Blackalls Park Public School
Annual School Report 2014
School context statement

Blackalls Park Public School is located on the western side of Lake Macquarie. It has an enrolment of 220 students including 26 Aboriginal students. The school has an experienced and dedicated staff and an active and supportive Parents and Citizens’ Association (P&C). The school’s priorities for the 2012-2014 planning cycle were literacy, numeracy, student wellbeing & engagement and technology. The school has many achievements in sport and the performing arts including an established school band and dance groups. Specialised literacy programs include Focus on Reading (Years 3-6) and Language, Learning and Literacy (L3) in Early Stage 1 and Stage 1. The school receives equity funding to support Aboriginal students and students from low-socio-economic communities. The school’s FOEI for 2014 was 131.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Management of non-attendance

Student attendance is recorded electronically by class teachers and then transferred to the OASIS computer roll marking system by the School Administrative Officer. Attendance was monitored regularly throughout the year by the school executive. Parents are contacted about the non-attendance of students in the first instance. If the school is unable to resolve attendance issues with the parents the matter is referred to the Home School Liaison Officer. During 2014 a very small number of students were referred.

Class sizes
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>RFF and Part Time Teacher</td>
<td>0.778</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Priority School Funding Scheme</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.322</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15.11</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Blackalls Park Public School one staff member identifies as a proud descendant of the Ywaalaraay people.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2014 the main focus areas for teacher professional learning were L3 (Literacy, Language and Learning) Focus on Reading and consistent teacher judgement for numeracy.

Professional learning was funded from school global funds, Literacy and Numeracy funding, RAM equity funding, and, Teacher Professional Learning (TPL) funds.

During the year the school supported one temporary teacher working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation. Two permanent and one temporary teacher were maintaining accreditation at Proficient. No teachers were seeking accreditation or maintaining accreditation at one of the voluntary states of Highly Accomplished and/or Lead.

Beginning Teachers

In 2014 no permanent teachers received funding under the Great Teaching, Inspired Learning program.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>142051.34</td>
</tr>
<tr>
<td>Global funds</td>
<td>156644.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>303060.38</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>97467.30</td>
</tr>
<tr>
<td>Interest</td>
<td>6086.56</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17167.83</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>722477.56</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>10623.04</td>
</tr>
<tr>
<td>Excursions</td>
<td>33887.92</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>20559.16</td>
</tr>
<tr>
<td>Library</td>
<td>3299.79</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2407.16</td>
</tr>
<tr>
<td>Tied funds</td>
<td>191095.92</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>42473.83</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>46419.10</td>
</tr>
</tbody>
</table>
The school’s budget and financial position is monitored by the budget committee, consisting of the Principal, School Executive and Administrative Manager. The thanks of the budget committee must go to Mr Rohan Mason for his dedication to ensuring the accuracy and effectiveness of the school’s budget and financial position on a day to day basis.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**LITERACY K-2**

These graphs show the cluster levels achieved by all students in Kindergarten, Year 1 and Year 2 as recorded on the literacy continuum. Data was closely monitored by the school’s Instructional Leader as part of the Early Action for Success program monitoring. Expected level of achieved is indicated.

**Numeracy K-2**

These graphs show the cluster levels achieved by all students in Kindergarten, Year 1 and Year 2 as recorded on the numeracy continuum. Data was closely monitored by the school’s Instructional Leader as part of the Early Action for Success program monitoring. Expected level of achieved is indicated.
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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

39 students sat for the NAPLAN literacy tests. No students were absent, exempt or withdrawn from the test.

![Early Arithmetic Strategies (EAS)](image)

![Percentage in bands: Year 3 Reading](image)

![Percentage in bands: Year 3 Spelling](image)
NAPLAN Year 3 - Numeracy

39 students sat for the NAPLAN numeracy test. No students were absent, exempt or withdrawn from the test.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

29 students sat for the NAPLAN literacy tests. No students were absent, exempt or withdrawn from the test.
Reading Recovery

During 2014 Blackalls Park PS had eight students participate in Reading Recovery; 2 students per day in Semester 1 and 3 students in Semester 2, the additional student being funded by the school.

