

Blacksmiths Public School

Annual Report



2018



4197

Introduction

The Annual Report for **2018** is provided to the community of Blacksmiths 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.

Kim Harris

Principal

School contact details

Blacksmiths Public School

Amaroo St

Blacksmiths, 2281

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

blacksmith-p.school@det.nsw.edu.au

4971 1519

Message from the Principal

Once again it has been my pleasure to lead such a prestigious small school throughout 2018. The inclusivity and nurturing environment is very evident and often commented on by visitors. Although we are a small school, Blacksmiths PS "packs a punch" in regard to the academic and sporting realms of education and provides competition to schools with much larger cohorts. We have won Best Small School, Overall Best Results and the Handicap Award at multiple zone events this year with some of our top athletes competing at Australian titles. 2018 saw the greatest amount of individual growth from Yr 3– Yr 5 that our school has seen in the past 3 years. We were selected to be a "Bump It Up" school for 2017– 2020, focusing on the Premier's priorities of lifting literacy and numeracy results by 8% and having more students in the top two bands in NAPLAN. Blacksmiths PS is well along the path of achieving this goal. Our dedicated staff, students, parents and community work in partnership to ensure students have targeted learning activities that focus on individual student achievement. Continual monitoring and tracking of our students ensures that no student is left behind. In addition, staff work tirelessly to ensure that they receive Teacher Professional Learning and implement quality lessons that are in alignment with up to date pedagogy. As well as hard working and dedicated staff members, we have a wonderful parent community that continually supports and provides feedback to improve our school. As a result, we have seen the creation of a new COLA for our asphalt area funded by the P&C, the generation of a yarning circle in our front garden and a new mural for A Block. We are looking to continue developing the school grounds with the continued help of all stakeholders involved in our school environment. I look forward to continuing to collaborate with and lead our amazing school into the future.

Sincerely,

Kim Harris

School background

School vision statement

At Blacksmiths Public School our vision is to engage students in a supportive, creative and reflective learning environment to prepare them to become successful, active and informed citizens. Through growing partnerships between students, staff and our community we strive to provide opportunities to develop critical thinking, collaborative work processes and effective communication.

School context

Blacksmiths Public School, located in East Lake Macquarie, provides a nurturing environment where all 84 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 and numeracy under the Bump It Up initiative, 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 100. Blacksmiths Public School is well resourced, with wireless internet access throughout the school. The school's enrolments continue to decline, although we have been able to maintain our 4 classes for 2018. Next year, the school will be staffed with 4 classroom teachers, a teaching Principal and a part time library/release 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 differentiation, promoting critical thinking, creativity and problem solving across all Key Learning Areas. Our new motto, "Together we succeed", will embody and underpin our school core values of "respect, responsibility and integrity".

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.

In the domain of **Learning**:

Blacksmiths have assessed that we have improved immensely with 50% of the elements at sustaining and growing levels and the remainder at developing. Evidence to support the element of "Learning Culture" includes prompt generation of IEPs and PLPs, and the implementation of a more cohesive transition program for Orientation and High School. We have formed a culture of high expectations, that are discussed through individualised meetings to ensure all stakeholders are invested in the learning and achievement and have unified goals. Staff are versed in setting and discussing explicit lesson intentions with students, making outcomes and indicators more achievable as they are visible and the students have the knowledge of the next steps for success and practise the skills required.

The element of Wellbeing has been a pinnacle element for Blacksmiths PS, with the school rebranding a catalyst for overhauling our wellbeing structures, core values and behaviour expectations and flowchart. We assessed our school as delivering with 2018 beginning this process and future years designated to implementation and review.

Curriculum as an element has seen our growth into the category of sustaining and growing. Our staff are very familiar with the new syllabus and regularly utilise the teacher professional standards to support their own development as identified in their Teacher Professional Development Performance document. Teachers have spent 2018 consolidating their capabilities in our school programs of Language, Learning and Literacy (L3) and Focus on Reading (FoR). In addition, teacher professional learning has encompassed the beginnings of trialling Explicit Instruction Warm-Ups, developed by John Fleming, and the development of Success Criteria and learning Intentions, by Dylan Wiliam.

In the elements of Assessment and Reporting, we consider ourselves to be in the delivering stage for Blacksmiths PS, as with the introduction of the Learning Progressions, our framework and tasks will need to be adjusted. Teachers are very versed and capable with undertaking summative assessments using the Personalised Learning for Assessment and

Teaching (PLAT) framework, engaging the students in the tasks at hand and encouraging them provide evidence to validate movement along the continuum of learning. Reporting to parents and providing opportunities to discuss progress is written into our annual timetable and parents/community were informed and reminded that they were welcome to discuss matters throughout the year whenever necessary or required.

