

2024 Annual Report

Blackwell Public School



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Introduction

The Annual Report for 2024 is provided to the community of Blackwell Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Blackwell Public School

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School background

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 school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2024 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

Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students. Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support, and assistance.

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 school improvement measures.

- Improved Numeracy Outcomes
- Improved Reading Outcomes

Resources allocated to this strategic direction

Low level adjustment for disability
Integration funding support
Small group tuition (SGT)
Aboriginal background
Socio-economic background
QTSS release
AP Curriculum & Instruction
Professional learning
New Arrivals Program

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 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 2025 a continuation of the same model

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 data time in weeks 3, 6 and 9 was used for stage discussions and analysis of Stage assessments, Naplan, Check-in Assessment and PAT data. Based on the data, teachers planned and organised teaching and learning activities to improve and build knowledge. 100% of our teaching staff use data to inform their teaching. In 2025, teachers will continue to collect and use meaningful data that provides information on "where to next?" and utilise resources to plug gaps and extend our students.

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 spelling strategies. Years 1-6 administered the South Australian Spelling test in terms 2 and 4 (Test A and B). The APC & I collated the data and triangulated against weekly spelling tests. As a result improvement in spelling was achieved.

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 2025 Year 2 will continue to have a maths mentals workbook to use to develop mastery and retention. In 2025 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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<p>Improved numeracy outcomes</p> <ul style="list-style-type: none"> • An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023. 	<ul style="list-style-type: none"> • The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has decreased by 16.6%
<p>Improved reading outcomes</p> <p>An increase in Check-in Assessment mean scaled score for reading in Years 3 - 5 for 2024 compared with Year 3 and 5 in 2023</p>	<ul style="list-style-type: none"> • The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased by 12.6%

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 school improvement measures.

- Attendance

Resources allocated to this strategic direction

Per capita
English language proficiency
Professional learning
Integration funding support

Summary of progress

Focus was on improving our attendance percentage from 2024. 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 decreased from 91% in 2023 to 88.5% in 2025. In 2025 we will continue with the promotion of attendance matters material and looking at unexplained absences as a target area. 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. Tried a restorative practices strategy with Stage 2 students. Our First nation students attended Kimberwalli Step up day and Steve Trist, a Dharug Aboriginal Consultant, completed lessons across Stage 1, 2 and 3. In conjunction with Second Bites Ending Waste Ending Hunger, a breakfast club for Blackwell students is still running. In 2025 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.

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 A whole school approach is developed for communicating with the school community about the importance of school attendance.	The school community celebrates regular and improved attendance.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$12,914.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Improved Reading Outcomes <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling • intervention programs developed and implemented by support staff <p>The allocation of this funding has resulted in the following impact: Student has been able to access curriculum independently.</p> <p>After evaluation, the next steps to support our students will be: Monitor students achievements and ensure student is accessing all areas of the curriculum without individual assistance.</p>
<p>Integration funding support</p> <p>\$436,534.00</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Improved Numeracy Outcomes • Attendance <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 for targeted professional learning around [course] <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • all eligible students demonstrating progress towards their personalised learning goals. All PLSPs 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 PLSPs reviews to ensure funding is used to specifically address each student's support needs.
<p>Socio-economic background</p> <p>\$300,685.52</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Improved Reading Outcomes <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 [name] program implementation. • professional development of staff through [program] to support student learning

<p>Socio-economic background</p> <p>\$300,685.52</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Year 3 NAPLAN Reading above both state and SSSG <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 our trajectory towards achieving targets.
<p>Aboriginal background</p> <p>\$40,836.00</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Improved Numeracy Outcomes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • an increase in the percentage of First Nations students engaging in cultural activities inside and outside the school setting. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continue our partnership with the local AECG to support our identified students to connect to Country
<p>English language proficiency</p> <p>\$54,975.04</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • professional learning on teaching English as an additional language/ dialect.
<p>Low level adjustment for disability</p> <p>\$352,703.49</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Improved Numeracy Outcomes • Improved Reading Outcomes <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

<p>Low level adjustment for disability</p> <p>\$352,703.49</p>	<ul style="list-style-type: none"> targeted students are provided with an evidence-based intervention MacLit to increase learning outcomes <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> an increase of students achieving at or above expected growth in NAPLAN results. 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>\$39,737.03</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 procedures at Blackwell Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> Attendance Improved Reading Outcomes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> teacher relief for staff engaging in professional learning other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> personalised and targeted professional learning in the form of mentoring and co-teaching. Utilising our APCI's
<p>QTSS release</p> <p>\$116,018.85</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>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> Improved Reading Outcomes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> assistant principals provided with additional release time to support classroom programs additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> 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 teaching strategies within their classroom practice. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> employing a specialist (APCI) to lead improvement in an area where teachers need support, such as literacy or numeracy.
<p>Small group tuition (SGT)</p> <p>\$26,046.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Blackwell Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> Improved Numeracy Outcomes

<p>Small group tuition (SGT)</p> <p>\$26,046.00</p>	<ul style="list-style-type: none">• Improved Reading Outcomes• Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none">• Small group withdrawal <p>Collection of relevant data to support classroom teachers</p> <p>Targeted programs such as MACLIT and MINILIT funded and personnel trained to support our identified students</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none">• the majority of the students in the program achieving significant progress towards their personal learning goals <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 will also be a priority.
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Student information

Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	311	287	266	265
Girls	290	263	246	232

Student attendance profile

School				
Year	2021	2022	2023	2024
K	91.5	89.0	90.0	90.2
1	92.8	87.8	87.9	87.7
2	93.3	89.1	89.1	89.7
3	91.9	90.0	91.5	87.8
4	93.5	88.3	90.8	89.2
5	92.7	89.2	91.1	89.3
6	91.5	87.9	90.2	88.9
All Years	92.5	88.7	90.1	89.0
State DoE				
Year	2021	2022	2023	2024
K	92.8	87.9	91.1	91.0
1	92.7	87.4	90.5	90.2
2	92.6	87.8	90.8	90.3
3	92.7	87.6	90.9	90.3
4	92.5	87.4	90.6	90.1
5	92.1	87.2	90.3	89.6
6	91.5	86.3	89.8	89.1
All Years	92.4	87.4	90.6	90.0

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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 was 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)	6.4
Classroom Teacher(s)	17.74
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.78

*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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	1,119,883.28
Revenue	6,609,883.24
Appropriation	6,295,547.74
Sale of Goods and Services	120,170.14
Grants and contributions	160,390.12
Investment income	33,775.24
Expenses	-6,966,679.96
Employee related	-6,316,557.46
Operating expenses	-650,122.50
Surplus / deficit for the year	-356,796.72
Closing Balance	763,086.56

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.

	2024 SBAR Adjustments (\$)
Targeted Total	372,762
Equity Total	749,200
Equity - Aboriginal	40,836
Equity - Socio-economic	300,686
Equity - Language	54,975
Equity - Disability	352,703
Base Total	4,369,505
Base - Per Capita	90,015
Base - Location	0
Base - Other	4,279,490
Other Total	869,714
Grand Total	6,361,181

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

A very high proportion, over 90%, of our parents were satisfied with Blackwell in 2024. The quality of links, especially through our Sentral portal have improved greatly with the move to online communication methods. Over 70% of parents were responding to permission notes and payments within the first 48 hours.

Parents satisfaction is strongly associated with school effectiveness and the achievements of our students. Parents favourably responded to our online reporting system and there was always a 60% + take up on parent interviews. Parents level of satisfaction is also found to be strongly associated with other aspects of the school, especially within the climate, the quality of leadership and management, the behaviour and welfare of the pupils and the handling of social issues such as bullying and social media concerns.

A particular highlight in 2024 was the employment of a Community Liaison Officer who successfully implemented Pasifika culture and activities within the school. These events proved highly popular with our community and received numerous compliments at community events.

Blackwell continued to enjoy a cohesive leadership team that have operated across the school for many years. There is a strong commitment by staff to remain at Blackwell and our school enjoys a fine reputation within the wider community.

2024 saw a decline in major behaviour and welfare issues with our data showing less than 10% of students required a reflection session. Positive, proactive welfare initiative were a strong aspect of our school culture. A variety of intervention programs continued to support our students and families. The school continued to employ additional staff to manage these programs with the assistance of community monies.

Our P&C continued to be an active voice for our community and was well attended each month. Special events organised by our parents committee, were well supported with numerous volunteers ready to lend a hand. A school operated canteen has been a positive initiative, thanks to the school community.

We believe we are good at consulting parents, informing them about the progress of their children, responding to community concerns and building strong links & relationships with our STePs Learning Community.

Blackwell celebrated the very best values of Public Education System.

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.