeks, student progress is charted on PLAN data base.
and harvested by the EA4S Leaders at State Office. The success of the EA4S project has seen the basic strategies and philosophy applied to the 3-6 cohort of students. In 2014, Executive staff commenced the introduction of the case study model to investigate the progress of students identified as not reaching stage expectations. Whole cohort movement along the continuaums is no longer the guiding focus but rather the individual and the learning aspects which prevent individual students from making the desired progress. The Learning and Support Team becomes involved in individual case studies after close consultation with class teachers, stage supervisors and the LaST. In 2015, the EA4S concept will be further extended to Stage 2 and 3 will be putting “Faces on the Data”

All staff will continue to work with the Shalvey HUB of schools and the academic, Dr Lynn Sharratt, as well as the Critical Friend, in order to maximize student progress and ensure Quality Teaching is at the core of Blackett Public School’s purpose. Teachers will know each individual student and the teaching intentions which will move them forward.

The Application of Equity Funding and the Additional Benefits and Strategies it has Facilitated for Blackett Public School.

Funding, as previously stated in the financial report, has funded the employment of two additional staff, one of whom allowed the formation of an additional class in the Stage 1/2 cohort, where numbers were unevenly distributed. The other position supplemented staffing entitlements to allow an additional interventionist, the capacity to release staff for case management; mentoring and collegial visits to classes within Blackett Public School, where more experienced staff were able to demonstrate the strategies and organizational aspects of teaching, which less experienced staff could incorporate into their own classroom practice.

Equity Funding also provided for an aspiring executive to undertake higher duties. The executive also led the technology committee, undertook the role of the computer coordinator and supervised non-class based staff.

In Term 4 an Expression of Interest for a Class Free AP – Teaching and Learning, provided additional support for teachers in all aspects of student need. This executive worked closely with the LST and other executive to profile each student who presented with challenging behaviour and additional learning needs. They played a key role in liaising with parents and carers, outside agencies and staff.

As previously documented, the Equity Loading for Socio-economic Background also funded a 0.2 administration/technical support position, seven SLSOs, one of whom was an Aboriginal SLSO, whose position was increased to a five day per week position when the Aboriginal Loading funds were expended. SLSOs were responsible for the implementation of the Quick Smart, Literacy and Numeracy initiative in addition to the speech pathology program designed by a Speech Pathologist, after students were identified as having expressive and/or receptive language needs. The results were provided to parents who made the choice to seek external speech interventions for their child in addition to the sessions provided at the school. Other SLSOs were deployed across all stages according to student need. These SLSOs were in addition to the permanently appointed SLSOs in the Support Unit.

Additionally, Equity Funding facilitated the employment of a CEO to link all members of the school both with each other and with outside agencies. This role was integral to the success of the wider innovative practices at Blackett Public School.

Nine Interactive White Boards (IWBs) and the supporting data points were purchased at a cost of $67,302 dollars to ensure that all classrooms had access to 21st Century technology. Equity Funding supported this purchase.

Global funding provided for the purchase of three air conditioners in classrooms previously without air conditioning to support the ideal learning environment for students in a western Sydney environment, where temperatures range as high as the 30 plus in summer and conversely, are in the lower ranges for winter.
Boys Education

In 2014, Blackett Public School established a “boys only” Year 5/6 class and a “girls only” 5/6 class.

Executive and teaching staff made a decision based on research into the different learning styles of boys and girls. Previous Boys Education initiatives had included a kindergarten group and a year 1/2 class.

Significant benefits were that both groups were more focused on their learning tasks, felt more able to voice an opinion and/or offer answers and solutions to problems and experience additional opportunities which were gender specific.

Boys experienced drumming workshops with an external coach. This experience culminated in a performance on Presentation Day Assembly. Girls became involved in choir and found new confidence in their ability and increased enjoyment of music.

Academically, students benefited from the uninterrupted opportunities to focus on their learning. End of year PLAN data reflected the increased engagement.

