

2022 Annual Report

Blackwell Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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.

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School vision

Blackwell Public School is a vibrant and innovative learning community where students are proud of themselves and the school, where students pledge to work hard, play fair and be kind to each other, always remembering **Good Manners, Good Thinking and Good Learning**.

Every student at Blackwell is **"learning not by chance, but by design."**

School context

Blackwell Public School is a vibrant, well-resourced school set in beautiful grounds. It has a proud history of providing a caring learning environment for all students. Everyone in the Blackwell Public School community is treated as family.

Excellent academic programs, highly trained and dedicated staff and modern facilities offer our students the very best opportunity to excel. The staff is committed to providing the best possible education for all children within a supportive, safe and encouraging atmosphere. Our classrooms are well-equipped and include up-to-date technology. Each classroom is equipped with an interactive screen and has access to numerous desktop computers. Laptops and iPads are also accessed regularly to assist our students with their learning.

Our school is a **Positive Behaviour for Learning School**. The focus is on implementing systems that foster a positive learning environment. Our core expectations are: **Good Manners, Good Thinking and Good Learning**. These expectations are recognised through our Merit Certificates, Virtues Awards and Principal Awards. We want all our students to be resilient learners, have a sense of wellbeing and display good social expectations. Student leadership is an important part of our school. An **active Student Representative Council** comprising of students from Year 2 to Year 6 meet regularly to plan a number of student based activities. A **K-6 Peer Support program** provides an opportunity for our senior students to exercise their leadership skills. Each year our students elect School and House Captains. These students play an important role in fostering our school's core values.

Blackwell Public School enjoys **strong support** from the surrounding community. Our P&C is actively involved in a range of school based activities. The P&C organises a variety of fundraising / social events in order to encourage a strong sense of community. They represent the parent / community providing input into different aspects of the school. Many parents and community members donate their time to assist us in the classroom. We are proud members of the **STEPS-St Clair Erskine Park -Learning Community**.

Through our Situational Analysis, we have identified a need to use data driven practices to identify student achievements and growth. Professional learning opportunities will be undertaken to build teacher capacity to analyse, interpret and extrapolate data and use this to inform collaborative planning, identify interventions and modify teaching practice. There will continue to be a strong focus on embedding explicit systems to drive school-wide improvements in teaching practice and student results.

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. 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy through building strong foundations for academic success and using data driven practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of system-negotiated and school-determined targets.

- Explicit teaching and Data Use
- Effective Reading and Numeracy Practices

Resources allocated to this strategic direction

Low level adjustment for disability: \$187,616.25

Professional learning: \$22,851.08

AP Curriculum & Instruction: \$210,799.00

Socio-economic background: \$137,678.09

English language proficiency: \$63,915.86

Summary of progress

Stage 1

Early Stage 1 committed to the K-2 English syllabus, focusing on developing a deep understanding of phonological awareness in literacy lessons. Initial Best Start data provided teachers with the knowledge that phonemic awareness and fine motor development needed to be a focus in term 1 to allow for the transition of our Reading program. Letter and sounds program began in term 2, while teachers continued to develop phonemic awareness. Teachers worked with Assistant Principals Curriculum & Instruction-APCI's to introduce guided reading and writing groups. Daily reading and writing was a focus, providing students with many opportunities to respond to texts and shared learning experiences. Students were engaged daily in quality literature through our Big Book program. Progressive Assessment Testing-PAT data in term 4 showed that 75% of the cohort were working at or above the expected reading age.

PAT data at the end of the year showed growth in number for our Early Stage 1 students. There was a 5-6 % growth in each percentile band across the grade. Our big focus was number, ensuring that daily number activities, differentiated for students was embedded into mathematic blocks. Students had the opportunity to read, write and investigate number daily.

Stage 1 teachers worked with the APCI's to build capacity in guided and modelled reading and writing instruction. Proforma templates were developed to ensure consistency across the stage in explicit teaching practices during reading groups and lesson recording. The following initiatives occurred:

- Examples of quality teaching and learning experiences were delivered through video demonstrations and in class modelling by the APCI's.
- Data on reading was collected through benchmarking using the PM readers and Sparkle Box Kits. This helped to place students in ability groups and to target areas in reading including decoding, fluency, automaticity, pace and comprehension.
- Across the Stage standardised PAT Reading tests were administered. The success of this data collection was impacted by the reading ability and technological skills of the cohort.
- Phonological and Phonemic Awareness continued to be a priority across both of Year 1 and Year 2 to ensure that students developed efficient strategies to decode words in reading and encode during writing.
- Programs and strategies used included Lexia Core reading Scheme, Student Reading Assessment- SRA Phonemic Awareness, Switch It, finger spelling and a range of decodable texts (Decodable Readers Australia, Sunshine Readers and Little Learners Love Literacy).
- Whole stage planning and collaboration was used to develop literacy programs (Modelled and Guided Reading and Writing) that were informed by best practice through the APCI's. Visible learning strategies including learning intentions, success criteria, feedback and self-reflection were also embedded in these practices and programs. Quality texts were used as mentor texts to provide students with exemplars in using language for a specific purpose and to provide rich learning experiences.
- Stage 1 teachers continued to deliver mathematics lessons using Relational Mathematics resources (including lessons, problems and video content). The APCI also delivered professional learning at Quality Teaching Successful Students -QTSS sessions in Teaching Number, TENS program. Resources were provided to all teachers to develop their capacity to make judgements on students' number skills and to group them accordingly.

Data was also acquired through 1:1 IFSR testing, which was also used to differentiate lessons. The team also used PLAN to track student levels in Additive Strategies. Year 1 used the Program Assessment Tasks-PAT data to target areas of weakness and targeted instruction to meet these needs. In Year 1, end of year testing reflected that 58% of students made positive progress in improving their scaled score from their half yearly results and 12% of students improved their Stanine by one or more levels.

- After administering the Year 1 Phonics Screening Check, results showed that 51% of students were on track with their phonemic knowledge, 20% of students required careful monitoring and 29% needed support in this area.
- In Year 1, end of year testing reflected that 45% of students made positive progress in improving their scaled score from their half yearly results and 20% of students improved their Stanine by one or more levels.
- In Year 2, the data collected from this testing was used to create a focus for lesson planning. In particular, Year 2 data reflected gaps in inferential comprehension. Lessons were developed to target this skill using explicit teaching strategies acquired from the Universal Resource Hub. While end of year testing reflected that Year 2 had made positive progress in more than 95% of students' stanine results, teachers noted that the tests administered were not comparable, with Test 1 being shorter and results being given to a maximum of only Stanine 5 (not Stanine 9).

Stage 2

Throughout 2022, Stage 2 used data to evaluate student learning, identify interventions and modify teaching practice. This involved following our assessment schedule to support the collaborative development of assessment tasks within our stage team. To achieve this initiative, the following activities were undertaken:

- use of Numeracy/Literacy Progressions (PLAN 2) to track and extend teaching and learning in the areas of Understanding Texts and Additive Strategies. Classroom teachers identified areas of strengths and weakness and worked with APC&Is to assist the implementation of evidence-based teaching/learning practices i.e. TEN-time, Reciprocal Reading
- teacher participation in a stage-based case management meetings including Learning and Support Teachers-LAST, to identify students' requiring support, to co-construct SMART learning goals and to provide intervention strategies in both literacy and numeracy
- collaborative development of specific tasks within stage team to 'Plug The Gaps' utilising PAT Data & PAT Teaching Resources Centre. These tasks covered specific reading activities to develop students' skills in areas where students were lacking, or to provide stretch challenges. They identified and set specific learning intentions, improved student learning of particular skills, improved student learning when unexpected answers were identified in PAT assessments.

In 2023 the identified area for improvement of student results will focus on the area of Measurement & Geometry.

Stage 3

To maximise the student learning outcomes in Stage 3 in reading and numeracy, there was further development of data driven teaching practices that were responsive to the learning needs of individual students.

- The proportion of Year 5 students achieving in the top two bands in NAPLAN numeracy was to increase by 5%. 17% of students were in the top 2 bands. This target wasn't reached, but we have more students moving into Bands 5 and 6 than previous years. For the first time, we had 1% of students achieve a Band 9.
- The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 12% to the lower bound system- negotiated target.
- 33% of our Year 5 students results were in the top 2 bands. These results indicates our school didn't achieve the negotiated target, however progress or movement has occurred with less students falling into the lower bands and shifting into the band above.
- The proportion of Year 5 students achieving in the top two bands in NAPLAN writing indicates an increase from 12% to 16%. These results show that Blackwell Public School is working towards achieving this target. Moving forward, staff will continue to develop their knowledge and understandings of writing and will continue using data to ensure they are responsive to the learning needs of the students in the cohort.
- Year 5 students have achieved growth in NAPLAN spelling increases by 12% to the lower bound system-negotiated target.

Moving forward, the use of Instructional Leaders to work with our team more efficiently to use data to monitor and assess student progress and design future learning on a whole class, group and individual level is the goal. The need to review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement is required. Embedding data will inform our formative assessment practices as an integral part of daily instruction in every classroom.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

NAPLAN top 2 bands - Reading Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in reading of 42.0% .	<ul style="list-style-type: none"> • 9.7% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
NAPLAN top 2 bands - Numeracy Improvement in the percentage of students achieving in the top 2 bands to be at or above the lower bound system-negotiated target in numeracy of 28.6%	<ul style="list-style-type: none"> • 8.9% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
<p>At least 77% of students in Years 1 - 6 will demonstrate 0.4% growth when comparing start and end of year scale scores in PAT Maths.</p> <p>At least 82% of students in Years 1-6 will demonstrate 0.4% growth when comparing start and end of year scale scores in PAT Reading.</p>	<ul style="list-style-type: none"> • PAT results indicates 87.5% of Year 1-6 students have demonstrated 0.4% growth when comparing start and end of year scale scores in PAT Maths. • PAT results indicates 85% of Year 1-6 students have demonstrated 0.4% growth when comparing start and end of year scale scores in PAT Reading.
Reading growth The percentage of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system-negotiated target of 56.5% .	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
NAPLAN expected growth - Numeracy The percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 52.6% .	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Data Use in Teaching A range of evidence demonstrates that the school community is moving towards the school identified target of Excelling for the theme of Data Use in Teaching within the element of Data Skills and Use as measured by the School Excellence Framework.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Data Use in Teaching in the element of Data Skills and Use.

Strategic Direction 2: Wellbeing and attendance

Purpose

To support Blackwell school to create a learning culture that enables our students to learn and be strong, happy and successful.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of system-negotiated and school-determined targets.

- Attendance Support for Identified students
- Excelling in Wellbeing practices.

Resources allocated to this strategic direction

Socio-economic background: \$185,029.00

Integration funding support: \$271,052.00

Per capita: \$153,381.00

Professional learning: \$3,800.00

Aboriginal background: \$36,455.00

Summary of progress

Attendance support was given to students who were identified in need. Family mental health issues was again identified as having a significant impact on students attending school on time, for full days and for a continued period of attendance.

The 2022 Attendance Data shows a decline in attendance from 2021. Term 1 was 90.31%, Term 2 was 87.82%, Term 3 88.50% and Term 4 was 88.75%. Despite efforts to have Privilege days on the final day of each term, this was not successful and did not improve attendance results. The set goal was over 90%. Weekly class competitions and posting class percentages in newsletters to encourage attendance had not effective results. Constant contact with parents of children with attendance concerns occurred regularly. Attendance notes for students with unexplained absences were sent home weekly.

Where needed, the Home School Liaison Officer (HSLO), departmental personnel, as well as outside agencies, attended meetings where required. The Learning Support team followed through with suggested actions. All cases were noted in the Learning Support Team minutes for follow ups and monitoring. Our numerous welfare programs continued to support our staff and students and provided active intervention for many of most needy students.

The Chaplaincy program provided additional support for our senior students and provided opportunities for these students to demonstrate leadership and resilience in a variety of settings. A range of evidence supports our Learning Culture and Wellbeing. Newsletter articles and resources were uploaded each newsletter. Growth mindset, resilience and issues to deal with children's behaviour were regularly included.

The Personal and Social Capability Learning Continuum (SEL) was used to identify students in need of support. A Social Skills program was established using the SEL program lessons. During Term 1 and Term 2 the first 10 units were conducted as per the program. After evaluation of the student progress, it was difficult to determine the next areas of need. The network Learning Support advisors were invited to discuss the approach we had used and to help support the school's Learning Support team to align the SEL program and the social emotional awareness continuum.

In 2023, the social skills program will support Autism Spectrum Disorder (ASD) students with the specific skills they need. As we have a greater enrolment of these students, it was decided that these students need ongoing social skill/ cues programs. These are our Tier 2 and Tier 3 students. The school chaplain attended the "I hear You" programs regularly and liaised with the teacher conducting these sessions. Berry Street Principles continued to be embedded within classroom routines and structures. Morning Circle has been modified by some staff who teach in the older grades as some of the suggested activities did not engage these senior students.

"Forge Wellbeing" program was purchased by the school to inform teachers of students at risk and in need of support. The executive and then staff, reviewed the program. It was decided that the school would administer these surveys each 5 week cycle of the year to ensure no student was missed. Attendance was monitored regularly with HSLO meeting with the Deputy each term. Students were identified and both HSLO and Deputy/school followed up with these at risk students. Once a term, the Department attendance flyers were published in school newsletter as reminders to parents and each teacher took on the slogan "Every minute counts." Partial absences were a concern for a few students, with

discussion and follow up with parents conducted by the Deputy. Parents are now expected to provide a reason for these partial absences. This will continue in 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance (>90%) Increase percentage of students attending school more than 90% of the time to be moving towards the lower bound system negotiated target of 79.9% .	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more has decreased by 1.15%
Wellbeing TTFM (Tell Them From Me) Wellbeing data (advocacy, belonging, expectations) improves to be moving towards the lower bound system-negotiated target of 95% .	<ul style="list-style-type: none"> Tell Them From Me data indicates 88% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
School Excellence - Learning Culture and Wellbeing A range of evidence supports maintaining our assessment at 'excelling' in the elements of Learning Culture and Wellbeing as measured by the School Excellence Framework.	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Learning Culture and at excelling in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$271,052.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blackwell Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's School Excellence Plan including:</p> <ul style="list-style-type: none"> • Attendance Support for Identified students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around both behaviour intervention and curriculum adjustments. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs, 4 additional SLSOs plus additional teaching members of the learning support team. • staffing release for targeted professional learning around Berry St and PAX initiatives. • staffing release to build teacher capacity around intervention for targeted behaviours as well as curriculum adjustments. • eligible students demonstrating progress towards their personalised learning goals. • all PLPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLP reviews to ensure funding is used to specifically address each student's support needs.
<p>Socio-economic background</p> <p>\$349,048.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blackwell Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's School Excellence Plan including:</p> <ul style="list-style-type: none"> • Explicit teaching and Data Use • Effective Reading and Numeracy Practices • Attendance Support for Identified students • Excelling in Wellbeing practices. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Lexia, I Hear You, MultiLit and MiniLit to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • additional staffing employed to implement programs to support identified students with additional needs. • professional development of staff through departmental inservices courses to support student learning. • engage with external providers to support student engagement and retention. • Year 3 and 5 NAPLAN Reading above Statistically Similar School Group (SSSG). • Year 3 and 5 NAPLAN Numeracy above SSSG.

<p>Socio-economic background</p> <p>\$349,048.10</p>	<ul style="list-style-type: none"> • Year 3 demonstrated a lift in Writing from a raw score 412.9 in 2019 to 419.4 in 2022 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continue to engage the literacy and numeracy mentor to support the trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards improving our attendance rates.
<p>Aboriginal background</p> <p>\$36,455.91</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blackwell Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's School Excellence Plan including:</p> <ul style="list-style-type: none"> • Excelling in Wellbeing practices. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • employment of additional staff - Aboriginal Artist to deliver personalised support for Aboriginal students, both culturally and academically. • community consultation and engagement to support the development of cultural competency. These were conducted each term until COVID restrictions impacted. • staffing release to support development and implementation of Personalised Learning Plans. • an increase 33% in Aboriginal families engaging in the Personalised Learning Pathways - PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 93% of Aboriginal students feel like their culture is valued at school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • engaging a literacy and numeracy position one day per week to deliver differentiated and personalised support our Aboriginal students., especially in the early years.
<p>English language proficiency</p> <p>\$63,915.86</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blackwell Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's School Excellence Plan including:</p> <ul style="list-style-type: none"> • Explicit teaching and Data Use • Effective Reading and Numeracy Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • explicit teaching and data use • effective reading and numeracy practices • employment of additional teaching staff, as well as, additional SLSOs to