Student Performance Measures are variable in a small school as cohort size often influences and highlights larger gaps. However, Blacksmiths PS saw NAPLAN growth, particularly in reading and writing, with all students exceeding expected individual student growth in Yr 5 as compared to their Yr 3 results. Numeracy also saw improvement in 2018 and we aim to show greater results in the future. Five weekly internal school assessment cycles saw growth and enabled students to be targeted for intervention if necessary through Learning and Support time.

In the domain of **Teaching**:

Blacksmiths PS on–balance judgement for the element Effective Classroom Practice is delivering. Our staff are proficient and experienced teachers, who strive to provide optimum learning activities and opportunities for our students. Staff go above and beyond to provide extra–curricula activities to improve student engagement. Staff are organised and plan for learning activities that are sequential and cater for differentiation. Identifying ourselves as delivering is underpinned solely by the fact that we have small staff numbers, which means that collegiality between a stage is not possible. To improve this the Community of Schools (CoS) has begun working together more frequently. However time management often impedes this process.

In the element of Data Skills and Use we consider ourselves to be sustaining and growing, effectively evaluating and understanding a multitude of data sources. As a cohesive team we collect and discuss whole school and class data at five weekly intervals. Staff make comparable judgements and use gathered information to plan for future lessons.

Our Learning and Development and Professional Standards on–balance judgement is sustaining and growing. Teachers at Blacksmiths PS annually plan for their personal development, which aligns with the School Plan and their individual agendas. The leadership team plans and adjusts where necessary to ensure teachers attend teacher professional learning, budget permitting. Teacher Professional Standards, goal setting through PDPs and sharing new skills/concepts/strategies with all staff are key aspects of the effectiveness of this system. All teachers have engaged in lesson observations within the immediate environment and externally. They also share programs and offer feedback when and where applicable.

In the domain of **Leadership**:

At Blacksmiths PS our on–balance judgement for Educational Leadership is sustaining and growing with the Principal being the primary instructional leader, whilst offering opportunities to staff to enhance their leadership capacity. The leadership team foster a culture of high expectations with students, parents and community, listening to feedback to measure whole school improvement. Teachers and the Principal model instructional leadership through reflections, observations, team teaching and collegiality. Students are offered multiple opportunities throughout the year, within various subjects and sporting domains, to obtain leadership positions and take ownership. Our school encourages all students to shine and become leaders in their chosen field.

School Planning, Implementation and Reporting is considered to be at the delivering level for Blacksmiths PS as 2018 saw the introduction of a new finance system (SAP) and budget tool (eFPT) which required training and professional development to become accustomed to the new system. As a result, the allocation of Human Resource monies increased the responsibilities of the leadership team. Therefore, funds were spent quite frugally to ensure that students needs were met, whilst catering for and funding ongoing programs. In contrast, utilising and tracking our school using the milestones generated from the School Plan was more effective and efficient for all staff members.

In the element of School Resources is considered to be at the level delivering. An unprecedented amount of sick leave for the 2018 calendar year meant our school had to continually reassess our school budget to accommodate. With that in mind we were still able to adequately resource all rooms with supplies and technology, with two of our classrooms receiving interactive boards at a cost of over \$12,000. Our Stage 2 class are utilising 6 new Ipads, our front area was revamped to house a yarning circle and work is still continuing to beautify this area. In addition, our wonderful P&C fundraised over \$60,000, which we used to apply to the Assets Management Unit, resulting in a new COLA being built, offering more covered play area for our students.

The Management of practices and processes for our administration systems is deemed at delivering, as our School Administration Officer and support staff also had to undergo training and professional development in the implementation of a number of new systems, SAP being the most important.

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:

Strategic Direction 1

TEACHING– Explicit Teaching

Purpose

Teachers demonstrate responsibility for delivering high quality teaching in order to improve student learning. Teachers will engage in evidence–based professional learning and continue to deeply embed differentiated learning opportunities for their students.

Overall summary of progress

Our first Strategic Direction aimed to develop teacher capacity through staff engagement in best practice and meaningful professional learning, in order to improve student learning outcomes. In 2018, Blacksmiths teaching staff consolidated their understandings and pedagogy for Focus on Reading (FoR) and Language, Learning and Literacy (L3). Both programs provided staff with a scaffold to foster explicit teaching of literacy. Delving into Explicit Warm–Ups, under the John Fleming philosophy, towards the end of the year, resulted in improving students automaticity in core knowledge. Teachers are proficient in utilising Personalised Learning Accountable Teaching processes for data collection and tracking of their students, with a realignment and streamlining process occurring to ease this process and gather "at point of time" data. Approximately 75% of students K–2 reached Reading Benchmarks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% staff use ATSIL teaching standards in their PDPs and track and monitor their progress towards maintenance hours.	TPL sessions	Staff are proficient in using ATSIL teaching standards in accordance with their PDP goals. Staff also align standards with their teacher professional learning.
Over 85% of students achieve grade exit levels and more specifically Year 5 & 7 students achieve above or at expected growth in Literacy & Numeracy NAPLAN.	TPL sessions, classroom observations, school visits 4 x 1/2 days totalling \$2000.	Our internal school data shows that 79% of our students are achieving grade exit levels with the remaining 21% receiving LAST intervention.
80% of students achieve grade appropriate PLAN & PLAT data.	TPL sessions	80% of Yrs 1–6 achieved grade appropriate PLAT data. PLAN data was only collected for Semester One due to the introduction of the new system PLAN 2.

Next Steps

In 2019, our school teacher professional learning will continue to focus on Explicit Instruction Warm–Ups for literacy and numeracy, Success Criteria and learning intentions, formative assessment techniques and focusing on mathematics at a whole school level. Our knowledge and use of the learning progressions will be expanded in particular aspects, namely fluency, writing, whole number and additive strategies. Utilising learning progressions in conjunction with our five weekly tracking and monitoring systems will require teacher professional learning and time management to generate appropriate formative and summative assessment processes. Our last year as a "Bump It Up" school in 2019, will mean that human and material resources will be put in place to assist with exceeding our targets. One buffer or inconsistency might be the movement of our school to NAPLAN Online.

Strategic Direction 2

LEARNING– Value Added Results

Purpose

All students will be self-regulated learners and will continue to improve upon foundational skills in literacy and numeracy, showing strong content knowledge and the ability to utilise their understanding in a variety of contexts.

Overall summary of progress

Individual and small group instruction, providing differentiation and flexible based grouping enables targeted instruction. The continued development of students is monitored through IEPs, PLPs and the collation of data in five PLAT 5 weekly summative assessments for specific areas such as reading, accuracy and fluency, grammar & punctuation, whole number, addition & subtraction. Students have begun the process of self-regulation and are negotiating personal goals with their teachers on a regular basis. NAPLAN showed an increase in value-added trend data. Blacksmiths has worked very hard to overhaul our wellbeing structures and as a result have new core values of respect, responsibility and integrity, which are embedded in weekly personal development lessons and whole school functions, such as assemblies. We have also generated a new improved behaviour and expectations flowchart, which was approved by all stakeholders. Our implementation and new wellbeing structure saw a decrease in reported incidents by Term 3.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of students achieve in the zone of achievement or above for reading & numeracy.	TPL sessions	TPL has proven fruitful with an overall percentage of 76.6 for students at or above expected literacy and numeracy levels.
All stakeholders use common language to articulate the school's core values and wellbeing initiatives.	Resources x \$2000 Signage x \$3000 Re-Branding (Graphic Artist) \$4000	Whole school wellbeing preliminary stages were implemented effectively with core values, behaviour flowcharts, expectations and the monitoring of students social and academic gains regularly reviewed.
At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy under the BIU initiative.	TPL with Jane Lobsey & Cheryl Murray (DEC).	35% or more of our Yr 3 students achieved in the bands five & six, with Yr 5 achieving 41% or more in bands seven and eight for reading, writing, grammar & punctuation.

Next Steps

Generation of Individual Education Plans (IEPs) and Personal Learning Pathways (PLPs) are efficient and will be improved by more consultation with the parents after initial stages, both formally and informally. Utilising the knowledge and information from external providers provides insightful knowledge and strategies that can be utilised within the classrooms. Whole school wellbeing initiatives utilising Positive Behaviour for Learning (PBL) ideologies will be enhanced by clear expectations, revisiting core values regularly and more signage in our environment. Continued implementation and consolidation of our behaviour and expectations flowchart will enable us to evaluate the effectiveness of this system throughout 2019. Our school will be tracking our value-added trend data very closely to ensure positive growth.

Strategic Direction 3

LEADING– Distributed Leadership

Purpose

Commitment to building a school-wide culture of high expectations and student engagement will build positive relationships and improve student learning outcomes. The school will have consistent management practices and processes to ensure administrative systems are effective and responsive to staff and community feedback.

