Black Springs Public School

2019 Annual Report
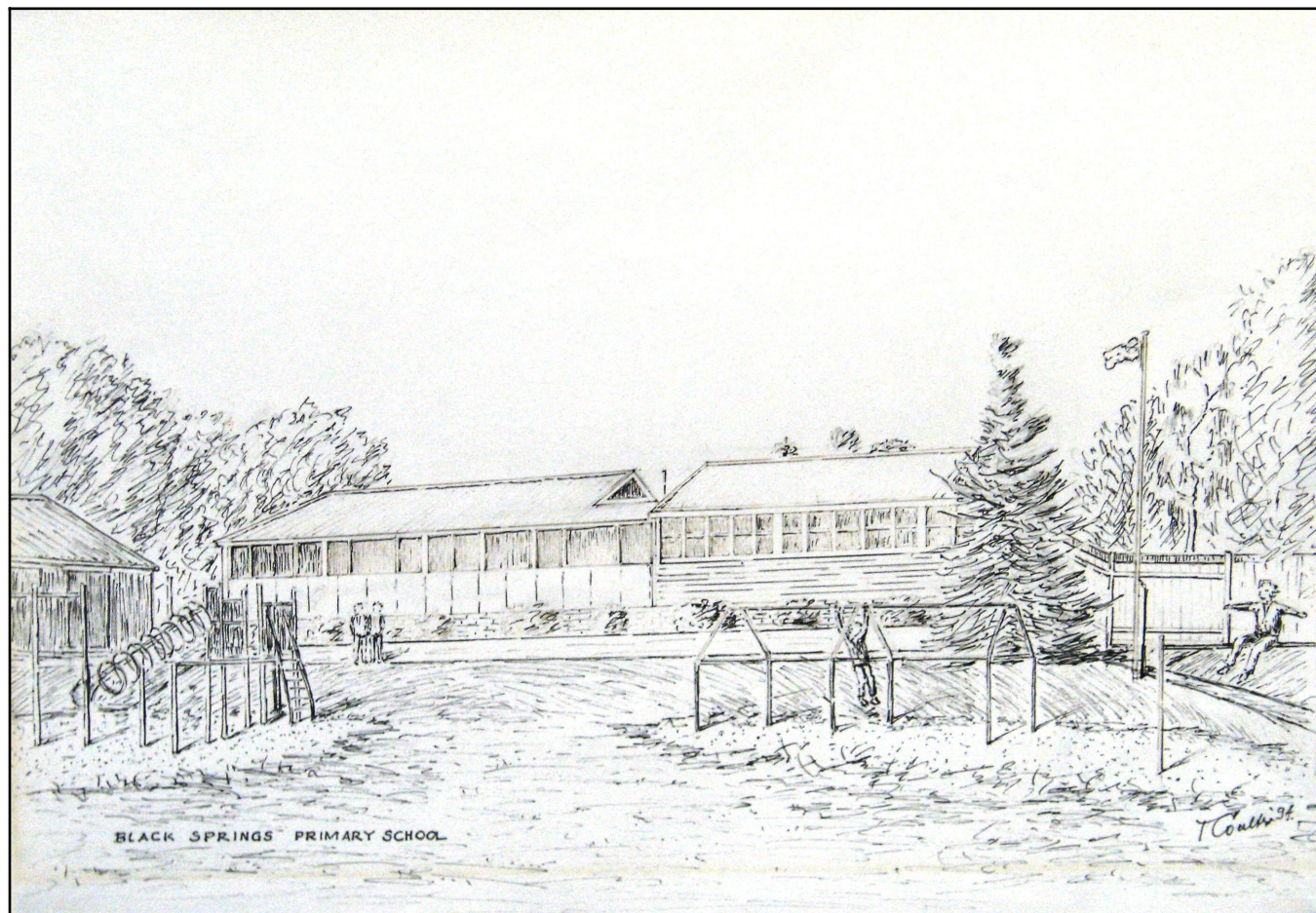

BLACK SPRINGS PRIMARY SCHOOL

4190

Introduction

The Annual Report for 2019 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.

School contact details

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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 11 students enrolled in 2019.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increase the percentage of students demonstrating expected growth per semester across the literacy and numeracy continua/progressions relevant to expected timeframes.

Improved levels of student wellbeing and engagement.

Improved scores for collaboration and learning culture from 2017 baseline data.

Increased use of evidence–informed pedagogy that cater for individual learning needs by all teachers.

Progress towards achieving improvement measures

Process 1: Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning continua/progressions. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
By using an improved range of formative assessment processes and tracking student progress using the learning progressions student learning has become increasingly data driven. Tailored support is increasing the percentage of students demonstrating expected growth or above per semester in the focus area of writing.	

Process 2: Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Whole school wellbeing program has been further embedded in practice and an initiation of integration has begun through the inclusion of quality literature to support the program. Student surveys indicate an improved sense of belonging at school.	

Process 3: **Research Informed Pedagogy**

Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
In 2019 our small schools network engaged in Quality Teaching Rounds. All teachers at our school participated in QTR professional learning, engaging in feedback on the practice of their own and other teachers in the area of writing, to improve capacity as effective classroom teachers. who cater for	$5000 casual teacher relief.

Progress towards achieving improvement measures	
individual learning needs of students. With the support of the Charles Sturt University Learning Hub collaboration teachers at our school enhanced our Performance and Development Plans. This included a negotiated implementation timeline, goal creation using the SMART goal protocol and incorporation of genuine coaching opportunities to both write goals and achieve them. The documented whole school professional learning plan served to successfully provide focus and align staff Performance and Development Plans with School Plan targets.	

Process 4:   Collaborative Practice

Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy continua/progressions as well as internal assessment.

