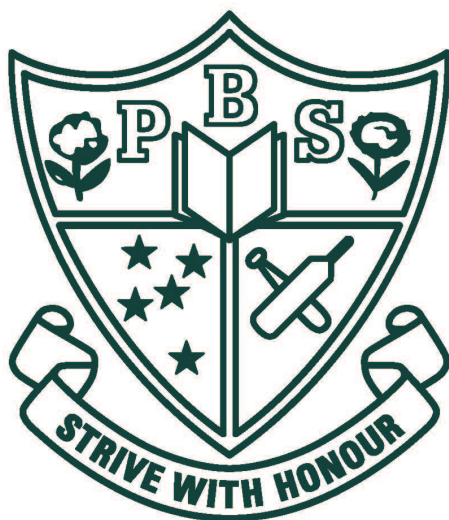


Blackheath Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Blackheath 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

Blackheath Public School

Leichhardt St

Blackheath, 2785

www.blackheath-p.schools.nsw.edu.au

blackheath-p.school@det.nsw.edu.au

4787 8253

Message from the principal

It gives me great pleasure to present the 2019 Annual School report for Blackheath Public School. I would like to acknowledge the traditional owners of the land, the Darug and Gundungarra people. Blackheath Public School is very much a community school that has enormous community participation, committed to quality teaching and learning and actively strives for excellence in all areas of school endeavour. The outstanding parent and community support given to the school is a mark of the calibre of all people who are involved across our school. I personally thank all individuals and express my appreciation for their commitment to our community school. The combined efforts of an enthusiastic, dedicated staff and a hardworking, supportive community allow this report to highlight many successes that have occurred during 2019. Our school motto is 'Strive with honour' and this underpins all aspects of school life at Blackheath Public School. All students are expected to be active and responsible learners in order that they realise their potential as contributing members of an ever-changing society and to develop a strong sense of individual worth. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Jane Davies

School background

School vision statement

Blackheath Public School is committed to developing individual strengths, a love of learning and the capacity to achieve within a culture of respect for self, others and the environment.

Blackheath Public School has a special focus on academic excellence, cultural diversity studies, environmental initiatives and building strong positive interpersonal skills.

Our Vision is consistent with the **Melbourne Declaration**:

It is about **equity**: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about **success as a learner**: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

In this way our students will grow into **active and informed citizens** locally, nationally and worldwide.

Our Vision requires teachers and leaders who:

Know the students and how they learn

Know syllabus content and how to teach it

Create and maintain supportive and safe learning environments

Plan for and implement effective teaching and learning

Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents

Are always learning, outward looking and progressive

Engage professionally with colleagues, parents and carers and the wider community, including government and non-government agencies.

School context

Blackheath Public School, located in the upper Blue Mountains, prides itself on being a community school. Enrolment in **2019 is 337**. Parents and community members play an important role in school functioning and help to give the school its reputation for high quality education. Our school provides a foundation for our students' intellectual, physical, social, emotional spiritual and aesthetic development. Our school provides a secure and happy learning environment in which our students are able to develop the necessary knowledge, skills, understandings, attitudes and values for a productive and rewarding life in an educated, just and open society. It is highly regarded for its programs.

Our school is a registered **BeYou** school – part of an Australia-wide primary school's mental health initiative. We are also a **Stephanie Alexander Kitchen Garden** school.

The school is accredited **Asthma Friendly** and **SunSafe** and operates the **Live Life Well @ School** initiative.

The school's **ICSEA at 1075** (ACARA website) shows a broadly average socio-educational spread with 11% in the bottom quarter, 52% in middle quarters and 36% in the top quarter.

Suspension rate is minimal as the school follows **Restorative Practices** which is based on positive relationship based teaching and learning.

Indigenous students account for **2%** of enrolment.

Student participation in sport is enthusiastic and the school experiences solid performance in team sports, swimming,

athletics and cross country.

Student participation and performance in CAPA (musical, drama and visual arts) is strong with a specialist Music teacher taking all classes for 1 hour per week as well as band, senior and junior choir and recorder group. Students in 2019 performed in the Town Hall Choir, Opera House Recorder Concert, Upper Blue Mountains Music and Dance Festivals and Wakakirri.

Blackheath Public School has a highly successful **School Centred Hub** incorporating collaborative work with local educational, health and community organisations to develop a strong, supportive and resilient community.

The school provides targeted support and differentiated programs for students depending on their individual educational, social and emotional needs. Gifted and Talented students have many extra opportunities including participation in Coding, Debating and Leadership opportunities.

The school is also a committed member of the **Upper Blue Mountains Learning Community** which includes local Public primary and high schools who work together to raise the profile of Public Education and to ensure a consistent high standard of educational practices across the Upper Blue Mountains Community of Schools.

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	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing

Strategic Direction 1

Quality Teaching and Learning

Purpose

To maintain and build a culture of student led learning incorporating the processes for the establishment of personal learning goals, meaningful and regular feedback leading to students who are actively involved in their own learning, able to think critically and creatively as lifelong learners. All students are learning at appropriate levels through differentiated programs and parents are aware of the academic expectations of their children.

Improvement Measures

All teachers are consistently using Learning Intentions, supporting the provision of critical and consistent feedback and the setting of personal learning goals to guide teaching and learning programs

Students have a clear understanding of where they are in their learning, where they need to be and strategies for improvement

Collaboratively developed Stage programs, show evidence of differentiated, challenging teaching/learning activities that encourage creative and critical thinking based on syllabus and scope and sequences.

Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019.

Progress towards achieving improvement measures

Process 1: Professional Learning

Systematic, relevant and ongoing professional development to provide deep knowledge and understanding and the competence to implement the NSW Syllabus.

Develop self-directed learners by – developing deep knowledge and appreciation of the positive impact on learning of setting personalised learning goals, using critical feedback and positive mindset.

Developing expertise in strategies for the successful implementation of using personalised learning goal setting and critical feedback across the school.

Evaluation	Funds Expended (Resources)
Attended professional development on NESA accreditation process and NESA Consistent Teacher Judgement (CTJ) professional development in collaboration with other upper Blue Mountains schools, ensuring we are meeting state standards. Staff were receptive to NESA led Professional Developments, leading to a better understanding of the teacher accreditation process and the importance of CTJ.	Professional learning – NESA TPL & Effective Reading in the Early Years
Tell Them From Me (TTFM) surveys conducted at the conclusion of term 3/beginning of term 4. Will continue into 2020 to collect school and community trends. Staff understand the importance of TTFM survey and will support the program into 2020.	TTFM
Executive analysis of 2019 NAPLAN data through SCOUT to identify strengths and weaknesses across stages. Distributed to staff for further analysis and discussion. Future goals established with staff which informed directions for 2020.	Teacher Release for NAPLAN data analysis
Project based learning (PBL) and Science, Technology, Engineering, Art, Mathematics (STEAM) tasks to continue being integrated authentically into teaching and learning programs across K–6. Staff understand the benefits of PBL, STEAM, learning intentions and student directed learning goals in creating an engaging learning environment.	Stem Share Kits
Continued establishment of learning intentions at the beginning of lessons to allow students to create, adjust and reflect on personal learning goals.	ESR Momentum
	Matific Surveys
	NESSY

Progress towards achieving improvement measures

All staff attended professional development on the use of the new ESR reporting system to establish a more consistent and easy access to student reports. Staff feedback on the ESR reporting system was positive – printing easily, easily accessible across different devices and will continue this format in the future. Parent feedback was overwhelmingly positive.

Completed end of year reports and encouraged parents to meet with teachers to discuss learning goals and student achievement.

Reviewed existing teaching and learning programs (e.g. Matific) and suitability for school community, goals and needs regarding differentiation. Review of existing online maths learning program resulted in a change from Mathletics to Matific due to technology use at the school and additional primary units.

Differentiated learning opportunities enhanced through K–2 teachers participation in online Effective Reading in the Early Years Professional Development and Vocabulary Professional Development.

K–2 teachers completed introduction on NESSY phonics program, trialing this in 2020.

K–2 teachers spelling and reading professional development resulted in more effective explicit teaching. Will continue this for new and existing staff into 2020 to continue this growth.

Strategic Direction 2

Quality Systems and Processes

Purpose

To ensure consistent, specific and meaningful data is collected across all stages, so that teachers, students and parents have a clear understanding of individual student's and cohort progress, trends and issues. Collation and storage of data so that it is accessible for teachers and regularly reported to students and parents, as well as informing future programs.

Improvement Measures

All CTs can demonstrate student achievement with measurable data.

Data will be collected, collated and reported upon according to a timetable across all stages.

The data collected will be consistent across all stages and will include:

Sight and Sound words, SENA, PLAN 2, PM Benchmarking (ES1, Stage 1), South Australian Spelling Testing, anecdotal records, Surveys and student reflections, Stage Maths assessments, reading comprehension, CTJ Rubrics, NAPLAN, Performance and Development Framework, Tell Them From Me survey data, PLAN 2 tracking software to plot student achievement to the NSW syllabus documents used by teachers and students to track progress and inform next steps.

Progress towards achieving improvement measures

Process 1: Data Collection

Embed consistent, relevant and meaningful data collection and analysis across all teaching and learning programs ES1 to Stage 3 as well as Student Wellbeing.

Evaluation	Funds Expended (Resources)
<p>All Kindergarten staff trained in Best Start and data analysed to inform teaching and learning programs.</p> <p>Teachers across all stages regularly engage in consistent teacher judgement of student work samples.</p> <p>Teachers completed NESA accredited course, 'Allocating Grades Consistently'</p> <p>All staff trained in online welfare system and consistently used to support student welfare.</p> <p>NAPLAN results analysed and presented to staff for discussion and reflection.</p> <p>Teachers are consistently using the in-school welfare system to monitor and track student wellbeing and are more confident to allocate consistent grades.</p>	<p>Best Start training</p> <p>NESA training</p> <p>In-school training for welfare system</p>

Process 2: Data storage consistent and accessible for all staff.

Evaluation	Funds Expended (Resources)
<p>New reporting system, ESR implemented and student reports sent home and copy filed in student record cards.</p> <p>Student absences recorded in student record cards.</p> <p>Online 'Blue Card' system introduced and integrated into ESR.</p> <p>Capabilities to record spelling age and benchmark enabled in ESR system</p>	<p>Markbooks – personal computer or paper based. Teacher diary, playground book, time out cards, detention cards.</p> <p>BPS Student Welfare System</p> <p>ESR Momentum</p>

Progress towards achieving improvement measures

Support plans and risk assessments for targeted students updated and uploaded to student wellbeing system and paper copies made ready for SLSO and casual teachers in 2020.

Targeted students reading benchmarks collated and provided to classroom teachers, transcripts filed.

YARC assessment for reading comprehension bought and trialled.

NAPLAN analysis completed and made available to all staff, including professional learning on the use of SCOUT.

Throughout the year we have merged multiple existing systems for recording and accessing academic data into a common system. All staff are trained to use the new system effectively to support teaching, learning and reporting.

Student record cards

YARC assessment for reading comprehension

SCOUT

Behaviour Management Plans

IEP

PLP

Process 3: Data will be collected, collated and reported upon according to a timetable across all stages.

Evaluation

Funds Expended (Resources)

Student reports completed twice yearly by all teachers using online reporting system.

Each stage has a timeline for in class and across stage assessment

LaST has a timetable established for reading benchmarking

TTFM surveys completed according to stipulated deadlines in years 4 – 6, teachers and parents.

NAPLAN analysis completed upon release of data in SCOUT.

Timetables have been established to collect, collate and report data across all stages.

ESR Momentum

SA Spelling, PM Benchmarks, other reading assessment, mathematics topic tests, mathematics end of semester assessment, YARC reading comprehension assessment, Other Key Learning Areas assessments marked according to rubrics

TTFM surveys

SCOUT

Teacher release

Strategic Direction 3

Our School community

Purpose

To build teacher, student and parent capacity through sharing resources, expertise, mentoring and events across the community. To align values, cultures and actions between learning community partners.

Improvement Measures

All staff members understand the interrelationship between social, emotional and academic learning.

Surveys demonstrate students are more able to apply core skills such as Growth Mindset as compared to baseline data.

Development of strong levels of connectedness between school, community and home, measured by increased parent involvement in the school.

Ensure all aspects of the Well-Being Framework are actioned and communicated.

Progress towards achieving improvement measures

Process 1: The School as a Learning Community

By implementing Positive Education, together with 'Bounce Back' and Wellbeing Framework, teachers will support the development of resilience in students.

Evaluation	Funds Expended (Resources)
<p>Teachers undertook significant training in the Play is the Way Program and collaboratively discussed the philosophy underpinning the program. They were able to confidently facilitate both the 'games' aspect of the program and also the 'theory' aspects during in class lessons.</p> <p>Students are learning and enjoying the games and beginning to grasp the concepts and attitudes and values. They are becoming more confident to express their view and are able to more capably deal with peer issues. All classes are participating in circle time at least once a week. All classes are participating in PITW incorporated into fitness sessions.</p>	<p>PITW Resources</p> <p>PITW Readings</p> <p>Games equipment</p> <p>Regular Staff Meeting TPL</p>

Process 2: The School within The Community of Blackheath

To increase communication and engagement with parents and community – Written reports, Interviews, newsletter, electronic sign, Skoolbag app, P&C, School based hub (HATT), School Website, Class Dojo.

Evaluation	Funds Expended (Resources)
<p>Teachers communicated regularly and efficiently with parents and caregivers in regards to student academic performance and student wellbeing. Written reports have been provided and goal setting interviews facilitated with parents, teachers and students to enable clear focus and learning pathways.</p> <p>Multiple and varied methods of communication are available in the school enabling parents and caregivers a range of avenues to facilitate clear and timely communication. The school participated in professional learning opportunities with other schools in the Upper Blue Mountains Learning Community. Regular participation in the HATT (Hub at the top) meetings and BACA (Blackheath Alliance) ensures the school is kept abreast of community events and enables high level participation within the community.</p>	<p>Parent/teacher/student interviews</p> <p>Class Dojo</p> <p>Skoolbag App</p> <p>School Website</p> <p>SDD Term 2 with UBMLC</p> <p>HATT meetings</p> <p>BACA meetings</p>

Process 3: Effective transition processes from preschool to school and from primary to high school, from Kinder to

Progress towards achieving improvement measures

Process 3: Stage 1 and Year 2 to stage 2 and Year 4 to Stage 3, including Aboriginal and special needs students.

Evaluation	Funds Expended (Resources)
<p>Students transitioning into Kindergarten attended a five week transition program. Students met their buddies and participated in lessons while parents attended information sessions about school processes and expectations. Students in Kindergarten visited Stage 1 classes and participated in sample lessons. Students transitioning to the next stage of learning participated in combined activities, preparing them for the following year. Year 6 students transitioning to High School participated in a two day program facilitated by high school teachers and subject experts.</p>	<p>Kindergarten orientation packs</p> <p>Teacher release</p>

Process 4: Establish and build links with local agencies such as National Parks, Pinerolo, Pre-schools, Libraries and businesses. Further develop community involvement in the life of the school – volunteers, tutoring, specialist support, special events.

Evaluation	Funds Expended (Resources)
<p>Students and teachers participated in a variety of local community activities throughout the year. Some of these included the Rhododendron Festival, Art Show and working with Blue Mountains City Council. Students also participated in a Buddy reading program with local pre schools, the local ANZAC ceremony and the celebration of the Blackheath Train Station 150 year anniversary. Students and teachers worked with the National Parks Senior Threatened Species Officer to establish insurance population of a critically endangered plant.</p> <p>The volunteering program continues to be strong. The reading tutor program enabled students access to trained reading tutors resulting in increased competence and confidence. Parents and Community members continue to volunteer for the Stephanie Alexander Kitchen Garden program in both cooking and gardening lessons. The school also participated in Wakakirri, winning two awards.</p>	<p>Excursions</p> <p>Reading Tutor Program</p> <p>SAKG</p> <p>Wakakirri</p>

Process 5: The Upper Blue Mountains Learning Community of Schools

Orientation and Transition programs, shared professional learning, visiting performers, sporting competitions, debating, public speaking, dance and music performances, network meetings, principal meeting and collegial support.

Evaluation	Funds Expended (Resources)
<p>The school is an active member in the Upper Blue Mountains Learning Community of Schools. Professional learning was a focus in 2019 with two teachers from the school S facilitating workshops on the 'Cognitive Neuroscience of Reading' and 'How to Engage Writers'.</p> <p>Students participated in transition and orientation programs with the feeder High School to ensure a successful transition. Megalong PS visited our school for performance groups and sports carnivals. Students participated in a variety of activities – sporting gala days, debating and public speaking competitions, Dance Festival and Music Festival (Narrgunnawali). The school also participated in the Film by the Eucalypts competition and was proud to have 2 finalists. Students gained confidence, increased skills and enhanced social interactions through participating in these opportunities.</p> <p>Aspiring executive teachers attended the Blue Mountains Executive Network meetings to learn from and share knowledge with their colleagues. Teachers participated in the AECG meetings ensuring connections to Aboriginal culture are embedded in our practices. The school's teacher librarian is an active member of the Upper Blue Mountains Teacher Librarians Network.</p>	<p>UBMLC Professional Learning Conference</p> <p>Musica Viva</p> <p>Author Visits</p> <p>UMBLC Dance Festival / Music Festival</p> <p>Remembrance Day</p> <p>Nurrangunawali</p> <p>Film by the Eucalypts</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$106 875.00) 	<p>Funds were expended to employ the Learning and Support Teacher and SLSO's to assist teachers with teaching and learning, wellbeing and behaviour support. Individual Learning Plans, Behaviour Management plans and Risk Assessments were developed in consultation with teachers. Organising volunteer tutors in the school, providing tailored support to students in literacy and numeracy and assisting teachers with the appropriate resources to support differentiated student learning, were key to our support program. This teacher also led the implementation of Play is the Way across the school to foster citizenship, cooperation, empathy and resilience resulting in more positive talk between students who are more readily able to identify what 'fair play' and sportsmanship look and feel like.</p> <p>Teachers are confident in differentiating the curriculum when planning and supporting students with special needs. Students are able to access the curriculum in a way which supported individual needs.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$61 148.00) 	<p>These funds were utilised to release Executive teachers to design and implement enrichment and extra curricular activities to support students as required. Teachers on each stage were provided time to collaboratively plan teaching and learning programs and ensure consistent assessment and reporting across their stage. This resulted in greater consistency across stages and teachers being more confident. Through the performance and development framework teachers were released to observe their peers and to provide effective feedback to them in relation to their set goals.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$18 284.00) 	<p>Students within families experiencing financial difficulties were supported to access incursions and excursions, school uniforms and school supplies resulting in equitable access to the curriculum.</p> <p>School Learning Support Officers continued the implementation of the Mini-Lit program for students experiencing difficulties in literacy resulting in 12 children successfully completing the program and becoming more competent and confident students.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	<p>The school had one beginning teacher in 2019 who was provided with many opportunities for professional learning. The beginning teacher was provided with a mentor who worked closely with her to address her identified needs as a beginning teacher.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	177	172	170	170
Girls	155	161	172	167

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.7	94	93.5	92.7
1	94.2	96	92.6	93.1
2	93.1	93.6	92.5	91
3	94.3	94.8	92.6	92.9
4	93.4	94.5	91	92
5	93.1	91.4	93.6	92.9
6	93.2	91.6	89.4	90.8
All Years	93.8	93.7	92.2	92.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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
Assistant Principal(s)	3
Classroom Teacher(s)	12.76
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	358,755
Revenue	3,256,348
Appropriation	3,101,081
Sale of Goods and Services	-2,040
Grants and contributions	153,802
Investment income	3,205
Other revenue	300
Expenses	-3,054,161
Employee related	-2,734,365
Operating expenses	-319,796
Surplus / deficit for the year	202,187

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.

	2019 Approved SBA (\$)
Targeted Total	241,309
Equity Total	134,291
Equity - Aboriginal	5,856
Equity - Socio-economic	18,284
Equity - Language	3,276
Equity - Disability	106,875
Base Total	2,461,106
Base - Per Capita	80,246
Base - Location	8,005
Base - Other	2,372,854
Other Total	161,153
Grand Total	2,997,859

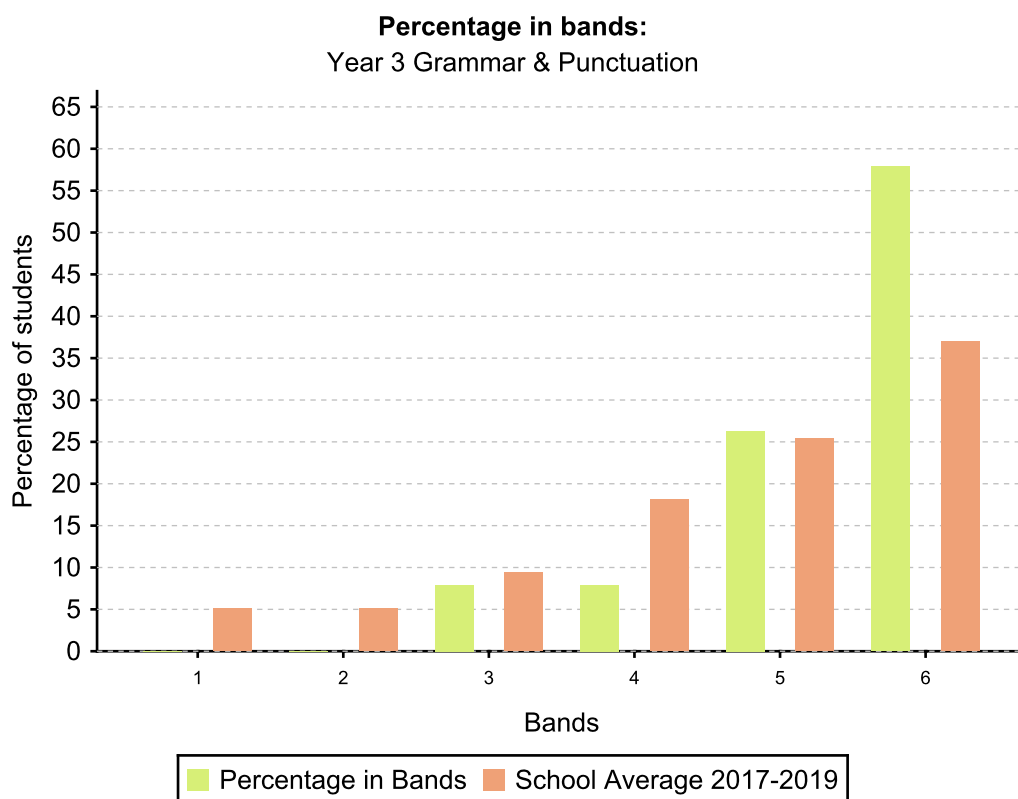
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

