School context

Blackalls Park Public School provides a comprehensive primary education for children in its local area and is a focal point for community activity. The school is committed to its mission of providing a stimulating and purposeful educational environment where students are motivated to achieve their personal best. Teaching and learning programs exhibit a strong emphasis on literacy and numeracy and programs of excellence are evident in sport, performing arts, student welfare and technology. Close relationships exist between the students, staff, parents and community, who take an active role in shared learning, decision making, fund raising and extensive support programs.

During the 2013 school year the school established and maintained 9 classes with an average enrolment of 220 students.

2013 saw a number of changes to our staff.

- Mrs Rosemary MacGregor was appointed as Assistant Principal at the start of the school year. Mrs MacGregor remained in this position until the end of Term 1 when she was transferred to DEC Gosford Office as Disability Programs Consultant.
- Mr Mitchell Beames took over teaching 5/6M and remained at the school until the end of the school year. At this time he was appointed through the merit selection process as a permanent teacher at Brewarrina Central School.
- After many years at the school working as a School Learning Support Officer Mr Scott Hamilton completed his teaching training and was appointed to a teaching position at Cessnock High School.
- Ms Delwyn Hamilton was seconded to the relieving position of Assistant Principal – Learning and Support. Her role was then filled by Mrs Virginia O’Rourke and Ms Melinda Taylor.
- Both Mrs Jann Miller and Mrs Vicki Munro retired in February 2013. Both ladies had been on well earned long service leave prior to their retirement.
- Throughout the year the positions of relieving Assistant Principal were shared by Mr Craig Findley, Mrs Tracy Hickey and Ms Delwyn Hamilton.

Principal’s message

During the year, a number of our students accepted new challenges – academic, sporting and cultural. Some entered external national competitions, absorbed themselves in enrichment activities and entered various competitions, others represented our school at zone and regional level sport, and many students began to learn instruments or dance and had the courage to perform in front of audiences for the first time.

All our students have been supported by highly dedicated teachers. Our teachers are incredibly committed to the well-being of all our students. They not only have exceptional talent in the technicalities of teaching, they have enormous energy and determination. Each of them takes pride in their profession and responsibility for ensuring that our school is a wonderful example of holistic primary education. I am very grateful
to them for their extraordinary work this year, and so proud to be the principal of a school that has that kind of expertise.

I’d like to say a huge thank you to all the parents and community members who have supported our school throughout the year, as volunteers, drivers for excursions and of course those in various roles in the P & C who have worked tirelessly to raise funds for our children and supported us in so many other ways. We are indeed fortunate to have such a dedicated group of parents working in the best interest of our school.

It would be remiss of me not to mention Mel Fenton in her role as canteen supervisor. Early in the year Mel was awarded the canteen volunteer of the year award from the Healthy Kids Association. This was a huge honour and well deserved recognition of Mel’s time, effort and dedication to her job.

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.

Merrita Jeffrey

P & C and/or School Council message

2013 has been another very busy year for the P&C. During the year we have had fundraisers including Mothers’ and Fathers’ Day gifts, Easter raffle, pizza day, election day BBQ and living fundraiser. With support from the school community and lots of hard work from the P&C workers we have finally reached our fundraising target and the upgrade to the play gym equipment will go ahead in the school holidays. We have been working towards this target for over 2 years and it will be wonderful to see our students finally being able to use the upgraded equipment.

Thank you to the committee – your support and assistance is always appreciated.

To the canteen volunteers – we couldn’t keep the canteen running without you. If any parents find they have some spare time and would like to spend a couple of hours in the canteen we would love to have you on the team. We have lots of fun together and the children really appreciate your support.

As part of our promotion of the healthy kids menu we have given out points for students who purchase from the healthy, green menu. Each term there has been a lucky draw of a prize pack for students who have earned 10 green food points. In addition to the usual 3 packs the Term 4 promotion will also include a draw for our major prize of an i-pad. Any student who has filled a points card at any time during 2013 had their card in the draw. The lucky winner for this year was Lauren Philp.

Mel Fenton

Term 1 Prizewinners

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.

Merrita Jeffrey

Thank you again to everyone for your support during the year.

Melissa Fenton

P&C President
Student representative’s message

On behalf of Year 6 2013 we would like to take this opportunity to reflect on our past years at Blackalls Park Public School.

Seven years ago some of us came to Blackalls frightened ... a few children cried ... as well as most of the mums who cried along with their children. We remember most of us looking forward to meeting all of the big kids. We had our new uniforms, new shoes and a colourful lunchbox ... and, we were all ready to learn how to write our name.

We survived the infants and graduated to primary, where we learnt to join letters in handwriting lessons and to rule those dreaded margins. We had the opportunity to represent our school in many sports and activities. We could also join the band to learn to play a variety of instruments and head off to camp and overnight excursions.

We shared a dream to become a School Captain. It has been a privilege and honour to represent our school in this special role. We would like to thank our fellow leaders Ashleigh, Deekon, Georgia and Scott for their effort and support this year. It has been wonderful sharing this experience with our friends.

Student Leaders 2013

We have learnt how valuable our friends are ... to all of our fellow Year 6 students, we hope all of your friendships that developed during our years at primary school stay strong and continue through our high school years.

We would like to thank our wonderful teachers, past and present who have guided us along the way and have helped us work to the best of our ability. We hope that we will remember your lessons and advice into our high school journey and beyond. We will miss you all.

Jemma Henderson and Samuel Andrews
School Captains 2013

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

![Student enrolment profile graph]

Student attendance profile

<table>
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<tr>
<th>Year</th>
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<th>2011</th>
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<td>94.5</td>
<td>93.3</td>
<td>93.7</td>
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<th>Region</th>
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<td>93.8</td>
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</table>
Home School Liaison Office. During 2013 a very small number of students were referred.

**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>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<td>RFF Teacher</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Priority School Funding Scheme</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.422</td>
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<tr>
<td>Total</td>
<td>15.715</td>
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</table>

The Australian Education Regulation, 2013 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 Yuwaalaraay 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>
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<tbody>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary 30/11/2013

Income

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<td>Balance brought forward</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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Expenditure

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<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<td>Balance carried forward</td>
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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 2013 financial statement is tabled at the annual general meetings of the Parents and Citizen’s Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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 Yeas K-2
- Gymnastics program
- Public Speaking competition
- Premier’s Reading Challenge
- Premier’s Spelling Challenge
- “You Can Do It!” program
- Act of Kindness Award

Achievements in the Arts

One of the highlights of the year was our “A Night at the Movies” concert, which was held over 2 sell out nights in November. The concert was a culmination of a full year of work by our dance, band, guitar, choir and class groups.

Stage 1 Choir

K/1H and K/1N “Gummi Bears”

The band was again an integral part of our school assembly each week. As well as this weekly performance they also played at Westlakes Performing Arts Festival, Bandfest and as part of the TLC band at Carols by Candlelight.

The band would like to thank our bandmaster, Mr Craig Saunders and tutors Jessica, Paul and John for their dedication and support.
Big Band

Each week students from Years 3-6 are offered dance lessons from Lollipops Dance. Over 80% of our students participate in these lessons. The school would like to thank Miss Renae for her ongoing dedication and commitment, both to our school and our dance program.

Our dance groups successfully auditioned and performed at Hunter Region Dance Festival.

Year 3 dancers at Hunter Dance Festival

Eighteen of our senior students participated in Star Struck. This was our 21st year of involvement with Star Struck.

Our Star Struck group

The perpetual trophy for Achievement in Performing Arts was awarded to Jemma Henderson and Scott Fenton.

Achievements in Sport

2013 was another successful sporting year for our students, both on a team and an individual level.

House captains and vice captains

The swimming carnival was won by Phillip house and the athletics carnival was won by Shortland house.

The sportswoman of the year was Courtney Whitehead and the sportsman of the year was Sam Andrews.

Our students represented the school, Westlakes Zone and Hunter Region in a number of sports. Liam Purcell continued the schools strong performance in softball by represent the Hunter Region in the boys’ softball team.

In August we had 2 teams participate in the Westlakes Oz Tag gala day. Both the boys team and the girls team played extremely well on the day and both were the winners in their respective finals. Year 5 students from both teams are looking forward to defending their champions title in 2014.

As part of our participation in the Westlakes PSSA group our school entered teams in the zone carnivals for:

- swimming – 16 students
- athletics (track) – 28 students
- athletics (field) – 16 students
- cross country – 32 students
Achievements in Other Areas

The “Green Team” is a group of interested students and parents lead by Mr Craig Findley who are working to improve the school environment. They meet weekly before and after school to tend their vegetable gardens and the school grounds while learning about horticulture and the helping to develop a sustainable environment.

After our school leaders attended the Young Leaders Day in Sydney they decided to take part in the Kidpreneur program. Each of the groups identified a charity that they would like to fund raise for, purchased a kit and followed through with the activities, such as card making and beading, to make goods to be sold at a market day. Some of the charities that were selected were Wheeling and Able, Heart Kids Australia, Cancer Council, Guide Dogs NSW, RSPCA and Children’s Hospital.

The Toronto Learning community held an Education Week celebration with award being presented to students to publicly acknowledge their successes.

Two students from each stage competed in the Westlakes section of the Hunter Region Public Speaking Competition. Congratulations to Drew Fullerton and Kade MacDonald who earned Highly Commended certificates in the Early Stage 1 section of the competition.

Twenty Stage 3 students entered the Newcastle Permanent Building Society Mathematics Competition with 1 student earning a Distinction, and 12 earning a Merit Certificate.
The school has again been sponsored by L. J. Hooker (Toronto) to be part of the “Act of Kindness” program. Each week a student who has shown an act of kindness towards someone else in the school is identified and given an award. The program has helped to highlight both large and small kind acts that happen every day at Blackalls Park Public School. On some weeks we are lucky enough to be visited by the L. J. Hooker Bear.

Excursions

In September 2013 Stage 3 students and staff travelled on a 3 day excursion to the Blue Mountains, Bathurst and Dubbo. This excursion was to support their studies in HSIE, particularly the “Gold” unit of study.

Spending 3 exciting days at Myuna Bay Sport and Recreation Camp was a highlight of the year for Year 4. The students were involved in a range of physical and social activities to strengthen their team building skills.

Other excursions for the year included:
- Kindergarten visit to Oakvale Farm
- Stage 1 transport excursion to Newcastle airport and Newcastle Harbour
- School leaders visit to National Young Leaders’ Day in Sydney as part of the Toronto Learning Community excursion

Academic achievements

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](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)

- 29 Year 3 students sat for the NAPLAN literacy tests. No students were absent, exempt or withdrawn from the test.
- Student results in the Grammar and Punctuation test were very pleasing with 27.6% of students scoring in Band 6 compared to the 2012 with 3% in Band 6.

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

- 33 Year 5 students sat for the NAPLAN literacy tests. No students were absent, exempt or withdrawn from the test.

- The number of Year 5 students scoring in Band 8 in the reading test was 18.2% compared to the DEC state average of 13.8%.

- 63.3% of students achieved growth at or above expected levels in the spelling component of the test, which was an increase from 43% in the 2010-2012 test.
The number of Year 5 students scoring in Band 8 in the grammar and punctuation test was on par with state average (18%)

66.7% of students achieved growth at or above the expected levels. Average student growth was 127.3 points compared to the state average of 77.7%

NAPLAN Year 3 - Numeracy

29 Year 3 students sat for the NAPLAN numeracy tests. No students were absent, exempt or withdrawn from the test.

No Year 3 students scored in Band 1 and no students were below national minimum standard in numeracy.

Student results in the numeracy test was very pleasing with 17.2% of students scoring in Band 6 compared to the state with 14% in Band 6.

NAPLAN Year 5 – Numeracy

33 Year 5 students sat for the NAPLAN numeracy tests. No students were exempt or withdrawn from the test. One student was absent for the test.

Student growth was well above state average with average student growth being 113.5 points compared to state average of 88.5 points.

72.4% of students achieved growth at or above expected levels.

Significant programs and initiatives

Aboriginal education

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

Multicultural education

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.

Students with disabilities

Students with disabilities are integrated successfully into mainstream classes with the assistance of well trained and dedicated teachers and support staff. All integrated students receive targeted educational programs and Individual Education Programs are in place for these students.

Transitional Equity Funding

In 2013 the school received Transitional Equity Funding, formerly Priority Schools Program. This was our first year on the program since 1997.

The funding consisted of financial support and an additional staff allocation of 0.3 FTE.

Funding was used to support teaching training in the both the Language, Learning and Literacy (L3) program and Focus on Reading, to purchase resources for literacy and numeracy activities in the classroom and well as providing additional LAST (Learning and Support Teacher) and SLSO (School Learning Support Officer) support in classrooms for literacy and numeracy lessons.
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: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

Increased levels of literacy achievement for every student.

Evidence of progress towards outcomes in 2013:

- Early Stage 1 staff trained in L3 (Language, Learning and Literacy) with the program being implemented in all early Stage 1 classes
- “Focus on Reading” Phase 2 training completed for all staff. Program being implemented in Stage 2 and 3 classes. Average growth in NAPLAN reading for Year 5 students was 98.6 points compared to state average of 83.2
- School program to explicitly teach spelling skills being implemented in all classes K-6. Year 5 students showed growth in NAPLAN spelling results that was above state average. Average growth in NAPLAN grammar and punctuation was 127.3 points compared to state average of 77.7 points

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 progress towards outcomes in 2013:

- Student growth for Year 5 students in NAPLAN 2011-2013 was well above state average with average student growth being 113.5 points compared to state average of 88.5 points.
- Consistent approach to teaching Mathematics K-6 with an agreed approach in planning, resources and delivery of program implemented based on North Coast Scope and Sequence document.
- “Mathletics” computer program used as a resource at school and at home to reinforce school learning.
- Early Stage 1 and Stage 1 classes using Best Start resources to plan, program, teach and assess numeracy outcomes.
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 wellbeing 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 progress towards outcomes in 2013:

- Continued implementation of the “You Can Do It!” program through the reward system and dedicated class lessons
- Continued delivery of extensive performing arts program including dance, band and choir.
- Successful transition programs for students entering Kindergarten and for those transitioning between Years 6 and 7.
- Average student attendance increased to 94.7%

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 progress towards outcomes in 2013:

- Technology being implemented across curriculum in all classrooms
- Wireless technology installed and utilized for Stage 2 classrooms with accompanying computer upgrades

Strategies to achieve these outcomes in 2014:

- Wireless technology installed and computers upgraded for Stage 3 classrooms
- Stage 1 and library computers upgraded

Professional learning

At Blackalls Park Public School all staff members take part in professional learning activities to support the implementation of school key priority areas in the school plan and to assist staff achieve their personal learning goals.

During 2013 $8962.97 was spent from the teacher Professional Learning tied grant, $3,444.39 from the tied grant specifically for the Australian Curriculum and $800 for training for the school’s General Assistants. In addition to this $732.17 was spent from untied school funds.
During the year the school joined with the other schools in the Toronto Learning Community to undertake professional learning activities. These combined events included the first school development day in Term 2 and the last two days in Term 4.

Our 2 main professional learning activities were the Language, Learning and Literacy (L3) program and the Focus on Reading program.

A considerable amount of teacher professional learning happens each week at the after school staff meetings.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, 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 best things about the school as sport (58 responses), friends (41), good teachers (39), art, learning and the canteen.

Students identified some changes or improvements that they would like to see in place including more playground sport equipment (29 students), more technology (14), longer break times (14) and no uniforms (12). A number of students (21) identified projects for improvement that are beyond the physical, financial and legal scope of the school including a pool, skatepark and horse riding.

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

Parent surveys were issues to all families (117) in the school with 68 being returned. Parents identified the best features of the school as being the caring and approachable staff (38 responses), the variety of activities available for students (19), the welcoming and friendly atmosphere at the school (15), the canteen (6), good communication (4) and the school grounds/environment (4).

Of the 68 surveys returned 43 parents did not include any areas that they would like the school to improve in. Very few parents made similar suggestions. Suggestions for improvement included more excursions and camps (3 responses), more social events (2), require less money (1) and less homework (1). Other suggestions made by a small number of parents (1 or 2) are beyond the financial or responsibility
of the school – a larger assembly hall, smaller classes that are a single grade, more teachers, a pool, walkways and an OOSH on site.

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 professional, supportive and friendly staff as one of the best features of the school. In particular the support from executive staff was identified as one of the best things about the school. The staff also identified polite and well-mannered students who are keen to learn, and, the variety of programs run by the staff as the best features of the school.

Program evaluations

Transition Programs - Kindergarten

Background

Transition to school is an important program at Blackalls Park Public School. In 2013 the opinions of 2 groups of parents were sought – those who had completed the transition program in 2012 in preparation for Kindergarten 2013 and those who had completed the program in 2013 for Kindergarten 2014.

Findings and conclusions

Parents of Kindergarten students 2014(32) were asked to complete their survey at the beginning of the school year, at the same time as their children were taking part in the Best Start assessment. 28 surveys were completed, although not all parents answered all questions. Parents were asked if:

- they found the handouts that were provided to be useful
- they found the speakers such as the Cancer Council, Best Start, P&C and canteen to be useful
- their child had commented on the sessions they had participated in
- if they felt prepared for life as a Kindergarten parent, and
- if they felt their child was prepared for life as a Kindergarten child.

At the end of the 2013 school year parents of Kindergarten students (24) were asked to complete the same survey. There were 11 surveys returned. Of these 11 surveys 10 parents had participated in the transition program.
Future directions

Survey results indicate that the program was successful and suitable for both new Kindergarten students and their parents. One (first time) parent indicated that she would have liked a tour of the school to know where facilities such as the canteen and toilet block were. This will be incorporated into the 2014 transition program for those parents who are new to the school.

Transition Programs – High School

Background

Transition to high school is an important part of the Toronto Learning Community. Toronto High School and the partner primary school work together to make the program worthwhile for all students transitioning to high school.

The school surveyed parents and students who had been involved in the transition to high school – both Year 5 and Year 6 students in 2013.

Findings and conclusions

Students were asked if they found the Year 5 and Year 6 visits to Toronto High useful. They were also asked if they had talked to their parents about the transition program.

Future directions

Students reported that the best things about the program were the school layout walk (13), meeting new friends and people (11), seeing the new classes (8) and different activities (8).

Students reported that they would like to go to Toronto High on a day other that sport day (6) and that they would like to be in Year 7 for a whole day (2).

Survey forms were issued to all Year 5 and Year 6 parents (68) and 18 were returned. Of these surveys 17 felt that the program was worthwhile and 1 parent was unsure. Only 1 parent said that their child hadn’t talked about the program.

Overall, student and parent support of the transition to high school program is very high.

Since the transition to high school program is a joint venture by all schools in the Toronto Learning Community Blackalls Park PS is unable to make significant changes to the program. Student suggestions for improvements will be tabled at a local management group meeting in 2014.
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.

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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: