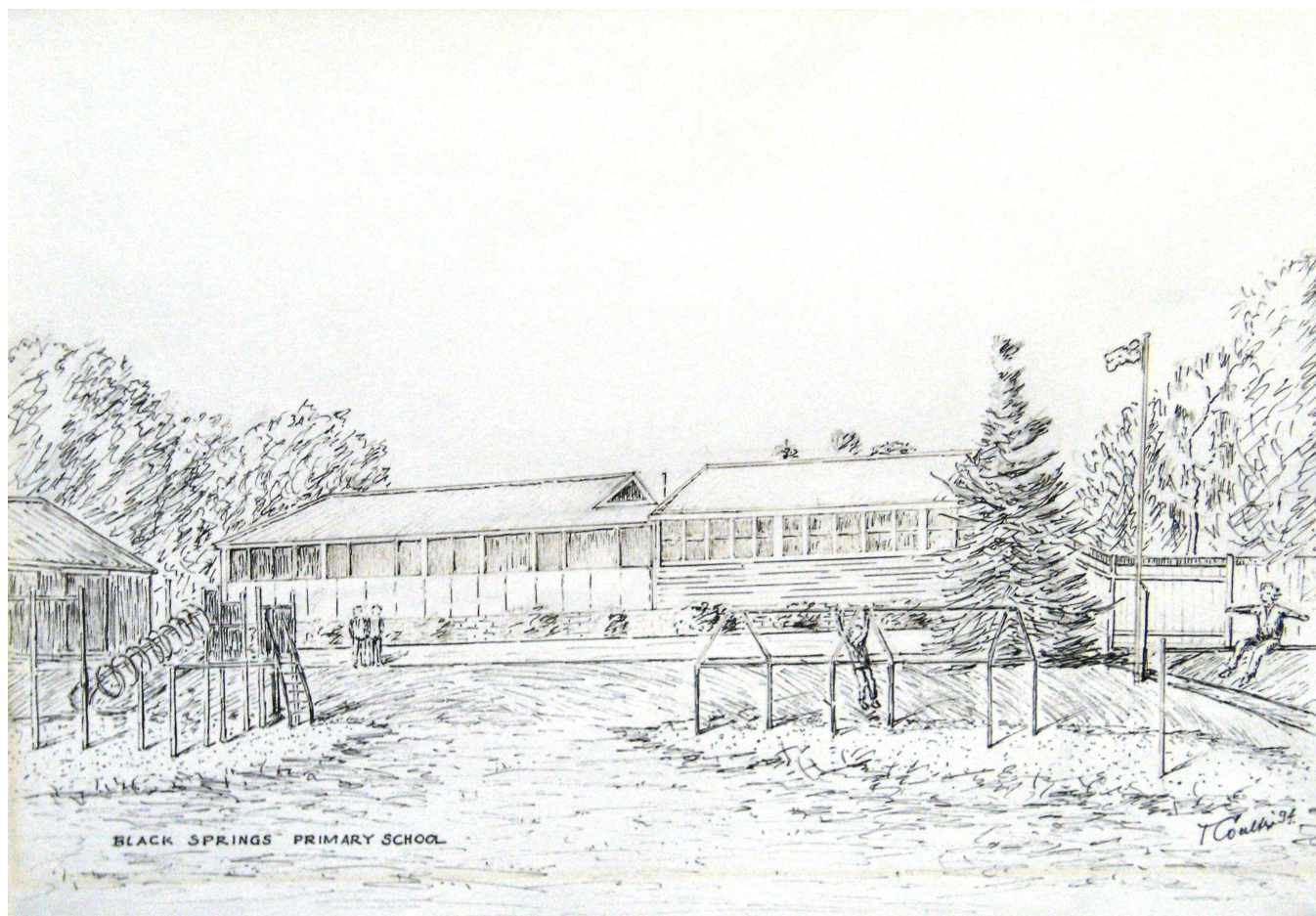


2021 Annual Report

Black Springs Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 pride that I present this report that acknowledges the achievements of the students, staff and parent community at Black Springs Public School. In 2021, the school had a successful year with good results across many areas of school life. These results are due to the collective and individual efforts of the staff, parents and local community working together to provide the highest quality learning experiences for every child. Our successes reflect the variety 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 commitment of the teachers at Black Springs Public School. Their ability to make a difference to the aspirations and results of students is inspiring. The teaching staff are well supported by our friendly and professional administration staff.