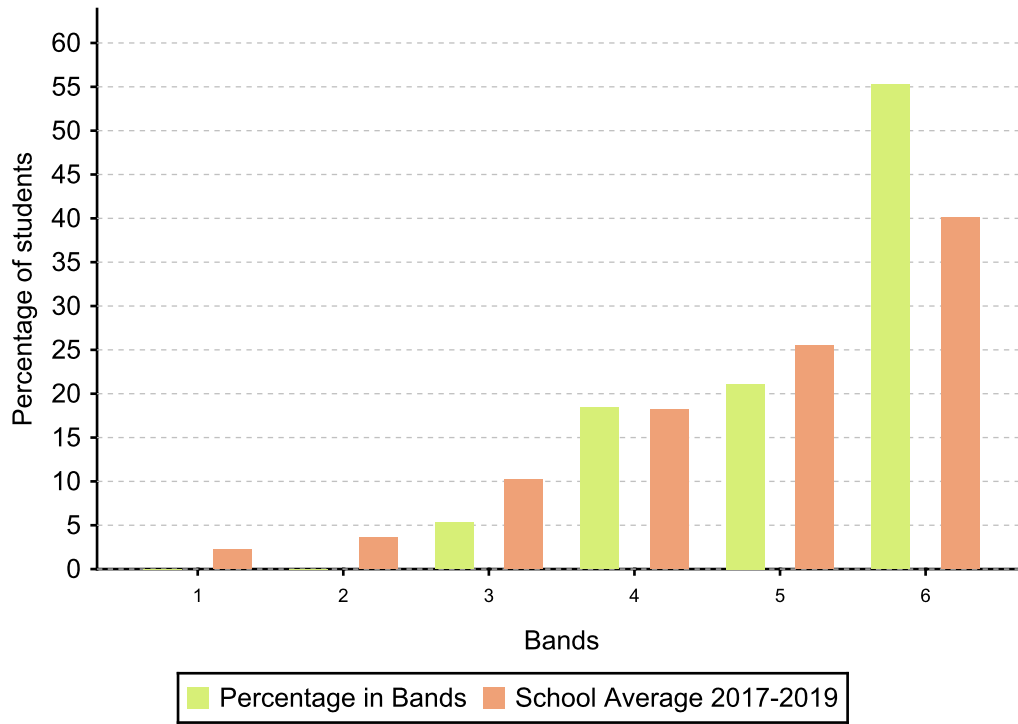
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



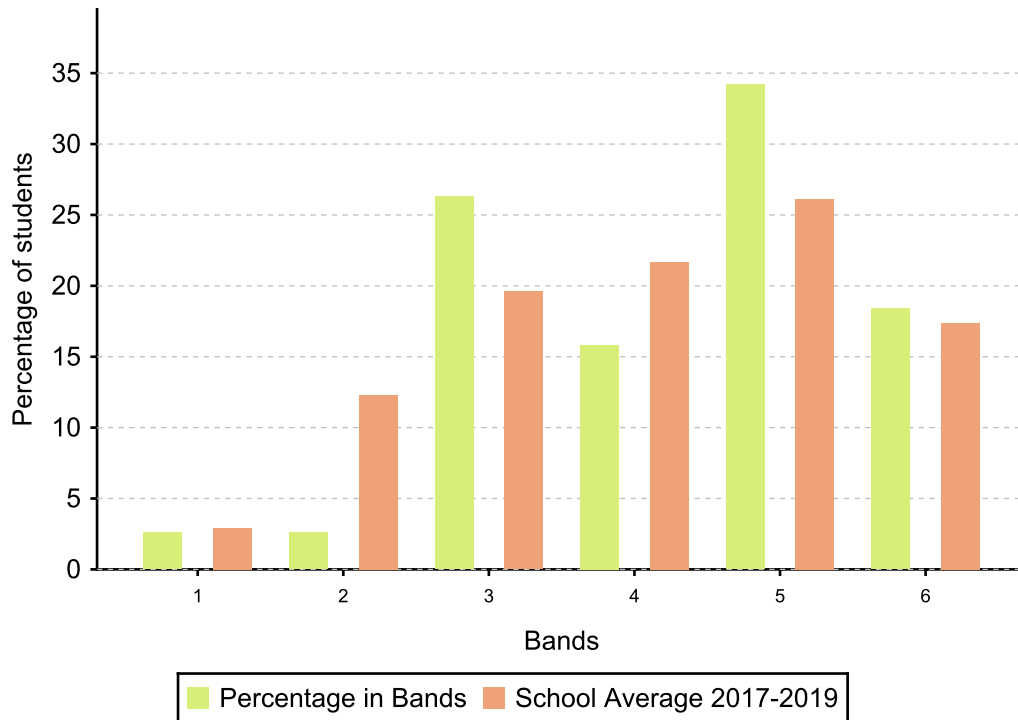
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	7.9	7.9	26.3	57.9
School avg -2019	5.1	5.1	9.4	18.1	25.4	37

Percentage in bands:
Year 3 Reading



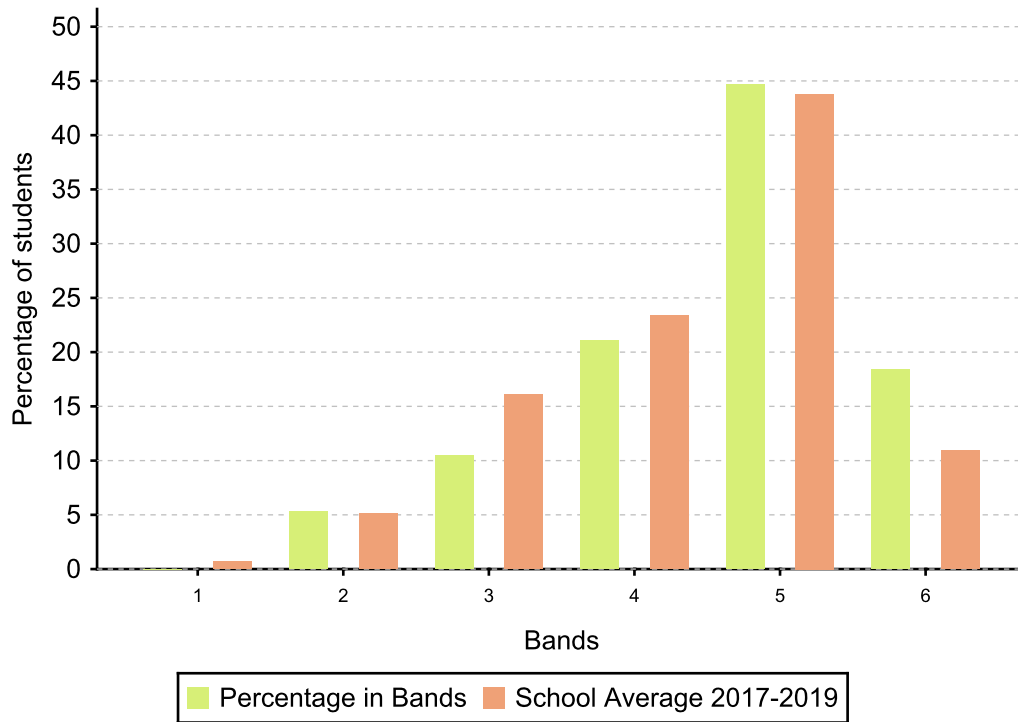
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	5.3	18.4	21.1	55.3
School avg -2019	2.2	3.6	10.2	18.2	25.5	40.1