Overall summary of progress

2018 has been a year of extensive professional learning around the new Human Resource system SAP. A high level of support from the Department of Education to all schools meant that our leadership administrative team were able to adjust school planning, resourcing and administration processes. Teachers have been provided with opportunities to deeply embed practice through internal and external lesson observations and discussions. Building capacity by working across Communities of Schools has begun, but is a slow process due to time constraints. Transition programs for both entry to school and moving into high school were modified and made more available to the students and community to ensure a smoother process, resulting in large enrolment numbers for Blacksmiths for 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student and teacher can identify authentic leadership opportunities within the school.	Resources \$5000	Blacksmiths PS has Stage 3 leaders and offer a myriad of opportunities of younger students to take on leadership roles in environmental, sport, technology and academic avenues within the school. Each class teacher promotes and encourages students to be leaders and take risks in their learning.
School LMBR finances and wellbeing systems are streamlined to support the school plan.	SAM release 6 days for TPL totalling \$1500. Principal release 3 days for TPL totalling \$1500.	The leadership and administrative team have attended numerous professional development opportunities to assist with the implementation of the new system SAP, particularly BPC & eFPT.
Increased percentage of parents engaging in school activities.	Resources \$1000	We had an increase of 10% or over for all of our planned large events such as grandparents day, Easter etc... One particularly high percentage of parent attendance was our Christmas Carols with approx. 95%. More parental attendance for educational information sessions and interviews will be our future goal.

Next Steps

Administrative requirements for the new finance system, eFPT, will continue to be a focus for our leadership team as the transition from the interim BPC tool is somewhat different and requires more familiarisation. Working with teachers in stage groups is a focus for our Community of Schools, to ensure all teachers have collegiality and have access to sharing resources and up-skilling where necessary. Transition to and from school was very successful this year and will be scaffolded similarly in 2019. Working more with surrounding pre-schools will hopefully improve this process in the future.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	55	46	45	39
Girls	53	51	48	46

Historically Blacksmiths PS has had declining enrolment numbers. However, after a very small intake of 6 Kindergarten students for 2018, we are fortunate to be enrolling 18 Kindergarten students for 2019. In addition, we have had 3 new families with children enrolled in Years 1–6. As a result our numbers are looking very positive for 2019 and overall enrolment numbers will be increasing.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.2	96.7	97.2	94.9
1	95.7	93.7	93.5	94
2	95.1	95.9	95.4	93.2
3	95.8	96.5	95.1	96.4
4	94.2	94.8	93.9	93.8
5	95.1	96.5	92.9	92.5
6	92.8	94.4	94.3	94.9
All Years	94.9	95.6	94.6	94.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance remains a priority at Blacksmiths PS with our school still in the top cohort of schools achieving high attendance patterns. A large proportion of our absences are due to family overseas holidays. We have advised our community that taking extended

holidays is best done during holiday periods to benefit their child's academic and social success.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.5
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*Full Time Equivalent

Blacksmiths PS has a very long standing and dedicated team of teachers and support staff that work within our environment. We do not have identified Aboriginal teachers, although we have teachers trained in the roles of Aboriginal Support Officer and ARCO.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

All teaching staff gained their teaching qualification pre- 2004, meaning that all staff have just been allocated a NESAs registration number and are collating Professional Teacher Learning hours towards maintenance of proficiency. Teachers are required to obtain at least 50 registered and 50 non-registered hours towards this target, which needs to be renewed every 5 years.

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	60,968
Revenue	990,688
Appropriation	882,770
Sale of Goods and Services	3,583
Grants and Contributions	103,200
Gain and Loss	0
Other Revenue	0
Investment Income	1,135
Expenses	-917,018
Recurrent Expenses	-917,018
Employee Related	-774,549
Operating Expenses	-142,469
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	73,670
Balance Carried Forward	134,638

Financial summary equity funding

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

The balance carried forward is high this year as we have been saving for quite a few large projects that need to be completed in the near future. Our hall sound system needs a major upgrade which is predicted to cost approximately \$15,000, with an additional upgrade, of computer hardware and robotics for coding and STEM activities. One large cost that will be mandatory in the next few years is the removal of the multiple banksia trees around the boundary of our school as they are decaying. The grants and contributions section of the budget is very high as our P&C was able to fundraise approximately \$60,000 to put towards a COLA that was built in early 2019.

	2018 Actual (\$)
Base Total	738,633
Base Per Capita	17,983
Base Location	0
Other Base	720,650
Equity Total	54,235
Equity Aboriginal	8,539
Equity Socio economic	17,941
Equity Language	0
Equity Disability	27,755
Targeted Total	33,956
Other Total	18,153
Grand Total	844,977

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

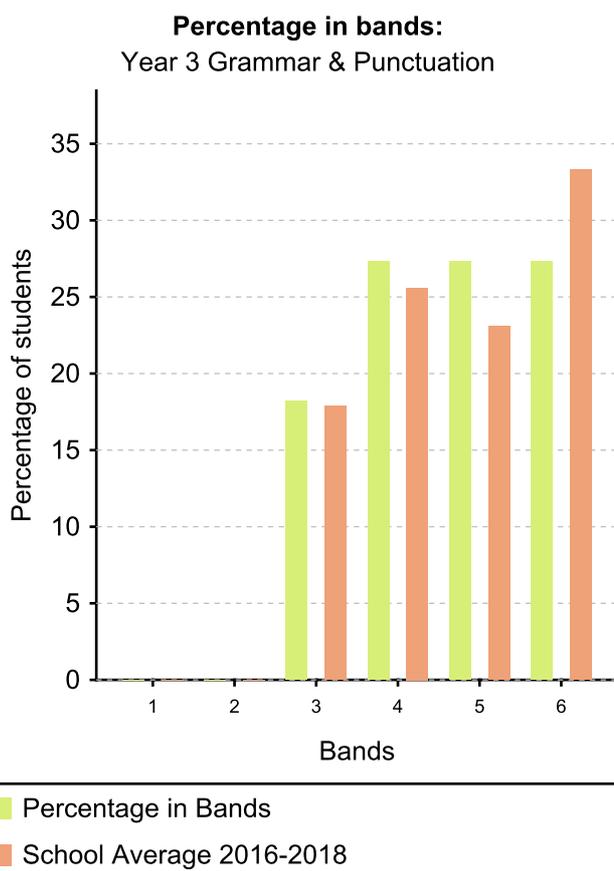
NAPLAN

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.

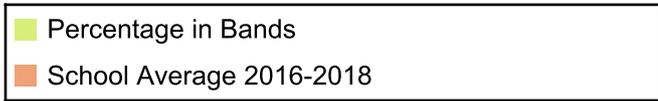
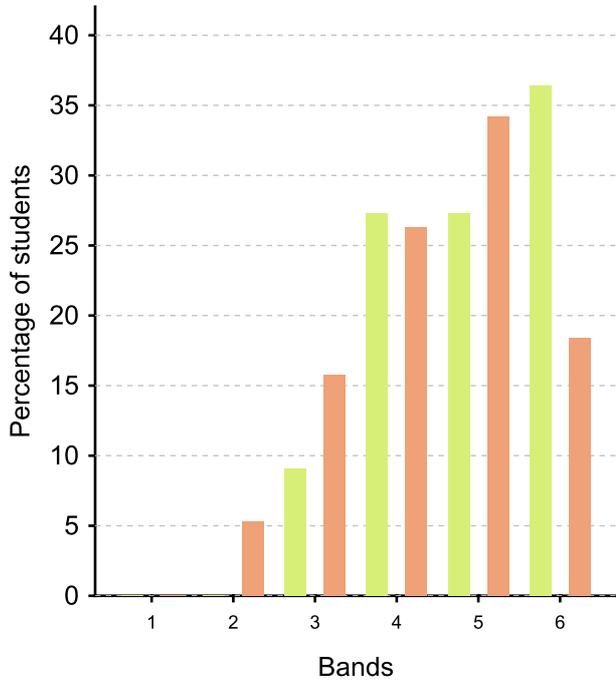
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