Of the eight students involved seven successfully completed the program while 1 transferred out of the school. Two students discontinued at Levels 17, 19, 20 and 22; one student discontinued at Level 23.

Other achievements

Blackalls Park Public School is pleased to be able to offer our students a wide variety of cultural, sporting and extension activities. These activities would not be able to be offered without the support of parents and the dedication of our staff.

Programs offered include:

- School band
- Dance program
- Star Struck participation
- Learn to swim program
- Best Start for Years K-2
- Gymnastics program
- Public Speaking competition
- Premier’s Reading Challenge
• Premier’s Spelling Challenge
• “You Can Do It!” program
• Act of Kindness Award
• Green Team
• Active After Schools Community

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Our school continues to provide programs that educate all student about Aboriginal history, culture and contemporary Aboriginal Australia.

Multicultural education and anti-racism

The school recognizes the need to focus on multicultural education as part of all curriculum areas. This ensures that our students develop the skills, knowledge and attitudes required to be part of a culturally diverse society. Multicultural perspectives are included in the Human Society and Its Environment (HSIE) units of work.

Aboriginal background

In 2014 the school received additional funding to support Aboriginal students as part of the Local Schools, Local Decisions education reform.

The school worked to further develop and to sustain its positive and inclusive school culture. In partnership with parents Personalised Learning Plans were developed for Aboriginal students to ensure increased attendance, quality participation and engagement in learning and improved learning outcomes for students. Learning outcomes in both literacy and numeracy were closely monitored for these students, both as part of their PLP and as part of a quality teaching and learning classroom. One student was supported through the Norta Norta program. As part of the Toronto Learning Community the school worked with Mankillikan AECG and Toronto High School to ensure an effective transition to high school for Year 6 students.

Socio-economic background

In 2014 the school also received additional funding to support its students as part of the Local Schools, Local Decisions education reform.

The funding was used to:

• provide additional teacher training opportunities to enhance literacy and numeracy teaching and learning programs;
• enhance students’ access to a wider range of curriculum learning experiences;
• increase the students’ level of participation and engagement in learning;
• develop stronger partnerships between the school, families and community agencies.

Learning and Support

In 2014 the school received additional funding to support its students who require low level adjustment for disability as part of the Local Schools, Local Decisions education reform.

The funding was used to:

• improve student learning outcomes;
• increase the effectiveness of classroom and school organization
• engage students and their parents in collaborative processes to personalize learning.

Early Action for Success

The school became part of the early Action for Success program in mid 2014. As part of the program an Instructional Leader and a learning interventions teacher (0.8) were appointed to the school.

These teachers worked with all classes from Kindergarten to Year 2 to provide additional
learning support for students in both literacy and numeracy, and, to provide additional teacher training in these areas. Benchmarks for K-2 learning outcomes are reported in the “School Performance – Academic Achievements” section of this report.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- parent surveys
- student written and oral surveys
- staff surveys and evaluations
- class based student assessment activities

School planning 2012-2014:

School priority 1
Literacy
Outcomes from 2012–2014
Increased levels of literacy achievement for every student.

Evidence of achievement of outcomes in 2014:

- Year 1 teachers trained in L3 (Language, Learning and Literacy) with the program being implemented in Year 1 classes.
- Early Stage 1 teachers continued professional learning for L3 with the program being implemented in all Early Stage 1 classes.
- Increased number of students participating in Premier’s Reading Challenge and continued high level of support for home reading program and its award system.

Strategies to achieve these outcomes in 2014:

- Stage 1 teachers to be trained in L3 program. Early Stage 1 teachers to continue with ongoing professional learning in L3.
- Promotion of Premier’s Reading Challenge and home reading to increase participation levels across the school.
- “Focus on Reading” program to be continued and enhanced in all Stage 2 and 3 classes.
- Support for low achieving students provided in classrooms by Learning and Support Teachers (LAST).

School priority 2
Numeracy
Outcomes from 2012–2014
Increased levels of numeracy achievement for every student.

Evidence of achievement of outcomes in 2014:
• All teaching staff trained in the use of numeracy continuum for recording student progress with significant emphasis on consistent teacher judgement as part of the training.
• Classroom support provided by Learning and Support Teacher to all classes.
• Support group for talented students in Stage 3 to participate successfully in external Mathematics competitions.