English language proficiency

ESL (English as a Second Language)

Blackett Public School has a staff entitlement allocation of 0.2 which is the equivalent of one day per week. Although 26% of students in 2014 were from a Pacific Islander background, the majority of students were born in Australia and do not fall into the category of Phase 1, 2 or 3 learners. In 2014 there were approximately 7 Phase 1, 9 Phase 2 and 2 Phase 3 learners. The teacher of ESL assesses and prioritises the students as they enroll. Blackett has a mobile ESL and Language Background other than English (LBOTE) population, with students moving from interstate and often from the Pacific Islands and New Zealand, all with different educational experiences and backgrounds.

Time is effectively distributed in consultation with executive, classroom teachers and the LST, in order to address the varied needs of students in the ESL, LBOTE and EAL/D (English as an additional language or dialect)

Intensive oral language sessions for new arrivals, vocabulary building for students Kindergarten to Year 6 and a focus on comprehension, supported students at the varying level of competency.

The ESL teacher engaged in regular professional learning and was advised as required by the leaders of the EALD team, in order to provide the most effective intervention for these students.

Classroom teachers made programming and planning accommodations for the students in their classes and SLSOs support in class as an additional tier of intervention. Where appropriate, students worked with the teacher of ESL in classrooms, engaging with the lessons that all students were experiencing, but with the support they needed to increase their English language competency. EAL/D students met the proficiency levels of English as first language speakers in Stage 2 and 3. Kindergarten to Year 2 students were working towards these targets as often there is no spoken English in homes prior to kinder entry.

Learning and Support including Low level adjustment for disability.

In 2014, Blackett Public School received funding for students with disabilities in mainstream settings. These included students on the autism spectrum, students with hearing deficits which were not considered to be eligible for external support, students with vision impairment, emotional issues and behavior disordered students. These funds enabled SLSOs to work specifically with these students to assist them accessing the curriculum in the same way that students without disability issues do. Key literacy and numeracy sessions, modifications to materials such as large print adjustments, as well as one to one or one to small group interventions assisted in the effective delivery of programs where teaching adjustments and accommodations had been made. Each child with disabilities in the main stream setting, were catered for.
Other significant initiatives

School planning and evaluation 2012—2014

School evaluation processes

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

Staff evaluation of effective strategies within the mandatory 2 hour Literacy block Kindergarten to Year 6 and reporting on individual student progress

All staff met to investigate the effectiveness of current practices within the Literacy block. In Kindergarten to Year 2 the EA4S focus on pedagogy and specific intervention for individual student learning in a well-structured Literacy block ensured that maximum opportunity was provided for students to progress to their potential. Regular case management ensured students were closely monitored and teaching programs adjusted with interventionist measures providing individualized learning intentions.

In Year 3 to 6 Literacy block, anecdotal staff accounts revealed less structure during the two hour session highlighting a need for more specific programing in order to address each aspect of Literacy. Staff indicated that further professional learning would assist them in catering for individuals along a similar model as used in EA4S. A collaborative decision was made to engage in professional learning with an external academic and critical friend to build capacity. The “Faces on the data” project with which the Shalvey HUB of schools currently engages will form the basis of more effective pedagogy in 2015.

For staff, collaborative programming was identified as a strategy to ensure all the requirements of The NSW Syllabus for the Australian Curriculum English Kindergarten to Year 6 were being addressed. Staff also indicated that the reporting structure required modification to reflect the curriculum changes and collaboratively designed stage specific reporting structures to enable parents to be more informed of their child’s progress and to ensure that reporting was linked to the PLAN data collection requirements.

Both staff and parents identified the need for three way conversations involving teacher parent and student in order to communicate fully the achievements of the students and identify areas for future growth. In 2015 these conversations will form the basis of personal learning plans for Aboriginal students (PLPs) and individual educational plans (IEPs) for other students.

Parents and students were consulted and the following observations were recorded

- Parents indicated they wished to be more informed of the content and purpose of the Literacy sessions. They indicated a willingness to participate in learning opportunities provided by Instructional Leader and Stage Supervisors which would allow them to better support their children at home with learning.
- Parents also indicated that current reporting formats were complicated and did not convey what their children were capable of.
- Students indicated that they would prefer a visual timetable which would enable them to understand the structure of the days learning and time frames scheduled for each part of the Literacy block.