<p>English language proficiency</p> <p>\$63,915.86</p>	<p>support delivery of targeted initiatives</p> <ul style="list-style-type: none"> • provision of additional English as Additional Language or Dialect -EALD support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • provide EAL/D Progression leveling professional learning to staff • students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. • Stage 1 and Early Stage 1 participated in professional learning, where the EAL/D teacher guided how to plan an integrated writing unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.
<p>Low level adjustment for disability</p> <p>\$187,617.08</p>	<p>Low level adjustment for disability equity loading provides support for students at Blackwell Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's School Excellence Plan including:</p> <ul style="list-style-type: none"> • Explicit teaching and Data Use • Effective Reading and Numeracy Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention such as MINILIT and MULTI LIT to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • effective reading and numeracy practices • excelling in wellbeing practices. • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of SLSO to improve the development of students by implementing speech and occupational therapy programs developed by specialists • an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.
<p>Professional learning</p> <p>\$37,451.08</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Blackwell Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's School Excellence Plan including:</p> <ul style="list-style-type: none"> • Explicit teaching and Data Use • Effective Reading and Numeracy Practices • Excelling in Wellbeing practices.

<p>Professional learning</p> <p>\$37,451.08</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • use of APC&I to lead professional learning with new curriculum • mentoring and coaching beginning teachers • stage planning sessions used to review current practices and analyse school and department data • review resources and methods of use including technology • set clear goals, expectations and outcomes across our stages with executive leading the discussions <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • the executive team has provided whole school professional learning for the introduction of the new K-2 Syllabus documents, the use of PLAN 2 , the Literacy and Numeracy progressions, as well as, effective writing strategies. • the team responded to stage and year needs to provide support around phonics, spelling, reading in literacy and the additive strategies in Numeracy. This support will continue in 2023.. • in stage meetings and QTSS time the team responded to professional learning around guided reading, writing and spelling on a regular basis in order to build capacity of teachers to lifting student outcomes. In Numeracy, the focus was on reading and answering the question, especially when more than one question was asked. Mentals was identified as a major weakness across the Stage 2 and Stage 3 cohort and will require explicit intervention in 2023. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to assess tasks and results to provide individual and group support programs for both staff and students to address these needs. Assessment tasks will be reviewed and time set aside to provide feedback for both our students and staff. Assessment strategies will be reviewed and refined as student outcomes are evaluated. Professional learning will remain targeted as has happened in 2022. Funds will again be deployed on personnel rather than resources with explicit training focused on high needs students . Staff will also be targeted for explicit support and coaching as many of our newly appointed casuals are returning in 2023.
<p>QTSS release</p> <p>\$119,173.08</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blackwell Public School.</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • explicit teaching and data use • additional staffing to support staff collaboration in the implementation of high-quality curriculum. this enabled stages to meet and use time for professional dialogue and planning. • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff to engage in explicit teaching. • Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact

<p>QTSS release</p> <p>\$119,173.08</p>	<p>teaching strategies within their classroom practice.</p> <ul style="list-style-type: none"> • 80% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • employment of a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.
<p>COVID ILSP</p> <p>\$333,119.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's School Excellence Plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - Reading and Comprehension • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of these student groups <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • develop individualised programs tailored to meet specific literacy and numeracy targets have been written and delivered. Parents have been informed and Google classroom set up to support learning at home where needed. Student progress has been closely monitored and assessment completed to match school based data. Students have either completed the program and returned to class based learning or new intensive programs have been provided. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals. This will also be a priority. Additional support will be reviewed, especially with those students needing speech and occupational therapy. The school has committed funding to support assessments in both these areas.

