BLACKETT PS
Annual School Report 2013
School context

Blackett PS is a PP4 primary school situated in Mount Druitt, Western Sydney. In 2013 the enrolment ranged between 255 and 271 students, including approximately 26% Aboriginal students and 25% 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 holds 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 school is currently supported by Equity Funding and the National Partnerships – Low Socio Economic Schools Program. Blackett was included in the National Partnerships Program in 2011 and in 2012 Blackett became an Aboriginal Focus School. Blackett PS is a Positive Behaviour for Learning School (PBL). These principles underpin all teaching and learning programs.

Principal’s message

In 2013, Blackett PS completed the final year of the National Partnership – Low Socio Economic funding initiative as well as being supported by Transitional Equity Funding. This funding supported the employment of a Community Engagement Officer, seven School Learning Support Officers (SLSOs), two Aboriginal SLSOs and additional two teachers. The SLSOs supported student learning in a variety of ways. The Quick Smart Program, Speech interventions and individual and small group work in literacy and numeracy were highly successful interventions.

Significant major capital works were carried out. The roof of the Administration Block was completely replaced with Colourbond roofing, the walkway between A and C Block was also replaced with metal posts and Colourbond sheeting, security cameras were installed in nine locations around the school as well as the commencement of the planning phase for the new metal fence.

Nine Interactive Whiteboards (IWBs) were installed in the remaining classrooms with an upgrade of data points to increase the capacity of the system to cope with the additional technology. Every class has now access to 21st Century learning opportunities as well as access to a range of additional technologies such as iPads. Four additional air conditioners were installed, supporting the learning environment of students.

Teaching and support staff participated in a range of professional learning opportunities to support the priorities identified in the School Management Plan, 2011 – 2014. The focus was on preparation for the implementation of the NSW Syllabus for the Australian Curriculum – English K-10 Syllabus, in 2014. Additionally, Emergency Care, CPR and Anaphylaxis training was provided. All staff successfully achieved their certificates. Team Leadership for School Improvement, allowed teaching staff opportunity to work together, to directly provide input to the future direction of the school. Collaborative planning has been implemented to support the initiatives outlined in the School Management Plan.

K-2 Staff worked with an Instructional Leader and interventionist staff to implement the Early Action For Success strategy (EA4S) across Early Stage 1 and collegial associations were formed with schools forming part of the Shalvey Hub. The EA4S strategies focused on the targeting of early literacy and numeracy strategies to improve student learning.

All staff at Blackett PS worked tirelessly to provide academic, social, sporting and cultural opportunities for all students. Highlights of the
In 2013 with a new executive, Blackett Public School P&C Association made a conscious decision to concentrate on uniting the community by holding a number of out of school time events in an effort to connect with working parents and our wider Blackett community.

These very successful community building exercises included a

- Trivia Night
- Moonlight Cinema

P&C Report 2013

The Captains and Prefects of 2013 worked together to encourage all students in the school to be Safe, Respectful, Learners. The responsibilities of the leadership team included: responsibilities for fortnightly assemblies and special assemblies on days of celebration, representing Blackett PS at functions within the local area, meeting and greeting special guests and being great peer buddies for younger students.

Every member of the team developed their individual public speaking skills and were positive role models for all students. All students who nominated for the role of prefect spoke sensibly about the importance of the position and acknowledged the assistance of their families and teachers in preparing them for leadership.

House Captains and Vice-Captains also played an important role in organising their sports houses on both the Athletics and Cross Country Carnival days.
All Year 6 students are encouraged to take an active role in the school and to play a part in the leadership roles.

Congratulations to the students who were part of the leadership team in 2013.

Xavior Savesi and Casey Adams
Captains, Blackett PS 2013

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

Management of non-attendance
The Attendance Action Plan at Blackett PS continued in 2013. The Attendance Coordinator and Community Engagement Officer meet every Monday afternoon to discuss student attendance issues. The HSLO and AHSLO also attend these meetings on most weeks.

Class teachers are responsible for the day to day management of attendance and are required to follow the procedures outlined in the Blackett PS Attendance Policy. Phone calls are made for absences of two days or more, by the class teacher. Attendance folders are submitted to the Attendance Coordinator each week.

Emails are sent to supervisors and the principal to inform them of the required follow up needed with individual students and families. Supervisors arrange meetings to initiate the process of bringing student attendance back to and above the 80% percent minimum level. If attendance does not improve or the parent/carer fails to attend the meeting, then a second meeting with the Attendance Coordinator, CEO and HSLO is scheduled. The desired outcome is to support parents in managing the attendance of their children. If unsuccessful, the case is then referred and a Home School Liaison Program (HSLP) submitted. There have been seven HSLP referrals in 2013.

