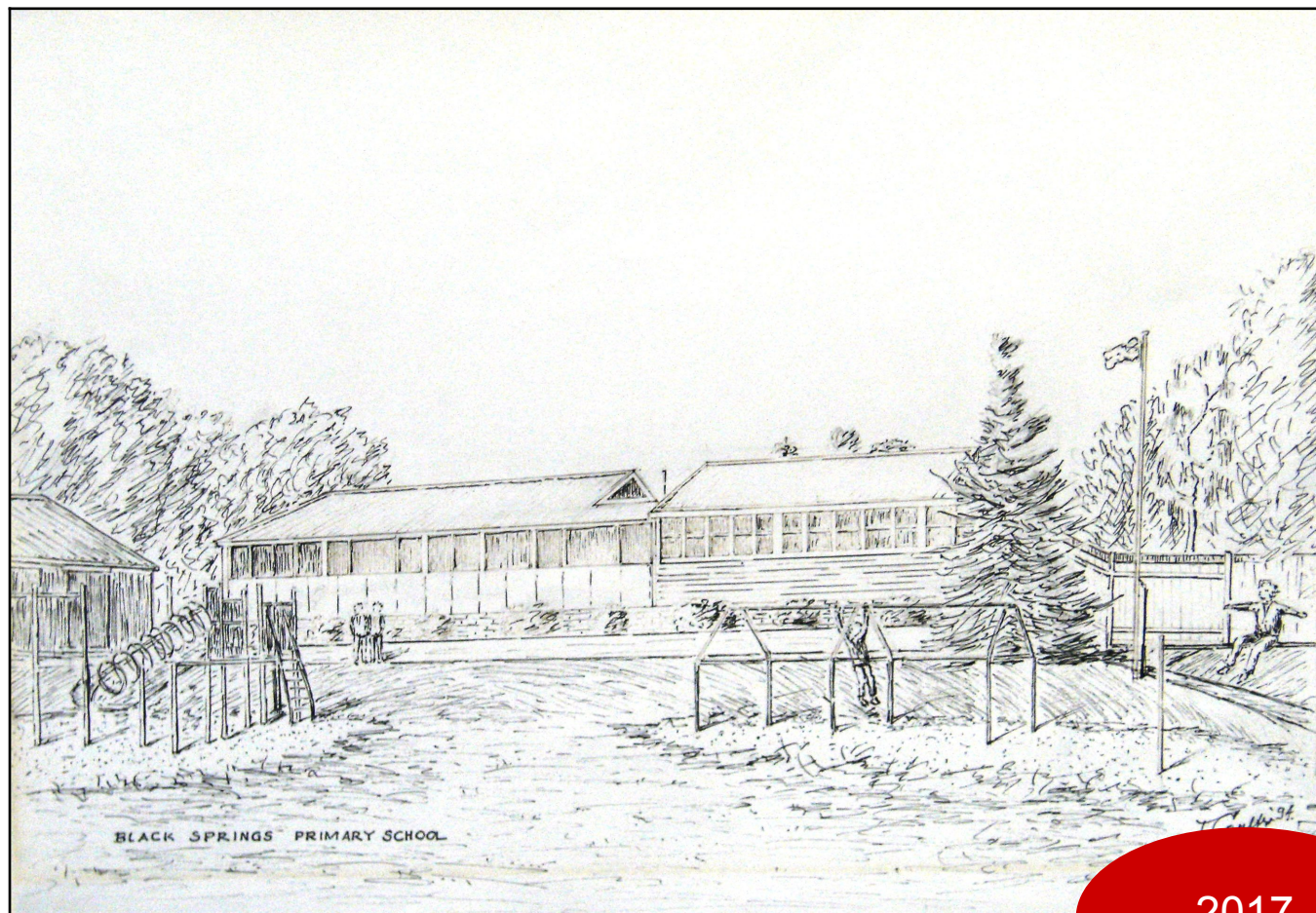


Black Springs Public School

Annual Report



2017



4190

Introduction

The Annual Report for 2017 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.

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Principal

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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. 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.

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 Sustaining and Growing. Learning Culture element was assessed as being Sustaining and Growing. In High Expectations the school demonstrates a commitment within the school community that all students make learning progress and partnerships with parents and students support clear improvement aims and planning for learning. In Transitions and Continuity of Learning the school collects and analyses information to inform and support students' successful transitions and seeks to collaborate with parents of students whose continuity of learning is at risk. In Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. The Wellbeing element was assessed as being Sustaining and Growing. In Caring for Students every student can identify a staff member to whom they can confidently turn to for advice and assistance at school. In a Planned Approach to Wellbeing the school collects, analyses and uses data including valid and reliable student, parent and staff surveys to monitor and refine a whole school approach to Wellbeing and engagement, to improve learning. In Individual Learning Needs Curriculum element was assessed as being Sustaining and Growing. In Curriculum Provision the school's Curriculum provision and evidence-based teaching practices provide a high expectation Framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its Curriculum provision to meet changing requirements of the students. In Teaching and Learning programs they describe expected student progression in knowledge, understanding and skill and the assessments that measure them. In Differentiation teachers differentiate Curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. The Assessment element was assessed as being Sustaining and Growing. In Formative Assessment teachers routinely use evidence of Learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. In Summative Assessment assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. In Student Engagement teachers share criteria for student Assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. In Whole School Monitoring of Student Learning the school analyses summative assessment data to identify Learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and

validate formative assessment practices. In Reporting the school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. In Student Reports individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth. In Parent Engagement parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents. Student Performance Measures element was assessed as being Sustaining and Growing. In Value-add the school's value-add trend is positive. In Student Growth students are aware of, and most are showing, expected growth in internal school progress and achievement data. In Internal and External measures against syllabus standards school data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

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 Sustaining and Growing. Effective Classroom Practice element was assessed as being delivering. In Lesson Planning teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. In Explicit Teaching teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. In Classroom Management a school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. Data Skills and Use element was assessed as being Delivering. In Data Literacy teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. In Data Analysis the leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff and all teachers contribute to gathering and analysing data. In Data Use in Teaching teachers review student assessment data and compare results from external Assessment with internal measures to build consistent and comparable judgement of student learning. In Data Use in Planning clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report. Professional Standards element was assessed as being Sustaining and Growing. In Improvement of Practice teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. In Accreditation the school monitors the accreditation status of all staff and all teachers use professional standards and PDP's to identify and monitor specific areas for development or continual improvement. In Literacy and Numeracy focus teachers are proficient in their teaching and Literacy and Numeracy, meeting the needs of students in their stage. The Learning and Development element was assessed as being Sustaining and Growing. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. In Coaching and Mentoring the school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored. In Professional Learning teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. In Expertise and Innovation the school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

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. Educational Leadership element was assessed as being Sustaining and Growing. In Instructional Leadership professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement. In Performance Management and Development teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. In Community Engagement the school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. School Planning, Implementation and Reporting element was assessed as being Sustaining and Growing. In Continuous Improvement the leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. In School Plan the leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity toward effective implementation of the school plan and staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. In Annual Report the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities. School Resources element was assessed as being Sustaining and Growing. In staff Development the leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices in the school. In Facilities physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. In Technology it is effectively used to enhance learning and service delivery. In Community Use of Facilities the school plans for community use of school facilities. In Financial Management strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Management Practices and Processes element was assessed as being Sustaining and Growing. In Administrative Systems and Processes the school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. In Service Delivery streamlined, flexible processes exist to deliver services and information and

to support parental engagement and satisfaction. In Community Satisfaction the leadership team analyses responses to school community satisfaction measures.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 implementation of mindfulness program to support student Wellbeing; professional learning and the use of strategies to address the learning of special needs students in the classroom; literacy and numeracy professional learning to support integrated and differentiated learning; literacy intervention professional learning to enhance the learning of students in Kindergarten and Stage 3; formative assessment to inform choices of effective evidenced based teaching and learning comprehension strategies, level placement and diagnostic.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| All students demonstrating growth in literacy and numeracy, evidenced from PLAN, demonstrated growth in NAPLAN and school based data. | Whole School Reading Comprehension Program. P & C donation, \$1600. InitialLit Kit and professional learning, \$2680. Progress Association donation and professional learning funds. Autism Spectrum Disorder professional learning, \$780. Professional learning funds. Aboriginal background loading \$716. Low level adjustment for disability \$522. Socio-economic background \$10 500. | Program assessment and PLAN and NAPLAN data demonstrates, through consistent programming and teaching, students have measured improvement in comprehension strategy use. Internal and external data indicates the student differentiation and wellbeing programs have successfully contributed to all students experiencing success in learning supported by provision of individualised learning programs that address their specific needs. |
| Increased student involvement in the development of and reflection on their own negotiated goals. | Students implemented and tracked their learning in writing through negotiated 'I can statements' | |

Next Steps

Small schools learning alliance professional learning and implementation of whole school writing program, Seven Steps to Writing Success.

Professional learning and implementation of Numeracy intervention program, QuickSmart.

Professional learning and implementation of whole school student Wellbeing program, Bounce Back.

Teacher mentoring and coaching professional learning.

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..

Teachers had professional learning on What Works Best in the Classroom, in particular high expectations and effective feedback. PAT mathematics and reading testing was completed for all years and teachers analysed PAT and NAPLAN results to improve the impact of their teaching. One teacher trained in the Mathematics building Blocks for Numeracy.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| All students demonstrating visible learning of their published learning goals. | PAT paper tests and teacher manuals, \$900. School Operational Funding. | Stakeholder feedback indicates an improved understanding and awareness of effective feedback and high expectations and their impact on student learning. Student response to and use of effective feedback has grown throughout the year. The effectiveness of PAT testing and results analysis was demonstrated through teachers enhanced ability to select targeted teaching strategies and subsequent above expected effect size growth. Analysis of teaching programs and lesson observations demonstrates a more consistent whole school systematic approach to planning, implementing and assessing mathematics. |
| Evidence of aligned professional goals, the annual performance and development cycle, school targets, student outcomes and selected Teaching and Principal standards. | | All staff have a Performance and Development Plan. Staff members are further 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. |

Next Steps

Small schools learning alliance professional learning and implementation of whole school writing program, Seven Steps to Writing Success.

Professional learning and implementation of Numeracy intervention program, QuickSmart.

Professional learning and implementation of whole school student Wellbeing program, Bounce Back.

Teacher mentoring and coaching 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. Senior students contributed articles and photos to be published on the School Facebook page and all students participated in the Fair Education Technology Project with Oberon High School. The technology teacher from the High School engaged the students in coding lessons and the Year 6 students enhanced their Google Classroom knowledge.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| All students actively engaged in productive activities supported by the school community and school Learning Alliances. | Fair Education Funds held by Denison College, Bathurst and Oberon High School. | Staff and student feedback indicates students are more competent and confident in the use of coding skills, Google Classroom and contributing to the school Facebook page. |
| At least 85% of parents /carers providing constructive feedback through various forums. | | 85% family engagement and constructive feedback through various school communication modes. Parents report feeling welcome, informed and supported. |

Next Steps

Parent learning regards high expectations, student assessment strategies and effective feedback.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|---|
| Aboriginal background loading | Aboriginal background loading (\$1 545.00). | 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. |
| Low level adjustment for disability | Low level adjustment for disability (\$10 680.00). | Using combined funding a teacher was employed one day a week to provide targeted support for the school writing program. Data indicates improved 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. |
| Quality Teaching, Successful Students (QTSS) | \$711 QTSS release. | Feedback demonstrates that through collaborative processes teachers experienced improved levels of participation and engagement and also more in depth achievement of individual learning goals. |
| Socio-economic background | Socio-economic background (\$10 157.00). | Using combined funding a teacher was employed one day a 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. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 9 | 9 | 7 | 9 |
| Girls | 4 | 1 | 2 | 1 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 94 | | 96.2 | 97.8 |
| 1 | 98.2 | 96.4 | | 93.9 |
| 2 | 90.2 | 92.7 | 90.3 | |
| 3 | 94.6 | 96.7 | 99.5 | |
| 4 | | 94.5 | | 97.3 |
| 5 | 96.7 | | 97.1 | 95.7 |
| 6 | 96.7 | 99.3 | | 92.5 |
| All Years | 95.3 | 95.1 | 96.6 | 94.7 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.2 | | 94.4 | 94.4 |
| 1 | 94.7 | 93.8 | | 93.8 |
| 2 | 94.9 | 94 | 94.1 | |
| 3 | 95 | 94.1 | 94.2 | |
| 4 | | 94 | | 93.9 |
| 5 | 94.8 | | 93.9 | 93.8 |
| 6 | 94.2 | 93.5 | | 93.3 |
| All Years | 94.8 | 93.9 | 94.1 | 93.9 |

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 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 0.23 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 0.1 |
| Teacher Librarian | 0.08 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 1.1 |
| Other Positions | 0 |

*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 had one part-time temporary teacher achieve accreditation at proficient level in 2017. Other required teachers were maintaining accreditation at proficient level. The school received \$3 916 in Teacher Professional Learning funds in 2017. This is an average of \$652 per staff member. Significant amounts of professional learning were undertaken by Black Springs Public School staff in 2017. With research supporting teacher quality being the single largest indicator of student success, this and literacy and numeracy were a focus for us. 100% of staff were involved in professional learning throughout 2017 including staff development days. Expertise within the Bathurst Small Schools Learning Alliance, Bathurst Principals Network and the NSW Primary Principals Association supported our professional learning program.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

| Receipts | \$ |
|--------------------------------|----------------|
| Balance brought forward | 16,262 |
| Global funds | 69,667 |
| Tied funds | 22,842 |
| School & community sources | 11,561 |
| Interest | 268 |
| Trust receipts | 2,294 |
| Canteen | 0 |
| Total Receipts | 106,632 |
| Payments | |
| Teaching & learning | |
| Key Learning Areas | 12,779 |
| Excursions | 1,269 |
| Extracurricular dissections | 1,067 |
| Library | 157 |
| Training & Development | 3,020 |
| Tied Funds Payments | 20,933 |
| Short Term Relief | 0 |
| Administration & Office | 25,525 |
| Canteen Payments | 0 |
| Utilities | 4,025 |
| Maintenance | 1,940 |
| Trust Payments | 2,267 |
| Capital Programs | 0 |
| Total Payments | 72,982 |
| Balance carried forward | 49,912 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

December 2017.

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0 |
| Revenue | 60,387 |
| Appropriation | 51,620 |
| Sale of Goods and Services | 96 |
| Grants and Contributions | 8,642 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 29 |
| Expenses | -52,555 |
| Recurrent Expenses | -52,555 |
| Employee Related | -29,873 |
| Operating Expenses | -22,682 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 7,832 |
| Balance Carried Forward | 7,832 |

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2017 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 251,112 |
| Base Per Capita | 1,375 |
| Base Location | 2,722 |
| Other Base | 247,015 |
| Equity Total | 22,382 |
| Equity Aboriginal | 1,545 |
| Equity Socio economic | 10,157 |
| Equity Language | 0 |
| Equity Disability | 10,680 |
| Targeted Total | 0 |
| Other Total | 24,452 |
| Grand Total | 297,946 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 2017 Black Springs Public School had 1 Year 5 student 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. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results – student performance for the top two NAPLAN bands in reading and numeracy, and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Black Springs Public school is committed to improving student achievements to support the Premier's Priorities. We are supporting the Premier's Priorities by:

- * identifying individual support for identified students needing literacy and numeracy support;

- * employing a SLSO and teacher to implement individual and small group learning programs; and

- * improving teacher quality through targeted professional learning.

Parent/caregiver, student, teacher satisfaction

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

"My favourite things to do are the swimming lesson, excursions and camps with the other Small Schools."

"I really like the music and art lessons."

"Our school gives us lots of opportunities and experiences."

Teachers and parents were invited to participate in the Tell Them from Me survey during the latter part of 2017. 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;
- * inclusive school;
- * safety at school;
- * school supports positive behaviour;
- * school supports learning; and
- * parents are informed.

Areas for improvement identified in the parent survey were:

- * parents support learning at home.

Policy requirements

Aboriginal education

Black Springs Public School received Aboriginal background funding in 2017. 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 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 Study about Nepal. As part of these lessons students learned about the language, culture and traditions of Nepal. They discussed Australia's diversity and investigated multicultural heritage.

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