2023 Annual Report

Blackwell Public School

4559

Introduction

The Annual Report for 2023 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	2023 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 growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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 Strategic Improvement 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

Socio-economic background
New Arrivals Program
English language proficiency
Low level adjustment for disability
AP Curriculum & Instruction
Integration funding support
Professional learning
Per capita

Summary of progress

Focus was on the use of explicit teaching strategies. Planned lesson observations with APCIs and Assistant Principals were organised to model explicit teaching strategies. Post-observation meetings were held during QTSS planning time to discuss strategies and organise for further lesson observations. All K-2 teachers used these observations to assist in planning explicit teaching and learning content. In 2024 our 3-6 staff and new staff members will follow the same process of modeled lessons and observations.

Focus was on using Data to inform Teaching and Learning programs. Training and development sessions were held to demonstrate how to access data from Naplan, Check in and PAT Assessments, and utilise resources to assist in planning. Planned QTSS time was used for stage discussions and analysis of Naplan, Check-in Assessment and PAT data. Based on the data, and using the Universal Hub and Progressive Assessment Resource tools. 100% of our teaching staff use data to inform their teaching. In 2024, teachers will continue to collect and use meaningful data that provides information on "where to next?"

Focus was on the use of effective teaching practices to improve reading. Our APCI continued to support our K-2 teachers with lesson observations and modelling of effective Modeled, Guided and Independent reading sessions. APCI provided Professional learning on Guided Reading sessions through QTSS planning time and Training and Development. As a result of this intervention, we found that 37% of Kindergarten students were above expected expectations, 48% of students were at expected expectations, 5% just below expectations and 10% at risk. In 2024 our APCI will work with our Stage 2 and Stage 3 teachers to model effective Modeled, Guided and Independent reading sessions

Focus was on the use of effective teaching practices to improve numeracy. APCI trained teachers and SLSO's in the TENS program which became a mandatory part of our numeracy sessions. Allocation of SLSOs to Stage 2 to provide support for targeted students (low NAPLAN, Check-in, PAT results); students withdrawn for extra practice with TEN games. Introduction in 2023 of Maths Mentals book to improve precision and accuracy of answering maths questions leading to improved mastery and retention of maths knowledge, skills and language. 100% of 3-6 students completed the maths mentals text book. In 2024 Year 2 will also have a maths mentals workbook to use to develop mastery and retention. In 2024 our trained SLSOs will continue to implement the TENS program in Stage 2 and also with identified Stage 3 students.

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 Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
At least **80%** of students in **Years 1 - 6** will demonstrate 0.4% growth when comparing start and end of year scale scores in **PAT Maths.**	• PAT testing indicates the percentage of students achieving growth in numeracy has increased by 82.5%
At least **85%** of students in **Years 1-6** will demonstrate 0.4% growth when comparing start and end of year scale scores in **PAT Reading.**	• PAT testing indicates the percentage of students achieving growth in reading has increased decreased by 86.5%
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.	* 100% of our teaching staff use data to inform their teaching.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	• The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 6.2%

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 Strategic Improvement 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

Per capita
Aboriginal background
Socio-economic background
Professional learning
Low level adjustment for disability

Summary of progress

Focus was on improving our attendance percentage from 2022. The Deputy Principal published facts and information on attendance in Newsletters and on Stage Facebook pages. Percentages and data was presented to P/C at monthly meetings. Letters, emails and phone calls were made to students who were an attendance concern. Staff used SENTRAL Analysis page to focus in on class percentages and encourage students to continue to improve. Our attendance rate improved from 89% in 2022 to 91% in 2023. In 2024 we will continue with the promotion of attendance matters material. School, class and student incentives will also be promoted.

Focus was on excelling wellbeing practices. Our Social skills teacher attended First Aid Mental Health training sessions. Trialed a restorative practices strategy with Stage 2 students. Employed David Adlam to run martial arts for stage 2 and stage 3 during term 2 and 3. Seven Stage 3 Year 5 boys were selected to attend the PANTHERS ON THE PROWL Well-being and leadership program. In term 1 the school ran a Bullying No Way incursions for all students K-6. Our First nation students attended Kimberwalli Step up day. In conjunction with Second Bites Ending Waste Ending Hunger, a breakfast club for Blackwell students was set up. In 2024 Well-being Offices will be elected from each class Years 2-6. A Step Up day for our First Nation students has been organised at Kimberwalli. In 2024 we will continue out breakfast club utilising our new community hub that has been built 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 Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase percentage of students attending school **more than 90% of the time** to be at or above the lower bound system negotiated target of **79.9%.**	• The number of students attending greater than 90% of the time or more has increased by 1.55% from 89.4% in 2022 to 90.95% in 2023.
TTFM (Tell Them From Me) Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of **95%.**	• Tell Them From Me data indicates 80% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
A range of evidence supports maintaining our assessment at	90% of our parents surveyed indicated that our school creates a positive learning environment.

'excelling' in the elements of **Learning Culture and Wellbeing** as measured by the School Excellence Framework.

Strategic Direction 3: Excellence in Learning

Purpose

To develop a school culture of assessment capable learners through Visible Learning and Formative Assessment practices that are shared across the highly supported school community.

To promote a school culture that develops growth mindsets while class culture develops challenge for engagement and clarity of learning.

Initiatives

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

- Professional Learning for Improved Practices.
- A Culture of Aspiration and Good Learning

Resources allocated to this strategic direction

QTSS release
Professional learning
Socio-economic background

Summary of progress

Focus was on Professional Learning for Improved Practices. The school professional leaning focus was on spelling. Our APCI conducted 4 training and development sessions on Spelling. The APCI modeled word studies for classes K-5 and supported teachers as they employed this strategy into their classroom programs. APCI, Stage 2 and Stage 3 created a Scope and Sequence and a structured learning sequence that all classes will adopt in 2024. This learning sequences employs all the essential elements from the new syllabuses and will create common language for all stages. In 2024 all teaches will adopt the new spelling scope and sequence and learning sequence in their classroom.

Focus was on staff attending numerous workshops looking at best practice and Standards Framework, with particular focus on data analysis and impact on learning. As a result, teachers developed additional strategies using data to cater for individual needs, whilst using the Universal Hub and PAT resources. This led to improved learning outcomes for students and allowed teachers to target specific areas and differentiate.

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 Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Using 2023 baseline, an **additional 5%** of Year 2-6 students will demonstrate a 0.4 growth when comparing start year to end year scale scores in **PAT-R and PAT-M.** At least **80% of Kindergarten** students achieve the expected end of year scale in the **phonological awareness** assessment. At least **80% of students in Year 1** achieve the expected end of year scale in **phonics assessment.** Improvement in number of **students K**	• PAT testing indicates the percentage of students achieving growth in reading has increased decreased by 86.5%

- 6 achieving expected growth in determined literacy and numeracy school-determined targets using **PLAN2 data.**	
The percentage of parents and carers who complete Tell Them From Me parent survey **expressing satisfaction** with school programs and initiatives is moving towards the school identified target of 95%.	* Parent surveys indicated 95% satisfaction rate for school initiatives.
The percentage of teachers embedding **Formative Assessment practices** into classroom teaching practices is moving towards the school identified target of 80%.	95% of Blackwell's teachers embed Formative Assessment practices into classroom teaching.

Funding sources	Impact achieved this year
New Arrivals Program $17,374.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Blackwell Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching and Data Use **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focus on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** 80% of students progressing to the next phase of English Learning Proficiency. **After evaluation, the next steps to support our students will be:** Professional learning for classroom teachers to enhance learning and teaching programs, ensure classroom content is accessible.
Integration funding support $369,559.00	Integration funding support (IFS) allocations support eligible students at Blackwell Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching and Data Use **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around focus courses **The allocation of this funding has resulted in the following impact:** All eligible students demonstrated progress towards their personalized learning goals. PLSPs were regularly updated and responsive to student needs. **After evaluation, the next steps to support our students will be:** Integration funding has been used for Learning And Support Team LAST. Meeting agendas to ensure funding use is regularly reviewed. Funding will be adjusted throughout the year in response to students needs.
Socio-economic background $339,301.66	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching and Data Use • Effective Reading and Numeracy Practices • Attendance Support for Identified students • Professional Learning for Improved Practices. **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through in service courses to support student learning

Socio-economic background $339,301.66	• staff release to increase community engagement **The allocation of this funding has resulted in the following impact:** Materials to support students in having equitable access to the curriculum. **After evaluation, the next steps to support our students will be:** 64% of students will show improvement along the literacy assessment using Plan 2 data and Check-In assessment.
Aboriginal background $40,913.82	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Attendance Support for Identified students **Overview of activities partially or fully funded with this equity loading include:** • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** An increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as the result of the informal and welcoming setting. **After evaluation, the next steps to support our students will be:** Continue to improve upon relationships already evident in the school. Continue to incorporate real cultural experiences within the whole school. Continue our partnership with Pemulway and our Junior STEPS AECG to support our identified students to connect to Country and culture.
English language proficiency $43,992.04	English language proficiency equity loading provides support for students at all four phases of English language learning at Blackwell Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching and Data Use **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** EAL/D students are more confident and prepared to take risks with their language use as noted in teacher observations and work samples. **After evaluation, the next steps to support our students will be:** Ongoing professional learning will identify language and cultural demands across the curriculum.
Low level adjustment for disability $301,336.21	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.

