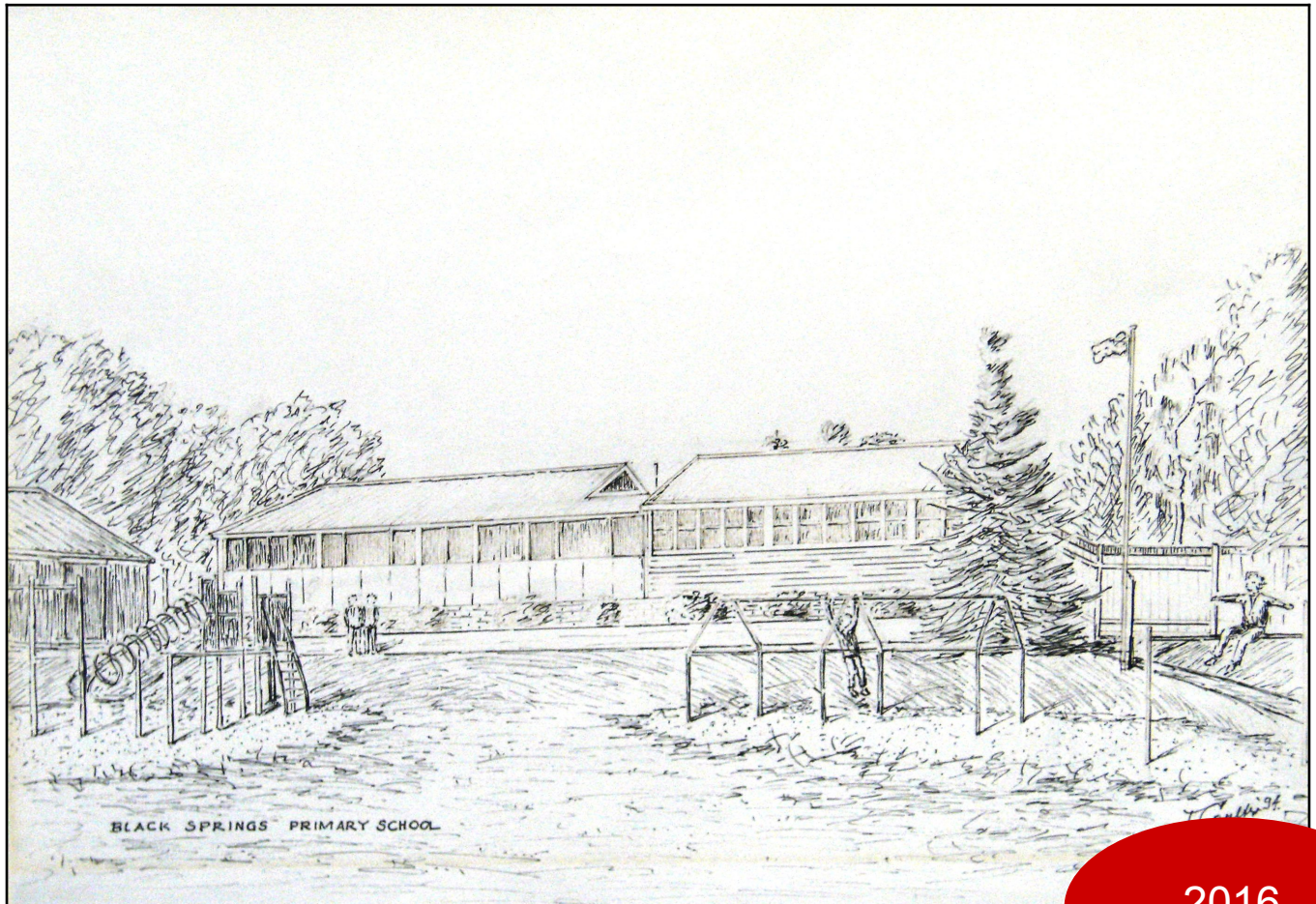


Black Springs Public School

Annual Report



2016



4190

Introduction

The Annual Report for **2016** is provided to the community of **Black Springs Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

The annual report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>.

Karolyn Blackburn

Principal

School contact details

Black Springs Public School

Avoca St

Black Springs, 2787

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

blacksprin-p.School@det.nsw.edu.au

6335 8155

School background

School vision statement

To create a comprehensive learning environment for students which allows them to become highly literate and numerate and prepares them as active, well-rounded and informed citizens locally, nationally and globally.

School context

Black Springs Public School is located 22 kilometres south of Oberon, New South Wales. It is a small, isolated, rural school. Black Springs Public School values its links with local schools' Learning Alliances and a highly supportive relationship between the school and community. We continue a priority on citizenship and actively seek to be involved in community events, celebrations and initiatives.

We endeavour to provide for the individual needs of students and to present a supportive learning environment providing a wide range of academic, sporting and cultural opportunities.

There is a balance between experienced and early career staff. We place great importance on supporting staff to be quality teachers and we highly regard continuous professional learning, reflective practice and collegial collaboration.

Our strategic directions are child focused and are centred on quality learning, teaching and the building of quality relationships.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning the on balance judgement of the school is that it is Delivering. Learning Culture is demonstrated by our attendance rates which are above state average and that of similar schools. We regularly monitor and take prompt action to address issues with individual students. The numerous inclusive school programs with expert community engagement and enrichment, utilisation of the Personalised Learning and Signposting Tool and PLAN software, our alliance with other small schools, teacher responsibility toward Performance and Development Plans, professional learning targets and strategic use of various communication forms, all of which are identifiable milestones in the School Plan, exemplify the school community's commitment to communicate about, strengthen and deliver on school, system and career learning priorities, enhance student engagement and learning for all, and identify, address and monitor individual student and identified student groups learning needs. Wellbeing is exemplified by our good attendance data for all students. The quality, inclusive and engaging community programs, small schools alliance initiatives and the use of PLASST to identify aspects of, and factors contributing to wellbeing, which occur in all, well managed and positive teaching and learning environments, provide for all students to connect, succeed and thrive at their relevant stage of development in multiple areas of learning. All students learn to care for self, and contribute to the well being of others through the FRIENDS resilience program. The donated fruit and breakfast program helps to make a positive start to each day. Through the Tell Them from Me surveys teachers and parents agree that the school supports learning and positive behaviour which demonstrates an understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Through the new syllabus scope and sequence students are encouraged to recognise and respect cultural diversity. In Curriculum and Learning our Aboriginal students achieve in the top two bands of reading and numeracy NAPLAN bands, with higher average scores than non Aboriginal students. Curriculum provision meets community needs and expectations, provides equitable academic access and is enhanced by our small school learning alliance, community participation in target school programs and professional learning about and the utilisation of PLASST, PLAN software and personalised learning, which act as processes to identify and address student learning needs and differentiate curriculum delivery. The new syllabus scope and sequence and timetables integrate technology, library and information services. Teachers involve students and parents in planning to support students as they progress through the stages of education through parent teacher interviews and the process of individual learning plan development and review. As a school the Assessment and Reporting practices involve analysis of internal, including PLAN and PLASST, and external assessment data, including ICAS and NAPLAN, to monitor, track and report on student and school performance. Parents are updated on the progress of their children through student reports, which include descriptions of the student's strengths and weaknesses and attendance rates, and parent teacher interviews, which achieve consistent attendance rates. Student and Performance Measures demonstrate our school consistently has 20 percent of students and above achieving in the top two bands in NAPLAN reading and numeracy, with good value-added results, above similar schools, for Year 3 to Year 5 and value-added results, below similar schools, for Year 5 to Year 7. There is an upward trend in both data sets. NAPLAN trend data shows all students achieve above national minimum standards. Analysis of internal school performance measures, such as benchmarking and PLAN indicate students are showing expected growth in literacy and numeracy.

The results of this process indicated that in the School Excellence Framework domain of Teaching the on balance judgement of the school is that it is Delivering. Effective Classroom Practice is supported by our alliance with other small schools engaging in professional learning and the implementation process of the HOW2Learn initiative. As with all classroom learning the community lead school programs are well managed, with well planned teaching taking place, so that students can engage in learning productively. Through the process of Performance and Development Plans staff have engaged in planned, reflective lesson observations and reviewed targeted professional learning which promotes differentiation, builds teacher skills in the analysis, interpretation and use of student performance data, supports syllabus implementation and develops consistent programming, teaching and assessment strategies. Teachers systematically use PLAN and benchmarking data to evaluate the effectiveness of their own teaching practice and regularly share, review and revise teaching and learning programs. In Data Skills and Use teachers and leaders regularly analyse and use internal and external data instruments, such as PLASST, ICAS, PLAN, NAPLAN, benchmarking and MultiLit to understand student learning needs, incorporate in their planning for learning, monitor student learning progress and to identify skill gaps for improvement and inform and monitor the school's key decisions about school learning goals as identified in the School Plan. Collaborative practice is demonstrated by teachers systematically and strategically working together, including mentoring and coaching support. Through lesson observations, teacher reflections and professional learning they provide and receive constructive feedback to improve teaching and learning and to complete Performance and Development Plans. Our engagement in the initiatives and the professional learning of quality alliances fosters

expertise identification amongst the group which further develops the school and alliance professional community. Teaching and learning programs and curriculum are regularly reviewed at staff meetings. Our teachers participate in Learning and Development through negotiated professional learning including a focus on literacy and numeracy teaching, at the school and alliance level targeted to school, system and career needs, with links to the School Plan and Performance and Development Plan process. Staff meetings are utilised to share learning from targeted professional development with others. Professional Standards are exemplified by our teachers responsibility for and commitment to their ongoing teaching profession development, attainment, monitoring and reflection of professional learning goals and teaching requirements and demonstrating currency of content knowledge and teaching practice evidenced through their ongoing and active involvement in the Performance and Development Plan and accreditation process and participation in targeted and sustained professional learning. Through continuous membership of quality alliances and the Primary Principal Association teachers demonstrate their capacity and willingness to work beyond the classroom to contribute to broader school programs.

The results of this process indicated that in the School Excellence Framework domain of Leading the on balance judgement of the school is that it is Sustaining and Growing. Leadership is demonstrated by school assemblies which are utilised as an effective process for all students and staff to develop leadership skills. The various forms of school communication promote and seek positivity about educational provision at our school and enable parents and community members to have the opportunity to engage in a wide range of school-related activities. By taking on the role of professional learning coordinator for the small schools alliance and the Teaching Principals area representative the Principal's leadership skills have been further developed. Community engagement is achieved through the donation support from Woolworths for the crunch and sip fruit box, St Vincents De Paul for breakfast food and the Progress Association and Rotary Club for MultiLit resources. P & C and parent teacher interview attendance rates have remained consistent throughout the year. Tell Them from Me staff and student surveys are utilised to solicit and address feedback on school performance. In School Planning, Implementation and Reporting school assemblies are strategically and systematically utilised for the school community to acknowledge and celebrate a wide diversity of student, staff and community achievements. Planning and implementation of Performance and Development Plans include process for resource allocation, professional learning and performance monitoring and reporting. Learning and development data collected and analysed from Continuum plotting, PLAN, NAPLAN and attendance are used to review performance annually. Tell Them from Me and SchoolMap surveys, and staff and P & C meetings welcome and engage, where possible, the school community in the development and annual review of the three-year School Plan. The School Plan, which aligns to local and system priorities of learning, teaching and leading, articulates a commitment to equity and high expectations for learning for each student through development of personalised learning, differentiation, new syllabus implementation and consistent programming, teaching and assessment. Monitoring, evaluation and review processes are embedded in the School Plan and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct activity toward effective implementation of the School Plan. The effective use of School Resources is demonstrated through the various rooms of the school used creatively to meet a broad range of student learning interests and needs, such as the library for assemblies, playgroup and community lead school programs and the spare second classroom for music and MultiLit lessons and meetings. Systematic annual staff performance and development reviews are conducted through our Performance and Development Plan process. Laptops, iPads, desktop computers, Interactive Whiteboards and video conferencing equipment are readily accessible to staff and students. RAM and staff allocations are used strategically to gain efficiencies, maximise available resources to implement the School Plan and ensure that full curriculum implementation, targeted programs and delivery requirements are met. In Management Practices and Processes the streamlined, flexible communication forms exist to deliver services and information, strengthen parental engagement, provide opportunities for students and the community to provide constructive feedback on school practices and procedures and communicate clearly about school priorities and practices. Our Performance and Development Plan and teaching observation process supports ongoing school improvement and the professional effectiveness of teaching staff. The Annual School Report and School Plan are tied to school development and include clear and open reporting to the community about school priorities and practices.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Enhancing the quality of student learning and engagement

Purpose

To provide high standard of education through a strong curriculum infrastructure, evidenced based teaching and learning that is rich, engaging, appropriate, personalised and differentiated, and inspires every student to excel and learn to their full potential for productive participation in school and society now and for the future.

Overall summary of progress

The school has focused on developing structures to promote differentiation, assist implementation of new syllabus documents and develop consistent programming, teaching and assessment strategies for students to facilitate personalised learning.

Support staff were engaged to assist targeted students and staff; students and parents were involved in developing individualised student learning; targeted professional learning and the use of the Personalised Learning and Support Signposting tool were accessed to develop differentiation; iPads utilised to support students to further engage in learning programs and engagement with Small Schools Learning Alliance to build syllabus knowledge and understandings; scope and sequences and assessment schedules were further developed and reviewed and PLAN software, literacy and numeracy continuums and Data Walls consistently utilised; and student data regularly updated on PLAN.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students demonstrating growth in literacy and numeracy, evidenced from PLAN, demonstrated growth in NAPLAN and school based data.	Students are experiencing expected growth in literacy and numeracy learning supported by provision of individualised learning programs. Teachers report an improved understanding of differentiation, syllabus documents and programming, assessment and teaching to facilitate student personalised learning	Aboriginal background loading \$1732 Low level adjustment for disability \$10724 Socio-economic background \$10202
Increased student involvement in the development of and reflection on their own negotiated goals.	One teacher trained in Personalised Learning. Ongoing implementation of Individualised Learning Plans with targeted student involvement.	Professional learning \$1500

Next Steps

Literacy and numeracy support differentiated and integrated learning professional learning.

Autism Spectrum Disorder professional learning.

Cars and Stars Plus reading and comprehension strategies program.

Strategic Direction 2

Effective Pedagogy—teaching, learning and leadership

Purpose

Staff develop a deep knowledge of current syllabi and have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers and support staff engage in appropriate individualised, team and shared professional learning through a focus on evidenced based teaching. Develop leadership capacity within the school, supporting this with accreditation processes.

Overall summary of progress

The school has focused on developing structures to design systems that promote teacher improvement, assist students to map, publish and celebrate their learning goals and develop regular school community forums.

Students had some exposure to writing learning goal continuum cluster statements. One teacher trained in the Classroom Teacher program. Teachers participated in the Performance and Development Plan process, analysed student work samples and undertook collaborative planning and assessing. Staff Tell Them from Me survey results highlight improved factors such as collaboration, data informs practice, teaching strategies and planned teaching opportunities. Parent Tell Them from Me survey results highlight improvements in factors such as parents feel welcome, parents are informed, and parents supporting learning at home.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students demonstrating visible learning of their published learning goals.	This improvement measure was not implemented or achieved in 2016.	
Evidence of aligned professional goals, the annual performance and development cycle, school targets, student outcomes and selected Teaching and Principal standards.	At the end of 2016 all teaching staff have a Performance Development Plan based on the new Department policy. Staff members are developing an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth. Staff are contributing to school planning and participating in milestone development. To further this we will work on reporting on the impact to students, staff and community.	

Next Steps

What Works Best – effective feedback and high expectations.

PAT reading and numeracy testing and data analysis with links to NAPLAN bands and continuums.

Whole school systematic approach to teaching mathematics—mathematics building blocks for numeracy professional learning.

Strategic Direction 3

Fostering quality relationships and networks

Purpose

To develop and share knowledge and practices of the whole school community and networking amongst schools in order to ensure practices continue to be current and relevant, supporting ongoing improvement in student learning outcomes. Maintain collaborative consultative practices and continuous improvement cycle involving the whole school community.

Overall summary of progress

The school has focused on developing structures to engage the community in the working of the school and student learning and to develop and consolidate strategic partnerships with other schools that enhance the quality of teaching and learning.

Improved parent representation at school assemblies and parent workshops. 60% parent representation at Parents and Citizens meetings. 100% special community guest participation in school assemblies. 80% parent participation in other school events. Tell Them from Me survey results highlight improvements in such factors as parents feel welcome, parents are informed, school supports learning and positive behaviour. Two teachers were trained in the FRIENDS resilience program. Program was implemented and students utilised the strategies and agree or strongly agree that since beginning the program they have noticed positive changes in themselves. Two teachers trained in Textual English Concepts with Bathurst Small Schools Learning Alliance. Scope and sequence reviewed and implemented and evaluated concept based writing units as part of the individualised and small group writing program. 80% of family engagement and feedback through School Facebook page. 80% constructive feedback regards newsletter design and content..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students actively engaged in productive activities supported by the school community and school Learning Alliances.	Improved parent attendance at school assemblies, parent workshops and Parents and Citizens meetings. Students report positive changes in themselves due to the FRIENDS resilience program.	\$300 breakfast program, St Vincent's De Paul donation \$150 professional learning funds for FRIENDS resilience program
At least 85% of parents /carers providing constructive feedback through various forums.	80% family engagement and constructive feedback through various school communication modes. Parents report feeling welcome, informed and supported.	\$200 professional learning funds for Adobe InDesign newsletter update

Next Steps

Student posting on School Facebook page.

Fair Education Technology project with Oberon High School—regular student technology lessons, team teaching and staff professional learning.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums. All parents were involved in the development and monitoring of the ILP's. Support, through combined funding of a School Learning Support Officer, has been provided to individual students as needed.	<ul style="list-style-type: none"> • Aboriginal background loading (\$1 732.00)
Low level adjustment for disability	Using combined funding a teacher was employed one day per week to provide targeted support for the school writing program. Data indicates increased student participation and engagement and consistent improvement in writing outcomes and growth, plotted against the continuums. Support, through combined funding of a School Learning Support Officer, has been provided to targeted individual students as required.	<ul style="list-style-type: none"> • Low level adjustment for disability (\$10 724.00)
Socio–economic background	Using combined funding a teacher was employed one day per week to provide targeted support for the school writing program. Data indicates increased student participation and engagement and consistent improvement in writing outcomes and growth, plotted against the continuums. Support, through combined funding of a School Learning Support Officer, has been provided to target individual students as required.	<ul style="list-style-type: none"> • Socio–economic background (\$10 202.00)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	13	9	9	7
Girls	7	4	1	2

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	94		96.2
1	87.6	98.2	96.4	
2	96.9	90.2	92.7	90.3
3	90.6	94.6	96.7	99.5
4	88		94.5	
5	88.8	96.7		97.1
6	97.8	96.7	99.3	
All Years	94.6	95.3	95.1	96.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2		94.4
1	94.5	94.7	93.8	
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7		94	
5	94.5	94.8		93.9
6	94.1	94.2	93.5	
All Years	94.7	94.8	94	94

Management of non-attendance

Management of non-attendance at Black Springs Public School is supported by the Home School Liaison Officer who assists with identifying students with high absenteeism. Parents are made aware of their responsibilities to ensure their children attend school through regular communication including notices in the school newsletter, telephone calls and individual letters.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.1
Other Positions	0.1

*Full Time Equivalent

Black Springs Public School does not have any staff employed at the school who identify as being an Indigenous Australian.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Black Springs Public School currently has one part-time temporary teacher working toward accreditation at proficient level. The school received \$3303 in Teacher Professional Learning funds in 2016. This is an average of \$660 per staff member. Significant amounts of professional learning were undertaken by Black Springs Public School staff in 2016. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us. 100% of staff were involved in professional learning throughout 2016 including staff development days. Expertise within the Bathurst Small Schools Learning Alliance, Bathurst Principals Network and the NSW Primary Principals Association supported

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	21 249.35
Global funds	51 561.21
Tied funds	17 982.98
School & community sources	14 651.22
Interest	356.19
Trust receipts	1 653.30
Canteen	0.00
Total income	107 454.25
Expenditure	
Teaching & learning	
Key learning areas	18 351.83
Excursions	3 642.03
Extracurricular dissections	4 725.25
Library	343.90
Training & development	3 309.90
Tied funds	19 646.09
Short term relief	217.00
Administration & office	25 059.03
School-operated canteen	0.00
Utilities	5 313.10
Maintenance	8 951.37
Trust accounts	1 632.65
Capital programs	0.00
Total expenditure	91 192.15
Balance carried forward	16 262.10

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In 2016 Black Springs Public School had 5 students sit the NAPLAN tests. Our school is unable to reproduce the results because the cohort is less than 10 students. The parents concerned have received a copy of their child's results and discussed them with the teaching staff.

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.

The actual literacy results are not able to be reported on due to the small size of the group.

The actual numeracy results are not able to be reported on due to the small size of the group.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

'The school knows about the families and the community in which it serves.'

'School leaders have a positive influence on the school culture.'

'The school often praises and rewards individuals who are successful.'

'The school is continually finding ways to improve what it does.'

'The school caters for the learning needs of all students.'

'The students are the school's main concern.'

'I am proud of my child's school.'

'The school encourages students to achieve their best.'

'The school's curriculum caters for the learning needs of all students.'

'The school encourages everybody to be a continuing learner.'

'Staff support what is happening at the school.'

Teachers and parents were invited to participate in the Tell Them from Me survey during the latter part of 2016.

The Tell Them from Me survey was completed by 5 staff. Overall teachers indicated that they worked in a school with good:

- leadership
- collaboration
- learning culture
- data informs practice
- teaching strategies
- technology and;
- inclusivity.

Areas for improvement identified in the teacher survey were:

- parent involvement.

The Tell Them from Me parent survey was completed by 10 parents. Overall parents indicated that the school is good at the following:

- parents feel welcome
- parents are informed
- school supports learning
- school supports positive behaviour
- safety at school; and
- inclusivity.

Areas for improvement identified in the parent survey were:

- parents supporting learning at home.

Policy requirements

Aboriginal education

Black Springs Public School received Aboriginal background funding in 2016. These funds were used to target students' learning by strengthening partnerships and genuine collaboration between the school and Aboriginal families.

Personalised Learning Plans were completed for all Aboriginal students at the school in collaboration with parents/carers, students and staff. A focus on increasing students' achievement of learning outcomes resulted in the provision of in class support through a School Learning Support Officer program throughout the school year.

The use of funds from this initiative has resulted in a continued growth by:

- increasing Aboriginal students' attendance, participation and engagement in learning;

- employing additional SLSO time to support educational outcomes and growth monitored using the continuums; and
- strengthening home, school and community partnerships by sustaining a positive and inclusive school culture.

Black Springs Public School acknowledges the traditional owners of the land that the school is located on—the Wiradjuri people. Students implemented the 'Welcome to Country' into their Presentation Night and important public occasions. The students acknowledged NAIDOC Week by revisiting the broadcast from 2008 of the Apology to Australia's Indigenous Peoples. The students learned about aspects of Aboriginal culture, traditions and history in a variety of units of work studied in the Human Society and its Environment syllabus area.

Multicultural and anti-racism education

Black Springs Public School implements programs and initiatives to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

The school developed History and Geography scope and sequence ensures that students' perspectives are broadened and appreciation of diverse cultural heritages encouraged.

During the year the students completed a Country Women's Association Country Study about Mongolia. As part of these lessons students learned about the language, culture and traditions of Mongolia. They discussed Australia's diversity and investigated multicultural heritage.

One staff member is trained to be the Anti-Racism Contact Officer.