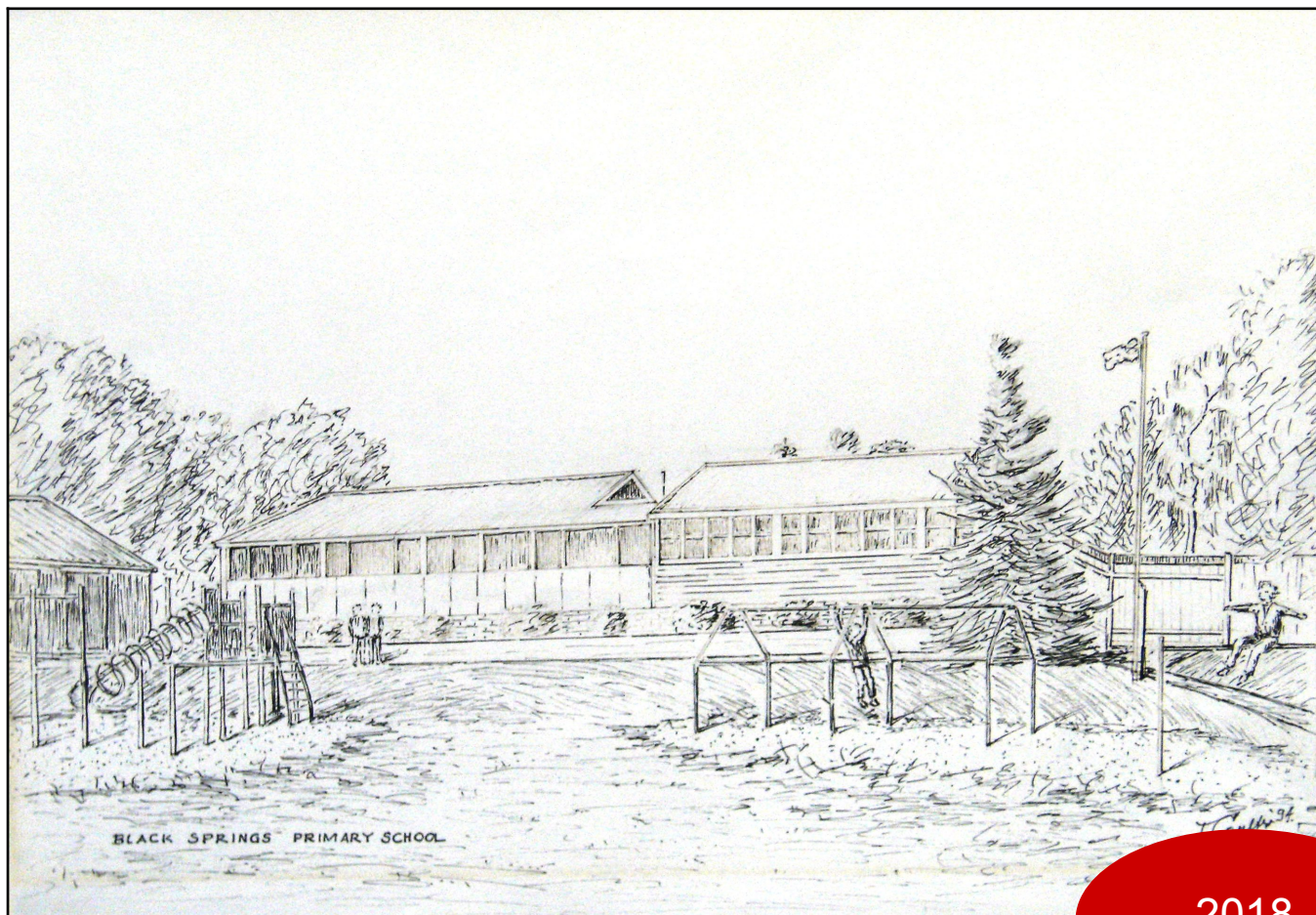


Black Springs Public School

Annual Report



2018



4190

Introduction

The Annual Report for **2018** 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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School background

School vision statement

At Black Springs Public School we equip students with the tools to be successful, confident and creative individuals. This is achieved in a high performing school that is inclusive and works in partnership with our community. Our staff is innovative and dynamic, providing leadership that inspires learning and engagement.

School context

Black Springs Public School is a vibrant and dynamic small, rural primary school that has served the Black Springs community for over 125 years. The school is situated south of Oberon, with students coming from the village and surrounding area. There are 8 students enrolled in 2018.

Our staff include experienced and expert teachers who actively engage in quality professional learning to deepen pedagogical knowledge and understanding. The professional requirements for teaching in NSW public schools are met by all teaching staff.

The diverse educational programs provide for intervention and enrichment, encouraging success in academic endeavour, sport and the arts. Student achievement of literacy, numeracy and student welfare outcomes is a priority for our school, while also highly valuing our strong educational programs across all key learning areas. The students participate in the Sporting Schools program, specialist music lessons including guitar, and visiting artists and poet workshops.

Black Springs Public School is a keen and constructive participant in, and strong supporter of, the Bathurst Small Schools Learning Alliance and the Bathurst Principals network.

The school is supported, particularly with learning programs, by a small, active Parents & Citizens Association (P&C), broad parent body and the local Progress Association.

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 Sustaining and Growing. Teachers collaborate across teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. 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. Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. 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

Quality Teaching and Learning

Purpose

To create a stimulating, aspirational and engaging learning and professional environment, underpinned by high expectations, collaboration, positive, respectful and caring relationships, and quality teaching practices to accelerate learning with a differentiated curriculum, that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Overall summary of progress

The school has focused on developing personalised student learning that is data driven, implementing a whole school integrated approach to student wellbeing, developing and implementing high quality professional learning in literacy and numeracy teaching practices, and developing and implementing collaborative processes for consistency in teacher judgement.

Teachers were involved in developing a common understanding and procedures for consistent data collection and analysis to clearly inform personalised learning; contextually specific student wellbeing programs were developed and aligned to the Wellbeing Framework to support student engagement and achievement; teacher collation of the shared successful literacy and numeracy strategies; and developing a framework for collaborative practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth per semester across the literacy and numeracy continua/progressions relevant to expected timeframes.	QuickSmart numeracy professional learning, \$1545 casual teacher.	There is evidence of data informed differentiation and timely, targeted intervention.; programs align to the Wellbeing Framework in order to support student engagement and achievement; there is a shared understanding of evidence informed quality teaching strategies in literacy and numeracy and a demonstrated willingness to trial and adopt new strategies in a variety of settings; and there is a framework with agreed protocols for collaborative practice.
Improved levels of student wellbeing and engagement.	QuickSmart numeracy resource, \$6000.	
Improved scores for collaboration and learning culture from 2017 baseline data.	Seven Steps to Writing Success program manuals, website subscription and professional learning, \$1200.	
Increased use of evidence-informed pedagogy that cater for individual learning needs by all teachers.	Effective Reading in the Early Years professional learning, \$1000 casual teacher.	
	Bounce Back professional learning and resource, \$640.	
	PLAN2 professional learning \$515 casual teacher..	

Next Steps

Best Start planning for learning professional learning and implementation. University of Newcastle Quality Teaching Rounds with professional learning community. Dylan Wiliam formative assessment professional learning. Lyn Sharratt professional learning 'how to' approaches to ensure student growth and increased achievement at every level. The use of Swivl for teaching observations. PDHPE syllabus professional learning. Coaching approach to Performance and Development Plans.

Strategic Direction 2

Positive Professional Culture and Leadership

Purpose

To enable the school community to demonstrate leadership and innovation within a culture of instructional and organisational improvement and high expectations through a collaborative approach to decision making that is accountable, transparent and reflects the needs of our school.

Overall summary of progress

The school has focused on developing and implementing a whole school integrated approach to build the leadership capacity of students., and developing and implementing collaborative processes for improving sustainable staff leadership.

Contextually specific approaches aligned to the Wellbeing Framework were developed to support student leadership, collation of shared successful leadership strategies, and teachers developed and implemented a quality leadership professional learning schedule.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student leadership opportunities and participation. Increased leadership opportunities and participation in learning alliance and wider network. 100% of parents/carers attend at least one workshop, meeting, interview or event as active partners in their child's learning each year.	Difficult conversations professional learning, \$815.	Programs align to the Wellbeing Framework in order to support student leadership and participation. There is a growing awareness about promoting and building a collaborative and supportive professional learning community that is focused on the continuous improvement of teaching and learning underpinned by the Australian Professional Standards for Teachers and Principals. There is an improved understanding of how to lead evidence-based teaching and learning and how it is located within the School Excellence Framework.

Next Steps

Coaching approach to Performance and Development Plans. Staff leadership of Seven Steps to Writing Success program and Science and PDHPE syllabus.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading (\$ 959.00)	Students have an individual learning plan (ILP) and are making progress across the literacy and numeracy progressions. 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 (\$11 087.00).	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 learning progressions. Support, through combined funding of a School Learning Support Officer, has been provided to targeted individual students as required.
Quality Teaching, Successful Students (QTSS)	\$1562.00 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. Planning occurred for a greater focus on lesson observation for next year.
Socio-economic background	Socio-economic background (\$10 411.00)	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 learning progressions. 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			
	2015	2016	2017	2018
Boys	9	7	9	9
Girls	1	2	1	0

Student attendance profile

School				
Year	2015	2016	2017	2018
K		96.2	97.8	
1	96.4		93.9	99.5
2	92.7	90.3		97.7
3	96.7	99.5		
4	94.5		97.3	95.3
5		97.1	95.7	96.7
6	99.3		92.5	90.1
All Years	95.1	96.6	94.7	96.5
State DoE				
Year	2015	2016	2017	2018
K		94.4	94.4	
1	93.8		93.8	93.4
2	94	94.1		93.5
3	94.1	94.2		
4	94		93.9	93.4
5		93.9	93.8	93.2
6	93.5		93.3	92.5
All Years	93.9	94.1	93.9	93.2

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(s)	1
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*Full Time Equivalent

Black Springs Public School does not have any staff employed at the school who identify as being and 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

All Black Springs Public School teachers are maintaining accreditation at proficient level. The school received \$4125 in staff professional learning funds in 2018. This is an average of.... per staff member. Significant amounts of professional learning were undertaken by Black Springs Public School staff in 2018. 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 2018 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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	7,832
Revenue	382,500
Appropriation	363,753
Sale of Goods and Services	500
Grants and Contributions	17,940
Gain and Loss	0
Other Revenue	0
Investment Income	307
Expenses	-367,343
Recurrent Expenses	-367,343
Employee Related	-334,949
Operating Expenses	-32,393
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	15,157
Balance Carried Forward	22,989

Black Springs Public School works to ensure our financial management processes and governance structures meet financial policy requirements. There are clear strategies for the expenditure of carried forward funds in 2019 which are reflected in the 2019 school plan and budget.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	270,260
Base Per Capita	1,934
Base Location	2,449
Other Base	265,877
Equity Total	22,457
Equity Aboriginal	959
Equity Socio economic	10,411
Equity Language	0
Equity Disability	11,087
Targeted Total	30,674
Other Total	25,834
Grand Total	349,225

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 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 2018 Black Springs Public School had 2 Year 5 students sit the NAPLAN paper 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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 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 students 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

In 2018 we surveyed teachers, non-teaching staff and students on their satisfaction levels with various aspects of school operation and classroom practice.

100% of teachers and non-teaching staff agreed or strongly agreed that:

- *they feel valued as a professional;

- *their learning needs are recognised and catered for;

- *supervision is supportive;

- *they have a positive relationship with students;

they feel valued by students;

- *their job gives them professional satisfaction;

- *they feel valued by parents;

- *they feel valued by colleagues.

A student survey in Teaching Practice indicated good rates in teachers explaining:

- *the learning required;

- *how students can demonstrate their learning; and

- *the quality of the work required.

Student responses ranged from 85–98% of all students indicating that these things were happening.

We found that whilst students were reflecting on their progress toward individual learning goals, that there is a need for teachers to further explain the reason for reflection.

Policy requirements

Aboriginal education

Black Springs Public School received Aboriginal funding in 2018. These funds were used to target students' learning by strengthening partnerships and genuine collaboration between the school and families.

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 continued growth by:

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

- *employing additional SLSO time to support educational outcomes and growth monitored using the learning progressions; 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 through learning activities and by revisiting the broadcast from 2018 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 History and Geography scope and sequence ensures that students' perspectives are broadened and appreciation of diverse cultural heritages encouraged. This year there was a strong focus on the students learning about celebrations around the world.

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

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