Parent/carer, student and teacher satisfaction

Parent/carer satisfaction future directions

- A friendlier and more welcoming school.
- A brighter looking school with regard to stairwells, wall spaces etc. given the age of the school.
- Increase communication from home to school and school to home.
- A school that is open to every member of the school community.
- Visible guidelines for acceptable language and behavior and high expectations for student achievement.
- A higher degree of communication from year to year as students move throughout the school.

Current parent satisfaction

- All students are provided with opportunities to participate in all school activities.
- The Community Engagement Officer role allows parents direct access to the school
for a variety of reasons and parents feel supported no matter what the issue.

- Homework Club is effective and parents feel students are engaged in their learning after hours.
- Parents feel welcomed in classrooms as volunteers.
- Parents indicate satisfaction with the opportunities provided by the Mission Australia HUB which operates in close connections with the school and provides links to external support agencies for families.

**Student Satisfaction**

- Students wanted more involvement in decisions made about their learning and specified a student representative council (SRC) so that they had a voice.
- Students expected poor behaviors to have obvious consequences and felt that they should be informed of the outcome of such consequences if the negative behavior had affected them.
- Students wanted more activities made available to them during recess and lunch breaks with the appropriate equipment.
- Students felt most teachers knew them personally and valued them as learners.
- Students wanted to feel safe at all times and acknowledged that the school achieved this for them most times.
- Students indicated that they would participate in more creative and performing arts opportunities if provided.

**Teacher satisfaction**

- Teachers recognized their colleagues as members of a team dedicated to the education of the wellbeing of students.
- They identified a collaborative and cooperative workplace as a most effective way of achieving best results for students and quality teaching practices.
- Teachers indicated that they were entitled to be treated respectfully and intern where required to treat others with that same level of respect be it colleagues, students, or community.

- Teachers indicated they wish to be more involved in the key priorities of the school management plan and that every staff member had something valuable to contribute to the forward direction of the school.
- Teachers were satisfied with the level of support provided to develop their professional growth.

**SLSO and Administrative staff satisfaction**

- Staff recognized the importance of the role of everyone in the school.
- Staff had the expectation that their role was valued and played a significant part in the education of students.
- Communication was identified as an area for future development.
- Staff indicated that they would be positive members of strategic committees which focused on the priorities of the school.

**School planning 2012-2014:**

**School priority 1 - Literacy and Numeracy**

**Outcomes from 2012–2014**

Teachers will continue to

- Embed the Literacy and Numeracy Continuums into programs and practice which align with the NSW Syllabus documents that incorporate the NSW Curriculum.
- Use student assessment data to target, track and inform planning.
- Track student progress using PLAN
- Apply their knowledge and build on their capacity to cater for individual students outcomes.
- Implement explicit strategies indicated in School Management Plan.
- Use consistent teacher judgment to determine indicators of success.
Evidence of progress towards outcomes in 2014:

Early Stage 1 - Literacy
Reading: 26% of students achieved at Cluster 3.
Comprehension: 35% achieved Cluster 3.
Writing: 35% achieved Cluster 3.

Year 1 - Literacy
Reading: 35% of students achieved at Cluster 5 or above, at end Term 4.
Comprehension: 22% achieved Cluster 5.
Writing: 22% achieved Cluster 5.

Year 2 - Literacy
Reading: 22% of students achieved Cluster 6.
Comprehension: 28% of students achieved Cluster 6.
Writing: 22% of students achieved Cluster 6.

Numeracy
Kindergarten - 38% of students achieved the minimum target – Perceptual.
47% were above minimum – Figurative

Year 1 - 30% of students achieved the minimum target – Figurative.
41% at of students end count on and back and 22% at Facile.

Year 2 - 87% at target or above
28% of students achieved Facile

Strategies to achieve these outcomes in 2015
Continuation of the EA4S strategy, supported by interventionists who work with identified children, Kindergarten to Year 2.

Years 3 to 6 will be supported by additional LaST interventionist during Literacy, focusing on students who did not achieve minimum standards in NAPLAN, 2014.

LaSTs will work with small groups and individuals who did not reach minimum standards. Quick Smart will be continue in 2015 for students in Year 4 to be more adequately prepared for the NAPLAN of 2015 and show individual growth. Evidence should confirm that this strategy has the capacity to move value added growth to levels above state average in Literacy and Numeracy.

“Faces on the Data” will inform teaching and learning in Years 3 to 6, with staff engaging in professional learning to increase effectiveness of student instruction. Case management will track student progress and a data wall will be established to promote discussion centred on student achievement and allow tracking of every student Year 3 to 6.

Two Reading Recovery teachers will be engaged to provide instruction for an increased number of students over and above staff entitlement for that position. Their other responsibilities will act as interventionists to support the EA4S strategy.

One Reading Recovery Teacher will engage in training in L2. This intervention caters for students in Year 2 identified as not achieving stage outcomes in writing and comprehension. This is an individualised program whereby the teacher will work one on one with each identified student.

Learning and support teachers (LaST) will work closely with all staff but focus predominantly on students Years 3 to 6 who require additional support in the main stream setting.

TOWN will provide professional learning for staff Years 3 to 6 and will facilitate the alignment of strategies implemented Kindergarten to Year 2 in the TEN pedagogy.

Students will be targeted through assessment practices which are embedded within the mathematics block and directly relate to the NSW Syllabus for the Australian Curriculum Mathematics Kindergarten to Year 6.

New formatting of Numeracy targets will be implemented in 2015 on a five weekly basis which aligns with Planning for Literacy and Numeracy (PLAN) reporting cycle.

Students will be grouped during the Numeracy block. Those requiring interventions to assist the attainment of Stage level outcomes will be supported by interventionist teachers, explicit teaching in ability groups, assistance by SLSOs,
and the AEO and an Aboriginal SLSO who will be focusing on Aboriginal students’ PLPs.

**School priority 2: Student Engagement and Retention**

Outcomes from 2012–2014

Blackett Public School supports families through key transition points and builds links with the community. More students attend school consistently to maximize engagement with learning. Student achievements reflect the implementation of Quality Teaching throughout all Key Learning Areas.

Outcomes from 2012–2014

**Evidence of progress towards outcomes in 2014:**

90% parents of 2014 Kindergarten students attended all of the Orientation sessions.

100% students attended the range of transition opportunities provided by the local high schools, regardless as to whether students would be attending in 2015.

96% students behaved in an appropriate manner across all school settings.

**School priority 3: Leadership and Management**

Outcomes from 2012–2014

The executive staff has the capacity to promote and foster change.

Strategies to achieve these outcomes in 2015:

- Abide by the Department of Education and Communities (DEC) Performance and Development Framework for Principals Executives and Teachers in NSW Public Schools criteria.

- All Executive to participate in the NSW Institute of Teachers Accreditation at professional standards.

- Increase the leadership capacity of teaching staff not at executive level.

- Continue to increase links with the local and wider school communities.

- All staff (teaching and non-teaching) contributes to the development of the 2015-2017 School Management Plan.

- All members of the school community are provided with opportunities to contribute to the development of the 2015-2017 School Management Plan.

**Evidence of progress towards outcomes in 2014:**

Innovative practices have been developed and implemented making data part of the ongoing cycle of teaching and learning.

The school’s vision has been translated through the process of collaborative consultation into relevant and explicit policies, procedures and programs based on the Quality Teaching Framework (QTF).

This process was supported with comprehensive professional learning led by the executive on a range of topics relevant to the need of staff in implementing the priorities of the School Management Plan.

Staff developed an explicit, relevant and strategically aligned whole school plan, which clearly stated the vision of Blackett school community. There are measurable targets, with defined indicators of success in all areas. Analysis and evaluation during the process included professional learning, opportunities to work through collegial groups and access to expert knowledge.

Through participation in a range of strategies, students, staff and community determined the effectiveness of the school in the provision of quality programs. This established clear goals, purposeful teaching and high expectations for student learning, with an emphasis on accountability and a secure learning environment for all.
About this report

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

Susan Bywater – Principal
Lydia Berger, Lauren Phillips, Donna Ison, Mary Roche – Instructional Leaders
Tracey Draper – Assistant Principal
Blake Ure – Assistant Principal
Chris Pyne – Assistant Principal
Carol Trevarthen – Community Engagement Officer
Representative Group of the Parents and Citizens Association
Joan Heathcoate – Senior Administration Manager
Jodie Bolstad – Administration Support

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Photographs of significant events in 2014 will be available for view on Blackett Public School website.

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


Future Directions
2015-2017 School Plan

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