Evaluation	Funds Expended (Resources)
Our school has embedded regular and collaborative teacher planning days in order to engage in literacy and numeracy professional learning, track students in writing using the literacy progressions and consistent teacher judgement, develop and monitor Performance and Development Plans, and participate in the teaching observation and feedback processes of Quality Teaching Rounds. Procedures and protocols have been developed, such as scheduling and agendas, to ensure the success of this process. Teacher surveys indicate an improvement in collaborative practices and school learning culture.	$6000 casual teacher relief.

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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1:   Student Leadership

Develop and Implement a whole school integrated approach to build the leadership capacity of students.

Evaluation	Funds Expended (Resources)
Opportunities for student leadership and participation have been further enhanced and supported through the integrated whole school wellbeing program. Students participated in the small schools leadership and grip leadership workshops. Student leaders contributed to the school newsletter, implemented peer tutoring programs, and playground activities. Student surveys acknowledge an increase in effective student leadership opportunities.	$508 casual teacher relief. $70 workshop fee.

Process 2:   Staff Leadership

Develop and implement collaborative processes for understanding of, and support for improving leadership within the school community.

Evaluation	Funds Expended (Resources)
Building on a collective and collaborative mindset, in 2019 teaching staff were engaged in a range of opportunities to focus on continuous improvement of teaching, learning and leading, underpinned by the Australian Professional Standards for Teachers and Principals. Teachers participated in collaborative writing, QTR, scope and sequence development and Bathurst Alliance professional learning workshops. Teachers also lead PDP, syllabus implementation and learning progression workshops for school staff and school networks. Teacher feedback indicates an acknowledgement of new opportunities for teaching, learning and leading collaboration.	

Process 3:   **Sustainability**

Build capability to lead curriculum innovation and sustain excellence in instructional and organisational practices through targeted professional learning programs, PDP planning, coaching and mentoring skills development and leadership development.

Evaluation	Funds Expended (Resources)
In 2019 distributive instructional leadership was enhanced by teaching staff leading curriculum innovation. They participated in, shared and lead new	

Progress towards achieving improvement measures	
syllabus implementation and reporting professional learning. Targeted staff lead the review of current and development of new syllabus scope and sequences and reporting practices to contribute to and help ensure that every student achieves measurable growth. Teacher feedback indicates an increase in staff leadership opportunities.	

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($12 401.00)	Our school received a staffing allocation of 0.1 FTE ($10672). This allocation was grouped with our Socio–Economic staffing allocation (0.1 FTE) to employ a classroom teacher one day per week so that small group work and individual targeted teaching opportunities could be provided. Our focus area was targeted toward the effective teaching of writing and improving student outcomes. Data indicates sustained student participation and engagement and regular improvement in writing outcomes and growth, plotted against the learning progressions. Support, through combined funding of a School Learning Support Officer ($1729), has been provided to targeted individual students as required.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($1 281.00)	In 2019 our school grouped our QTSS allocation with the professional learning funds to ensure teaching staff had appropriate time and resources to implement and review regular planning days used to further enhance the Performance and Development Plan process and professional learning targets.
Socio–economic background	**Funding Sources:** • Socio–economic background ($10 672.00)	Our school received a staffing allocation of 0.1 FTE ($10672). This allocation was grouped with our Low–Level Disability staffing allocation (0.1 FTE) to employ a classroom teacher one day per week so that small group work and individual targeted teaching opportunities could be provided. Our focus area was targeted toward the effective teaching of writing and improving student outcomes. Data indicates sustained student participation and engagement and regular improvement in writing outcomes and growth, plotted against the learning progressions. Support, through combined funding of a School Learning Support Officer ($1729), has been provided to target individual students as required.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	7	9	9	7
Girls	2	1	0	2

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	97.8		97.7
1		93.9	99.5	98.1
2	90.3		97.7	95.3
3	99.5			97.6
4		97.3	95.3	
5	97.1	95.7	96.7	95.3
6		92.5	90.1	98.6
All Years	96.6	94.7	96.5	97.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4		93.1
1		93.8	93.4	92.7
2	94.1		93.5	93
3	94.2			93
4		93.9	93.4	
5	93.9	93.8	93.2	92.8
6		93.3	92.5	92.1
All Years	94.1	93.9	93.2	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	22,989
Revenue	400,066
Appropriation	383,980
Sale of Goods and Services	84
Grants and contributions	15,724
Investment income	278
Expenses	-379,460
Employee related	-346,366
Operating expenses	-33,094
Surplus / deficit for the year	20,606

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.

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Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	31,436
Equity Total	23,073
Equity - Aboriginal	0
Equity - Socio-economic	10,672
Equity - Language	0
Equity - Disability	12,401
Base Total	291,721
Base - Per Capita	2,112
Base - Location	2,205
Base - Other	287,405
Other Total	31,200
Grand Total	377,430

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its community.

In 2019 our school sought the feedback of parents through an end of year satisfaction survey and parent survey about teaching. An analysis of our findings include:

– 100% of parent responses indicated that they strongly felt that their child's classroom was an interesting place to learn;

– 100% of responses showed that parents believe class teachers at our school provide for the needs and abilities of their children;

– 100% of responses demonstrated that fair discipline exists at our school, the school has open lines of communication and a wide range of extra curricular programs are offered; and

– It is pleasing to report that all responses indicated that parents felt that teachers manage the class well and teachers support learning for all students.

Our school administered a student voice survey about teaching. An analysis of our findings include:

– all students felt that what they are asked to learn is important;

– all students believe that teachers explain to them what they are learning and why; and

– student responses indicated that most students identified that they felt teachers knew what they could do and what they needed to learn next.

In 2019 our school sought the feedback of staff. An analysis of the findings include:

– the school continually aims to improve the quality of learning and teaching through ongoing training and development.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.