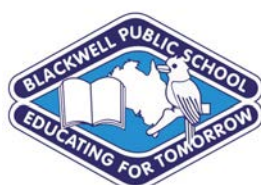


Blackwell Public School

Annual Report



2018



4559

Introduction

The Annual Report for **2018** is provided to the community of Blackwell Public School as an account of the school's operations and achievements throughout the year.

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

Kris Hudswell

Principal

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Message from the Principal

Here at Blackwell we believe in a school where we work together as a team, providing the best possible learning environment we possibly can.

Our focus at **Blackwell Public School** - **B**elieve, **P**assionate and **S**ucceed

Our aim has and will continue to be that as a school we focus on

- improved student outcomes;
- high expectations for all students;
- provision of worthwhile content;
- integration of knowledge and skills;
- appropriate pre and post assessment;
- diverse opportunities to learn and apply information;
- effective approaches that are responsive to learning;
- active and efficient leadership and
- reviewing future focus trends.

Staff and students need an environment that offers both trust and challenges. We need to make changes to our practices to enable staff to use new data and to understand these implications for their teaching practices.

Our executive staff, as the designated educational leaders of Blackwell, have a pivotal role in developing the expectations for improved student outcomes. Our school needs to be more responsive to data and use assessment tools to inform class techniques.

Our stage groups continue to operate as a cohesive team working together to provide maximum opportunities for learning. We are lucky to work in a school where learning is valued. Our P&C community works hard to provide the best possible opportunities for learning in such a diverse, rich culture.

The P&C has taken a proactive lead in recognising issues that impact on the school and our students. They have sought to influence and inform other local schools and made representations to our local member on issues that we consider important.

Together we strive to "Educate for Tomorrow" using all of our resources to provide the best possible standard of education that we can. Our reputation continues to be highly regarded within the Penrith area and we continue to promote not only our school but the larger Public Education System we have chosen for our children.

School background

School vision

Blackwell Public School is committed to the pursuit of excellence.

Our vision is to create citizens who BELIEVE in themselves , are PASSIONATE and SUCCESSFUL Lifelong Learners.

We believe we provide a high quality educational setting for every child in our care.

Our motto is "Educating for Tomorrow" where we aim to give every student opportunities to perform and succeed in a diverse, challenging environment.

School context

Blackwell had 649 students enrolled in 25 classes.

We seek to constantly improve by sharing our vision with students, community and staff. We value feedback as our world constantly challenges our beliefs and practices.

Blackwell puts our students at the centre of our learning community.

We seek to constantly improve by sharing our vision with students, community and staff. We value feedback as our world constantly challenges our beliefs and practices.

We "know, value and care" for each student both as an individual but also as a member of our school family. We work long and hard to establish real relationships with our families. Many of our staff have been here 15 years or more and have had the advantage of teaching siblings and sometimes parents. We know our families and have built positive relationships through these associations. Our staff are viewed as integral members of our community.

We are proud members of our STePS - St Clair Erskine Park - Learning Community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

The review process informed and enabled the school executive team to make consistent judgement about student progress and achievements. The evidence gathered through this review was a key component in the school planning and reporting cycle.

Recommendations from the review have been discussed and plans have been designed so that we may be able to provide a sustainable path for student performance and improvement.

During 2018 the school undertook the collection of data and looked at the various ways and means that we track and record student achievement and growth.

As a result of this review the school executive have explored assessment matrices and forms of standardised testing that will give more informed data and provide staff with clear indicators of strengths and weaknesses.

Our self-assessment process has assisted the school in refining our school plan, leading to further improvements in the delivery of best practice for our students.

At Blackwell we are committed to the pursuit of excellence.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Learning- Promote successful and engaged learners.

Purpose

To foster a love of learning and to become confident, creative and critical problem solvers who demonstrate resilience and independence to pursue their potential as life long learners, leaders and informed global citizens.

Students will become successful learners who demonstrate engagement, focus and collaboration to communicate their ideas to make sense of a 21st Century world.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Improvement measures displayed in student data in; using NAPLAN and PAT data</p> <p>The school's value-add trend is positive.</p> <p>Formative and summative assessment indicate appropriate understanding and mastery of skills.</p>	<p>\$40 000 committed which has included attendance at numerous professional learning conferences, class observations, mentoring and coaching sessions and all other workshops.</p> <p>Purchase of testing materials including benchmarking kits. literacy screeners and decode able readers.</p> <p>All awards prizes and incentives for students.</p> <p>IT programs and apps.</p>	<p>Social skills programs have been extended to 2 days to meet the growing demands of students requiring intervention. Individual and group literacy and numeracy programs have been implemented for a number of students identified as requiring additional support in class.</p> <p>TEN training identified as a staff need as data identified a significant number of Year 2 students still below in emergent and perceptual bands.</p> <p>Increase in the number of students with referrals to counsellor required LAST team to prioritise students from Stage 3 first.</p> <p>Peer tutoring was effective between Year 1 and Stage 3.</p> <p>Discipline and classroom management procedures appeared to be effective but there was an increase trend in the number of students requiring intensive support to operate within the mainstream.</p>
		<p>GAT maths class worked well with the 5 senior students enjoying the experience to work at a high school level with STEPS peers. Class to continue for the next year. TOPSTEPS has been successful and more academic rigour applied to activities.</p> <p>Endeavours to create more opportunities for sharing and collegiality across stages and whole school have been effective.</p> <p>Staff have attended workshops and given feedback to other staff covering a range of mental health issues. Dyslexia and ASD have been a focus Mental health issues continue to impact across the school and community.</p> <p>High expectations have been articulated for each stage in light of Visible Learning practices.</p> <p>All exec have undertaken SCOUT training and are able to access data and draw conclusion. All staff now need to be involved.</p> <p>Aboriginal consultant Steven Trist has been to met</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
		<p>Aboriginal parents. Aboriginal parents have meet each term to discuss issues and contribute to individualised learning plans. A Junior AECG has been established across our STEPS schools</p> <p>Classroom observations for all staff need to be reconsidered as to timing and afternoon sessions. Perhaps each stage given a week to organise class visit with pre and post meetings included.</p> <p>Long discussions have been held on what and how to collect data "Measure What Matters!</p>



Strategic Direction 2

Teaching- Promote literacy and numeracy understandings and skills within a dynamic contemporary curriculum.

Purpose

To empower students to become creative and dynamic learners with the capacity to effectively apply literacy, numeracy, science and technology skills to meet contemporary demands.

Students need to be given access to a contemporary future focused learning environment where literacy, numeracy, science and technology skills are developed through quality teaching and learning opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Improvement measures are evident in student data;• The school's value-add trend is positive. EVERY child has value-added results in NAPLAN and• Formative and summative assessment indicate appropriate understanding and mastery of skills.	<p>\$35 000 was spent on reading resources for all stages. We also purchased a subscription to "A Learning Place" (\$4,800).</p> <p>We spent our QTSS money on employing a "Literacy Leader" for years 2-6.</p>	<p>Comprehensive analysis of NAPLAN and post assessment data, growth and trends.</p> <p>Employ a "Literacy Leader", (Kellie Balloch) years 2 - 6 to develop consistent, high quality practices through collaborative planning, teaching and assessment of writing and grammar.</p> <p>Teachers liaise and collaboratively plan with Literacy Leader PL for all staff in "Words Their Way", grammar and writing</p> <p>Implement and evaluate DEC developed English scope and sequence by explicitly programming elements of grammar across all areas of literacy, especially spelling, grammar and writing</p> <p>Staff engage in collaborative practices so that the skills and language of spelling, grammar and writing are embedded K-6</p> <p>Build a collaborative responsibility for student learning and success with high levels of community engagement through spelling and writing workshops</p> <p>Stock take and purchase reading resources where it is needed</p>



Strategic Direction 3

Leading - Promote quality professional practices.

Purpose

To develop a school culture that embeds and implements explicitly targeted and engaging professional learning and leadership practices so that all students are provided with opportunities to reach their full potential.

To build capacity in the teaching staff through professional learning to ensure quality teaching remains a focus of our pedagogy. To improve teacher understanding of The Teaching Standards and how they inform practices and improved student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student engagement and success. Implementation of Visible Learning Strategies within the classroom. Increased teacher capacity to understand and link the professional standards to their teaching programs.	\$20000 allocation - including prof. learning and conferences; "Visible Learning Plus" Conference with John Hattie and Visible Learning team. Observation days - casuals to cover classes for observing teachers.	<p>Professional Learning sessions on Feedback - "Our Journey So Far" continued.</p> <p>Visible learning research, examples of what was being done at Blackwell by teachers in classroom with Learning Intentions and Success criteria. Goals for 2018 put forward - an outline of where we will head</p> <p>Leading team observed team members with Feedback/learning intentions/success criteria - analysed the data from these observations.</p> <p>Survey Monkey set up and distributed to staff Baseline data of observations and survey.</p> <p>Staff members attended Visible Learning workshops and conferences</p> <p>1. Accreditation - all staff, once access to NESA is enabled, have completed annotation of professional development with buddy</p> <p>2. Collated and analysed Survey Monkey results - .Baseline data on teacher knowledge and understanding.</p> <p>3. Professional development on what good feedback looks like in this classroom - 1 session Begin displaying visuals for classes "I can..."</p> <p>Sentence Stems provided for teachers to use in rooms.</p> <p>6. Team members have an allocated time in Stage meetings to discuss, share, collaborate with feedback implementation on their stage</p> <p>7. Teachers designed a lesson incorporating all types of feedback - Team member observed lesson and provided feedback to teacher-lesson implemented again - showing improvement in feedback.</p> <p>8. Begin developing a common language across staff.</p>



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$67 000 which is partially aide salaries.	<p>Students K-6 participated in a range of activities that promoted Aboriginal culture and customs. The school undertook to design and paint a large mural where each class undertook to research and decorate 26 panels. these panels have been placed at the front of the school to remind us all of our shared history and heritage.</p> <p>Classes were also conducted in both Stage 2 and Stage 3 with a Darug elder. Mr Paul Teerman.</p> <p>We invested in a new totem and our school virtues are proudly displayed on new school totems.</p> <p>Our Aboriginal students again participated in a variety of cultural pursuits and met regularly</p> <p>We also conducted term Yarning meetings to give our Aboriginal families a chance to come together and discuss issues they felt were important. Personalised learning pathways were developed with parental input wherever possible.</p> <p>As a STEPS Learning Community we established a Junior AECG that meets once a term to share and plan events.</p>
English language proficiency	\$37 000 with staff salaries included.	<p>Students who were identified as needing additional support were either taken for individualised programs working on particular areas of speech and grammar or were supported in the classroom. Many of our students need the more practical aspects of writing using correct grammar and tense. We have also provided a few students with an opportunity to practise conversational English.</p> <p>A smaller number of students also required social skills in order for them to play and join in social activities in the more informal settings. We have set up specialised lessons and activities for these younger students.</p> <p>We have also provided opportunities for our parents to chat to support students and guide them with outside agencies where needed.</p>
Low level adjustment for disability	\$32 000 with a small portion being staff salaries.	<p>The school has identified and supported over one hundred students with identified needs. This year has been difficult as our counsellor allocation has not been filled for several months. The P&C have been active in seeking to support staff in acquiring trained personal to help identify and support families. Students have been supported in the classroom by differentiated programs. individualised learning plans and targeted practices that enabled our students to operate in a mainstream setting.</p>

Low level adjustment for disability	\$32 000 with a small portion being staff salaries.	We employed additional staff to implement specific social skills programs two day a week. We also employed additional support staff to work in classrooms and sometimes the playground setting. This year we also purchased play equipment to encourage our students in the lunch time setting. Next year the focus will continue on the importance of play and the skills need to be an active, engaged student.
Quality Teaching, Successful Students (QTSS)	\$127 000 with the majority \$117 000 being staff salaries	A literacy leader as a full time position for 2018 was appointed from within our staff. We discussed how we would operate as executive team to support this introduction to our staff. We established clear school goals in Literacy with a particular focus on writing K-6. We provided staff with an understanding of and skills to implement "Words Their Way" a new whole school spelling scheme. We organised training for staff and parents using this new program as well as workshops for our Number program A Learning Place. We implemented stage planning days to set writing tasks and assessment tasks and matched these to marking criteria. Our main focus has been on critical feedback for both students and staff.
Socio-economic background	\$42 000 with a fair proportion being for student assistance and community projects.	<p>Programs have been developed and implemented that continue to support our school community. A focus continues to be social skills.</p> <p>Where necessary we have provided support, both financially and emotionally, to our families. A number of our families are currently experiencing trauma in some form. The school considers that we are often a safe, stable haven for our students and families.. We have endeavoured to liaise with outside agencies and often are the first contact point for families in need. We have been proactive in building working relationships with a number of local and state agencies.</p>
Support for beginning teachers	\$17 000 for staff identified in their first 2 years of teaching. Mentors and coaches have also been provided for relief days.	<p>Two beginning teachers were supported in 2018. They were led through an Induction Process, assigned a mentor and provided with their extra Relief time to develop their skills and to reflect with Deputy Principal about their teaching practice. Phase 1 of the Strong Start, Great Teachers program was completed. Observations of the teacher's classroom practice were undertaken by the Deputy Principal and their assigned Supervisors. The Beginning teachers also attended Beginning Teacher Conferences and became familiar with the Teaching Standards.</p> <p>In 2019 the teachers will have a formal mentoring program to complete Phase 2 and 3 of the Strong Start, Great Teachers program. They will also complete their accreditation during assigned relief days.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	294	311	338	331
Girls	302	300	317	318

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	94.3	94.5	93.2
1	93.8	93.8	94.4	92.7
2	94.0	93.9	93.1	93.2
3	94.1	93.2	94.0	93.0
4	92.4	94.7	92.8	93.1
5	92.9	92.5	94.8	92.4
6	94.0	91.7	92.2	93.2
All Years	93.7	93.5	93.7	92.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94.0	94.1	94.0	93.5
3	94.1	94.2	94.1	93.6
4	94.0	93.9	93.9	93.4
5	94.0	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94.0	94.0	93.9	93.4

Management of non-attendance

Sentral, which is a computer system, is used to mark and monitor daily attendance. Students who fall below 85% are watched and contact made with parents to discuss any concerns. Our attendance rates are monitored weekly and staff have clear procedures to follow should any student cause concern. The school is very proactive with our parent community.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.38
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.26

*Full Time Equivalent

One staff member identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	32

Professional learning and teacher accreditation

Professional learning has occurred regularly throughout 2018. All teaching staff is accredited and undergoing maintenance of accreditation. Many staff attended professional learning on accreditation and maintenance through the Teachers Federation. After school training, all staff has begun documenting their hours of professional learning. Staff completed the "Reflecting on Standards" module. There are 2 beginning teachers, in their first year of teaching, who had begun Induction and Phase 1 of the Strong Start, Great Teachers modules. No teachers had completed their 5 year Maintenance of Accreditation this year.

All staff completed and were signed off in having accomplished their Professional Development Plans which covered various learning areas such as Aboriginal Education, One Note, Literacy and Numeracy areas. After completing the "Standards" module all Plans reflected the standards in which teachers were working on.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	565,447
Revenue	5,634,853
Appropriation	5,355,544
Sale of Goods and Services	13,465
Grants and Contributions	258,547
Gain and Loss	0
Other Revenue	0
Investment Income	7,297
Expenses	-5,160,990
Recurrent Expenses	-5,160,990
Employee Related	-4,590,135
Operating Expenses	-570,855
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	473,863
Balance Carried Forward	1,039,310

The school has set aside funds for major internal renovations of four practical activity areas. Two were completed this year with two more to be undertaken next year. Artificial turf has also been laid to help provide a better playing surface for our students. Monies have been set aside to complete works on both the oval and front area.

A major costing was the air conditioning of the school library which has been a welcomed and long anticipated addition. The school and parent community are now looking to the cost of installing additional power to our hall in the hopes of having this space air-conditioned by the end to 2019 .

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 SBAR Adjustments (\$)
Base Total	4,354,942
Base Per Capita	126,657
Base Location	0
Other Base	4,228,285
Equity Total	495,263
Equity Aboriginal	31,345
Equity Socio economic	245,030
Equity Language	55,929
Equity Disability	162,960
Targeted Total	51,024
Other Total	298,474
Grand Total	5,199,703

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results - such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format - should take into consideration the different test formats and are discouraged during these transition years.

In 2018 student performance was again at a steady progression and comparable to results from previous years. There is a decrease in the number of students performing in the bottom 2 bands. There has been little increase in students performing in the top 2 bands.

Year 3 student performance in Reading showed steady progression. Most students performed in Band 4, higher than similar school groups and state average. The bottom 2 bands showed a decrease in student performance which reflects the support work that is given to students. A focus will be in moving students in Bands 4 and 5 to a higher band.

60% of students in year 5 performed within the middle bands of 5, 6 and 7. This correlates with student performance from past years, however results indicated more students who were in the lower 2 bands.

Spelling performance was steady, with the most students in both Years 3 and 5, performing in the middle bands. This was higher than the state average, however, the number of students in the top 2 bands was lower than the state average. The number of students who were in the bottom 2 bands was less than state average. Again, the intervention for lower performing students is evident. There is an upward movement of students moving into the higher bands.

Writing performance in Year 5 showed an improvement in the number of students who achieved better than state average in the lower bands. 45% of Year 5 students performed in the middle band 5, although the top 3 bands showed less students were performing in these bands compared to the state and similar school groups. Across Year 3, students performed at a lower level overall, compared to state and similar school groups. Having a focus on Writing for the Years 3-6 cohort is showing improvement in student results.

Students in both Years 3 and Year 5 performed at a comparable rate to previous years. The number of

students in the top 3 bands was comparable to past years, with a decrease in the number of students performing in the lower 2 bands.

Overall Literacy results showed at or above average expected growth in Writing and Spelling. Reading and Grammar and Punctuation results showed average growth rates. This indicates that the Spelling and Writing programs that have been implemented in the past few years is beginning to show improved student outcomes.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	4.3	5.3	21.3	25.5	20.2	23.4
School avg 2016-2018	5	6.4	17.8	20.3	21.7	28.8

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	5.3	5.3	18.1	28.7	20.2	22.3
School avg 2016-2018	4.3	5.4	16.8	27.5	22.1	23.9

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	4.3	7.4	19.1	30.9	21.3	17.0
School avg 2016-2018	3.9	8.9	16	26.3	23.8	21

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	5.4	12.0	20.7	26.1	25.0	10.9
School avg 2016-2018	1.8	7.9	16.1	30.1	35.5	8.6

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	9.8	14.7	14.7	39.2	14.7	6.9
School avg 2016-2018	7.9	14.6	15.5	36.8	14.2	10.9

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	7.7	16.3	26.0	20.2	20.2	9.6
School avg 2016-2018	5.8	14.1	27.8	28.6	16.6	7.1

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	2.0	20.6	13.7	40.2	15.7	7.8
School avg 2016-2018	4.2	11.3	16.3	42.7	15.1	10.5

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	10.0	11.0	45.0	22.0	10.0	2.0
School avg 2016-2018	6.4	11.4	42.8	28.4	8.9	2.1

A gradual upward movement and steady progression across Years 3 and 5 is evident. "A Learning Place" program which has been established across the school accounts for this.

In year 3 58% of students performed in the top 3 bands. The number of students performing in Band 1 is the lowest our school has achieved.

In year 5 35% of the students performed in the top 3 bands while 41% of students performed within the middle band 5. Results indicated a steady upward progression from previous years.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	2.1	16.0	23.4	38.3	17.0	3.2
School avg 2016-2018	3.6	11.4	25.6	32.4	18.5	8.5

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	1.9	22.3	40.8	22.3	9.7	2.9
School avg 2016-2018	2.1	18.8	36.4	30.1	9.2	3.3

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school

data.

Our Aboriginal students overall, have performed well in Literacy and Numeracy, placing them within the bands where the majority of students performed. With the upward trend occurring in Literacy and Numeracy, these students should perform as well or better than others in their cohort.

Parent/caregiver, student, teacher satisfaction

During 2018 the school continued to focus on areas underpinning the school plan:

- **Delivering quality teaching and learning experiences**
- **Student wellbeing**
- **Resources to meet the demands of 21st Century**
- **A safe, happy learning environment that engages all students**
- **Setting high expectations.**

Staff, students and parents have engaged in activities and events throughout 2018 to promote and continue to foster the 'family feel' of Blackwell Public School. Quality teaching and learning experiences have been further developed in teachers through the introduction of classroom observations, team learning and collaborative discussion and planning. Students have benefited from this as strategies, processes and procedures are being introduced to promote these aspects of Visible learning. High expectations of learning are promoted to students and parents. Parents acknowledge that they understand and can see the level that their child should be working at. Students have expressed they are able to see where their learning is heading, identify areas of weakness and improvement, and can give some self assessment on how they have completed tasks.

Blackwell continued to invest in resources to meet 21st century learning through the purchase of some furnishings to provide small group work. Teachers have been developed in using Google Classroom and One Note which has been successfully utilised in Stages 2 and 3. Parents and students have expressed and shown enthusiasm in teachers using these programs.

Our P&C have continued to tirelessly work to support the school through fundraising. Playground areas have been returfed with artificial grassing and payment of a teacher's aide is supported by P&C funds. . Support for fundraising events have always been well supported by the wider community.

Student Wellbeing has been a focus with new programs being offered in Martial arts, gymnastics programs, and the Reading Bus. and Festival of Writers attendance at Penrith. Excursions, incursions and privilege days add to the engagement and wellbeing of students. The Social Skills program continued to operate, now conducted on 2 days per week. Bounce Back Day continued to focus on resilience and strategies to cope with the unexpected.

Blackwell continues to uphold its strong reputation in the local community. Parents, local community and visitors to school always comment on the lovely well kept grounds, the atmosphere and the well mannered students that make up a part of our school. It is something we all love to hear "What a great school, Blackwell is."



Policy requirements

Aboriginal education

Respect for diversity" is a core value for all government schools. At Blackwell we want to create a learning space that encourages and supports all and respects the backgrounds and life experiences of everyone who shares this space.

We respect and value our First Peoples. We continue to learn and share our histories and cultures. We want all here to feel they have the opportunity to be themselves, to be creative and to share the education journey.

We want and foster that all our Aboriginal students know who they are and if possible, where they come from. We have actively encouraged our families to bring their knowledge and history into the school and to share their journeys. We have provided opportunities to build trust and respect and to open avenues for sharing. We are all committed to giving each student a positive outlook and a strong belief that their future will be successful. We have provided events to give our older, senior students a voice and to come together as a wider STEPS group, to listen and share ideas, suggestions and hopes.

We have observed appropriate protocols and have continued to seek mutual respect within our partnerships. We want both parties to learn together and from each other.

Many of our staff have benefitted from working alongside our Aboriginal consultants and families and have felt more comfortable when developing Personalised Learning Plans. We still need to learn more about the background of both our students and families and hope our AEW will be able to provide this connection.

One of our major successes was the formation of a Junior STEPS AECG. We were pleased to be part of the initial discussions with our local Pemulwuy AECG and their President, Mrs Burns. Our first Junior AECG meeting held at Clairgate Public School and the second held here at Blackwell, were full of keen students and staff. It was great to hear their comments, to witness their willingness to share and to observe their plans for the future. We are excited to see this new STEPS venture grow it something meaningful and valued by all.

We have organised our school grounds to reflect our Aboriginal heritage and remain committed to learning more about our local Darug peoples, their language, beliefs and customs.

We want our Aboriginal culture to be part of the everyday life at Blackwell. We hope we reflect the community we serve.

Multicultural and anti-racism education

We also respect that our community is multi cultural. At Blackwell we realise that our school contributes to Australian prosperity and social harmony. We want our students to learn in an environment that is free of all forms of racism.

We try to learn from everyone's' experiences, beliefs and culture. We want all our students to lead rewarding and productive lives. We continue to foster the values and virtues that make our country strong. We teach and ask our students and their families, to actively demonstrate Tolerance. Self Discipline, Patience, Kindness, Honesty Responsibility and Respect. These values underpin our student welfare programs and policies.

We need to teach and provide numerous opportunities for our student to practice and learn these values and then to demonstrate them at all times in all situations.

Diversity and inclusion is everyone's business. Our programs and practices are designed to ensure these values are manifest.

This year we purchased and read a variety a texts dealing with Anti Racism and Refugees. We have attempted to provide our students and staff with the skills to eradicate racism. We have developed lessons and activities that promoted acceptance of culture and religious diversity. We have tried to challenge prejudiced attitudes and given students opportunities to reflect on behaviours and actions that may cause concern.

We have continued to examine our practices and procedures to ensure they remain consistent with departmental policies. Our nominated Anti Racism Contact Officer dealt with one issue.

"Racism No Way" was added to our resources and next year one of our whole school incursion will focus on Harmony.

Our schools have a shared commitment among staff, students and community to ensure human rights and civic responsibilities are evident..

We have ensured that all students from different cultural or linguistic backgrounds participated in quality teaching and learning. All our students were able to express their cultural diversity and related in positive way to others.

We continue to do the best we can. At Blackwell every student is known, valued and cared for. We take great pride in ensuring all our community is respected and valued. Our parents place great trust in our system and we assure them we will not let them down. Our students are our greatest commodity for our future.