Working with our parent community, the school is well equipped to continue to provide great learning programs and resources for our students. Our students have consistently demonstrated improvement in academic, cultural, sporting and social activities.

We are thankful to our parent and community volunteers who assist the school. The staff and students appreciate your kind support each school day. Thank you also to the efforts of the P & C Association who have assisted the school this year regards fundraising. I look forward to working with the school community to build on our outcomes of 2021 in the coming year. As well, community partnerships with the Bathurst Small Schools, Bathurst Alliance of schools and associated networking programs all have a positive impact on the education of our students.

Message from the students

In 2021 the students supported a variety of school activities including NAIDOC Week, Harmony Day, ANZAC Day and Education Week ceremonies, student positive behaviour activities and school assemblies.

School vision

Everyone a successful learner everyday. At Black Springs Public School we believe every student and staff member will reach their full potential by embedding a supportive and high expectations culture where everyone is challenged to do their best. Student success is underpinned by differentiated and explicit teaching, focusing on student growth, wellbeing and social success, delivered by passionate and committed staff.

School context

Black Springs Public School is a small rural primary school, located in the Central Tablelands area, that has served the Black Springs community for over 125 years. Our school is situated 25 kilometres from our nearest regional centre, Oberon, with students coming from the village and local surrounding area.

Our school has excellent facilities, which include well-maintained classrooms in pleasant, green surroundings. The school has a comprehensive library, music and art learning spaces, Covered Outdoor Learning Area and high levels of technology for student learning. Classrooms are fitted with either interactive panels or interactive whiteboards and every student has access to a school laptop and iPad.

We have an enrolment of 12 students in 2021, and as a low socio-economic rural school with a transient population., we cater for individual student needs, inclusive of indigenous students and additional needs. Our school currently has 3 teachers and 4 administration and support staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students. Our staff is stable with the majority being here for more than three years.

Extra-curricular opportunities in sport and creative and performing arts enable our students to thrive through a range of different experiences.

Our school has strong relationships with a small and active P&C, broad parent and caregiver body and the wider community. We have also fostered strong partnerships with cultural institutions, businesses, community groups and school networks and alliances.

As a result of the school's situational analysis, including authentic engagement with our community and local AECG, we have determined that a whole school approach is required to achieve improvement in student performance. We have identified we need improvement in Reading fluency and oral language and Numeracy additive strategies and measurement and our staff need to remain upskilled in the latest evidenced based research.

We will engage in the development of a strong, collaborative professional learning community which includes evaluation of impact across teaching and non-teaching staff.

We will undertake professional learning in the development and application of explicit teaching practices, feedback and lesson design in reading and numeracy.

We will develop evidenced based, consistent, integrated practices for assessment used to monitor, analyse, plan and report on student learning and staff will improve in data use and skills

We intend to focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

Our human and financial resources will be allocated to these initiatives and will be monitored regularly.

We will undertake regular evaluation of our initiatives to ensure our students are achieving to their potential.

Karolyn Blackburn, Principal.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the reading and numeracy learning outcomes for every student, all staff will use explicit and consistent teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practices and curriculum provision through quality, targeted professional learning and use of student data driven differentiated teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective teaching practices

Resources allocated to this strategic direction

Professional learning: \$526.00

Socio-economic background: \$476.00

Summary of progress

Our identified focus for 2021 was on the use of highly effective teaching practices to improve reading fluency and additive thinking.. Focusing on research based professional learning and resources, teachers were guided through the process of developing explicit and consistent evidence-informed practices and used syllabus aligned formative and summative assessments to identify the point of need with student learning.

Professional dialogue and feedback on teaching strategies drawn from the evidence-base and resource sharing was a focus in meetings and observations to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers collaboratively collected, tracked and monitored student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support has been provided for staff at their point of need. Assessment data has shown improvement on internal measures. This has been shared with all stakeholders.

