

# 2020 Annual Report

## Blackwell Public School



4559

# Introduction

The Annual Report for 2020 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.

## School contact details

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## Message from the principal

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### Principal's Report

**A strong and fully resourced public education system, backed by clear policy settings and practices, are the only guarantee that all students will be able to access the inclusive, quality education they deserve.**

**Our aim is to ensure parent confidence in our system is high.**

**Last year tested this with the impact Covid had on our systems and the world as we viewed it. Our profession rose to the occasion with schools switching almost overnight to an off site production. We managed Google classrooms, Zoom meetings, teleconferencing and learning by remote control.**

**Our staff, students and parents were terrific in the manner in which we all coped with the issues this pandemic caused and the effects are still to be counted.**

**The year was anything but normal but one factor remains constant, the passion and belief in our school here at Blackwell. The External Validation, conducted in October via Zoom, strengthened this belief and acknowledged the level of commitment we share in supporting our students' achievements and goals.**

**In 2021 we will establish a Junior Support unit to give students an opportunity to be part of this wonderful community.**

**We are hopeful that many of our yearly practices and events will be able to be conducted and look forward to seeing these take place.**

**Through the hard times last year our P&C members continued to support the school in as many ways that they could. We managed ZOOM technology and found new ways to communicate and assist each other. I remain indebted to the small but energetic group that led the P&C. To Frank, we owe a huge debt, that even with his own issues, he found the strength to continue in his role as President. He was ably supported by his exec team and friends who rallied when needed.**

**Regards,**

**Kris Hudswell**

**Principal**

**Blackwell Public School**

## **Blackwell Public School P&C Presidents Report**

### **Annual General Meeting**

**March 2021**

The Blackwell Public School P&C meets on the first Monday of each month during school terms with the Annual General Meeting (AGM) held in March.

I have made this statement for several years and believe it is very worthy to mention it reflecting on 2020. The P&C is most effective when working in close partnership with the school. I wish to again acknowledge the excellent leadership of our Principal, Mrs Kris Hudswell, and the tremendous support provided the Executive Teaching team, as well as the support to the P&C provided by the administrative staff of Blackwell Public School. Given the additional operational pressures placed on the school and our committee with COVID-19, the strength, versatility and adaptability of the school leadership, executive and administrative teams really shone though in 2020.

I also want to thank Jo Dawes, Cherie Pollard and Peter Vecchio for their support and service to the P&C committee in 2020. A difficult year to operate in however their support to keep up with the administration of the P&C and continue to lead meetings via Zoom was critical to keep us connected in 2020.

One of our main objectives as a P&C is of course fundraising. However, 2020 & COVID-19 unfortunately hampered our ability to do so. The priority of the 2021 Executive and committee should be to re-establish our fundraising practices in a safe manner.

When I look ahead, I really want to stress the importance of new members to the committee. Those parents with children commencing their journey with Blackwell PS should be highly encouraged to attend the P&C and support the fundraising activities as they occur. I do acknowledge the school does an excellent job to keep parents informed via the various Facebook pages it operates, however, coming to our regular meetings gives all parents, guardians and friends of the school the chance to hear directly from our esteemed principal and also be able to ask valuable questions to our principal.

Finally, I do wish to also thank our regular meeting attendees. Being part of the Blackwell Public School P&C is a most rewarding undertaking and I am sure future members will continue to display a wonderful 'community spirit' in their support of the fine traditions of Blackwell Public School, a truly outstanding school in NSW.

**Frank Zlendich**

**President**

**March 1 2021**



## 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

During 2020, Blackwell underwent External Validation. The panel assessed our evidence against the Framework. The panel assessment differed to the assessment that we, as a school community had made, in the following areas:

**LEARNING: Learning Culture: Excelling**

**LEARNING: Wellbeing: Excelling**

**LEADING: Educational Leadership: Excelling.**

Blackwell is proud to have achieved excelling in these areas.

## 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.

### Improvement Measures

Improvement measures displayed in student data in; using NAPLAN and PAT data

The school's value-add trend is positive.

Formative and summative assessment indicate appropriate understanding and mastery of skills.

### Progress towards achieving improvement measures

**Process 1:** Continue to develop our assessment toolkit looking at collection of specific evidence.

Provide opportunities to build strong, teacher collaboration.