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	336	322	311	287
Girls	329	312	290	263

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.5	91.7	91.5	89.0
1	92.8	91.7	92.8	87.8
2	93.4	92.3	93.3	89.1
3	92.3	92.7	91.9	90.0
4	91.6	92.0	93.5	88.3
5	93.6	91.6	92.7	89.2
6	91.0	93.2	91.5	87.9
All Years	92.2	92.2	92.5	88.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.4
Classroom Teacher(s)	21.99
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.06

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,333,453
Revenue	6,661,672
Appropriation	6,498,110
Sale of Goods and Services	16,412
Grants and contributions	137,705
Investment income	9,446
Expenses	-6,477,319
Employee related	-5,613,115
Operating expenses	-864,203
Surplus / deficit for the year	184,354
Closing Balance	1,517,807

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.

	2022 SBAR Adjustments (\$)
Targeted Total	271,052
Equity Total	637,037
Equity - Aboriginal	36,456
Equity - Socio-economic	349,048
Equity - Language	63,916
Equity - Disability	187,617
Base Total	4,365,150
Base - Per Capita	153,382
Base - Location	0
Base - Other	4,211,768
Other Total	648,861
Grand Total	5,922,100

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Blackwell Community members were asked to look at the 10 factors that govern Public Education. These were listed as

1. All children make a strong start in life and learning and make a successful transition to school.
2. Every student is known, valued and cared for in our schools.
3. Every student, every teacher, every leader and every school improve every year.
4. Every student is engaged and challenged to continue to learn.
5. All young people have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.
6. All young people finish school well prepared for higher education, training and work.
7. Education is a great place to work, and our workforce is of the highest calibre.
8. Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching.
9. Community confidence in public education is high.
10. Our education system reduces the impact of disadvantage.

These principles were then used as discussion points for monthly parent meetings and lead articles in our regular newsletters. We also used our social media platforms to provide relevant updates and articles for our community. Through these and other avenues we have seen an increased proportion of students, staff and community reporting a sense of belonging, expectations for success and advocacy at school.

The parent body expressed a high level of satisfaction in the way we communicate, respond to issues and concerns, relate to our students and families, as well as know and value each individual. Our proactive and support mechanisms offer parents a sense of confidence in the school and the wider public education system. Opportunities to try new things such as sport and the performing arts, as well as participate in a wide range of school related activities were also viewed as strengths. Comments in support of Aboriginal Education such as our Learning Communities' Aboriginal consultative groups were widely recognized across our network.

Many large initiatives for school improvement fail because they do not change day-to-day school practices. At Blackwell we continue to aim at the procedures, programs and school policies that focus on the daily efficiency of the school.

Students were again critical of themselves as learners and valued the opportunity to sit with staff and be given feedback on their progress. Data and results from assessments were discussed where appropriate and students liked the fact that they could see progress. Our data walls were used to provide timely discussions and ensured there was a clear, stated purpose for most of our activities. The Criteria for Success and Learning Intentions proved a valuable resource across the school in keeping focus and intent. Students want to be successful and in 2023 our theme for the year will be on articulating for all "What are the Keys to Success?"

Staff identified the supportive, collegial atmosphere that prevailed during professional tasks and discussions as a key component of the learning journey in 2022. Planning for new curriculum implementation was viewed as successful, thanks to the energy and expertise of our APC&Is. Staff valued the opportunities to meet and plan in a structured regular manner. Networking with our STePS Learning Community and other nearby schools was also a success with staff making individual connections. We were fortunate to have a supply of reliable casual staff who were also committed to our programs.

A related challenge is sustaining change once it has been enacted. Sustainability is essential if Australia wants to become and remain a top educational performer. Sustaining change means building capacity within schools, to ensure that teachers and schools are adaptive, capable of continuous learning, and can take charge of change. As part of this process, schools and districts must work together to share best practice. This 'systemic' approach is not new, however it needs leadership and a commitment to change to shift from systems thinking to systems action.

"Whether in classrooms, living rooms or boardrooms, there is one clear call: we need to deepen students' learning so that they can ponder big questions, embrace doubt as an opportunity to learn, engage with a diversity of views and give full expression to the things that make them human-their creativity, insight and empathy. If we succeed, we have given them the power to shape the future that they will share with this technology, and to prosper in the workplace and wider world." Centre for Education School Improvements' Framework.