Teachers found this approach to be valuable with teachers reporting an increase in knowledge and expertise. As a result, this structure will continue as we move forward into next year. Next year in this initiative we will work with staff to further establish a process to provide staff with feedback on the documentation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Top 2 Bands Reading Improvement in the percentage of students in the Network achieving in the top 2 NAPLAN reading bands trending toward Network target	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading with a cohort of 15 students students is 20% and is progressing toward the lower-bound system negotiated target.
Top 2 Bands Numeracy Improvement in the percentage of students in the Network achieving in the top 2 NAPLAN numeracy bands trending toward the Network target	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy with a cohort of 15 students is 40% which has exceeded the lower-bound system negotiated target.
Expected growth Reading Increase the % of students achieving	The proportion of Year 5 students (3 students) achieving expected growth in NAPLAN reading is 0%.

expected growth in NAPLAN reading, from the baseline trending towards the lower bound school-level target	
Expected growth Numeracy Increase the % of students achieving expected growth in NAPLAN numeracy from the baseline trending towards the lower bound school-level target	The proportion of Year 5 students (3 students) achieving expected growth in NAPLAN numeracy is 0%.

Strategic Direction 2: Connections

Purpose

To ensure everyone is known, valued and cared for there will be a planned approach to develop a self-sustaining and self-improving school community that supports the highest level of learning through high expectations, embedded collaborative practices and wellbeing processes so students can connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Educational Aspirations

Resources allocated to this strategic direction

Socio-economic background: \$476.00

Summary of progress

During 2021 staff engaged with Attendance Matters and Every Day Counts resources, completed the whole school attendance evaluation and analysed SCOUT data. From this we refined and streamlined whole school processes and practices. When a student is absent, we contact parents straight away, keep a phone contact log and follow up with an attendance slip. The importance of attendance is communicated through the fortnightly newsletter and is referenced in the school information booklet. Student attendance is recognised in the school newsletter and through awards. In 2021 we started using a data wall and SCOUT attendance reports every 5 weeks to monitor and analyse attendance. Attendance rates have consistently remained at or above 95%.

The PBL Behaviour flowchart and Matrix show the expectations of PBL. Positive reinforcement embeds desirable behaviours of being 'safe, respectful and an active learner' across all settings. In 2021 teachers consistently and explicitly teach the expected behaviours during weekly lessons. Recorded behaviour incidents data is analysed to identify trends at fortnightly staff meetings, which then informs the next fortnightly behaviour focus. PBL student voice is acknowledged through weekly class meetings. PBL focus areas in the newsletter keeps our parents informed. Our school recognises PBL student achievement in the newsletter. Students can achieve fast and frequent tokens, weekly prizes and merit awards. Communication has ensured teachers know the data and focus areas to improve student engagement and wellbeing and has resulted in a reduced number of negative behaviours.

Our whole school planning for Bounce Back ensures optimum and consistent teaching and learning conditions across the whole school. The Bounce Back Positive Education Wellbeing Scope and Sequence, explicit lessons and self-regulation strategies were sourced in 2020 and 2021 to create a consistent and planned approach to the implementation of the Bounce Back Wellbeing curriculum. The implementation of Bounce Back has allowed for all students to participate in teaching and learning activities that promote cooperation, positive relationships, and develop social and emotional skills. Rumbles Quest Wellbeing Measurement Tool pre and post data collected in term 1 and 3 2021 demonstrates an improvement across the school in overall student wellbeing, attachment to school and self-regulation, particularly students in the vulnerable range.

Following 2021 High Expectations professional learning teachers consistently challenge students to make learning progress by co-developing personalised and visible learning goals, establish clear learning intentions and success criteria, conduct three way student learning goal interviews to partner with and inform parents and carers of their child's learning progress, learning goals and learning expectations, and provide parents and carers with advice, tools and information about high expectations and how students learn, through the fortnightly school newsletter. Student learning progress and achievement is also regularly identified and acknowledged in the school newsletter. Student report reflections show the majority of students have a positive attitude about learning and they try to do their best work.

