

# Blackwood Primary School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Blackwood Primary School Number: 565

Partnership: Mitcham Hills

**Name of School Principal:**

Phil Garner

**Name of Governing Council Chair:**

Brendan White

**Date of Endorsement:**

## School Context and Highlights

Blackwood Primary School is an International Baccalaureate School, situated in an attractive hills setting overlooking Wittunga Botanic Gardens. The 5ha grounds allow for a variety of nature play and environmental learning experiences. Enrolments are steadily increasing with approximately 340 students at the end of 2016. The students at Blackwood Primary School are from a diverse range of cultures and are motivated to learn and enjoy opportunities to demonstrate their leadership and initiative. Our staff ensure that all children have the opportunity to succeed with programs in place to support students who are disadvantaged. We have an increasing number of students who are from Non English Speaking backgrounds and have English as an Additional Language or Dialect (EALD) support program. The school values its partnership with parents in negotiating, setting and implementing effective strategies to ensure that all students reach their full potential.

Blackwood Primary School had many highlights throughout 2016. Our new 'Parkour' playground was developed built during 2016 and opened in Term 4. With the help of many parents a reading garden, designed by the children in R/1 in 2015, was built and will be ready to use in 2017. Parents also had a great impact on our vegetable garden and classes were involved with the planting and sales of a variety of vegetables.

Our program of Inquiry continued to be a strong focus with many great units being implemented by teachers across the school. One particularly successful unit involved students from our 5/6 class. As part of their unit of inquiry into migration, students actioned a Back-Pack Project for newly arrived refugee children. It was wonderful to see our students developing positive relationships with some of the Syrian and Afghanistan students at the school.

During "Book Week," our teacher librarian organised for a visiting author and illustrator with Jane Jolly (author) and Sally Heinrich (illustrator) visited our school. It was great to hear from these authors and illustrators as they explain their art.

We again welcomed our visitors from South Korea and Japan during Term 3 who were involved in many activities whilst being hosted by our students. Along with international students we also hosted some international teachers who visited our school to learn more about teaching and learning in Australia.

Blackwood Primary School prides itself on the broad range of learning experiences provided.

## Governing Council Report

In 2016 we saw our new parkour playground Bandicoot Burrow move from paper to reality, much to the delight of our children. And the Wittunga Botanical Gardens next door to our school is Mitcham Council's proposed site for a new Nature Play Space, which would be another magnificent resource for physically active play.

I was particularly proud that some of our year 5s and 6s welcomed some newly arrived refugees with donated books and toys, and made new friends, which helped to bring a new depth of understanding to their classroom learning.

Our children enjoyed dressing up for Book Week, and dancing the early evening away at the school disco. They went swimming and had water safety lessons at SA Aquatic & Leisure Centre at Marion (or the beach, for the older kids) and now have a Reading Garden to sit in and quietly read. We thank our teachers and other staff for going above and beyond, and also the volunteer Parents and Friends who donated their time, to give so much richness to our children's year at school.

Professional development for our teachers continued in 2016 with sessions including a "deep thinking" day with Prof Martin Westwall. And the School has conducted an internal review of all five areas of our 2015-16 Site Improvement Plan over the last five school terms and is looking forward to the additional input that the external review will bring in the first term of 2017. In the spirit of continual improvement, we are already planning the 2017-19 Site Improvement Plan.

Our school is continuing to grow, and Governing Council are excited to be a part of valuing, supporting and inspiring our community of lifelong learners in 2017.

## Improvement Planning and Outcomes

The 2015/16 Site Improvement Plan included 4 Focus areas:

1) Develop a whole site improvement cycle for Reading that ensures consistency, cohesive practice and improves student achievement.

Whole School Agreements in Reading are now in place for R-7 with a consistent approach to reading by all teachers. Daily 5 and the CAFE, linked with the "Big Six" of Reading are being implemented across the school. Assessment and tracking of student achievement is embedded across the school. Our student review team uses a case management approach for identified students. Targeted intervention programmes are in place for identified students. The effectiveness of Multi-Lit as an intervention programme has been evaluated. All students receiving intervention have made significant progress in literacy.

2) Develop a whole site improvement cycle for Mathematics that ensures consistency, cohesive practice and improves student achievement.

We have a whole school agreement to implement "Back to Front Maths" and are in the process of being trained in the pedagogical approach to teaching mathematics. The maths intervention programme "Too Smart" is now in place for identified Year 2 students and has had positive effects on raising student achievement in mathematics.

3) Develop teaching and learning practices that inspire a community of lifelong learners.

Digital technologies, including coding, are being implemented in some classes. A number of classes are using critical thinking approaches including Blooms Taxonomy, Thinking Hats and Thinking Keys. The school has increased the focus on performing arts across the school with a greater focus on Drama, Dance and creativity. Students continue to take great responsibility for their personal physical wellbeing through our physical education programme.

4) Engage students, their families and the wider community in the development of a "Community school".

Several classes are using social media to inform parents of the learning at school with positive results. The new website is up and running creating lots of positive communication in the community. Parents are more involved in the school, assisting in the library and classrooms. Our community vegetable garden has been developed and is in production. We have a record number of parents involved in community events such as our "camp out" and quiz evenings. The Student Action Team is involved in more community decision making. Many more community events are now being held in the school. Parents and friends are an active committee in the school promoting a healthy community spirit. Circle of Friends continues to grow and enhance the wellbeing of students with their social needs. A School Counsellor has been appointed to our school and is working with many students to ensure improved personal wellbeing for identified students.

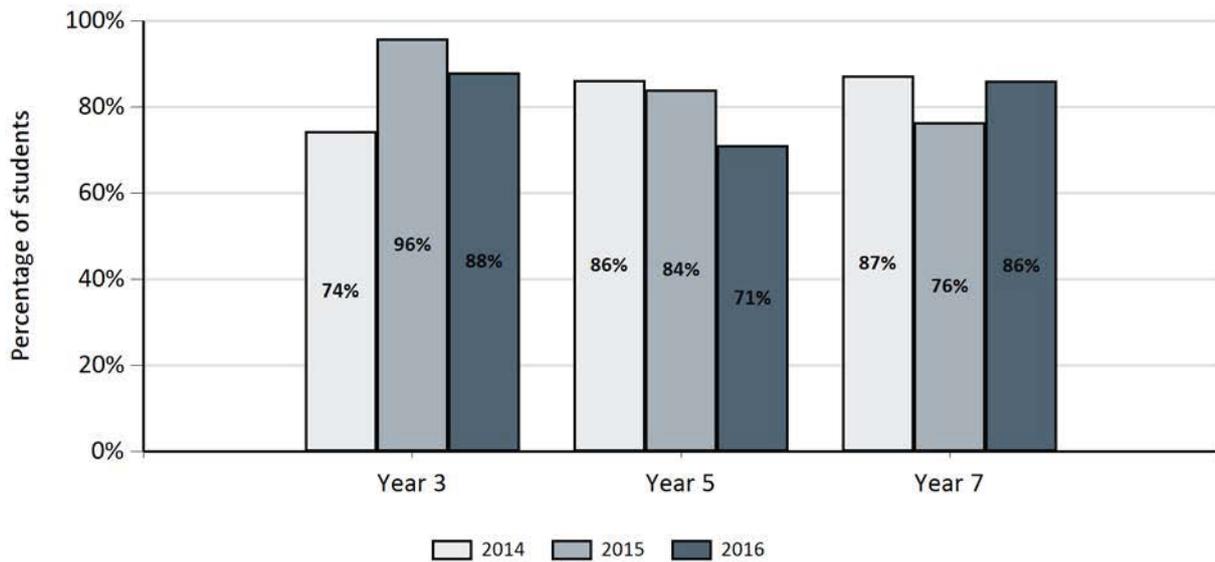
The attainment of the outcomes for our 2016/17 Site Improvement Plan has had a very positive effect on the whole school community. Focus area 1 and 2 will remain a continuing focus in the 2017/19 SIP.

## Performance Summary

### NAPLAN Proficiency

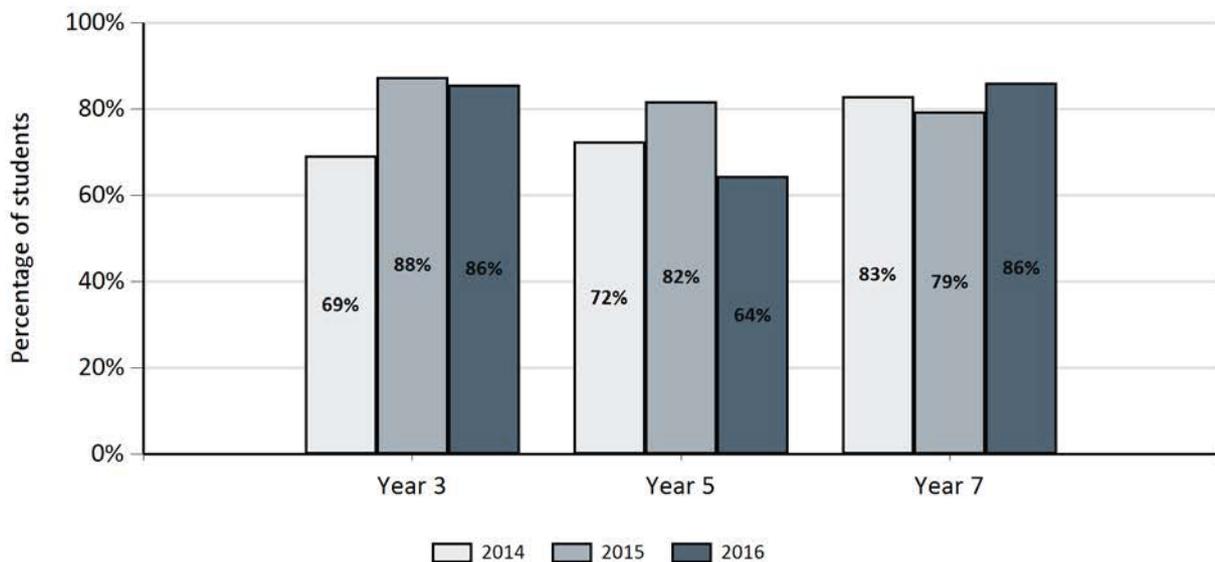
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	36%	33%	25%
Middle progress group	39%	44%	50%
Upper progress group	25%	22%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	38%	31%	25%
Middle progress group	54%	50%	50%
Upper progress group	8%	19%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	42	42	23	14	55%	33%
Year 3 2014-16 Average	35.0	35.0	19.0	12.7	54%	36%
Year 5 2016	45	45	16	6	36%	13%
Year 5 2014-16 Average	39.3	39.3	14.3	5.7	36%	14%
Year 7 2016	36	36	8	4	22%	11%
Year 7 2014-16 Average	39.0	39.0	11.7	9.0	30%	23%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

\*\*NOTE: Percentages have been rounded off to the nearest whole number.

## School Performance Comment

The school context needs to be considered when analysing assessment data to ensure it truly reflects the reality of whole school student achievement. At Blackwood Primary School, we "Put a face" to the assessment data and understand that percentages and numbers sometimes do not tell the whole story.

Our School has an Autism Intervention Programme with students being withdrawn from Naplan testing. These students, as well as students who are absent or withdrawn on the day from mainstream classes, are included in the data as not achieving SEA. With one student equating to 2.5% this can have quite a significant effect on the school's results.

Our school is very proud of our student's efforts in their learning.

Our Year seven students achieved well this year against the the SEA in Reading, with 86% achieving SEA and 86% achieving the SEA in Numeracy, the highest percentage in the past 3 years.

Our year Five students performed lower than previous years in Reading and Numeracy, however, Year 5 has had the largest growth of new students attending our school, many of whom did not make the SEA and a number of students who were withdrawn. While this has had an effect on the results there are still some concerns that students are not performing at their best.

Our year 3 students, performed extremely well in SEA for both Reading and Numeracy, they also achieved well in the higher bands with 55% in Reading and 33% in Numeracy. This despite 8% of students being withdrawn and therefore not achieving SEA.

While our year 5 and 7 students achieved reasonably well in SEA we had fewer students than previous years achieving in the higher bands compared to previous years. We will be working on strategies to ensure this improves in future assessments.

## Attendance

Year level	2014	2015	2016
Reception	94.6%	93.1%	94.8%
Year 01	93.4%	94.4%	95.4%
Year 02	94.0%	93.0%	94.5%
Year 03	94.8%	95.2%	95.1%
Year 04	93.4%	94.5%	93.8%
Year 05	94.5%	94.3%	94.2%
Year 06	93.9%	93.0%	92.4%
Year 07	94.6%	94.1%	94.7%
Primary Other		100.0%	88.8%
Total	94.2%	93.7%	94.1%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

Our attendance has remained fairly constant over the past 3 years with very minor deviations from year to year. It is noted that a number of families are absent from school due to holiday travel outside of the school holidays. Parents are contacted daily if students are away and long periods of absence or a large number of absences are followed up by the Principal via personal and or written contact. Medical certificates are required if a student is absent, unexplained for 3 days or longer. Long term absentees are referred to the Regional Attendance Officer.

## Behaviour Management Comment

Blackwood Primary School has a no tolerance to bullying and harassment policy. A restorative justice approach is used to assist with the management of any behaviour incidents. Biannually, Blackwood Primary School invites a visiting artist to highlight the issue of Bullying and assist students with strategies. Twice a year all students are surveyed online regarding the incidents of Bullying in the primary school. Latest results show improvements in many areas across the school with 83.52% of students saying they never feel unsafe at school. Less students have seen students being bullied at school and more students are taking action. This is an improvement of 4.08% since the last survey.

## Client Opinion Summary

Our Client Opinion Survey was carried out in 2016 and the results are reflected in the analysis below.

### Parent Survey Analysis

Some of highest scoring domains were:

- \*My Child feels safe at this school
- \*Teachers at this school expect my child to do their best
- \*I can talk to my child's teachers about my concerns
- \*My child likes being at this school

Some areas parents see the need for improvement are:

- \*The school takes parents' opinions seriously
- \*My child's learning needs are being met

Overall 10 out of 14 of the domains remained steady or showed growth with pleasing growth in the opinion of teacher expectations and children liking being at school.

### Staff Survey Analysis

Some of our highest scoring domains were:

- \*Teachers at this school expect my child to do their best
- \*Teachers at this school treat students fairly
- \*The school looks for ways to improve
- \*Parents at this school can talk to teachers about their concerns

All domains were rated 4.2 or higher with teachers receiving useful feedback about their work being the lowest and an area for improvement.

Overall it was extremely pleasing to see 14 out of the 16 domains showing improvement. The biggest improvement was shown in the school managing behaviour well with an increase of .5. The remaining 2 domains stayed the same.

### Student Survey Analysis:

Some of the highest scoring domains were:

- \*My teachers expect me to do my best
- \*My school looks for ways to improve
- \*I feel safe at my school

Areas students see the need for improvement include:

- \*My school takes student opinions seriously
- \*Students are treated fairly at this school

Overall student opinion was varied from the previous survey with some areas improving, some remaining the same and some showing a slight decline. It was interesting that parents, teachers and students all rated teacher expectations in their highest and teachers and parents rated the ability to talk to parents as another area of strength.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	9	13.4%
Other	1	1.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	10.4%
Transfer to SA Govt School	50	74.6%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

Volunteers provided with a full induction training including:

- \*Workplace Health Safety and procedures
- \* Responding to abuse and neglect
- \* Confidentiality procedures
- \* Duty of Care responsibilities to students
- \* Training specific to areas of work

Volunteers to report any concerns they have to the relevant class teacher, Volunteer Co-ordinator, PSW or the Principal.

Volunteers will be asked to work in highly visible areas of the school.

The school maintains records of all documents for for volunteers including DCSI checks, induction training attendances and signed agreement forms.

## Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	29
Post Graduate Qualifications	4

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalent	0.0	19.5	0.0	10.5
Persons	0	22	0	16

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	3327267
Grants: Commonwealth	45252
Parent Contributions	198356
Fund Raising	14486
Other	29396

Data Source: Data Source: Education Department School Administration System (EDSAS).

## 2016 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	N/A	
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	The school employed a .2 EALD teacher to assist with the teaching of English. Students worked in small groups with this teacher or in classrooms with the teacher.	EALD levels assigned to all EALD students and programmes tailored to students.
	Improved Outcomes for Students with Disabilities	Students with disabilities were supported with SSO hours to implement individualised programs. These students were supported both in and out of class.	Individualised programs are in place for all NEP students. Progress monitored.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	ATSI students and students requiring assistance with literacy and numeracy were supported through the employment of SSO's. These students were included in programs such as Multi-Lit, Cars and Stars, too Smart maths and individualised programs. An ILP was developed for all ATSI students. Our learning difficulties grant was used in the same way to support identified students.  N/A N/A N/A	ATSI Students show improved results in Lit and Num. Data on students in programmes such as Multi-Lit and Too Smart shows great improvement in results.
Program Funding for all Students	Australian Curriculum	Our Australian Curriculum money was used to support the training and development of teachers particularly in Mathematics and Reading. Teachers were trained in "Back to Front Maths," and the "Daily 5."	
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	Our BSF was used to employ SSO's to work with ATSI students to implement their ILP's.	ILP's implemented and significant progress made.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	The school employed a .2 Primary School Counsellor who worked with varying students across R-7.	Counsellor supported many students in varying areas.