If a student fails to attend for ten days and no contact has been possible then a notification of an Enrolment Destination Unknown is submitted. A Welfare Check on a Child, by police, is also requested to establish that the child is safe.

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8</td>
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</table>
The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are 8.5% Aboriginal staff members who are permanent employees of DEC. Equity funding enables the school to employ temporary staff, of whom 28% are Aboriginal.

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

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>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>7</td>
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</tbody>
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A full copy of the school’s 2013 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 2013

Academic achievements
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

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

Click on the link [http://www.myschool.edu.au](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)

64.6% of students achieved the minimum standard – band 3 and above for all aspects of Literacy.

Although targets were met, there was an expectation that greater growth would be measurable across the whole cohort of Year 3 students.

56% of students achieved Reading Level 23 with comprehension at the end of Term 3.
Targets have been revised and Clusters linked to Term by Term targets with data gathered at the end of each term.

They reflect the progress in Reading, Comprehension and Writing along the Continuum as well as Reading Levels assessed term by term.

NB – All Reading Levels are at Instructional Level.

55% of students achieved Cluster 9 on the Literacy Continuum at the end of Term 3.

NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
46% of students achieved minimum standard or above in NAPLAN.

50% of students achieved the minimum marker on the Numeracy Continuum.

Current strategies for the student not achieving minimum standard require revision. Professional learning around curriculum and effective planning, programing, assessment and the provision of adjustments and accommodations for all learners become the key priority in 2014.

Targets have been reviewed to reflect the requirements of the Numeracy Continuum and have been set on a term by term basis.

**Year 5 – Literacy**

75% of students were at or above the minimum bands for all aspects of Literacy.

90% of students achieved Reading Level 27 with comprehension.

70% of students achieved Cluster 11 on the Literacy Continuum.

The continued implementation of the Quick Smart Literacy program, delivered by SLSOs to support classroom teaching, has lifted the growth factor of students who were achieving below minimum standard in their Year 3 NAPLAN scores. Individual growth saw scores increased by more than the state average expected growth.
NAPLAN Year 5 – Numeracy

66.6% of students achieved the minimum standard of Band 5 or above for all aspects of Numeracy.

Closer examination of teaching practices, assessment and recording strategies and evidence of the QTF in programs will improve the level of achievement of student outcomes.

Target for NAPLAN will be retained.
Other school based assessments

The Blackett PS executive team, comprised of the principal and assistant principals, led the analysis of school wide assessment data to inform the development of school priorities within the state-wide framework. Current data gathering practices including external measures such as NAPLAN and school based sources. Assessment processes ensure effective and accurate reporting. Teachers consistently use PM Benchmarking, Best Start, PLAN, SENA,TEN,CMIT and the strategies outlined in Newman’s Prompts to plan and implement the teaching and learning cycle. At Blackett PS, data drives all programming decisions.

Significant Programs and Initiatives

National Partnerships Funding – Low Socio Economic and the Transitional Equity Funding.

These significant State and Commonwealth initiatives have enabled the school to employ two teaching staff in addition to the current staff entitlement. This has allowed the continuation of the development of staff capacity to implement all aspects of the Quality Teaching Framework and increase the effectiveness of the teaching and Learning Cycle. Executive staff have time available to mentor less experienced staff and engage in reflective, collegial conversations regarding student engagement and attainment.

Funding has also enabled the employment of 7 School Learning Support Officers (SLSOs) who support student learning in a number of ways including the delivery of the Quick Smart program and a speech program for students with language delays, which have been identified by a speech pathologist. They also provide individual support for students with additional learning needs such as autism and working memory delays, as well as assisting groups of students during literacy and numeracy sessions. ESES is fully operational at Blackett PS.

Equity Funding has enabled the school to employ two Aboriginal SLSOs who work with students for 20 hours per week and support individuals, groups and explain the cultural perspectives which all students experience.

Aboriginal Cultural Initiative – The Aboriginal Community work closely with Aboriginal staff and non-Aboriginal staff to support the implementation of a culturally appropriate Scope and Sequence for Aboriginal Perspectives across all KLA’s K-6.

The continuing employment of a Community Liaison Officer supports the initiatives that Blackett PS initiates within the school and wider community and is made possible by this funding.