Our school actively participated in the Small Schools Spirals focusing on Additive Strategies in 2021. We shared teaching and learning resources and professional learning. Agreed data sources informed shared goals and the evaluation of pre and post data determined planning such as lessons, assessments and data walls. Pre and post assessment data and lesson observation feedback have shown improvement in teacher practice and student results. Teachers have engaged in professional discussions and collaborated to improve teaching and learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance <ul style="list-style-type: none"> Increased percentage of students attending school more than 90% of the time trending above the baseline towards the school-level target School Self-assessment of the School Excellence Framework (SEF) element Learning culture: Attendance indicates maintenance at Sustaining and growing 	<p>The proportion of students attending school 90% of the time or more is 91% and has exceeded the school-level target by 6%..</p> <p>Self-assessment against the School Excellence framework shows the theme of Attendance to be Sustaining and Growing..</p>
Wellbeing <ul style="list-style-type: none"> Rumble's Quest wellbeing data (attachment to school, self-regulation, social confidence, and supportive relationships) improves School Self-assessment of the School Excellence Framework (SEF) element Wellbeing: Caring for students indicates maintenance at Sustaining and growing 	<p>Rumble's Quest data shows 83% of students reporting positive wellbeing outcomes which has increased by 29% across the positive wellbeing measures.</p> <p>Self-assessment against the School Excellence framework shows the theme of Caring for students to be Sustaining and Growing..</p>
Collaboration <ul style="list-style-type: none"> School Self-assessment of the School Excellence Framework (SEF) element Learning and Development: Collaborative practice and feedback indicates maintenance at Sustaining and growing 	<p>Self-assessment against the School Excellence framework shows the theme of Collaborative Practice and Feedback to be Sustaining and Growing..</p>
High Expectations <ul style="list-style-type: none"> School Self-assessment of the School Excellence Framework (SEF) element Learning culture: High expectations indicates maintenance at Sustaining and growing 	<p>Self-assessment against the School Excellence framework shows the theme of High Expectations to be Sustaining and Growing..</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$34,662.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Black Springs Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$20,315.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Black Springs Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Educational Aspirations • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to evaluate and review students' annual learning, wellbeing and attendance data, School Excellence Framework Self assessment and impact on teachers' use of knowledge and skills. • additional staffing to implement reading fluency, additive strategies and wellbeing programs to support identified students with additional needs. <p>The allocation of this funding has resulted in: Targeted student improvement, evidenced by Reading fluency assessment scale, Essential assessment, SENA additive strategies pre and post data and PLAN2 student indicator progress, at or above expected. growth. Attendance results achieving above statistically similar schools groups (SSSG) and state levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage the literacy and numeracy additional staff to support our trajectory towards achieving targets. Professional development of staff in next steps reading and numeracy targets will be a priority.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$1,118.91</p>	<p>needs of Aboriginal students at Black Springs Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of (SLSO) to support Aboriginal students. <p>The allocation of this funding has resulted in: The eligible students demonstrating progress towards their personalised learning goals. PLP was regularly updated and responsive to student learning needs and progress ensuring the eligible student received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formally incorporate Aboriginal funding decision making into the staff meeting agenda to ensure funding use is regularly reviewed. The use of Aboriginal funding will be adjusted throughout the year in response to student PLPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Low level adjustment for disability</p> <p>\$13,953.44</p>	<p>Low level adjustment for disability equity loading provides support for students at Black Springs Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an additional part time teacher to work with individual students within the classroom. to meet the reading and numeracy needs of identified students. <p>The allocation of this funding has resulted in: Targeted student improvement, evidenced by Reading fluency assessment scale, Essential assessment, SENA additive strategies pre and post data and PLAN2 student indicator progress, at or above expected. growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the additional part time teacher, the school will provide opportunities to work in a case management role within the classroom, including other teachers and School Learning Support Officers..</p>
<p>Location</p> <p>\$1,795.20</p>	<p>The location funding allocation is provided to Black Springs Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of School Learning Support Officer to provide additional support for students individually and small groups.

<p>Location</p> <p>\$1,795.20</p>	<p>The allocation of this funding has resulted in: The targeted students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage the SLSO to support our trajectory towards achieving targets.</p>
<p>Professional learning</p> <p>\$4,425.68</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Black Springs Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging in targeted literacy and numeracy professional learning to unpack evidence-based approaches to teaching reading fluency and additive strategies.. <p>The allocation of this funding has resulted in: Increased capacity of all teachers to embed effective practices in the explicit teaching of reading fluency and additive strategies, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide personalised and targeted professional learning in the form of co-teaching.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Black Springs Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional part time teacher to support the completion of administrative tasks through additional administrative hours for the school Principal. <p>The allocation of this funding has resulted in: Enabling the school Principal to focus on leading, teaching and supporting student learning by reducing the administrative workload.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the employment of additional part time teacher to provide additional administrative time for the school Principal to complete administrative tasks.</p>
<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Black Springs Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of a School Learning Support Officer. <p>The allocation of this funding has resulted in: The targeted students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to engage the SLSO to support our trajectory towards achieving targets.</p>
<p>QTSS release</p> <p>\$2,242.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Black Springs Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Principal and teacher release to align professional learning to the SIP and develop the capacity of staff. <p>The allocation of this funding has resulted in: Professional learning aligned to the Strategic Improvement Plan. Teachers prepared and presented professional learning to develop staff capacity in teaching reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue use of funds to align professional learning to the SIP, inclusive of time to collaboratively evaluate the professional learning.</p>
<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy and numeracy - additive thinking and reading fluency. <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals. The majority of students achieving growth on the reading fluency assessment scale , Essential Assessment and SENA additive strategies questions.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning</p>

<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita</p> <p>\$1,972.13</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Black Springs Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of SLSO to provide additional support for students individually and small groups.. <p>The allocation of this funding has resulted in: The targeted students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to engage the SLSO to support our trajectory towards achieving targets.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	9	7	4	7
Girls	0	2	4	4

Student attendance profile

School				
Year	2018	2019	2020	2021
K		97.7	100	
1	99.5	98.1	96.4	98.7
2	97.7	95.3		92.4
3		97.6	96.8	96.7
4	95.3		95.7	100
5	96.7	95.3	100	95
6	90.1	98.6	97.9	
All Years	96.5	97.4	97.1	95.8
State DoE				
Year	2018	2019	2020	2021
K		93.1	92.4	
1	93.4	92.7	91.7	92.7
2	93.5	93		92.6
3		93	92.1	92.7
4	93.4		92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	
All Years	93.2	92.8	92	92.5

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

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 2021 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 and additive thinking. 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 2021, Code of Conduct, and CPR and Anaphylaxis.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	42,908
Revenue	411,295
Appropriation	399,794
Sale of Goods and Services	116
Grants and contributions	11,359
Investment income	26
Expenses	-419,447
Employee related	-359,560
Operating expenses	-59,887
Surplus / deficit for the year	-8,152
Closing Balance	34,757

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.

	2021 SBAR Adjustments (\$)
Targeted Total	34,662
Equity Total	35,388
Equity - Aboriginal	1,119
Equity - Socio-economic	20,316
Equity - Language	0
Equity - Disability	13,953
Base Total	305,748
Base - Per Capita	1,972
Base - Location	1,795
Base - Other	301,981
Other Total	10,932
Grand Total	386,730

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.

Parent/caregiver, student, teacher satisfaction

Feedback was acquired through parent/teacher conferences, P & C Meetings and surveys.. Information was collated and is summarised as:-

- * The parent body, students and staff believe the school is well equipped, the whole school environment is well maintained and the school climate provides a safe, positive, inclusive and welcoming learning environment;
- * Parents support the positive acknowledgement of students through the Positive Behaviour for Learning program and a whole School Award System;
- * Parents are actively engaged in supporting all students to be safe, respectful and responsible learners. Parents feel welcome to be actively involved in their child's education;
- * Regular communication between school and home is provided through fortnightly newsletters, the school Facebook and website, term assemblies and the annual presentation ceremony;
- * Students feel genuinely known, valued and cared for by their teachers as individuals and feel happy, safe and engaged in learning at school;
- * The community believe that the school provides an equitable learning environment and that teachers support all students to reach and go beyond their potential;
- * Access to quality professional development is valued by all staff and is designed to improve the quality of teaching and learning;
- * Extra curricular activities provided by the school including sport, creative and performing arts, excursions and incursions are valued by all students and parents;
- * The whole school community believes that the school sets high standards in regard to safety and respectful and responsible interactions;
- * All parents support the school in being involved in Remembrance Day, Harmony Day, the Premier's Reading and Sporting Challenges, and multicultural education activities; and
- * The majority of the community believe they are well informed of teaching and learning activities and school policies, procedures and processes.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.