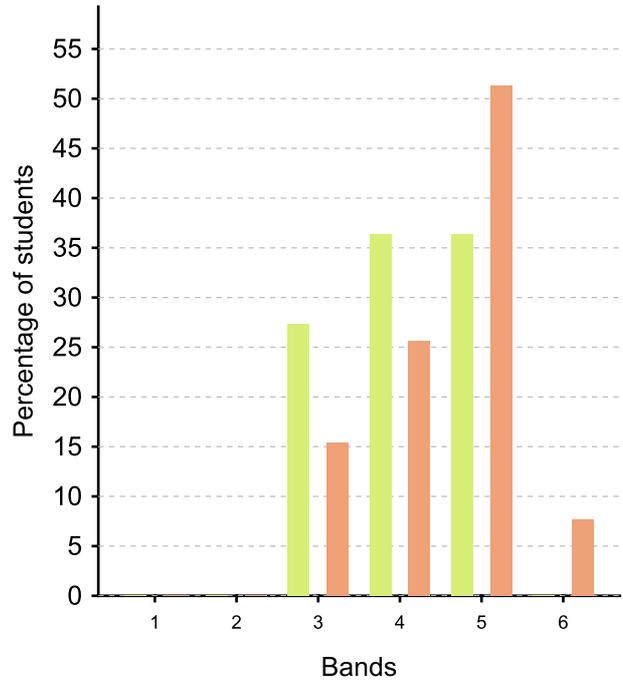
Blacksmiths PS will be completing NAPLAN Online in 2019.



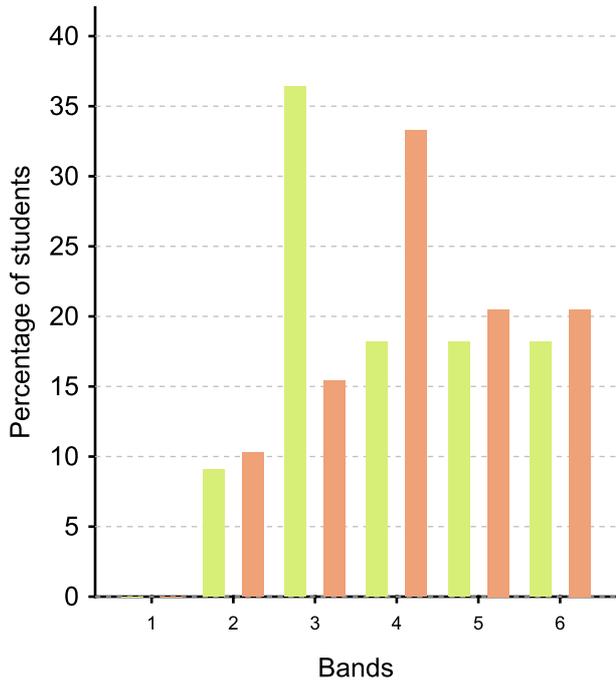
Percentage in bands:
Year 3 Reading



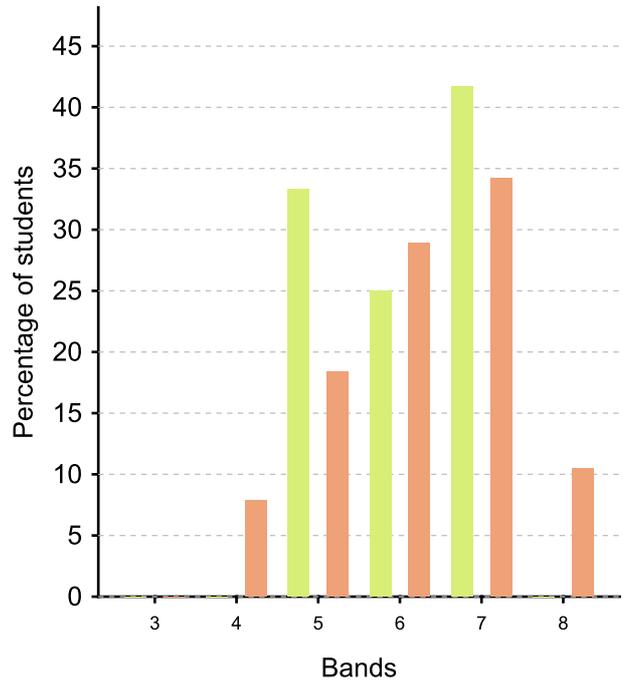
Percentage in bands:
Year 3 Writing



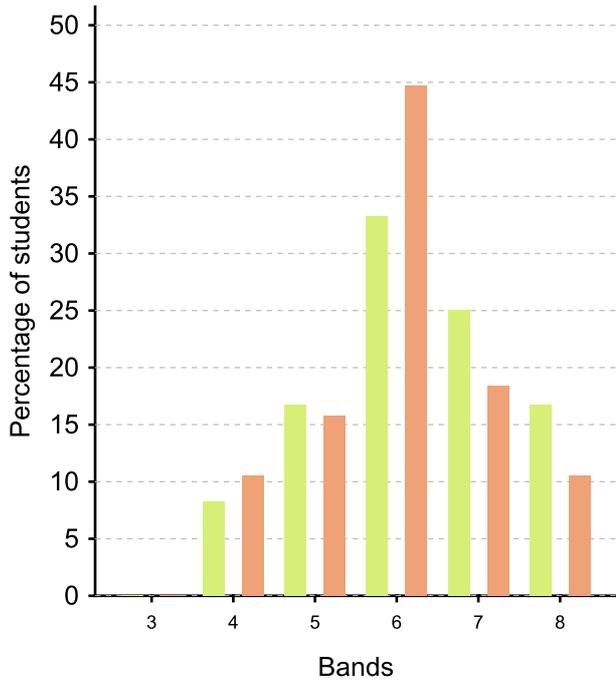
Percentage in bands:
Year 3 Spelling



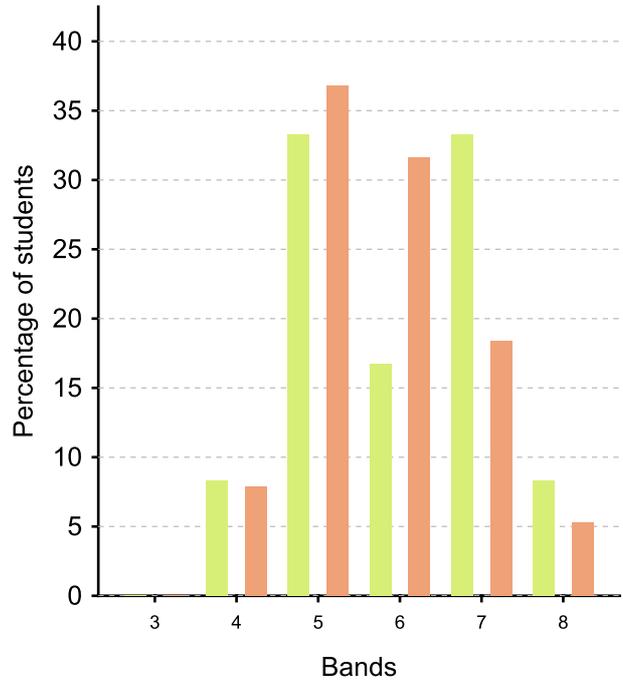
Percentage in bands:
Year 5 Grammar & Punctuation



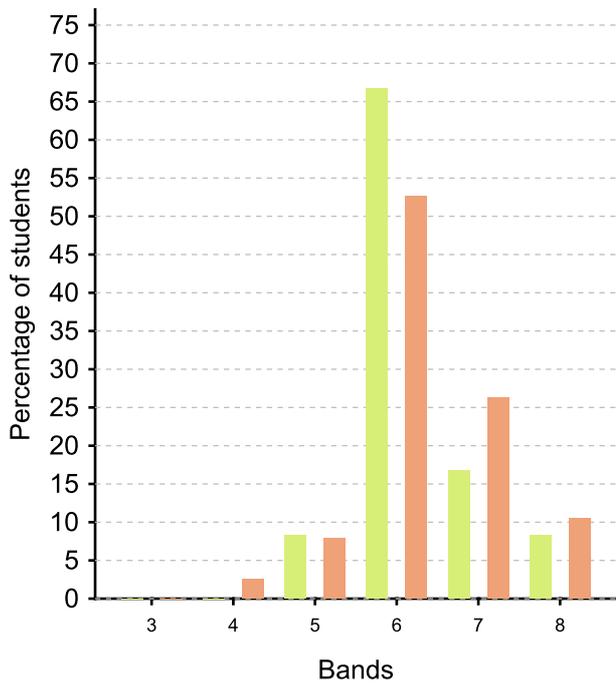
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