Strategies to achieve these outcomes in 2014:
• Teachers to use K-6 numeracy continuum to track and record student progress in numeracy.
• Teachers to develop a set of rich assessment tasks targeting multi step processes with evidence of problematic knowledge and higher order thinking.
• Support for low achieving students provided in classrooms by Learning and Support Teachers (LAST).

School priority 3
Student Well-being and Engagement

Outcomes from 2012–2014
Improved student participation in learning, specifically through the purposeful and sustained engagement of students in school, classroom and home learning activities.

Evidence of achievement of outcomes in 2014:
• provision of elective dance program for students in Year 3-6
• participation in Active After Schools Community program to provide after school sporting opportunities for all students K-6
• participation in PSSA sporting activities to promote sporting achievement and participation beyond the school level.
• Strengthened relationships with parents to support increased attendance of those students identified as attendance concern.

Strategies to achieve these outcomes in 2014:
• Continue specialty programs to enhance learning for students with an interest in sport, performing arts and the environment
• Enhanced opportunities for student leadership in school and community events
• Continued monitoring of attendance and awareness building for both students and parents

School priority 4
Technology

Outcomes from 2012–2014
Increased levels of technology skills and confidence for both students and staff

Evidence of achievement of outcomes in 2014:
• Upgraded computers including laptops purchased for Stage 3 classrooms
• Laptop computers purchased to upgrade Stage 2 classroom computers.
• Wireless access for computers provided for 3 buildings (Blocks A, B and I)

Strategies to achieve these outcomes in 2014:
• Wireless technology installed and computers upgraded for Stage 3 classrooms
• Stage 1 and library computers upgraded
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students in Years 2-6 were asked to rate the following aspects of the school:
1. I enjoy coming to school.
2. I feel happy and safe at school.
3. My teachers take an interest in me and want to help me.
4. I take responsibility for my own actions/behaviour.
5. Other students accept me as I am.
6. The work I do really challenges me to think.
7. I achieve high standards in my school work.
8. I want to get good results at school.
9. I can get good results at school.
10. My teachers expect high standards of me.
11. The school encourages students to wear school uniform.

Students identified the teachers, their friends, the school’s sporting and performing arts programs and the canteen as the best features of the school. Students offered a wide variety of suggestions for improving the school including air-conditioning for the assembly hall, a bigger playground and (surprisingly) some requested more homework.

Parent questions were similar, but focused from a parent point of view.

Survey forms were issued to 160 families with 16 survey forms being returned.

Most of the parent responses were very positive with some suggestions for improvements. However, most of these suggestions related to DEC staffing issues and Lake Macquarie City Council issues which are beyond the control of the school. The suggestion to improve road safety in Todd Street is one which the P&C and school have taken up with LMCC unsuccessfully in the past because the road does not have sufficient traffic movement to warrant a crossing. A program of parent education for safe driving and parking around the school continues. A request for EFTPOS facilities was also made, however the school already has a POP (Parent Online Payment) facility.

In addition to this survey the opinions of parents were sought at a community meeting attended by 4 parents. The feedback from this meeting was very positive of the school and its achievements.

Staff satisfaction survey questions were:
1. I enjoy working at BPPS
2. Staff at BPPS co-operate and work as a team.
3. Staff share best practice and resources
4. I feel valued as a person and a professional.
5. My job is valued by the community
6. Parents support the school
7. The school is well thought of by the community.
8. The school encourages students to wear uniform.
The staff identified the students, parents and staff as the best things about the school.
They requested more time be available for meeting together to plan activities for students and to ensure consistent teacher judgement across grades and across the school.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.
Targets for the 2015-2017 period will be:
1. Quality student learning
2. Quality teaching and leadership
3. Quality relationships

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Kathy Duncum, P&C representative
Craig Findley, Assistant Principal
Narelle Herbert, Instructional Leader
Merrita Jeffrey, Principal
Nicole Wotherspoon-Brown, Assistant Principal

School contact information
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Web: blackallpk-p.schools.nsw.edu.au
School Code: 3966

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: