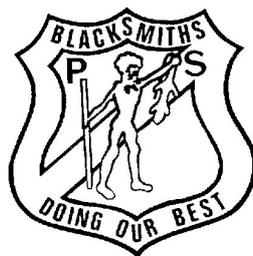


# Blacksmiths Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Blacksmiths Public School 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.

Aaron Quinnell

Principal

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## School background

### School vision statement

At Blacksmiths Public School our vision is to engage students in a supportive and stimulating learning environment to prepare them to become successful, active and informed citizens for the 21st Century. Through effective partnerships between students, staff and our communities we strive to provide opportunities to work collaboratively for our children's future.

### School context

Blacksmiths Public School, located in East Lake Macquarie provides a nurturing environment where all 97 students are supported and challenged by quality educational programs within a varied and balanced curriculum. In recent years major initiatives in the areas of literacy, numeracy, the environment and sport have brought about widespread recognition of excellence within the school and the wider community. Our school is made up of students from a diverse range of socio economic backgrounds, with a small number of Aboriginal enrolments. The school currently has a FOEI (Family Occupation and Education Index) score of 89. Blacksmiths Public School is well resourced with wireless access throughout the school. The schools enrolments have slowly declined over the last 8 years, resulting in the loss of an Assistant Principal at the school in 2014. In 2017 the school will be staffed with 4 classroom teachers, a teaching Principal and a part time library teacher. The Principal's role incorporates the LAST (learning assistance support teacher) and RFF (release from face to face). The school aims to produce a culture of continuous improvement and quality service. We encourage the involvement of parents and community in every aspect of school life, as we work towards developing genuine and productive partnerships with our families. Our programs cater for individual needs, promoting critical thinking, creativity and problem solving across all Key Learning Areas. Our motto, 'Doing Our Best Together', underpins the Blacksmiths Public School attitude to learning, playing and living!

## 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. 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.

At Blacksmiths Public School our staff charted the progress of our milestones as a whole staff. We used the School Excellence Framework to inform our decisions and used the framework to map our progress in each of the three domains Learning, Teaching and Leading.

#### **Learning: Overall rating: delivering.**

Blacksmiths Public School addresses the needs of identified student groups including Aboriginal and students with learning disabilities. Attendance rates are regularly monitored and action is taken promptly to address issues with individual students who fall below the 85% attendance target. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding. The school encourages students to recognise and respect cultural identity and diversity. The school staff maintain currency of knowledge and meet obligations under Keeping Them Safe. The school plan is effectively delivering integrated technology in the curriculum and differentiates the curriculum to meet student needs.

#### **Teaching: Overall rating: Delivering**

Blacksmiths Public School staff regularly review and evaluate teaching and learning programs including assessment strategies for reporting to parents and discussing with students their own learning goals. The teachers at Blacksmiths Public School analyse and use assessment data to understand the needs of their students and monitor the progress of students towards their goals. All staff regularly participate in professional learning targeted to the school priorities and their own professional needs to further improve their teaching and the outcomes for their students. The teachers actively share learning with one another in programs such as L3 and Focus on reading.

## **Leading: Over all rating: Delivering**

At Blacksmiths Public School all parents and community members are welcomed into the school to engage in a wide range of school related activities. Blacksmiths Public School has many links to the Galgabba Community of Schools and shares many cultural, academic and social events with these school. The school is committed to developing leadership skills in its students through programs such as the Year 6 Leadership program and varied leadership roles within the school, such as environmental leaders and sport leaders.

The staff use evidence gathered from assessment to review our progress towards our three year plan and sets high expectations for each student. Our school resources are used effectively and creatively to provide effective support of school operations and the teaching and learning activities in the school.

Our self-assessment 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

### TEACHING & LEARNING

#### Purpose

To develop teacher capacity through staff engagement in best practice and meaningful professional learning, in order to improve student learning outcomes.

#### Overall summary of progress

80% of students achieved their PLAT benchmark for Reading, Grammar and Punctuation. BPS mathematics assessments are now aligned to the new Mathematics syllabus and every student K-2 is being tracked on PLAN data. All staff have complete Phase 1 Modules 1,2 & 3 Focus on Reading Training (FOR) and FOR strategies are evident in all classrooms and teaching and learning programs. 80% of students in Kindergarten, Year 1 and Year 2 reached their Reading Benchmarks.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>All K -2 students achieve grade appropriate achievement on PLAN</li></ul>	As a result of Bump It Up implementation PLAT math was used to collect assessment data during Term 4 Annual Milestone- All kindergarten RRL 9, Yr 1 RRL16, Yr 2 RRL 26 At least 80% of students reaching PLAT markers expected achievement Annual Milestone – All kindergarten RRL 9, Yr 1 16, Yr 2 26 was not achieved. This will be an ongoing target for BPS. All staff complete two classroom observations and lesson study sessions. Two staff were able to include L3 lesson observations for this providing valuable feedback on the program.	\$2000 Literacy & Numeracy  3 x casual days for school visits \$1500  SLSO 4 hours a week \$1200 RAM per term  TPL sessions x 3  Additional SLSO time
<ul style="list-style-type: none"><li>All students to achieve expected growth in Literacy and Numeracy from Years 3-5 and 5-7</li></ul>	This years NAPLAN expected growth results for Year 5 in Numeracy was 26.7% of students attained greater than or equal to expected growth. In Literacy 46.7% of students attained greater to or equal to expected growth.	4 x casual days for PLAT Mathematics implementation

#### Next Steps

In 2017 we will focus on increasing the number of students reaching their PLAT benchmarks in Reading, Punctuation and Grammar to 85%. We will also expand the PLAT program to include Mathematics. We will use Teacher Professional Learning time and resources to achieve these new targets.

In 2017 we will also work towards all students, Kindergarten to Year 2, achieving their Reading Bench Marks; Kindergarten Reading Recovery R9, Year 1 Reading Recovery 16 and Year 2 Reading Recovery 26.

In 2017 staff will engage in rigorous assessment of NAPLAN data, Teacher Professional Learning and embedding of appropriate strategies into teaching and learning programs to increase the % of students achieving expected or greater than expected growth.

## Strategic Direction 2

### STUDENTS

#### Purpose

All students become successful, confident and creative learners, and active and informed citizens through effective student well-being programs, school systems and processes.

#### Overall summary of progress

All class programs demonstrate differentiated teaching and learning activities in English and Mathematics through grouping, differentiated teaching strategies, small group support from LaST and SLSO . The Digital Learning Program expanded to include Mathletics and Reading Eggs. All classes use these programs in class to support teaching and learning activities. Blacksmiths Public School became a Positive Behaviour for Learning (PBL) School in 2016. The Principal was PBL trained and the implementation phase was initiated.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least 80% of students achieving in the PLAT(Powerful Learning Accountable Teaching) zone of achievement	Differentiated programs in English and Mathematics cater for different learning styles and levels of progress and understanding. Differentiated groups provided targeted support for students and increased student outcomes. All programs and classrooms demonstrated differentiated programs and groupings for English and Mathematics.	L3 \$4500 QTSS0.04 ( 4days Sem 1) QTSS0.074 ( 8 days Sem 2)
Tier 1 of PBL implemented	PBL was successfully launched in 2016. The Principal received comprehensive PBL training to implement PBL across the school.. The staff, community and students participated in Phase 1 of implementation. PBL will require ongoing funding and leadership to be fully implemented at BPS.	\$200 Global Funding \$210 course costs \$1000 casual release
PLPs and IEPs written in consultation with parents, for targeted students (Aboriginal students & those identified at risk of not meeting national benchmarks in Years 3 & 5) and updated regularly.	All Indigenous students had a PLP written in consultation with the parents and carers. Students identified as 'at risk' had a IEP written in consultation with parents and carers.	TPL sessions \$1000 casual release
Maintain student attendance rates above state average	Blacksmiths Public School has an excellent attendance rate with the majority of students meeting Departmental guidelines for attendance. The Principal makes contact with any families who fall below 85% attendance.	\$0.00

#### Next Steps

In 2017 staff will need further Teacher Professional Learning on digital learning and engagement. This will need to include the use of the new Prometheus Board, T4L roll out of mini laptops/ ipads and on integrating this technology into the classroom. In PBL we will need to focus on the next phase of implementation including the development of an All Areas Matrix and further ownership of the program by staff and the community.

## Strategic Direction 3

### PARTNERSHIPS

#### Purpose

Engagement of students, staff, parents, the wider community and local LMG schools through school practises that encourage and promote meaningful relationships and support transition to and from Blacksmiths Public School.

Students engage with their own learning, school, and community and make global connections.

#### Overall summary of progress

Staff and students participated in many Galgabba LMG events including 'taster' High School lessons, Science Fair, Indigenous games and enrichment classes for Year 5.

The Senior Administrative Manager (SAM) and Principal completed the LMBR training offered by the Department and the necessary resources were purchased in readiness for the 'live' date turn over. All staff now use online roll marking and the financial system, LMBR, is running.

Communication to the community was improved through the release of the school calendar, the purchase and use 'skoolbag' App and the publication of a School Information Booklet for new parents. Several school policies were reviewed with the P&C.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent and student engagement levels at or above state norms	Only three policies were reviewed with P&C. This will need to be an ongoing area for attention in 2017. Year 6 & 5 receive several opportunities to visit SHS and are well catered for in social and cultural activities. However, transition to school is an area that could be improved in 2017 to attract new families to BPS. SAP and LMBR continue to require development and ongoing training for SAM and Principal in 2017. Close links maintained with SHS and other Galgabba schools. Produce from own school gardens was used in the cooking lessons. The lessons were successful as students learnt about how to grow their own food, healthy vegetables, cooking and eating their own produce. Children were able to upload videos to the Stephanie Alexander website which was a strong link to English outcomes.	

#### Next Steps

In 2017 we will continue to pursue a strong relationship with Galgabba schools through combined cultural, sporting, social and learning opportunities. The SAM and Principal will continue to attend training for LMBR to fully utilise the many functions of the system and to better understand the operating procedures.

Continuing to improve our communication with the community will also be a focus. This will be through school policy review, improved event notification, increasing use of the 'Skoolbag' App and increased parent engagement with activities at the school.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Aboriginal students benchmarked using PLAT. Results elevated at evaluation meeting PLPs reviewed</p> <p>Visits to Swansea High school and didgeridoo group</p> <p>LaSt support</p>	<p>\$500 casual x 4 = \$2000 resources \$500</p> <p>\$1000</p>
<b>Low level adjustment for disability</b>	Targeted students performance against PLAT benchmarks .IEP & PLP review	\$500 casual x 4 = \$2000
<b>Socio-economic background</b>	At least 80% of students reaching PLAT markers expected achievement	

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	55	54	55	46
Girls	53	53	53	51

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.7	95.6	97.2	96.7
1	95.4	95.7	95.7	93.7
2	94	94.5	95.1	95.9
3	95.6	95.1	95.8	96.5
4	96.8	95.3	94.2	94.8
5	94.5	94.6	95.1	96.5
6	95.9	94.7	92.8	94.4
All Years	95.5	95.1	94.9	95.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.51
Other Positions	0.04

## Financial information (for schools using both OASIS and SAP/SALM)

	2016 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	170 013
(2a) Appropriation	149 759
(2b) Sale of Goods and Services	258
(2c) Grants and Contributions	19 413
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	581
<b>Expenses</b>	-110 679
Recurrent Expenses	-110 679
(3a) Employee Related	-56 617
(3b) Operating Expenses	-54 061
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	59 333
<b>Balance Carried Forward</b>	59 333

	2016 Actual (\$)
<b>Base Total</b>	697 312
Base Per Capita	5 745
Base Location	0
Other Base	691 566
<b>Equity Total</b>	36 089
Equity Aboriginal	3 320
Equity Socio economic	6 999
Equity Language	0
Equity Disability	25 769
<b>Targeted Total</b>	0
<b>Other Total</b>	6 610
<b>Grand Total</b>	740 012

# School performance

## NAPLAN

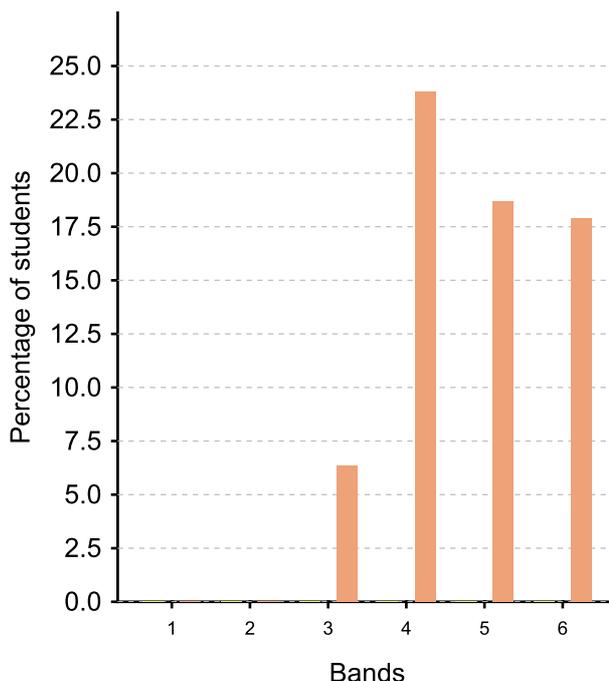
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016 all students performed at or above national minimum standards in every aspect of Literacy.

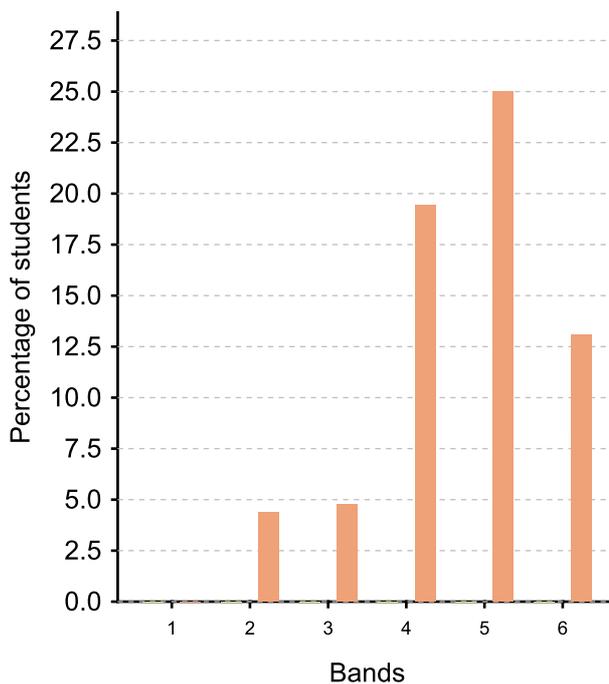
Year 3 performed very well in reading. 78% of students achieved Bands 4, 5 & 6. The remaining 22% of Year 3 students were in Band 3. Similarly, all Year 3 students were in Band 4, 5 & 6 in spelling and writing. No students were in Bands 1 or 2.

All Year 5 students achieved at or above minimum National Standards in all Literacy aspects. In Literacy, 75% of Year 5 students achieved Bands 6, 7 & 8 in reading. 56% of students in Year 5 were in the top 3 Bands for writing. 81% of students were in Band 6 & 7 in Spelling.

Percentage in bands:  
Year 3 Reading

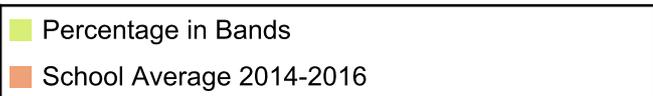
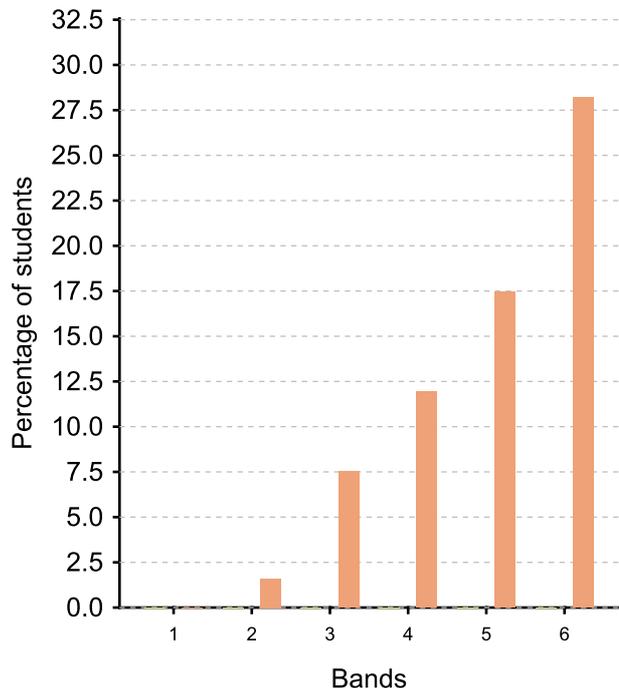


Percentage in bands:  
Year 3 Spelling

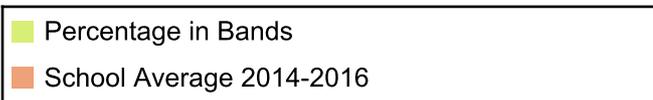
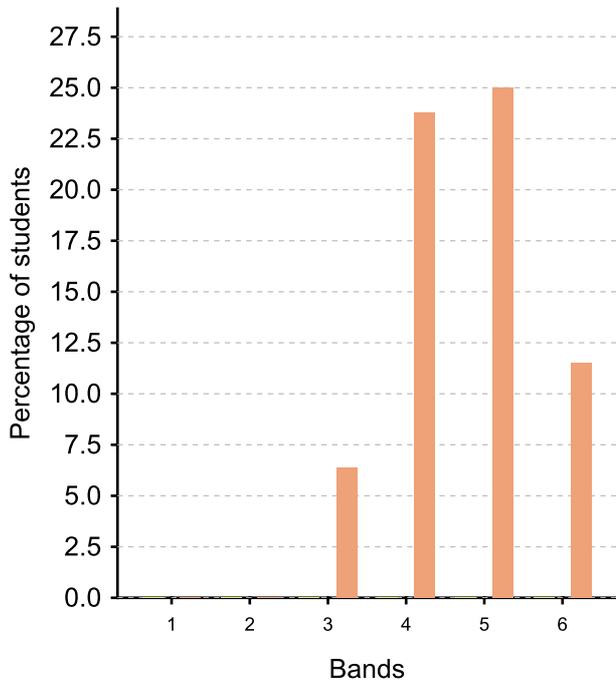


Percentage in bands:

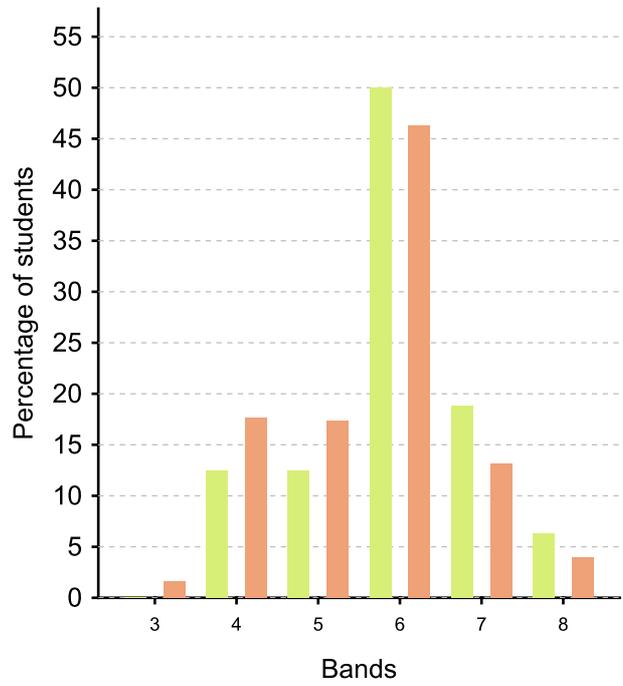
Year 3 Grammar & Punctuation



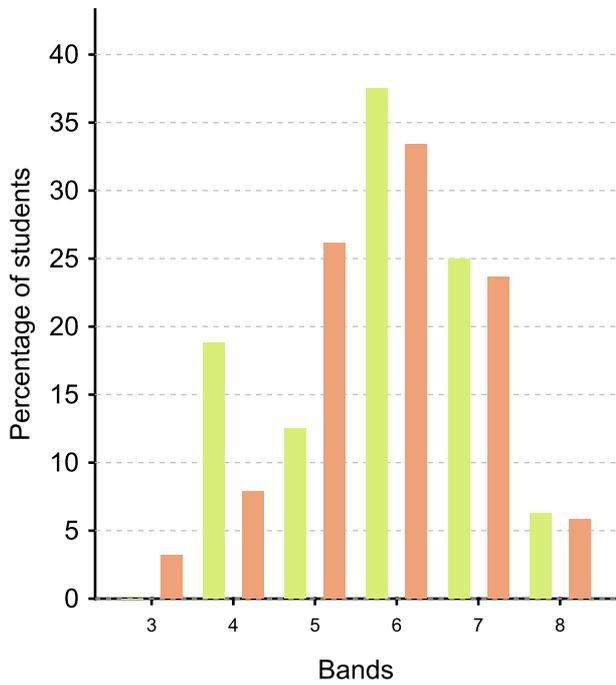
**Percentage in bands:**  
Year 3 Writing



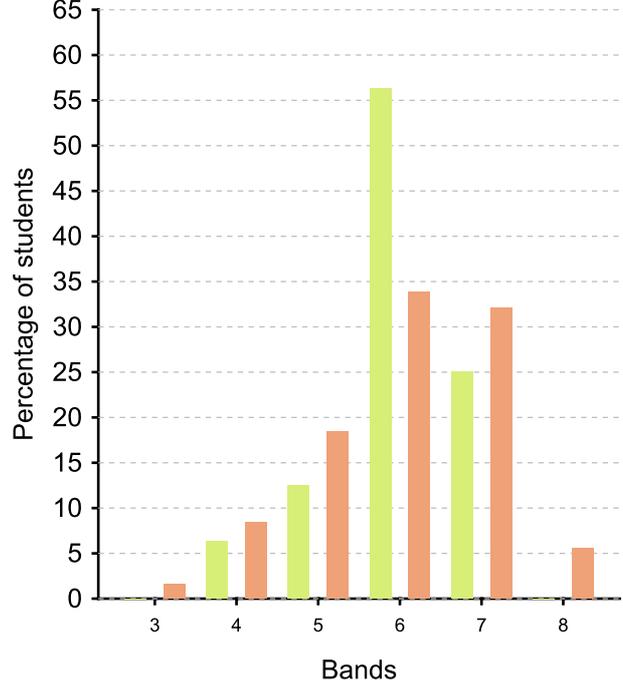
**Percentage in bands:**  
Year 5 Reading



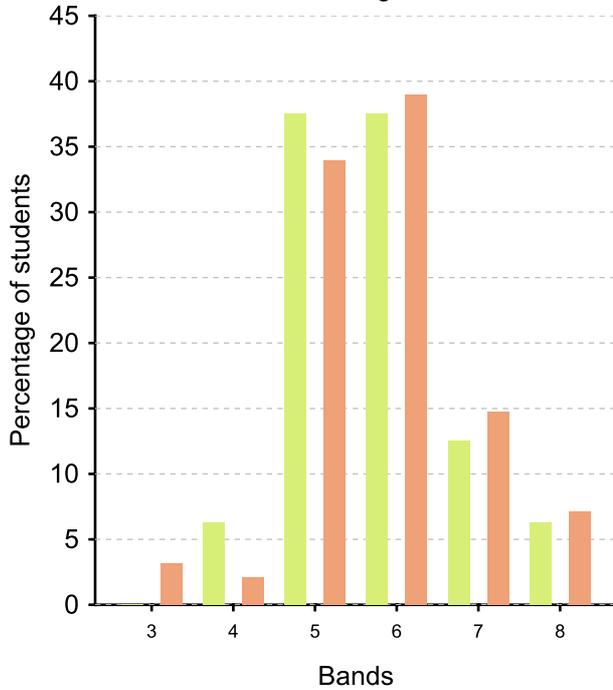
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



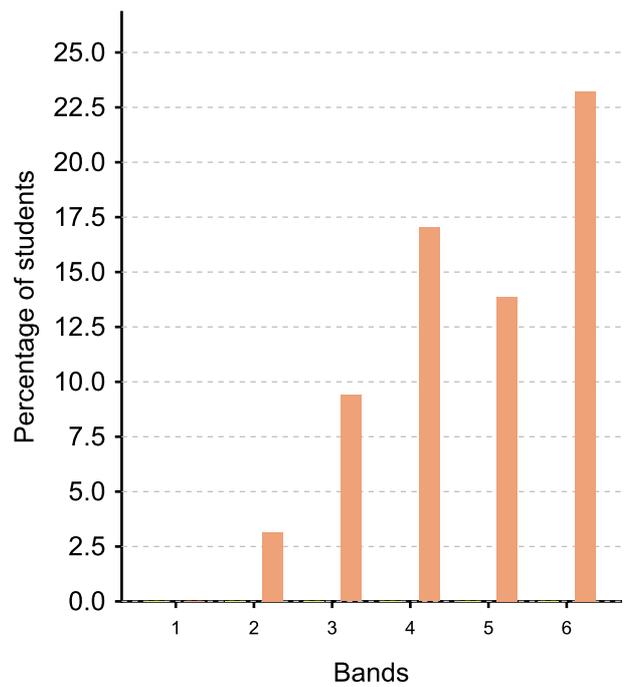
**Percentage in bands:**  
Year 5 Writing



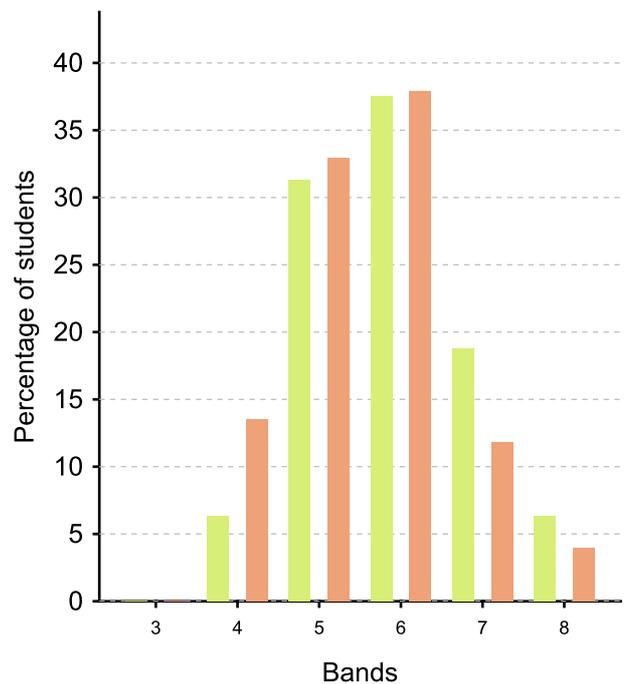
In 2016 all students performed at or above national minimum standards in every aspect of Numeracy. 89% of Year 3 students were in Bands 3, 4 & 5. 67% of Year 3 students were in Bands 2,3& 4 for Data, measurement, space and Geometry.

In 2016 all Year 5 students achieved at or above minimum National Standards in Numeracy. 63% of Year 5 students were in top 3 bands for Numeracy. In Data, measurement, Space and Geometry students were spread across Bands 3 to Band 8 with the majority in the middle bands.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



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

In 2016 parents at Blacksmith Public School were given the opportunity to complete a 'Tell Them From Me' survey on, 'Our School'. Parents were asked two open questions;

1. Please tell us some things you like about our school or things that would make it even better.
2. Please list the schools core values, and explain what they mean to you.

To question 1, we received 13 responses. 62% of responders liked the small school community feel, 'beautiful small school and it's making positive changes for the future.' 62% liked the learning and support offered to students by the teachers and support staff, 4 % though timely communication was an issue, 23% thought the school needed to offer more sporting opportunities to all students, 8% thought we didn't have enough resources for our students and 8% thought we needed to provide more UV protection.

To question 2, we received 4 responses. 1 response was not sure, and the other three stated a variety of societal core values that they thought should be evident in the school. These included Pride, Success, Respect, Fairness, Equity and Friendliness.

## Policy requirements

### Aboriginal education

At Blacksmiths Public School, Aboriginal Education and culture is highly valued and strongly supported. Students receive support through the school and also through a strong connection with the Galgabba Community of Schools group. This year staff worked collaboratively with families to develop, implement and review Personal Learning Plans for our Aboriginal students. Aboriginal students progress was mapped through PLAT with regular five weekly review and discussions by staff about the progress of each child and their future learning goals. This resulted in individualised learning and cultural activities being embedded in the school culture.

Programs and events to address Aboriginal culture and learning included NAIDOC celebrations with Galgabba schools and activities at Blacksmiths School. In addition to these classroom and whole school events, a local BPS 'Didge' group was formed. Students meet together every second week to practise and play together.

### Multicultural and anti-racism education

Multicultural Education is embedded across the curriculum at Blacksmiths Public School. All classes celebrate and study other cultures through HSIE and Literacy lessons. Awareness and respect for other

cultures was further developed when the students were encouraged to try dishes from other countries through the Stephanie Alexander Garden to Plate program. Students had a chance to prepare, cook and taste a variety of dishes. Harmony day was celebrated by each class in age appropriate lessons on the day.