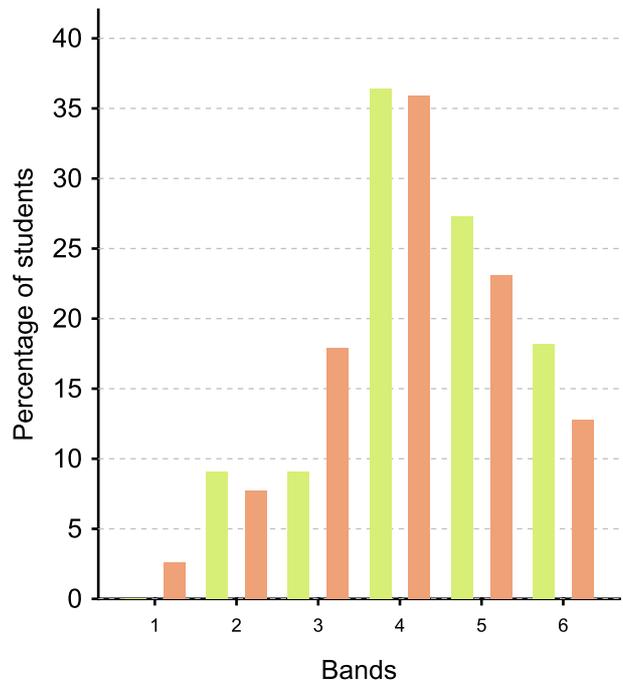


Percentage in bands:
Year 5 Spelling

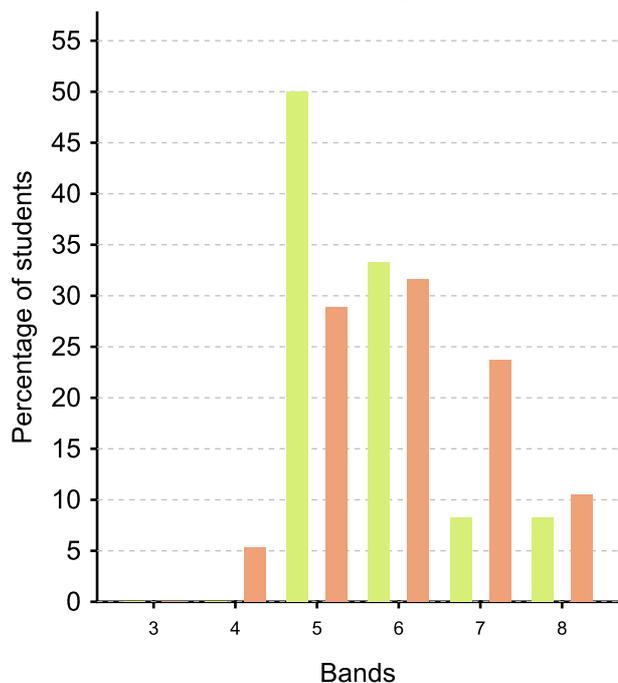


Blacksmiths PS will be working the Literacy and Numeracy Strategy Advisors during 2019 to develop skills further in decoding challenging questions for Mathematics.

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. Go to <http://www.myschool.edu.au> to access the school data.

Blacksmiths PS was chosen as a "Bump It Up" School for 2017–2020, focusing on the Premiers priorities of lifting literacy and numeracy levels for all students by 8% or more. 2018 saw the largest growth in individual growth from Yr3–Yr5 with our literacy results have improving in reading, writing, grammar & punctuation and we aim to develop spelling in the future. Our numeracy levels have shown small improvement although our aim is to continue to strengthen problem solving and working mathematically.

Parent/caregiver, student, teacher satisfaction

Staff stated that their beliefs are embedded in the school's strategic plan as they strive to continue to develop children's academic, social and physical wellbeing, seeking opportunities as they arise. Teachers have high expectations of the students, differentiating the curriculum and ensuring the students individual needs come first. Staff believe that they are a collegial team, working collaboratively together and across the Community of School's forums, adapting to flexible and new initiatives.

Parents were surveyed and results indicate that the school has improved in communication and continues to provide a safe environment, making attending school a positive experience for their children. Our continued involvement in providing sporting opportunities for students is a common theme. A range of answers from

'extremely' to 'somewhat' was selected for 'catering for all academic needs', meaning that our school needs to either continue to develop our learning programs or provide more information to our parent community about the curriculum and activities.

The students have reportedly had an excellent year, with our Year 6 cohort commenting that they enjoyed the experiences throughout 2018, especially the Mini Fete and Fun Day. The school continues to drive and foster leadership throughout environmental, sporting, community events, public speaking and debating initiatives. Building leadership within the Infants sector continues to be an area of development.

Policy requirements

Aboriginal education

In 2018, Aboriginal education has been embedded across all of our KLAs, specifically geography, history and English. The Principal is trained in Stronger Smarter and a staff member has attended a 3 day teacher professional learning on Connecting to Country. We have worked tirelessly with the staff, students, community and Aboriginal councils to have our school crest and motto changed to be inclusive and culturally sensitive. 2018 saw Blacksmiths PS host our first AECG meeting in Term 3. We are also very fortunate to have an active community that has worked closely with all of our students to teach, demonstrate and assist the students with Aboriginal art.

Multicultural and anti-racism education

Blacksmiths PS have 3 teachers trained as Anti Racism Contact Officers to ensure multiculturalism is considered in all realms of schooling.