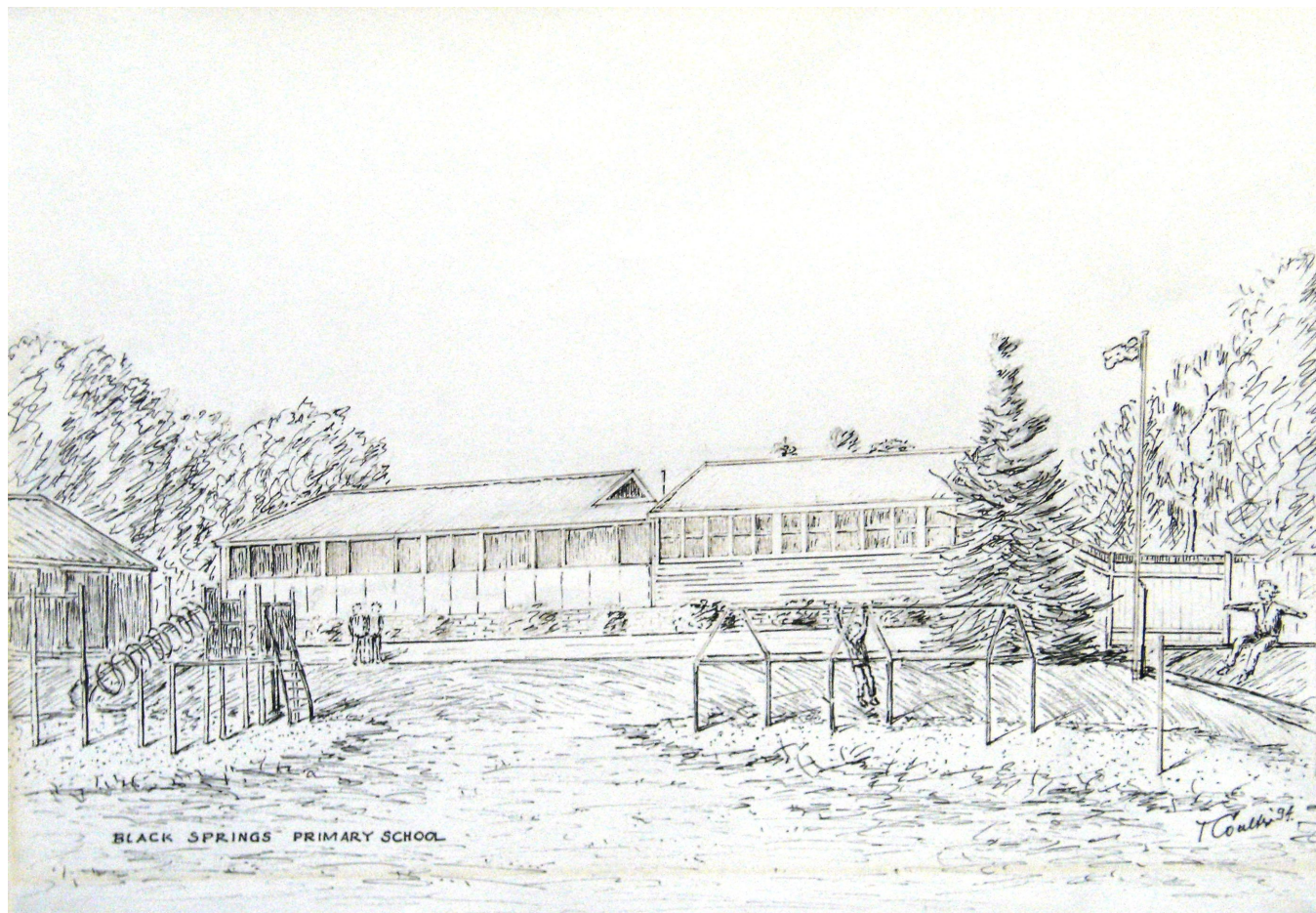


2020 Annual Report

Black Springs Public School



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Introduction

The Annual Report for 2020 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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Message from the principal

It is with pleasure and a sense of pride that I present this report that celebrates the achievements of the students, staff and parent community at Black Springs Public School. In 2020, the school enjoyed a successful year with strong results across many areas of school life. These outcomes are due to the collective and individual efforts of the staff, parents and local community working closely together to provide the highest quality learning opportunities for every child. Our successes reflect the range of quality programs provided to ensure students achieve their personal best, are active, responsible and involved community citizens, and respectful learners.

I am impressed and humbled by the dedication and professionalism of the teachers at Black Springs Public School. Their capacity to make a difference to the aspirations and outcomes of students is inspiring. The teaching staff are well supported by our friendly and professional office and administration staff.

Working with an involved parent community, the school is well resourced to continue to provide great learning programs and resources for our students. Our students have consistently achieved growth in academic, cultural, sporting and social activities.

We are very grateful to our parent and community volunteers who assist the school. The staff and students value your kind assistance every school day. Thank you also to the tireless efforts of the P & C Association who have supported the school this year around fundraising. I look forward to working with the school community to build on our achievements of 2020 in the coming year. Further, community partnerships with the Bathurst Small Schools, the Bathurst Alliance of schools and associated networking programs all have a positive impact on the education of our students.

Message from the students

In 2020 the students supported a variety of school activities including Do it for Dolly Day, Harmony Day, Support a Farmer Day, ANZAC Day and Education Week ceremonies, student positive behaviour activities and school assemblies.

School vision

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 12 students enrolled in 2020.

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>

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 number of students demonstrating phonics, phonological awareness, vocabulary and quantifying number expected growth on the literacy and numeracy progressions relevant to expected timeframes.

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)
Student literacy and numeracy learning is data driven, using a range of scheduled formative and summative assessments and utilising the learning progressions and PLAN2 for monitoring. Differentiated learning is increasing the percentage of students demonstrating expected growth or above each semester in the focus areas.	Casual teacher planning days and online professional learning \$1560

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)
The whole school wellbeing program increasingly aligns with the Wellbeing Framework in order to support student engagement and achievement. The integrated wellbeing program is increasing the percentage of students indicating a sense of belonging, expectations for success and advocacy at school.	Bounce Back Wellbeing and Resilience Program online professional learning, \$199.

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)
Teaching staff are committed to trialling and adopting evidence informed quality literacy and numeracy teaching strategies, supported by the planning, implementing and reviewing process of Performance and Development Plans aligned to the School Plan. Teachers actively seek and undertake Department literacy and numeracy professional learning. There is an Increased use of evidence-informed pedagogy that caters for individual learning needs by all teachers, as evidenced in teaching and learning programs and lesson observations.	Casual teacher planning days and online professional learning \$2080.

Progress towards achieving improvement measures

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)
There is a greater range of structures in place and there are regular opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy. This drives ongoing, school-wide improvement in teaching practice and student results.	Casual teacher planning days \$4160.

Next Steps

To improve effective classroom practice through a focus on explicit teaching, effective feedback, use of data to inform practice and assessment strategies. We will explain to students what they will be learning and be clear about the purpose and relevance of all tasks.; use a combination of feedback strategies to provide students with information that is timely and directly connected to the learning intentions and success criteria to demonstrate what they know and can do; and use consistent methods when collecting data over time so that comparisons of student progress are accurate.

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

Through the personalised behaviour change plan there is evidence of an increase in Principal satisfaction with more efficient work habits and a clear separation between work and home.

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)
Students more regularly initiate, problem solve and lead initiatives across the school. There is increased opportunity for students to have a voice and respond to other students' suggestions and issues.	

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)
The development of teacher physical and mental wellbeing is improving through a commitment to engage in meetings and professional learning to enhance connection with colleagues. Through targeted wellbeing programs in Terms 3 and 4 action plans have been utilised to focus effective wellbeing strategies on a regular basis, supported by a regular check-in process with colleagues. A bank of tools is being developed, and with continued commitment into 2021 and beyond, there will be further enhancement to capacity to teach, lead, operate and manage well with permission for self-care.	Flourish Wellbeing Program \$3200.

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)
There are greater leadership opportunities operating within the school with whole school planning, monitoring and evaluating aligned to the School Excellence Framework. Leadership capacity is enhanced, reflected in greater collaboration, self-reflection, higher expectations and cohesiveness.	

Next Steps

To Improve educational aspirations there will be a focus on wellbeing, collaboration, and high expectations strategies.

We will establish mentoring programs that identify strengths and success as well as build resilience. A mentor can work with students to build strategies that foster resilience and self-regulation and can help students feel that they have an adult at school that they can turn to for support and advice.; implement systems to share ideas, practices and resources and use them on a regular and ongoing basis.; and create a safe space where all students feel comfortable taking risks, making mistakes and asking questions to clarify their thinking. This can be done by facilitating and modelling classroom expectations about how to be a respectful, responsible and collaborative class member.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading (\$1045).	Students have an individual learning plan (ILP) and are making progress across the literacy and numeracy progressions. All parents and carers are 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 (\$13,880)	Our school received a staffing allocation of 0.1 FTE. 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 consistent improvement in writing outcomes and growth, tracked 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)	Quality Teaching, Successful Students (QTSS) (\$1969)	The school combined the QTSS allocation with the professional learning funds to ensure teaching staff had time and resources to engage in and review regular collaborative planning days used to further enhance the Performance and Development Plan process and professional learning targets.
Socio-economic background	Socio-economic background (\$10,938)	Our school received a staffing allocation of 0.1 FTE. This allocation was grouped with our Low level adjustment for 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 consistent improvement in writing outcomes and growth, tracked against the learning progressions. Support, through combined funding of a School Learning Support Officer, has been provided to targeted individual students as required.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	9	9	7	4
Girls	1	0	2	4

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.8		97.7	100
1	93.9	99.5	98.1	96.4
2		97.7	95.3	
3			97.6	96.8
4	97.3	95.3		95.7
5	95.7	96.7	95.3	100
6	92.5	90.1	98.6	97.9
All Years	94.7	96.5	97.4	97.1
State DoE				
Year	2017	2018	2019	2020
K	94.4		93.1	92.4
1	93.8	93.4	92.7	91.7
2		93.5	93	
3			93	92.1
4	93.9	93.4		92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.2	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Professional learning at Black Springs Public School has continued to support teachers to engage in a culture of collaboration and continual improvement to achieve high quality teaching practice.

Teachers participated in regular collegial planning days, as well as Professional Learning Communities. In 2020 professional learning continued to focus on literacy and numeracy to improve teacher practice and student learning outcomes. This included professional learning in effective reading practices, vocabulary, phonological awareness, quantifying number and writing. Teacher capacity to improve literacy and numeracy outcomes for all students has been strengthened through professional learning in the lesson observation process.

All staff were supported to achieve their Performance and Development Plans goals reflecting both system and school plans and directions, as well as personally identified goals through structured observation lessons, individual feedback, reflection on practice and targeted professional learning.

All staff have working with children checks and completed mandatory training including Child protection update 2020, Code of Conduct, and CPR and Anaphylaxis.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	43,596
Revenue	393,905
Appropriation	382,831
Grants and contributions	10,999
Investment income	75
Expenses	-394,592
Employee related	-349,169
Operating expenses	-45,423
Surplus / deficit for the year	-687
Closing Balance	42,908

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.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	33,819
Equity Total	25,663
Equity - Aboriginal	1,045
Equity - Socio-economic	10,938
Equity - Language	0
Equity - Disability	13,680
Base Total	302,996
Base - Per Capita	2,165
Base - Location	1,995
Base - Other	298,836
Other Total	35,542
Grand Total	398,020

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

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

In 2020 our school sought the feedback of parents through P & C forums, informal conversations and an end of year satisfaction survey and survey about communication. An analysis of our findings include:

- 100% of parent responses indicated that they strongly felt that the school is attractive and well resourced; connected to its community and welcomes parental involvement; parents are encouraged to contact the school to discuss concerns relating to their child; they are proud of their child's school;
- 100% of responses showed the school is a friendly school that is tolerant and accepting of all students; students are the schools main concern; the school has supportive welfare programs; there are good lines of communication between the school and parents;
- 100% of responses demonstrated that the school offers challenging programs for its students; maintains a focus on literacy and numeracy; teaches and promotes core values; and
- It is pleasing to report that all responses indicated that parents felt that the school has competent teachers who set high standards of achievement; there is good student access to computers and strong technology programs and resources; the school promotes a healthy lifestyle; and fair discipline exists within the school.

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

- All students appreciate the teaching, school curriculum, routines, resources and equipment, excursions and special events, learning challenge, social environment and the use of technology to support learning.
- The students are looking forward to participating in excursions again next year along with specialist music and art lessons. They also would like the music equipment to be expanded.

In 2020 our school sought the feedback of staff through planning days, staff development days, participation in school decision making and surveys. Teachers strongly agreed that they:

- demonstrate improvement in the ability to clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it, what it looks like when they have succeeded. Students are given more opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance;
- * build improved relationships with each of their students and foster a safe, positive and stimulating learning environment to a greater extent; and.
- Support wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

Teachers indicated future focus areas include:

- Engagement with parents and carers to encourage them to hold high expectations of their children;
- Encouragement of students to self-assess, reflect and monitor their work;
- Regular dedication of time to using data effectively;
- use of high-quality formal assessment tasks; and
- Professional learning opportunities to share and gain expertise in evidenced-based teaching practices.

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.