Low level adjustment for disability $301,336.21	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching and Data Use • Attendance Support for Identified students **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting **The allocation of this funding has resulted in the following impact:** The school achieved a more consistent approach to student learning support and intervention. A focus was increasing potential of our more gifted students in Literacy. Subsequent to increase the collaborative learning support for target students in Stage 2 and 3. **After evaluation, the next steps to support our students will be:** To further expand the impact of the learning support team, the school will continue to provide additional SLSO support for identified students.
Professional learning $38,391.98	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching and Data Use • Attendance Support for Identified students • Professional Learning for Improved Practices. **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses **The allocation of this funding has resulted in the following impact:** Increased capacity of all teachers to embed effective practices in the explicit teaching of Literacy, resulting in improved internal student results. **After evaluation, the next steps to support our students will be:** Personalized and targeted professional learning in the form of mentoring and co teaching led by our APCIs.
QTSS release $116,592.48	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blackwell Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Professional Learning for Improved Practices. **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** 95% of our teachers are able to differentiate lessons according to student needs.

QTSS release $116,592.48	**After evaluation, the next steps to support our students will be:** Provide planning time for all staff to use data to lead improvements in reading and number.
COVID ILSP $217,670.98	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy-focus on writing **The allocation of this funding has resulted in the following impact:** Majority of students in the program achieved significant progress towards their personalized learning goals. **After evaluation, the next steps to support our students will be:** To continue the implementation of literacy and numeracy small group tuition using DATA sources such as LEXIA and TENS program.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	322	311	287	266
Girls	312	290	263	246

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	91.7	91.5	89.0	90.0
1	91.7	92.8	87.8	87.9
2	92.3	93.3	89.1	89.1
3	92.7	91.9	90.0	91.5
4	92.0	93.5	88.3	90.8
5	91.6	92.7	89.2	91.1
6	93.2	91.5	87.9	90.2
All Years	92.2	92.5	88.7	90.1
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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)	19.75
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	5.96

*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 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	1,351,727.45
Revenue	6,814,961.84
Appropriation	6,547,844.07
Sale of Goods and Services	49,611.92
Grants and contributions	184,660.71
Investment income	29,490.14
Other revenue	3,355.00
Expenses	-6,503,604.08
Employee related	-5,629,426.85
Operating expenses	-874,177.23
Surplus / deficit for the year	311,357.76
Closing Balance	1,663,085.21

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	388,462
Equity Total	725,544
Equity - Aboriginal	40,914
Equity - Socio-economic	339,302
Equity - Language	43,992
Equity - Disability	301,336
Base Total	4,196,333
Base - Per Capita	146,277
Base - Location	0
Base - Other	4,050,056
Other Total	603,557
Grand Total	5,913,896

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent satisfaction with their children's school is an important issue in today's competitive education environment. Research has demonstrated that parental satisfaction is strongly aligned to student engagement and achievement, and that it is in part dependent on the culture and values conveyed by the school, the quality of the leadership team, the behaviour and well being of students and the handling of pertinent issues such as bullying.

The information gained from our surveys in 2023 assisted our school's management team to plan appropriate interventions, continue delivering and supporting services and initiatives that continue to contribute to parent satisfaction, while addressing areas of concerns.

Our survey areas and parental responses:

Learning Opportunities 90%

Teacher Quality 95%

School Environment 97%

Leadership and Management 92%

Complaints Handling 92%

Technology and Resources 97%

Effective and Relevant Communication Practices 98%

Our parent responses indicated that Blackwell goes above and beyond the classroom and into the home. We recognise parents as a vital part of our student's education and continue to welcome their involvement in the learning community. We realise that this positive relationship can lead to innovative solutions and fosters open communication between our parents and teachers.

We believe we are an inclusive school that embraces positive, collaborative relationships between staff and families thus providing the best learning environment for a diverse community.

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.

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.

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.