Percentage in bands:
Year 3 Spelling



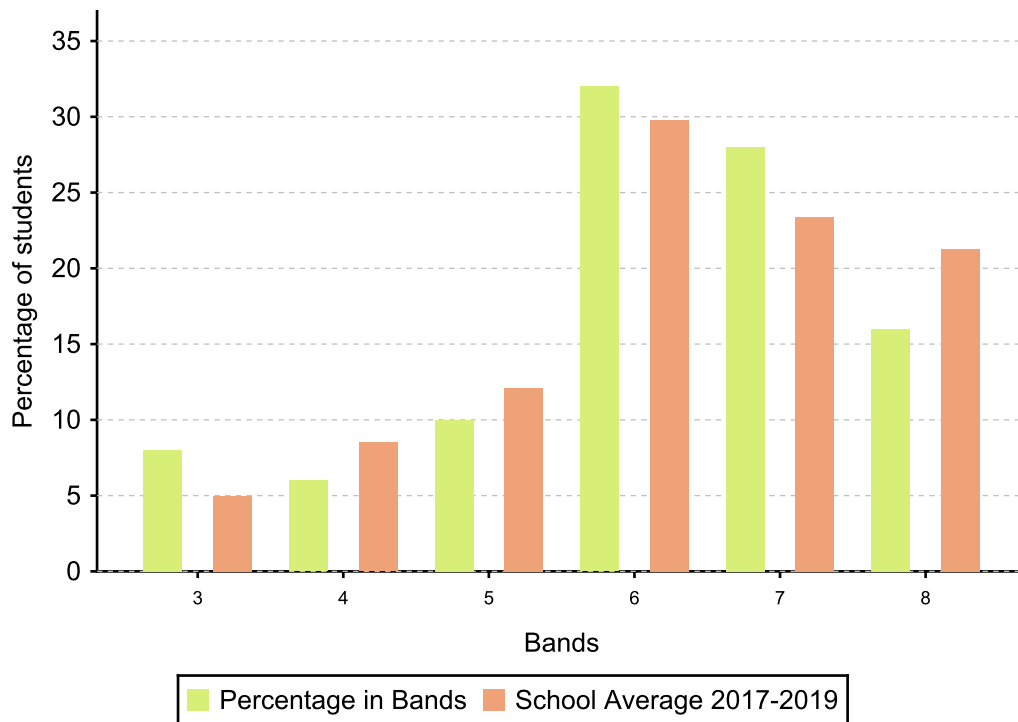
Band	1	2	3	4	5	6
Percentage of students	2.6	2.6	26.3	15.8	34.2	18.4
School avg -2019	2.9	12.3	19.6	21.7	26.1	17.4

**Percentage in bands:
Year 3 Writing**



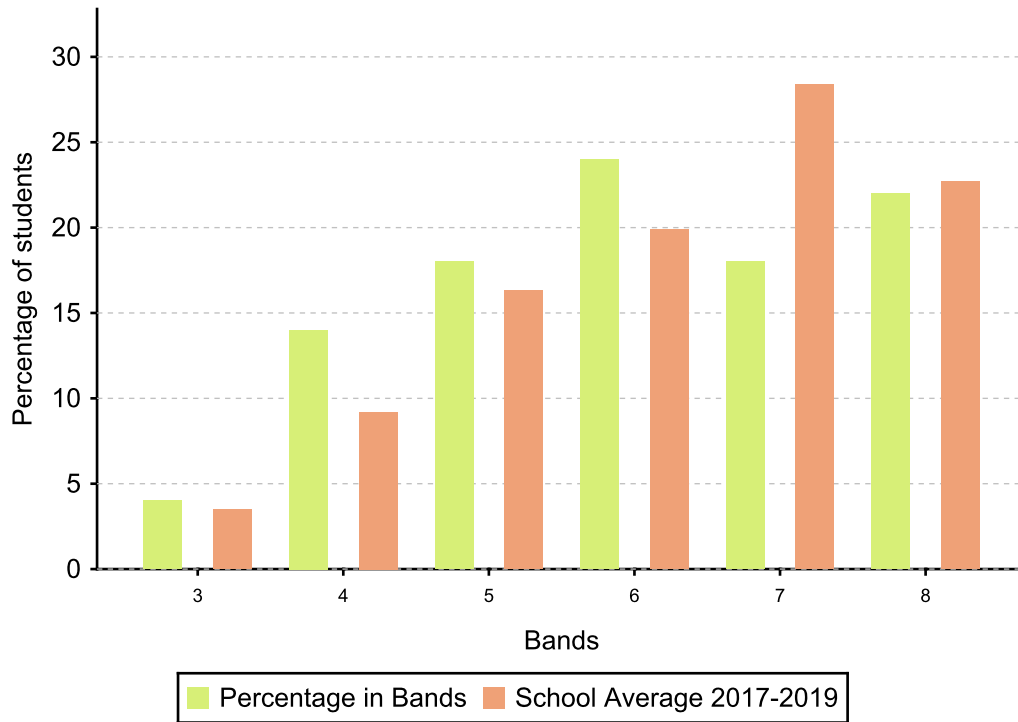
Band	1	2	3	4	5	6
Percentage of students	0.0	5.3	10.5	21.1	44.7	18.4
School avg -2019	0.7	5.1	16.1	23.4	43.8	10.9

**Percentage in bands:
Year 5 Grammar & Punctuation**



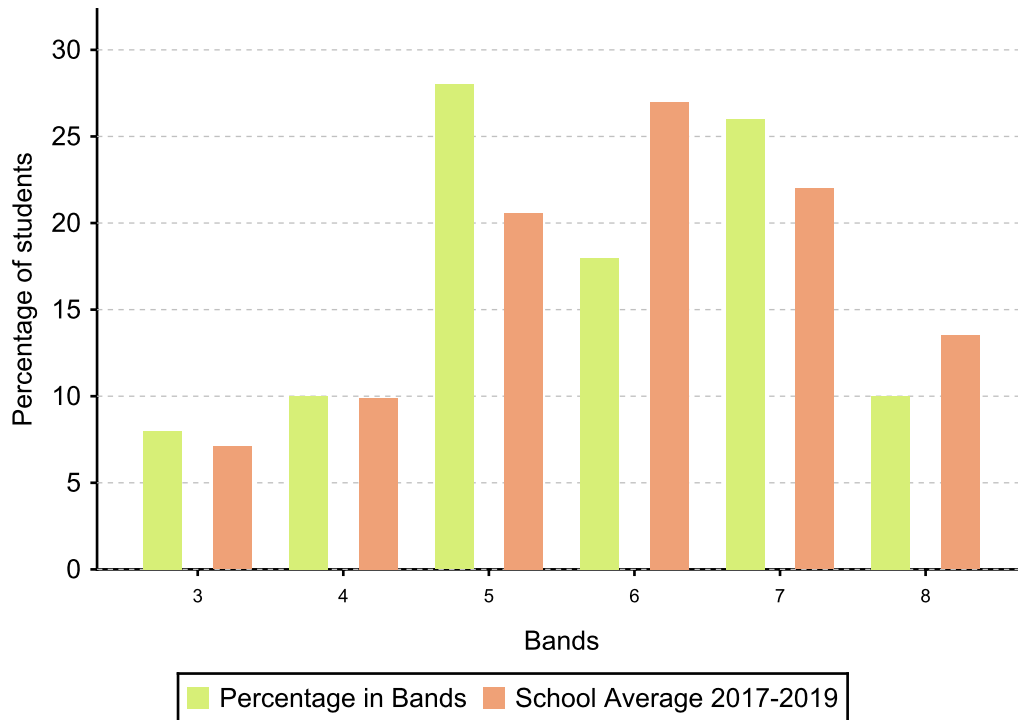
Band	3	4	5	6	7	8
Percentage of students	8.0	6.0	10.0	32.0	28.0	16.0
School avg -2019	5.0	8.5	12.1	29.8	23.4	21.3

**Percentage in bands:
Year 5 Reading**



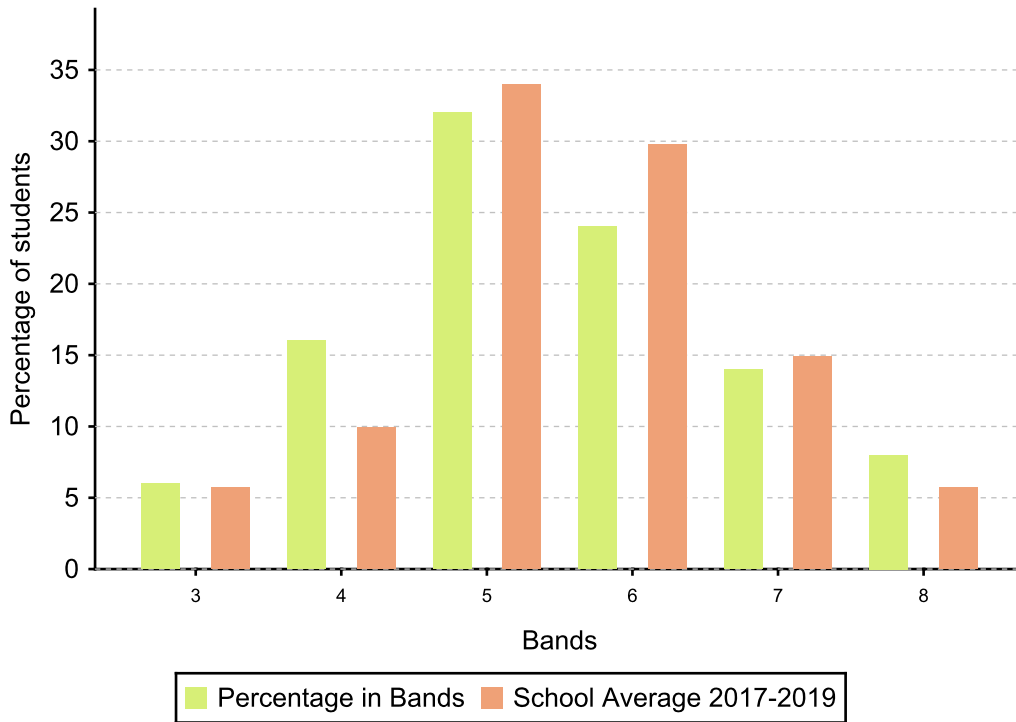
Band	3	4	5	6	7	8
Percentage of students	4.0	14.0	18.0	24.0	18.0	22.0
School avg -2019	3.5	9.2	16.3	19.9	28.4	22.7

**Percentage in bands:
Year 5 Spelling**



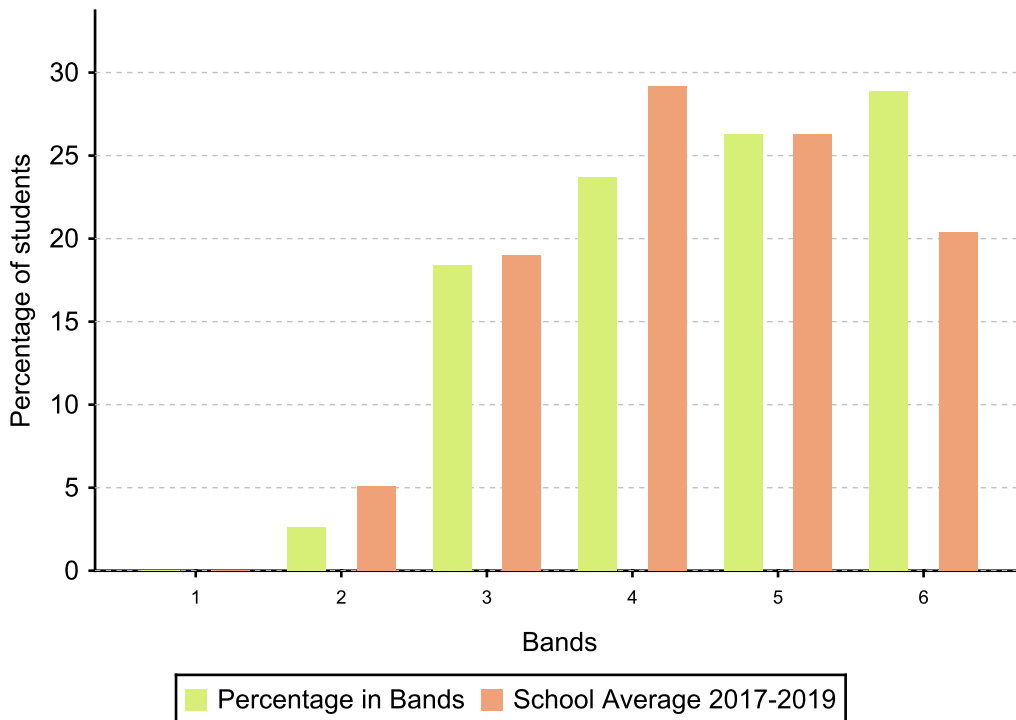
Band	3	4	5	6	7	8
Percentage of students	8.0	10.0	28.0	18.0	26.0	10.0
School avg -2019	7.1	9.9	20.6	27	22	13.5

Percentage in bands:
Year 5 Writing



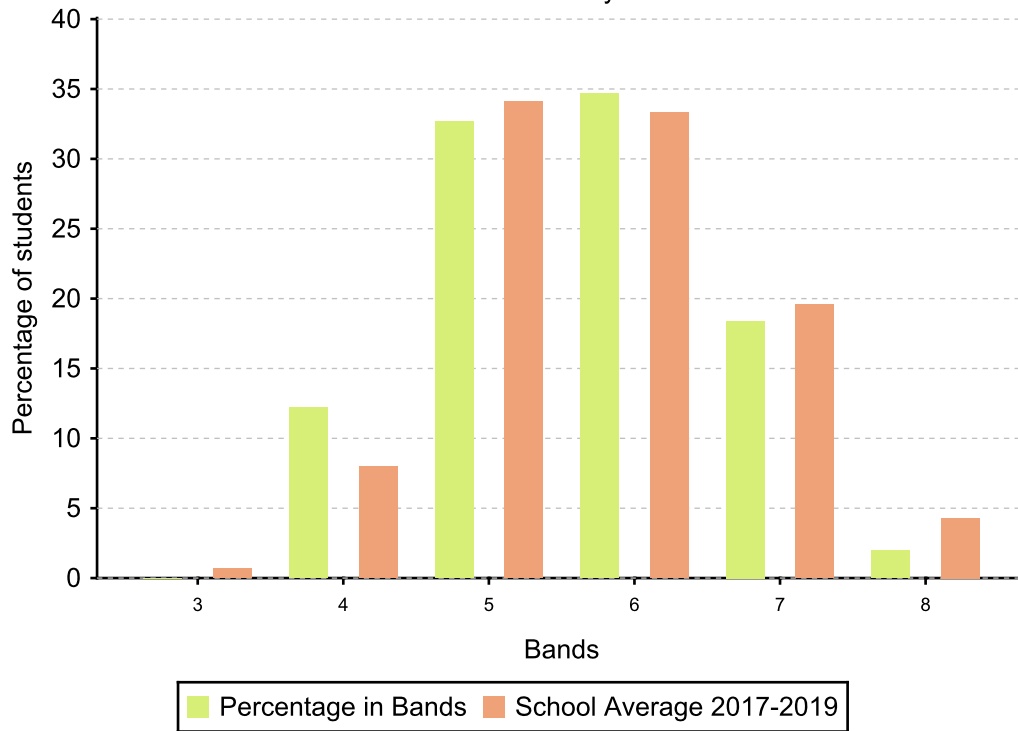
Band	3	4	5	6	7	8
Percentage of students	6.0	16.0	32.0	24.0	14.0	8.0
School avg -2019	5.7	9.9	34	29.8	14.9	5.7

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	2.6	18.4	23.7	26.3	28.9
School avg -2019	0	5.1	19	29.2	26.3	20.4

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	12.2	32.7	34.7	18.4	2.0
School avg -2019	0.7	8	34.1	33.3	19.6	4.3

Parent/caregiver, student, teacher satisfaction

Teachers, students (in years 4 to 6) and parents were given the opportunity to provide feedback through the completion of the "Tell Them From Me" survey. Both formal and informal meetings also allowed parents to add to this feedback. A small number of parents responded to the survey.

In the "Tell Them From Me" data from teachers and students, many areas scored above the State average, including (but not restricted to) those listed below. Teachers feel:

- a strong learning culture is evident in the school and students are engaged in school and class activities.
- teaching strategies are varied and explicit and are linked to previously mastered skills and knowledge
- students use a variety of technology to enhance their learning and understanding regularly and positively.
- clear expectations are set for behaviour and differentiation is actively implemented in all classrooms resulting in calm, happy learning environments.

Students feel:

- they have friends at school they can trust and who encourage them to make positive choices.
- they have many opportunities to participate in sports with an instructor at school, other than in a physical education class.
- they have many opportunities to participate in art, drama, or music groups; extracurricular school activities; or a school committee.
- they do not get in trouble at school for disruptive or inappropriate behaviour.

Anecdotal parent and caregiver feedback is positive and parents are pleased with the communication between the school and community. Meet the Teacher information sessions are well attended by parents and feedback from these sessions indicates they are a worthwhile and positive experience for parents and caregivers. Parents and caregivers regularly volunteer at the school for excursions, reading, cooking, gardening and many other activities from which feedback is positive. Overall parents feel Blackheath Public School is inclusive, supports positive behaviour and they feel welcome in the school.

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

Multicultural Education Policy

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