Set high expectations for student achievement which are communicated to all

Provide opportunities for stages to share effective resources and strategies.

Use Play and Inquiry based learning models to foster deep understanding and knowledge of content..

Continue to build a shared responsibility for evidence gathering and interpretation.

Evaluation	Funds Expended (Resources)
<p>A school wide culture of aspiration and good learning is being developed that focuses on student skills. We are aiming to embed a culture of high expectations and student encouragement in a supportive learning environment.</p> <p>The Visible Learning works of Professor John Hattie will continue to lead our professional learning journey. This professional learning will also focus on Growth Mindsets and the disposition of learning. We want our students to understand that effort leads to success.</p> <p>The Learning Goals for all students will be informed by analysis of both internal and external achievement data .and student progress . We want our data informed by formative assessment practices so that these form an integral part of the daily instruction in every classroom.</p> <p>We want every child at Blackwell learning "not by chance but by design."</p> <p>We are proud of our achievements at Blackwell. The collaborative discussion and decision making focuses around current school systems and practices, and the alignment with the School Excellence Framework have shown that we are continually improving and working on various areas.</p> <p>We have a cohesive executive group, and a team of professionals who are refining collaborative practice. Through this self-reflection, we realise that Blackwell is "on the right track". It was interesting to see the differing perspectives of classroom teachers compared to executive staff in this discussion.</p>	<p>Teacher Professional Learning Attendance including Berry St training</p> <p>Chaplaincy Grant \$20,000 for the year</p> <p>Additional Student Learning Assistants to target</p> <p>Social Skills programs</p> <p>Cool Kids/ Peaceful Kids programs</p> <p>PAT data and Teacher resources</p> <p>Data walls for Stage 3</p> <p>SENTRAL subscription</p> <p>Addition planning time for each stage to write English programs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$20000.00)</li><li>• Integration funding support (\$68101.00)</li><li>• Low level adjustment for disability (\$400.00)</li></ul>



## Progress towards achieving improvement measures

Staff were not as aware of school wide processes and what is involved, so awareness raising and the need to see the 'bigger picture' outside of the teacher's classroom may help to readjust and develop across the School Excellence Framework. We acknowledge that this process has enabled us to have clear directions for continued improvement in all

- Low level adjustment for disability (\$2000.00)
- Socio-economic background (\$10000.00)





## 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.

### Improvement Measures

- 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.

### Progress towards achieving improvement measures

#### Process 1: Literacy

- Comprehensive analysis of PAT, NAPLAN and post assessment data, growth and trends.
- 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.
- Teachers liaise and collaboratively plan with Literacy Leader PL for all staff in "Words Their Way", grammar and writing
- 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
- Staff engage in collaborative practices so that the skills and language of spelling, grammar and writing are embedded K-6
- Build a collaborative responsibility for student learning and success with high levels of community engagement through spelling and writing workshops
- Stock take and purchase reading resources where it is needed

Evaluation	Funds Expended (Resources)
<p>Programs had been adjusted with the result that not all content of syllabus was covered for this year by all Stages. Concentration on Reading / Writing and Numeracy by all stages.</p> <p>Tier 2 and Tier 3 students identified for support in Reading and Comprehension for 2021. A decision was made to only have the bottom 25% for Tier intervention due to the large numbers of students needing support, in particular, in the early years. Adjustments to teaching programs will be made in 2021 to focus on phonics, phonological awareness in ES1 and St.1 2021..</p> <p>Collaborative practices have been successful. Staff feedback has shown that more is achieved in regards to planning, gathering of resources and a variety of activities is available for teaching the Units. Collaborative planning will continue into 2021 in stage planning time..</p> <p>With the assessment of students in ES1 and S1. it was observed and noted the students need more explicit teaching in phonics and early reading skills - decodable texts and Letters and Sounds program will be added resources for 2021.. Words Their Way will continue in 2021, however more explicit teaching is to occur.</p>	<p>PAT assessment materials</p> <p>Additional time for stages working with LANSA team</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$4000.00)</li><li>• Socio-economic background (\$40000.00)</li></ul>

#### Process 2: Numeracy

- Comprehensive analysis of PAT, NAPLAN and post assessment data, growth and trends.
- Collection of data in PLAN 2 in the area of "Additive Strategies" (AdS)
- Professional Learning in stage "Key Skills" and collaboratively developing post assessments for each concept taught.
- Findings used to effectively steer teaching and learning programs to monitor, track and report on student performance