Policy requirements

Aboriginal Education Policy

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.

Aboriginal Education - School statement

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.

The school continued our involvement across our STEPS Learning Community with our Aboriginal Education Consultative Group-AECG. Our "Yarn" space is a place to talk, share, discuss, educate and have somewhere to have a yarn. It offers a special place to build respectful relationships and enrich our students' learning experiences. These spaces have been used by Aboriginal and Torres Strait peoples for thousands of years. Our programs allow students to develop respect for diversity and understanding of cultural differences. They provide our students with a rich and well rounded knowledge of Australia's history. Land, family, law, ceremony and language remain the five key connected elements of Indigenous culture. We have used mainly story telling with visual cues to support classroom learning. Our library is a rich source of materials and we are constantly purchasing new books and materials to support our programs. We have also reached out to Kimberwalli, our local Aboriginal Centre for Excellence to establish links with appropriate personnel and resources to support both our school and our Learning Community.

Accurate and fair information about our Indigenous peoples and their ways are particularly rare. Our task remains one that builds and inspires our connections to culture and place, not only for this current generation but for all who follow. A focus here at Blackwell is to ensure the school acknowledges our Darug culture by creating a learning environment that uses symbols and objects that connect us to Country. Language is a powerful tool and we are working hard to introduce some Dharug words into the everyday life of our school. Most classes commence the day with an "Acknowledgement" and are encouraging our Aboriginal students to provide a "Welcome" where appropriate. Aboriginal nations are wishing to reclaim, revitalise and reconnect with their traditional languages and cultural practices.

There is a vast lack of suitably qualified Aboriginal workers or teachers. We still struggled to find a person who could fulfil this role here. Our hope is to be more successful in 2023.. During 2022 we focused on learning about the Kookaburra-Kakundi in Dharug as our school emblem. Multiple images and objects are now situated around our school site. These were used to welcome our new kindergartens during their transition visits and proved a keen learning tool with our senior buddies as well. Totems depicting our feathered bird, the kookaburra, and our fur totem, the possum, will be commissioned and hopefully installed, in 2023. Next year will enable many of our plans to be fully realised. Our main focus will be to involve all staff, students and community members in the writing and implementation of our own Reconciliation Action Plan -RAP. We are excited to see many of our projects build to form a cohesive plan for the future.

As a school and also as a member of our STEPS Learning Community we remain committed to our Aboriginal community and will endeavour to continue to find ways to promote and celebrate our cultural heritage. We also continue with the role of building relationships with our Aboriginal and Torres Strait Islander families.

Anti-Racism Policy

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

Anti-Racism - School statement

There continues to be little evidence of incidents of a racial nature during 2022. The school community is proactive with their practices and procedures to support all our students and their families at Blackwell. We welcome and value the diversity of our country and continue to celebrate the richness our families bring to the school. We continue to use our students' customs, characteristics, experiences and perspectives as tools for better classroom instructions.

The Anti racism Contact officer-ARCO- at Blackwell continues to offer support and advice for both staff and families where and if required. We currently have two fully trained staff members who over see our programs ,policies and procedures.

We continue to promote equality and social justice in our school by

- * being mindful of how we use technology
- * reflecting on our own beliefs
- * reducing race and gender barriers to learning
- * accommodating different learning styles and
- * guarding against stereotyping. School events and activities continue to highlight our global connections.

Our students and families are finding that the school environment at Blackwell offers a chance to share our differences in a mutually rewarding atmosphere. Our school virtues continue to promote acceptance and respect. We are proud of our school and all that this entails.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

The staff and students regularly reflect on our diverse community. We continue to focus on inclusive activities and events that continue to promote our multicultural heritage. We continue to seek means to create equal education opportunities for all our students and families, including those from different racial, ethnic and social class groups. We focus on *

building positive relationships

- * creating opportunities for curiosity and experiment
- * fostering a growth mindset climate
- * building opportunities for inclusion
- * remembering that no two people are alike but
- * we share more in common with each other than our differences.

The current climate has taught us just how important these social events are in a school. It is hoped that 2023 will once again provide opportunities to come together. We have certainly missed these events and realise just how important connections and relationships are to us all.

