Our school at a glance

Students

During 2012 Blackalls Park Public School established and maintained 10 classes with an average enrolment of 242 students.

Our students have the opportunity to engage in a wide variety of academic, cultural and sporting activities.

Staff

Blackalls Park Public School has a highly professional staff, that includes both very experienced staff and beginning teachers.

Significant programs and initiatives

In line with the school’s 3 year plan for 2012 - 2014 our priorities for 2012 were literacy, numeracy and student engagement.

Programs offered include:

- School band
- Dance program
- Star Struck participation
- Swimming program
- Best Start for Yeas K-2
- Gymnastics program
- Public Speaking competition
- Premier’s Reading Challenge
- Premier’s Spelling Challenge
- Premier’s Sporting Challenge
- “You Can Do It!” program

Student achievement in 2012

In May 2012 students from Year 3 and Year 5 sat the NAPLAN (National Assessment Program – Literacy and Numeracy).

Detailed results of these tests were reported to parents. Overall school results are reported in the School Performance section of this report.

Messages

Principal’s message

2012 was another fine year of wonderful achievements for the students of Blackalls Park Public School.

I would like to take this opportunity to thank the wonderfully dedicated and experienced teaching, administrative and support staff who play a vital role in ensuring that our students have access to the best possible learning environment. Thank you to all of you.

To our students who make the school such a wonderful place to be – keep up the wonderful work that you do.

The school is fortunate to have wonderful parent support in the form of the P&C, canteen committee, band committee and many classroom helpers. Thank you for all that you do to support the wonderful learning programs in place at Blackalls Park PS.

The school continues as a proud member of the Toronto Learning Community.

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

Principal
P & C and/or School Council message

During 2012 the P&C continued to work closely with the school in many ways.

The canteen and the uniform shop once again provided a very valuable service to students, whilst at the same time making a profit, which was returned to the school for the benefit of all students. Both continue to be run by enthusiastic and dedicated volunteers. During 2012 our canteen remained “on the list” for an upgrade.

Other fundraising activities undertaken by the P&C during the year include the Easter Egg raffle, Mothers’ and Fathers’ Day gifts, pizza sales and sales of Entertainment books.

Some of the resources purchased to support our students were additional aluminium seating for the lunch areas, materials for the Premier’s Reading Challenge, assisting students who were selected to represent the school at Hunter region level and supporting the Year 6 end of year activities.

All those who assisted the P&C with its endeavours throughout 2012 are to be congratulated and thanked for their efforts.

Lindy Cashin

P & C President

Student representative’s message

Year 6 students enjoyed their fundraising activities and were pleased to be able to purchase new playground water coolers for the school.

One of the highlights of our year was the excursion to Canberra.

Each day we tried to be wonderful role models for Blackalls Park students. We hope that we will be remembered as school captains who have shown pride in the school and led by example.

Claudia Smith and Blake Arthur

School Captains 2012

We feel privileged to have been elected the captains of Blackalls Park Public School for 2013. As school leaders we have enjoyed our leadership role and the part we played in promoting Blackalls Park Public School. We have enjoyed representing the school in sporting, cultural and community events.

School context

Student information

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

Student enrolment profile
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.6</td>
<td>92.8</td>
<td>92.9</td>
<td>95.0</td>
</tr>
<tr>
<td>1</td>
<td>93.5</td>
<td>93.1</td>
<td>91.7</td>
<td>93.2</td>
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<tr>
<td>2</td>
<td>93.7</td>
<td>94.5</td>
<td>91.9</td>
<td>93.2</td>
</tr>
<tr>
<td>3</td>
<td>94.5</td>
<td>95.6</td>
<td>93.2</td>
<td>93.1</td>
</tr>
<tr>
<td>4</td>
<td>96.7</td>
<td>95.6</td>
<td>94.6</td>
<td>94.0</td>
</tr>
<tr>
<td>5</td>
<td>93.5</td>
<td>96.1</td>
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<tr>
<td>6</td>
<td>94.8</td>
<td>93.2</td>
<td>94.8</td>
<td>93.9</td>
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<tr>
<td>Total</td>
<td>94.4</td>
<td>94.5</td>
<td>93.3</td>
<td>93.7</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is recorded electronically by the School Administrative Office using the OASIS computer roll marking system. 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 Office. During 2012 a very small number of students were referred.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.42</td>
</tr>
<tr>
<td>Teacher Part-Time</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.42</td>
</tr>
<tr>
<td>Total</td>
<td>16.06</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

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

Staff retention

During 2012 the school saw a number of staff changes:

- Mrs Leanda Guy was promoted permanently to the position of Principal at Eraring Public School, where she had been in a relieving capacity since 2011.
- Ms Amber Lord was on maternity leave, following the birth of her beautiful little boy, Oskar. During 2012 she was replaced by Miss Rachel Delaney.
- Mr Rohan Mason was appointed as School Administrative Officer.
- Both Mrs Jann Miller and Mrs Vicki Munro went on leave at the end of the 2012 school year prior to their official retirements in February 2013

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>

Staff at the Book Week Parade
**Financial summary**

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

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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
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<tr>
<td>Balance brought forward</td>
<td>81413.17</td>
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<tr>
<td>Global funds</td>
<td>135485.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>60785.47</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>78468.38</td>
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<tr>
<td>Interest</td>
<td>4103.98</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6987.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>367243.29</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 20980.58   |
| Excursions                 | 37441.81   |
| Extracurricular dissections| 24418.78   |
| Library                    | 2430.93    |
| Training & development     | 210        |
| Tied funds                 | 62848.54   |
| Casual relief teachers     | 36943.51   |
| Administration & office    | 35030.72   |
| School-operated canteen    | 0.00       |
| Utilities                  | 29018.98   |
| Maintenance                | 11617.58   |
| Trust accounts             | 5032.20    |
| Capital programs           | 5089.00    |
| Total expenditure          | 271062.63  |
| **Balance carried forward**| 96180.66   |

The school’s canteen is operated by the P&C.

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the P&C Association. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

During 2012 the school provided a variety of opportunities for students to develop and showcase their talents in the arts. Without the dedication of staff and the support of parents it would not have been possible to provide these opportunities.

One of the highlights of the year was our “Euphoria” 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.

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.

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.

Eighteen of our senior students participated in Star Struck. This was our 20th year of involvement with Star Struck.

The perpetual trophy for Achievement in Performing Arts was awarded to Paris Forbes and Aiden Cope.

**Sport**

2012 was another successful sporting year for our students, both on a team and an individual level.

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

The sports woman of the year was Jade Wellard and the sportsman of the year was shared by Brady McRitchie and Blake Arthur.

Our students represented the school, Westlakes Zone and Hunter Region in a number of sports. Brady McRitchie and Blake Arthur represented the Hunter Region in the boys’ softball team and Jade Wellard represented the Hunter Region as part of the swimming team.

The school earned a diamond award for our continued participation in the Premier’s Sporting Challenge.

**Other**

The Toronto Learning Community held an Education Week celebration with awards being presented to students, staff and parents to acknowledge their successes.

In the Public Speaking competition seven of our students represented the school at zone competition. Bella Borham, Krystal Hickey and Timothy Kemmis earned highly commended certificates for their speeches.

Over 85% of our students participated in the home reading program and earned certificates for each 25 nights of home reading. Twenty three of our keenest readers earned sapphire, ruby or diamond certificates for reading more than 225 nights.

Fourteen students from Years 3 to 6 entered the University of NSW competitions in Science, Spelling, Writing, Mathematics, English and Computers.

Our students performed very well in these competitions with the following students earning certificates:

Kyle Aggett-Williams – Credit for Science
Billy Arthur – Credit for Mathematics and English; Distinction for Science
Bailey Clulow – Credit for Mathematics
Timothy Kemmis – Credit for Mathematics
Katie Stone – Credit for Writing

Twenty four Stage 3 students entered the Newcastle Permanent Building Society Mathematics Competition with 1 student earning a High Distinction, 3 students earning a Distinction and 9 earning a Merit Certificate. The awards were presented by Mrs Tracy Peters from the Toronto branch of Newcastle Permanent Building Society.

Academic
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.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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.

Significant programs and initiatives
Aboriginal education
Our school continues to provide programs that educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

During NAIDOC Week our students entered an art work in the NAIDOC Aboriginal Art competition that was organized by the NSW Attorney General’s Department. The theme of this year’s entry was “Spirit of the Tent Embassy: 40 Years On”.

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.
Excursions

In September 2012 Stage 3 students and staff undertook a 4 day excursion to Canberra. The excursion supported the units of work studied in HSIE.

Year 4 spent 3 exciting days at the Myuna Bay Sport and Recreation Camp, extending themselves in physical activities and working on team building.

In March thirteen Year 6 students travelled to Sydney to attend the 2012 Young Leaders Day. Students found it to be an inspirational day where a number of motivational speakers such as Tom Harley an AFL legend, Ruden Merrman a surfer/ scientist and Anh Do the comedian and former refugee shared their ideas on how to become a great leader.

Other excursions for the year included:
• Kindergarten’s visit to Oakvale Farm
• Stage 2 visit to Newcastle Museum and Art Gallery
• Performing Arts students were part of the audience at Schools Spectacular

Healthy Canteen

The canteen continues to promote healthy diet and lifestyle for our students with a number of food promotion events held each term. Students are able to earn points for each item they purchase from the “green” section of the canteen menu, with a lucky prize draw being held at the end of each term.

Act of Kindness Award

The school is proud to have been sponsored by LJ Hooker, Toronto in the Act of Kindness Award. Each week a student is identified as having shown kindness to others. The recipient is acknowledged at assembly with the recipient of the award being given a badge and certificate.
Progress on 2012 targets

School targets for 2012 were in the areas of literacy, numeracy and student engagement.

Target 1

Increased levels of literacy achievement for every student.

2012 Targets to achieve this outcome include:

- Increased percentage of K-2 students achieving grade appropriate Best Start levels across the literacy continuum.
- Meet or exceed Hunter/Central Coast target levels for K-2 students.
- Average growth in literacy (reading and writing) to equal or exceed state performance including at least 50% of students achieving expected growth.
- Average growth in literacy (language) to equal or exceed state performance including at least 55% of students achieving expected growth.
- Average growth in literacy (spelling) to equal or exceed state performance including at least 40% of students achieving expected growth.

Our achievements include:

- An average of 71.4% of Year 1 students achieved either 5th or 6th cluster developmental level for all aspects of literacy.
- An average of 70.5% of Year 2 students achieved either 7th or 8th cluster developmental level for all aspects of literacy.
- Hunter/Central Coast reading Recovery levels were achieved by 74% of Kindergarten students, 69% of Year 1 students and 74% of Year 2 students.
- In reading 66.7% of Year 5 students equalled or exceeded expected growth. Average school growth for reading was 105.2 scaled points compared to state average of 77.8 points.
- In language 56.8% of Year 5 students equalled or exceeded expected growth. Average school growth for reading was 100.2 scaled points compared to state average of 79.2 points.
- In spelling 54.1% of Year 5 students equalled or exceeded expected growth. Average school growth for reading was 102.7 scaled points compared to state average of 94.3 points.
- Growth data for writing was unavailable due to changes in the NAPLAN testing.

Target 2

Increased levels of numeracy achievement for every student.

2012 Targets to achieve this outcome include:

- Increased number of K-2 students achieving grade appropriate Best Start levels across the numeracy continuum.
- Average growth in NAPLAN numeracy to equal or exceed state performance including at least 50% of students achieving expected growth.

Our achievements include:

- In Year 1 68% of students achieved at or above expected Best Start benchmarks in aspects of numeral identification and 82% achieved at or above benchmarks in aspects of place value.
- In Year 2 100% of students achieved at or above expected Best Start benchmarks in aspects of numeral identification; 74 % achieved at or above benchmarks in aspects of place value and multiplication and division.
• In numeracy, 50% of Year 5 students equaled or exceeded expected growth. Average school growth for reading was 97.9 scaled points compared to state average of 96.6 points.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of spelling and the “Focus on Reading” program.

Evaluation #1 - Spelling

Background

Staff identified spelling as an area that they felt students were not achieving their potential. Their opinions were supported by NAPLAN results.

In 2012 Stage 2 classes trialed a new style of spelling program that had been designed by Mrs Tracy Hickey, Learning and Support Teacher. Following the initial success of the program in Semester 1 it was extended to Stage 3 classes in Semester 2.

The program imbedded spelling within a text which students read each day to promote fast and fluent reading. Students learnt about differentiating words into phonological, visual, morphemic and etymological groups. The program also identified a letter combination for the week, building on root words, rhyming words, word meanings and synonyms using dictionaries, grammar, punctuation and other activities to cater for and engage all students. The end of week spelling test was a NAPLAN style of language based on incorrect words imbedded in text that students had to identify and rewrite correctly.

Findings and conclusions

The student survey indicated that students enjoyed the spelling program, felt that it improved their overall spelling and would like to see the spelling program continue in 2013.

Future directions

The program will continue in 2013 with the LAST providing support for teachers, especially staff who are new to the program.
Evaluation #2 - Focus on Reading

Background
A major focus area in the school plan 2012-2014 was the improvement of literacy across the school. Research has shown that improved school outcomes are directly linked to quality teaching. As a result the school committed considerable time and Teacher Professional Learning funds to allow all teaching staff access to quality professional learning programs.

A submission was developed for access for our staff to a best practice professional learning program named Focus on Reading (FOR). All teaching staff were included in the training program throughout 2012. Professional Accreditation was available for teachers on completion of Phase One Modules One, Two and Three.

Using the model of teacher-training-teacher, two Assistant Principals attended external training before facilitating workshops on the school site. Executive staff also participated in leadership modules with other Local Management Group Focus on Reading schools.

All teaching staff completed a teaching comprehension survey regarding their current method of teaching comprehension and the effect of participating in the Focus on Reading Phase One training.

Findings and conclusions
Class pedagogy and strategies for teaching comprehension have been addressed with results visible across classes. Classrooms now have ‘Walls that teach’ with strategies displayed as reminders of the shared strategies and language which are now used by all teachers. Focus on Reading teaching strategies are also evident in teaching programs.

Teachers, Kindergarten to Year 6, have experimented with peer teaching by incorporating partner talk into their lessons, providing all students with the opportunity to be heard and acknowledged by someone other than the class teacher.

Predicting, making connections, visualising and summarising are a few of the strategies being implemented across key learning areas.

Teacher positive evaluations include:

- Collaborative planning, sharing and discussion between stages have improved consistency.
- Engaging in leadership modules with other schools provided insight into improved ways of implementing the program and access to a greater number of resources.
- Greater emphasis on explicitly teaching the comprehension strategies has changed the way I teach comprehension.
- Practical ideas and resources supported Focus on Reading implementation.
- Training in the comprehension strategies enabled teachers to have a shared dialogue and review their current teaching practice.
- Using peer support as a strategy encouraged student engagement and understanding eg reciprocal teaching and knee to knee.
- Students are gaining confidence in expressing how they worked out the meaning of a text.

Future directions
The school has applied for the continuation of this program for Stages 2 and 3 in 2013 for Phase Two of the program and resources will be allocated in the budget. New staff will need to participate in training in Focus on Reading to continue the consistent pedagogy across Stage 2 and 3.
**Parent, student, and teacher satisfaction**

In 2012 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.

Most students reported that the best things about the school were their friends, the teachers, excursions and the playground.

Suggestions for school improvement made by the students included more computers, more playground equipment (including several who requested a pool) and no homework.

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

Parents identified the following as the best things about the school:

- The community is friendly, welcoming and supportive with good communication and provides opportunities for parent involvement in their child’s education.
- Teaching and office staff are kind, dedicated and passionate in providing a safe, enriching and supportive learning environment for students.
- Students are able to participate in a wide range of sporting and creative arts programs which provide students with the opportunity to represent the school.

Parents identified some aspects of the school that could be changed or improved. As in past years many of these suggestions have either been
beyond the responsibility of the school or well beyond the school’s budget. E.g. install improved lighting; improved parking; installation of zebra crossings. Other suggestions were conflicting e.g. some parents suggested more homework while others suggested less homework.

Staff satisfaction survey question ere:
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. They 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.

The staff identified repairs to the sound system and more opportunities for stage teams to work together as areas that the school could improve in.

Professional learning

Each year the school is allocated funds for the professional development of teachers. During 2012 these funds were allocated to the key areas of literacy and numeracy, technology education, student welfare and training in aspects of school management.

School development days provided further opportunities to enhance staff skills. During the five 2012 school development days teachers undertook training in:

- “Focus on Reading”
- Cardiopulmonary resuscitation
- Workplace Health and Safety requirements
- Asthma awareness
- E-Emergency care

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Increased levels of literacy achievement for every student.

2013 Targets to achieve this outcome include:

- Increase the percentage of K-2 children achieving appropriate Best Start levels across the curriculum.
- Average growth in literacy (reading) to equal or exceed state performance including at least 55% of students achieving expected growth from 49.9% in 2010-2012 average.
- Average growth in literacy (writing) to equal or exceed state performance including at
least 50% of students achieving expected growth.

- Average growth in literacy (language) to equal or exceed state performance including at least 60% of students achieving expected growth from 55% in 2010-2012 average.
- Average growth in literacy (spelling) to equal or exceed state performance including at least 45% of students achieving expected growth from 43% in 2010-2012 average.

**Strategies to achieve these targets include:**

- Implementation of “Language, Learning and Literacy L3” program in Early Stage 1 classes
- Continued staff training in “Focus on Reading” program
- Increased focus on Premier’s Reading Challenge and school based home reading programs
- Support for low achieving students provided by LAST

**School priority 2**

**Outcome for 2012–2014**

Increased levels of numeracy achievement for every student.

**2013 Targets to achieve this outcome include:**

- Increased number of K-2 students achieving grade appropriate Best Start levels across the numeracy continuum
- Increase the number of Year 3-6 students achieving appropriate levels on the numeracy continuum
- Average growth in NAPLAN numeracy to equal or exceed state performance including at least 50% of students achieving expected growth.

**Strategies to achieve these targets include:**

- Teachers utilize the North Coast Scope and Sequence document when programming and planning numeracy teaching.
- Teachers plan, program, teach and assess with explicit reference to numeracy outcomes, using the K-6 numeracy continuum to track and record student progress in numeracy.
- Development of a set of rich assessment tasks targeting multi step process with evidence of problematic knowledge and higher order thinking.

**School priority 3**

**Outcome for 2012–2014**

Improved student participation in learning, specifically though the purposeful and sustained engagement of students in school, classroom and home learning activities.

**2013 Targets to achieve this outcome include:**

- Overall level of students satisfaction remains high (2012 – 90% of students reported that they enjoyed coming to school and felt safe and happy.)
- increase student attendance from average 93.8 % (2010-2012 average) to 94.3%

**Strategies to achieve these targets include:**

- continue implementation of “You Can Do It!” program through the reward system and dedicated class lessons
- continue delivering extensive performing arts program.
- involve parents and the broader school community in food and nutrition related initiatives through the “Live Life Well @ School” program.
- establish community involvement in promoting positive students behaviour through the “Act of Kindness” program.
- liaise with preschool and other TLC schools to increase the quality of transition programs.

**School priority 4**

**Outcome for 2012–2014**

Improved student skills and capabilities in technology; increase confidence and competence
of staff in using technology; increased use of technology by all staff.

2013 Targets to achieve this outcome include:

- students moving from “Entry Level” towards “Adoption Level” of Technology Integration Matrix
- staff moving towards “Adoption Level” to “Adaptation Level” of Technology Integration Matrix
- technology incorporated into aspects of all Key Learning Areas.

Strategies to achieve these targets include:

- develop and implement a scope and sequence for technology
- targeted TPL for embedding technology across key learning areas and program support provided for teachers
- upgrades of technology hardware across the school.

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.

Blake Arthur, School Captain
Craig Findley, rel Assistant Principal
Delwyn Hamilton, rel Assistant Principal
Merrita Jeffrey, Principal
Rohan Mason, School Administrative Manager
Claudia Smith, School Captain
Nicole Wotherspoon-Brown, Assistant Principal

School contact information

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School Code: 3966

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