## Progress towards achieving improvement measures

- Process 2:**
- Staff engage in PL with expert, Carol Spencer/expert teachers, and observing colleagues to ensure the quality, consistency and sustainability of whole-school "A Learning Place" mathematics program
  - Build a collaborative responsibility for student learning and success with high levels of community engagement through numeracy workshops
  - Stock take and purchase numeracy resources where it is needed

Evaluation	Funds Expended (Resources)
<p>PAT Maths testing was successful in using the online platform. Teachers have readily available all data and can view results and analyse the data in a quick timeframe. Students are at ease in using this type of assessment. Growth in Maths was seen in majority of the students. Gaps and weakness were viewed by staff and upskilling them in using the teachers' resources in this platform was seen as a benefit for planning and teaching. The use of Teachers' resources will be implemented in 2021.</p> <p>Discussion ensued about the use of SENA testing and how this fits with the Carol Spencer program and the curriculum. Executive will discuss this further, in 2021.</p> <p>The TENS program is considered for implementation in 2021. Students need to have more practise in number strategies and using this program should consolidate what is being taught within the Carol Spencer program.</p>	<p>PAT Maths license for online platform</p> <p>Carol Spencer program "A Learning Place A Teaching Place"</p> <p>SENTRAL Mark book</p> <p>Professional Development for targeted new staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Literacy and numeracy (\$2000.00)</li> <li>• Literacy and numeracy (\$4950.00)</li> <li>• Professional learning (\$2000.00)</li> </ul>

- Process 3: Science and Technology**
- Engage in Science and Technology network meetings with Rod Cheal.
  - Write a Science and Technology scope and sequence to ensure our Primary Connections units align with the NSW Science and Technology syllabus
  - Investigate STEMshare and ScopeIT units and programs to compliment "Digital technologies"

Evaluation	Funds Expended (Resources)
<p>Purchase of future robotics deferred.</p> <p>Teachers taught Digital / technology components in class, including beginning coding.</p> <p>Continuation of emphasising of STEMshare to compliment "Digital technologies" in 2021.</p> <p>ScopeIT is not feasible and will not be accessed.</p> <p>Investigation units and resources are used across the school.</p>	<p>Lego purchases to support STEM programs K-6</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$1200.00)</li> </ul>

### 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.

#### Improvement Measures

**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.**

#### Progress towards achieving improvement measures

**Process 1:** Process for Maintaining Accreditation explained and set up.

Self Reflection against Standards.

Personal goal identified using Self Reflection.

Stage time PL - staff bring evidence of their goals and discuss what has been learnt and what they are doing with it in class. Once a term.

Surveys to staff for their understanding of Learning Intentions, Self Criteria, Feedback and what they want to know and develop.

Analyse surveys and design professional development session / sessions on Feedback. Include video / youtube on what it looks like in action. Teaching Standards in Action / CESE.

Learning Walk groups - Setting up routines and protocol. Observation of LISC and feedback practices to see if they have impact / feedback and further discussion to move forward. Each teacher in the group leads a session. Focus on English.

Use of Feedback Observation Framework by all teachers.

Collaborative team planning and leading of professional development from staff with expertise.- As part of QTSS

Evaluation	Funds Expended (Resources)
Staff and executive have discussed, what works well, what is not working as well and the results of this were taken into account for future planning. Instead of the 3 teams the whole school will all be 'team members' in the areas of the School Plan.	Berry St on line training for 6 staff  Visible Learning on line conference 3 staff attended
CESE Best Practices and Strategies taken into account - Teaching Rounds discussed instead of learning Walks.	<b>Funding Sources:</b> • Professional learning (\$35000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Employment AEW 2 days per week \$24 000</p> <p>Incursions \$450</p> <p>Excursions nil</p> <p>Custodial poles \$360</p> <p>Mural by Salt Water Dreaming \$4 900</p> <p>Yarn meeting for parents term 1 only \$ 100</p> <p>Casual relief to support PLP writing \$3 800</p> <p>Aboriginal resources \$1 600</p> <p>AECG badges</p> <p>AECG meeting term 1 only \$120</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$35 925.00)</li> </ul>	<p>Blackwell employed an <b>Aboriginal Education Worker</b>, Allison Drake, 2 days per week in 2020.</p> <p>Covid again significantly impacted on many of our school and STePs Learning Community events. A major initiative was the continuation of the Darug language. All students have been introduced to common Darug words in a hope of keeping the language alive. Signs and posters have been produced and our school leaders use our assemblies to welcome and greet the audience. Our Aboriginal senior students have also rewritten our Acknowledgement To Country and take turns to address our meetings.</p> <p>A major <b>STePs project were our Custodial Poles</b>. Each school in our St Clair Erskine Park Learning Community chose a feathered animal to investigate and produce a pole to represent their school. The poles are now displayed in each school as well as all 5 primary schools designing a pole to be given to both our high schools to link as all together. A digital presentation will also accompany our poles.</p> <p>Special ceremonies were held to install these new additions. Our students worked long and hard on this project and are justly proud of the finished product.!</p> <p>Our AEW continued to support our students in the classroom setting with encouragement and assistance in academic studies as well as guiding them through cultural programs. We found that our students looked forward to these times and felt more comfortable sharing their stories..</p> <p>Our regular <b>Yarn meetings</b> were discontinued due to Covid restrictions but we were able to continue our links through regular telephone links. We did realise how important these communication channels are in keeping us all informed and connected.</p> <p>We undertook to create a new feature to our school buildings to continue this connection to our Aboriginal heritage. We commissioned Zac Brooker Bennett, a young Aboriginal artist from Wollongong, to design a <b>wall mural</b> to present our school. We are delighted with the finished work and have received numerous compliments for our parents and the wider community. These murals are a constant reminder of our shared history and connection to this land</p>
<b>English language proficiency</b>	<p>Resources for EALD</p> <p>Employment for EALD 2 days per week to</p>	<p>We currently have just over 24% of our school population who meet the requirements of EALD students</p>

<p><b>English language proficiency</b></p>	<p>supplement government funding for 1 day \$40 000</p> <p>Library books purchased with other languages and cultures \$3 000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$40 000.00)</li> <li>• Socio-economic background (\$3 000.00)</li> </ul>	<p>These EALD students do not have English as their first language and require additional support to assist them to develop a proficiency in English.</p> <p>The <b>EALD Scales</b> are a resource used across to school as an assessment tool to identify and support the level of need each student requires. Our EALD students require specific support to build their English language skills so that they can easily access the general curriculum.</p> <p>All students learn best when they are engaged with materials that assist them in multiple ways.. Our lessons involve <b>writing, speaking, drawing and listening</b>. We provide a variety of scaffolding techniques to support the acquisition of these skills</p> <p>Our teachers work hard to cultivate genuine relationships and ensure that we are culturally responsive to the needs of our families.</p> <p>We ensure that we teach <b>language skills</b> across the curriculum and not in isolation. We want our students to be both confident and fluent in their language skills. We have encouraged the use of " Wait Time " to allow our students to translate and process the necessary skills to participate in their learning.</p> <p>We want our students to have the courage to answer and contribute to every day learning. There are 4 phases that we identify- <b>Beginning, Emerging, Developing and Consolidating</b>. In 2020 we had a small number of kinder students who required additional support as beginning phase. The majority of our students usually fall in the developing phase. We do target our senior students for additional support to enable the transition to high school to be successful</p> <p>All staff are supported in differentiating their class programs to allow students to <b>"Think Aloud"</b> and use technology, such as Google Translate, where appropriate..</p>
<p><b>Low level adjustment for disability</b></p>	<p>Social Skills teacher employed 2 days per week \$40 000</p> <p>Bounce Back materials updated \$600</p> <p>SLSOs employed to support targeted intervention programs</p> <p>MiniLIt</p> <p>MultiL</p> <p>Martial Arts Term 4 only</p> <p><b>Funding Sources:</b></p>	<p>Blackwell Public School recognises that student wellbeing and engagement are important conditions for learning. Wellbeing incorporates academic, social, emotional and spiritual areas of a child's development. Our school has developed processes that will address and support our students to connect with each other, to succeed in all they do, to thrive in being confident and comfortable, which in turn, will benefit their learning.</p> <p>The <b>Bounce Back Wellbeing and Resilience program</b> has been implemented to promote a whole school social emotional program. Before implementing the program many students arrived at school with anxiety and showed no resilience to setbacks and challenges that they had. Staff and students</p>

<p><b>Low level adjustment for disability</b></p>	<ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$40 000.00)</li> <li>• Socio-economic background (\$1 676.00)</li> <li>• Integration funding support (\$68 101.00)</li> </ul>	<p>were surveyed on resilience. This program was chosen as it provides explicit strategies for fostering resilience and emotional wellbeing in children in meeting challenges. 'Bounce Back' is an embedded program delivered by the classroom teachers. Each teacher has timetabled the program for a session each week.</p> <p>Opportunity for students to talk and share challenges are provided in the lessons. Early Stage 1 and Stage 1 teachers developed "Being a Bucket Filler" as an extension of this program. This enables the students to develop kindness, gratitude, responsibility towards their friends and others. "How big is your Problem" also developed from these lessons. Many students would go to the teacher for very small problems and this has helped students to be more resilient and responsible in helping themselves. This is in practice throughout Early Stage 1 and Stage 1 students. Using this approach has been one avenue where Blackwell has successfully supported our students to connect, succeed, thrive and learn. For the past 3 years a Bounce Back day,</p> <p>in conjunction with the lessons, has been organised in Term 3. Activities on this day include a personal development or resilience performance from an outside provider, art and craft work, songs, guided meditations, stories and social skill time through Class Circles, board games, discussion.</p> <p><b>A SOCIAL SKILLS</b> program has been developed at Blackwell PS. Addressing social needs of students helps them to connect with friends and form friendships so they can achieve greater success in thriving and succeeding at school. This is a Tier 2 intervention program for students who need greater support in, for example; playing in the playground, forming friendships or cooperatively working with others in the classroom. These weekly sessions aim to foster the well-being of each student, while also developing self-awareness and understanding the role we each play in establishing and maintaining positive relationships with others. Students are selected from referrals to the Learning Support Team and guided by teacher observations in the classroom.</p> <p>Each session begins with checking in on each student and an opportunity to assist them with any problems that they may be encountering, followed by a guided group meditation session that teaches students to focus on breathing, free the mind and send peaceful vibes to family and friends. Students are then asked to recall people/situations/events for which they are grateful in that week.</p> <p>Older students write this in a Gratitude Journal which they read and share with other</p>
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<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Additional teaching time purchased through QTSS funding \$168 000</p> <p>Text and resources \$2 300</p> <p>Data walls for Stage 3 White boards purchased \$2 400</p> <p>PAT testing and PAT teaching resources \$2 500</p> <p>Casual days purchased to support programs \$6 000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$168 000.00)</li> <li>• Socio-economic background (\$10 950.00)</li> </ul>	<p>The use of <b>additional QTSS</b> funding during 2020 was to build a better understanding of the English Syllabus with a focus on making meaning through language and engaging with the processes . We also aimed to develop a consistent, collaborative approach to planning using the English syllabus. After a thorough <b>analysis of NAPLAN data and interviews</b> with key school personnel an action plan was co created by the school executives and School Services team to address the overarching question: What does Blackwell PS need in order to move their students forward provided whole school professional learning to unpack the English syllabus and develop a consistent understanding of the document across the school.</p> <p>The SS team facilitated reflective discussions with the executive team on current school practices in the teaching of the <b>English Syllabus</b> and how closely these practices aligned to NESA requirements and departmental policy and procedures.</p> <p>The executive identified a need for a <b>change school wide in programming practices for English</b>. The SS Team supported each exec to facilitate similar discussions with their stage teams bringing the English syllabus into the forefront of their planning for teaching and learning. then supported the executive team to lead their teachers through a process of collaboratively planning a unit of work .</p> <p>Stage 2 collaboratively designed a unit of work that included pre and post assessment tasks that was clearly linked to English Syllabus outcomes.</p> <p>The SS team supported the executive in the development of a reflective timeline that utilises a portion of stage meetings each</p>



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<p><b>Socio-economic background</b></p>	<p>Gymnastics -Covid interrupted delivery of programs during term 2&amp;3 - \$18046</p> <p>Incursions -4 per year - \$12000</p> <p>School packs School subsidises school packs to ensure all students have access to curriculum -</p> <p>Reading eggs Site licenced purchased to support parents with literacy during Learning from Home \$454</p> <p>Items for Learning from Home packs-purchased to support parents with numeracy Cards Dice counters \$2620</p> <p>Parent communication tools Schoolzine Zapp - \$2289</p> <p>SMS package for attendance \$1000</p> <p>Additional I pads purchased to support students during Learning from Home - \$16058</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$52 467.00)</li> </ul>	<p><b>School packs</b> are used to supply all students with the necessary tools to be successful and engaged learners The packs include site licences, an incursion each term, access to a 10 week gymnastic program K-6 as well as the everyday stationary supplies. The school heavily subsidises these packs to enable all student to participate in a diverse and engaging range of learning opportunities. Costing is reduced according to the number of students in a family and student assistance is always highlighted for parents to access.</p> <p>All <b>excursions and camps</b> are again subsidised by the school. Covid prevented our normal school camps and excursions from taking place but once restriction were lifted the school organised incursions and excursions where possible. A highlight for our K-2 students was the visit by author, Matt Cosgrove and 2 wonderful alpacas who stole the show. Our aim has and will continue to be to give students access to as many events and experiences as we can. Each year we plan to take students to live theatre shows and provide quality incursions for minimal cost,</p> <p>As part of the <b>STePs Learning Community</b> we also fund involvement in Music Festival, Debating. Literacy workshops and forums. Public Speaking events, Dance Sport, PSSA sporting events, Aboriginal events such as Stepping Up days. . Most of these events were cancelled due to Covid but staff and students missed these opportunities and will be ready to participate again.</p> <p>The entire school community rallied to support each other through some trying and emotional times and the school benefitted in many ways by facing these challenges for 2020.</p>

<p><b>Socio-economic background</b></p>	<p>Gymnastics -Covid interrupted delivery of programs during term 2&amp;3 - \$18046</p> <p>Incursions -4 per year - \$12000</p> <p>School packs School subsidises school packs to ensure all students have access to curriculum -</p> <p>Reading eggs Site licenced purchased to support parents with literacy during Learning from Home \$454</p> <p>Items for Learning from Home packs-purchased to support parents with numeracy Cards Dice counters \$2620</p> <p>Parent communication tools Schoolzine Zapp - \$2289</p> <p>SMS package for attendance \$1000</p> <p>Additional Ipads purchased to support students during Learning from Home - \$16058</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$52 467.00)</li> </ul>	<p>Google Classrooms and Zoom meetings became the norm with staff operating under conditions not faced by any of us ever before!</p> <p>We managed to be on site and working from home with dedication and professionalism and while some things were missed the overall result was that we could do what we thought impossible</p>
<p><b>Support for beginning teachers</b></p>	<p>NIL - funding used for relief in previous terms.</p>	<p>During 2020, <b>2 teachers identified as Beginning Teachers</b>. One of those teachers completed the accreditation process and submitted her evidence to the Department where she gained accreditation. One other teacher is still in the process of finalising accreditation, having had time and mentoring to support through the process. COVID disrupted observations and it was decided in Term 4, after having difficulties in uploading annotation and with NESA website a decision was made to finalise in 2021. The timeframe for this teacher to gain accreditation still has some months to run.</p> <p>New and beginning teachers are assigned a mentor and given support at Blackwell.</p> <p>With the establishment of a support class, a mentor will be assigned to this teacher in 2021.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	338	331	336	322
Girls	317	318	329	312

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.5	93.2	90.5	91.7
1	94.4	92.7	92.8	91.7
2	93.1	93.2	93.4	92.3
3	94.0	93.0	92.3	92.7
4	92.8	93.1	91.6	92.0
5	94.8	92.4	93.6	91.6
6	92.2	93.2	91.0	93.2
All Years	93.7	92.9	92.2	92.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94.0	93.5	93.0	92.0
3	94.1	93.6	93.0	92.1
4	93.9	93.4	92.9	92.0
5	93.8	93.2	92.8	92.0
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92.0

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.33
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.06

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,219,799
<b>Revenue</b>	5,781,154
Appropriation	5,682,101
Sale of Goods and Services	16,362
Grants and contributions	80,354
Investment income	2,237
Other revenue	100
<b>Expenses</b>	-5,496,099
Employee related	-4,871,706
Operating expenses	-624,393
<b>Surplus / deficit for the year</b>	285,055
<b>Closing Balance</b>	1,504,854

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.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	124,560
<b>Equity Total</b>	588,295
Equity - Aboriginal	31,770
Equity - Socio-economic	320,614
Equity - Language	52,363
Equity - Disability	183,548
<b>Base Total</b>	4,405,398
Base - Per Capita	159,935
Base - Location	0
Base - Other	4,245,463
<b>Other Total</b>	420,287
<b>Grand Total</b>	5,538,541

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.





## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## Parent/caregiver, student, teacher satisfaction

Blackwell School underwent an external validation process in October 2020.

### Our Summary Report covered 3 main aspects-

**Learning:** Evidence shows that Blackwell Public School has a positive learning culture supported by the high expectations of staff and parents. Well refined processes and planning is seen in our evidence. Our evidence sets reflect the strategic and planned approach where the wellbeing of each child is pivotal for implementation of programs and for success at school. Through the use of data gained from PAT testing, NAPLAN, formative and summative assessments, our school is refining practices and processes so that improvements and gains in students can be measured and growth seen. Each child is seen as an individual where all staff differentiate their learning programs, construct individual education plans, PLPs and developing support groups such as the "I Hear You", "Peaceful Kids Program", and chaplain based intervention help each child to connect, succeed, thrive and learn. Our Code of Conduct and PBL based behaviour systems ensures effective environments are created for learning. Working with parents and school wide staff, optimum conditions are ensured. The Learning Support Team has established effective processes whereby students who need intervention are known, valued and cared for by assessing holistic information with parents and outside providers. Adjustments are made to address their needs.

We will continue our learning journey in "Knowing thy Impact" - using assessment data such as refining the use of Data Walls and expanding this into Stage 2 and below; Implementing Berry Street model by all staff to embed practices in each class each day; in developing in students an awareness and understanding of the "Learning Pit", using student self-assessment and feedback to develop self-reflective learners and self-responsibility in learning will expand and refine our practices to better monitor and evaluate student progress.

**Teaching:** The evidence shows that Blackwell Public School has teachers who individually and collaboratively reflect on, and evaluate teaching practices to ensure identifying, understanding and implementing the most effective, explicit teaching methods are through evidence based teaching strategies. In refining classroom practice through Explicit teaching models, through professional learning about Learning Intentions, Success Criteria and Feedback, deliberate targeted teaching is undertaken. Strong conditions for learning have been developed using effective management skills, sequential learning programs, the Code of Conduct and behaviour system in place. Our teachers demonstrate high levels of professionalism and commitment supporting each other in mentor roles, through classroom observation practices and through collaborative planning across the Stages. Capacity building, self-reflection, and professional dialogue are assisting in improving teacher quality and knowledge, understanding and practice of teaching.

We have had Beginning teachers accomplish Proficiency, however building capacity of other teachers in overseeing this, to developing expertise in mentoring and coaching will develop leadership in other areas of the school. We will continue to refine our work with English and ensure the Non negotiables are delivered in teaching. Using progressions, using 'cold tasks' and assessment data from class, NAPLAN and PAT testing will give a coordinated effort by staff to determine teaching directions, and reflect on teaching effectiveness. Non negotiables will be developed in the Mathematics, ensuring modelled, guided and independent work are evident, key skills are developed and assessment is consistent, sequential and sequenced across the terms.

**Leading:** Evidence show that Blackwell's leadership team fosters a school-wide culture of high expectations and a shared responsibility for the development of student engagement, learning and success. The implementation of Quality teaching observations and improved teaching practice, collaborative planning and building teacher capacity has resulted in sustained and measurable whole school improvement. Community engagement through our social media platforms has opened the school to our many programs and to the work that our students achieve. Continuous improvement is supported by the Executive team in developing Strategic Plans, monitoring and using data, setting timelines. Our school has a bank of resources that underpin programs, the use of technology particularly in Home Learning through this COVID year has ensured success and engagement for our students.

To help students to become more functional, self-responsible learners who put in effort and use feedback to inform their learning are of importance. Engagement and success of our learners will be addressed through staff having a deeper understanding and knowledge of seeing learning through the eyes of students. Learning walks or Instructional rounds will also ensure continuous improvement.

A question to answer for 2021 is "How do we keep our community informed, updated on programs, assessments and where our students are at in their learning journey?"

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