The Early Action For Success (EA4S) initiative is now fully implemented K-2 and supports students with very specific interventions to increase student attainment in early literacy and numeracy. An Instructional Leader leads the initiative in collaboration with the team of Instructional Leaders who form the Shalvey EA4S Hub.

Boys Education Initiative – A Boys Only Kinder class and Boys Only Year ½ class continued the
Boys Education Initiative in 2013. Learning styles of boys and girls are catered for by classroom teachers. All decisions are based on current research.

Pre-school Age Focus – There are two mornings of Pre-school style activities available for children between the ages of 3-6 as well as a playgroup. This opportunity allows children who would otherwise not access formal pre-school opportunities to become familiar with the expectations of formal school programs. It closely supports the Kinder Orientation Program which runs for a four week period at the end of Term 4 each year. Parents have the opportunity to become familiar with the purpose and programs of the school prior to school entry. Best Start Assessments also occur at this time.

Mission Australia, Families First and The Smith Family all support the school and community through their connection with the Community Hub.

Community Participation

Blackett PS encourages parent/carer participation across a range of school initiatives. Parents are considered to be partners in student learning. The Community Liaison Officer coordinates the many opportunities parents have to assist in classrooms, participate in adult education opportunities and engage with the school on days of celebration and recognition of student achievement.

P&C

Blackett PS is supported by an active parent and community group in the form of the P&C. Fundraising activities throughout the year have contributed to the support of students learning by the purchase of valuable resources. The P&C meets on the second Wednesday of each month at 9.15 in the HUB Community Room.

Special Features

Aboriginal education

Aboriginal Education at Blackett PS was a school priority in 2013. Two part time Aboriginal SLSOs were funded by Transitional Equity and National Partnership funding to support students across the stages.

The Aboriginal Education Officer and an Aboriginal teacher worked together to ensure Aboriginal students had the opportunity to celebrate their culture with the whole school community.

All students participated in a series of lessons led by Aboriginal staff. Aboriginal perspectives were embedded in the curriculum and the significance of Aboriginal history was shared in a meaningful way. Students were encouraged to ask questions of the Aboriginal staff to gain knowledge of recent Aboriginal history such as the Stolen Generation. Staff related family stories of significant events in the lives of family members.

All students and staff at Blackett PS celebrated NAIDOC WEEK as part of the whole school celebration of Education Week. An Aboriginal performer provided the audience with traditional dance experiences, storytelling and information about customs, weapons and tools used by the Aboriginal people of his country.

Sorry Day was marked by Aboriginal Staff and parents, sharing stories of their families, particularly the stories of the Stolen Generation.

Community members met regularly and have been kept informed of key initiatives across the school. An Aboriginal parent leads the P&C and has increased the membership of the Aboriginal community in the P&C.

Norta Norte funding continued to support Aboriginal students allowing the hours of the Aboriginal SLSOs to be increased in the critical pre-NAPLAN period. The strategies developed in the Aboriginal Numeracy Project continued to be
implemented in classrooms to support all student learning.

Multicultural education

Students at Blackett PS are exposed to a broad range of cultures within the school community. Community members, staff and students come from widely differing cultural backgrounds. As part of the Connected Outcomes Group (COGS) students learn about cultural diversity and form an appreciation and understanding of different cultures. Parents from a variety of cultural backgrounds have eagerly participated in Blackett PS’s multicultural feast day, where traditional recipes were prepared by community members and the importance of those foods within each culture, explained to all participants. Staff participated in the day by wearing traditional clothing from their cultural background or by wearing colours associated with the flag of the country linked to their heritage. Students were encouraged to do the same.

Indian Dance

This year students from K-6 participated in Indian Dance Group. Every Tuesday lunch they met with Mr Deo and Mrs Mukherjee to practice their dance. Students learnt three dances incorporating Hip-hop and Indian style. They had the opportunity to learn some fundamental steps such as bend, twist, curl, swing and rise. These dance sequences were coupled with rhythmic songs. Students enjoyed the experience, especially students from the Support Unit. Older students helped the Kindy students to learn the steps. On certain occasions students developed creative steps to match the rhythm. Overall it was a fun experience and introduced Blackett students to a different culture.

Crunch and Sip

On the 16th October, 2013, Crunch and Sip was launched as a school wide program. On this day, fruits and healthy sandwiches were provided by the school for each student. Students had the opportunity to taste a variety of fruits and vegetables which they hadn’t tasted before. Students also prepared their own sandwiches in class with the healthy ingredients provided.

To further encourage students to eat healthy foods at school, each class was given a tally count chart to record the number of students bringing in a piece of fruit, water or a healthy sandwich. The count with the most on their chart in the K-2, 3-6 and Support Unit were awarded a certificate and ten minutes additional play.

Students have been encouraged to follow healthy eating habits as a result of the initiative. There has been a noticeable improvement in students bringing healthy foods for recess and lunch since the introduction of the program.

Junior Choir

The junior choir at Blackett PS has practised consistently through the year. Students from Kindergarten to Year 2 have been involved. They performed the song “Fireflies” in a whole school assembly, with great success.

Connected Learning

Nine Interactive Whiteboards were purchased and installed at the end of 2013. Blackett will now be able to provide every student in every class, the opportunity to engage in 21st Century Learning. Additional data points were part of the installation process and an additional twenty iPads were purchased to enable every Stage and the Support Unit access to these technologies.

Staff undertook intensive training to unpack the NSW Syllabus for the Australian Curriculum – English K-10 in preparation for its implementation in 2014.

Staff used the multiple technologies available to them at Blackett PS. These include: Two Connected Classrooms, computers in the library and the refurbished computers in the computer room. Teachers plan engaging lessons for students using the rich source of online materials available and students have become familiar with
many skills related to the use of 21st Century technologies.

**PBL**

Blackett Public School continued to develop the Positive Behaviour for Learning methodology across all settings in 2013. PBL focuses on three core values that all students strive towards and all teachers and staff encourage – Be Safe, Be Respectful, Be a Learner. In 2013, Blackett Public School implemented a range of different PBL initiatives within the classroom, playground and within the community. Students are rewarded with bluey tickets for displaying safe and respectful behaviours, as well as for participating to the best of their ability during classroom and playground activities. Bluey tickets are accumulated and traded for stickers. When students have twenty-five stickers they earn a wristband in PBL colours. Once students have earned all three wristbands they are eligible for a gold pin. Students are able to earn seven different gold pins, one for each year of their schooling.

School planning and evaluation 2012—2014

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan.

**Evaluation and Analysis of effective data collection at Blackett Public School**

The Blackett PS executive team, comprised of the principal and assistant principals, led the analysis of the accuracy and effectiveness of school wide assessment data to inform the development of school priorities within the state-wide framework.

Their findings led to the development of stage specific targets which are broken into term long timeframes and relate directly to the Literacy and Numeracy Continuums. Staff now have greater understanding of what student achievement will look like at each data reporting period of the Best Start or Plan process.

**Other sources of data to assess student achievement.**

Current data gathering practices include external measures such as NAPLAN and school based sources. Assessment processes ensure effective and accurate reporting. Teachers consistently use PM Benchmarking, Best Start, PLAN, SENA, TEN, CMIT and the strategies outlined in Newman’s Prompts to plan and implement the teaching and learning cycle. At Blackett PS, data drives all programing decisions.

**Evaluation of the impact of Community Engagement Officer’s role on the Blackett PS community**

The needs of our school and community have changed and the programs and support agencies fostering parent partnerships at the school have changed to support those needs. Our parents want the best education possible for their children and the difficulties they face in achieving this goal are the needs we have made successful efforts to address.

To address the 0-5 age group we provided a playgroup opportunity once a week, a pre transition to school program twice a weekly as well as a 5 week kindergarten transition program.

Playgroup promotes positive interaction between parents and their children as well as teaching social and basic gross motor skills.

Thanks to the generosity of communities for children Family Links we were also able to offer our families the opportunity to participate in the Sing and Grow Music Therapy Program which aims to improve outcomes for young children.
through prevention and early intervention for one term.

Our pre transition to school program supports pre school numeracy and literacy skills as well as teaching social and independence skills. By the end of 2013, approximately 75% of registrations were 2014 kindergarten enrolments.

Our very successful kindergarten orientation program was attended by 95% of 2014 kindergarten enrolments and their parents and carers. A student and parent program were run side by side to ensure a smooth transition to school.

To enhance and further support numeracy and literacy skills across the school, a Homework Learning Centre was set up with the support of the Smith Family. This centre is funded and resourced by the Smith Family. The centre is in operation one afternoon a week and is operating at full capacity. The Smith Family also support a number of our families through their education scholarship fund program.

Health and nutrition is quite an issue in the Blackett community. The school provides a healthy breakfast to 12% to 15% of students three mornings a week as well as providing a healthy lunch supply five days a week. Our school is also involved in the Crunch and Sip Program which was launched and promoted at Blackett PS with a highly successful Nude Food Day with all fresh fruit and vegetables supplied by Woolworths.

The Mission Australia Communities for Children Family Links HUB supports our families by providing a variety of programs to educate parents and carers. Mission Australia Family Links supports children 0-8. Parents have been skilled in money management, cake decorating, personal skills, job skills, TAFE courses and parenting skills. Family Links also have a Parent Drop in Centre each week. The HUB also provides a link to all Mt Druitt area support agencies and services such as the Mt Druitt Family Referral Service and the Yellow Door Mental Health service.

The school is also supported fortnightly by the Wesley Mission Nepean Adolescent & Family Service supporting 12 – 18 year olds. This is a valuable service for our families as there is little support available for our families and their high school children.

To address a social skills deficit in a selection of students 5-12 years, Family Links introduced The Kids Express Program to Blackett PS. This is a 10 week program aimed at teaching kids resilience and instilling confidence through art, drama and music. This program targeted 24 students in four separate groups. This program proved to be very successful and will continue for another year at our school.

School Attendance has been supported by the leap into Learning program from the Bidwill Uniting Church targeting a group of students who school refuse. This has improved the attendance of most participants.

Executive and staff in the school have also made impressive community links with numerous sections of our wider community providing programs to support students. These include further links with the Smith Family who ran a team building and leadership program, links with the Greater Western Sydney Giants, strong links with the local high schools involving taster lesson days and orientations, the implementation of the Crunch and Sip program and the Books in Home program with the university of Western Sydney, to mention a few.

Regular meetings are held each term for our Aboriginal families and community members. Our Aboriginal community plays a very active role in our school with classroom volunteering and regular performances for students.

Our school has a very diverse culture and we are proud that we all fit together to support student learning at our school with craft group, painting, music and cultural stories.

Classrooms are supported by a band of dedicated parent volunteers as well as volunteers from community churches and TAFE.

**Early Action For Success**

During 2013 our school was part of 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 focuses 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. Our school is part of the Shalvey Hub of schools and our K-2 teachers participated in professional learning in Literacy and Numeracy programs with their colleagues across the Shalvey hub. Our Kindergarten teachers participated in Language, Learning and Literacy (L3) program and also the Targeted Early Numeracy intervention program. Both programs provide professional learning and in class support from the Instructional Leaders so that classroom teachers can provide a tier one intervention. Through Early Action For Success our school received a teaching allocation to provide additional targeted intervention for our students who were not achieving EAFS targets in Literacy and Numeracy.

Data:

Using Planning Literacy and Numeracy (PLAN) data collection over the year using teachers judgement and analysis of assessment tasks using the Literacy and Numeracy continuums for consistency;

There was a reduction of 73% of students working at cluster one in Reading over the year with our Kindergarten students.

26% of our Kindergarten students achieved Early Action for Success reading target, cluster 4 at the end of the year.

22% of our Kindergarten students achieved cluster 5 in the aspect of reading at the end of the school year.

30% of our Aboriginal students achieved the Kindergarten reading target of cluster 4 and 17% achieved cluster 5.

There was a reduction of 72% of students working at cluster one in the aspect of writing over the year with our Kindergarten students.

30% of our Kindergarten students achieved Early Action For Success writing target, cluster 4 at the end of the school year.

17% of our Kindergarten students achieved cluster 5 in the aspect of writing at the end of the school year.

23% of our Aboriginal students achieved the Kindergarten writing target of cluster 4 at the end of the school year.

There was a reduction of 66% of our Kindergarten students who were working at the perceptual counting stage in Early Arithmetical Strategies at the end of the school year.

30% of our Kindergarten students achieved the Early Action For Success numeracy target working at the perceptual counting strategies.

52% of our Kindergarten students were using strategies above the EAFS target in numeracy to problem solve.

62% of our Aboriginal students achieved the Early Action for Success numeracy target, using perceptual counting strategies to problem solve at the end of their first year at school.

23% of our Aboriginal students were working above the EA4S target in numeracy at the end of Kindergarten.

2014 Direction

Teachers in K-2 will be provided with Targeted Early Numeracy intervention program Professional Learning by the Instructional Leader.

Introduction of an uninterrupted maths block in each K-2 classroom each day

Instructional Leaders will continue to provide professional learning in Literacy with shoulder to shoulder support in each classroom and analysis of work samples throughout the term to develop teachers’ consistent judgement.
Data will be collected every five weeks for literacy and numeracy on every student and plotted on the PLAN software.

A data wall will be created in the Instructional Leaders office to generate conversation on student achievement and identification of students requiring an intervention with their literacy and numeracy learning.

The Instructional Leaders will create opportunities in the term to hold case management sessions with each teacher to identify target students and plan the instructional needs of those students for a five week block.

Executive staff will participate in professional learning provided across the Shalvey Hub on Lyn Sharratt’s book “Putting FACES on the data” and a Principal mentor will be provided to support this ongoing process.

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The Instructional Leaders will create opportunities in the term to hold case management sessions with each teacher to identify target students and plan the instructional needs of those students for a five week block.

Executive staff will participate in professional learning provided across the Shalvey Hub on Lyn Sharratt’s book “Putting FACES on the data” and a Principal mentor will be provided to support this ongoing process.

Evidence of progress towards outcomes in 2013:

Early Stage 1- Literacy

Reading: 74% of students achieved at Cluster 3 or above, which is the end Term 3 target.

Comprehension: 48% achieved Cluster 3

Writing: 64% achieved Cluster 3

Stage 1 - Literacy

Reading: 57% of students achieved at Cluster 5 or above, which is the end Term 3 target.

Comprehension: 50% achieved Cluster 5

Writing: 21% achieved Cluster 5

Stage 2 - Literacy

Reading: 55% of students achieved Cluster 7 or above at the end of Term 3.

Comprehension: 57.5% of students achieved Cluster 7 or above at the end of Term 3.

Writing: 22.5% of students achieved Cluster 7 or above at the end of Term 3.

64.6% of students achieved the minimum standard – band 3 and above for all aspects of Literacy.

Stage 3 - Literacy

Year 5 - 75% of students were at or above the minimum bands for all aspects of Literacy.
90% of students achieved Reading Level 27 with comprehension.

70% of students achieved Cluster 11 on the Literacy Continuum.

Year 6 - 60% of students achieved Cluster 12 on the Literacy Continuum.

55% of students achieved Reading Level 30

**Strategies to achieve these outcomes in 2014**

Continuation of the EA4S pedagogy, supported by interventionists who work with identified children, K-2.

Years 3-6 will be supported by additional teacher interventionists during Literacy focusing on students who did not achieve minimum standards in NAPLAN, 2013.

Interventionists will work with small groups and individuals who did not reach minimum standards. Quick Smart will be introduced in Semester 2 to enable the 2014 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

**Early Stage 1 - Numeracy**

Kindergarten - 100% of students achieved the minimum target – Perceptual.

22.5% were above minimum – Figurative

Year 1 - 75% of students achieved the minimum target – Figurative.

35% at end count on and back.

Year 2 - 75% at target or above

17.5% of students achieved Facile

**Stage 2 – Numeracy**

Year 3 - 46% of students achieved minimum standard or above in NAPLAN.

50% of students achieved the minimum marker on the Numeracy Continuum.

Year 4 - 56.6% of students achieved the minimum marker on the Numeracy Continuum.

Year 5 - 66.6% of students achieved the minimum standard of Band 5 or above for all aspects of Numeracy.

Year 6 - 83% of students achieved minimum marker on the Numeracy Continuum

**Strategies to achieve these outcomes in 2014**

New formatting of Numeracy targets will be implemented in 2014 on a term by term basis.

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, AEO and a teacher who will be focusing on Aboriginal students’ PLPs. The Quick Smart program, delivered by SLSOs will include Year 5&6 students to assist their capacity to increase their value added growth achievements as measured by NAPLAN,

**School priority 2 Student Engagement and Retainment**

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 2013:**

95% parents of 2013 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 2014.

97% students behaved in an appropriate manner across all school settings.

**School priority 3 Leadership and Management**
Outcomes from 2012–2014

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

Strategies to achieve these outcomes in 2014:

- Abide by the Department of Education and Communities (DEC) Executive Assessment and Review Schedule (EARS) 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.
- Meet the targets/standards in the Principal Development Plan.
- All staff participate in the Team Leadership for School Improvement program

Evidence of progress towards outcomes in 2013:

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, incorporating a lesson study model of feedback and supervision. This resulted in refinement of instructional methods and a deeper understanding of student needs, leading to improvement in educational outcomes.

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.

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Katrina Berwick – Instructional Leader
Carrie Bishop – Assistant Principal
Jennifer Hines – Assistant Principal
Blake Ure – Assistant Principal
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Photographs of significant events in 2013 will be available for view on Blackett PS 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:
