

2022 Annual Report

Black Springs Public School



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Introduction

The Annual Report for 2022 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 my pleasure to present Black Springs Public School's Annual Report for the 2022 school year. I am incredibly fortunate to work with a dedicated and compassionate staff who work tirelessly to provide the best for our students. Black Springs Public School is a school that prides itself on being inclusive and welcoming. We provide a nurturing and caring environment where our students learn in a vibrant, well-resourced classroom in a picturesque rural setting. They feel happy, safe and acknowledge that their individuality is valued. We deliver engaging, quality educational programs, ensuring that the individual needs of our students remain at the centre of our work.

This year we commenced our new School Improvement Plan and we continued to focus on our students and their wellbeing, academic growth and achievement. We create time to celebrate and acknowledge the success and challenges of the year. This includes engaging in professional learning, to adapting our classroom and teaching practice to further enhance all that we offer. Black Springs Public School is a small school with BIG experiences.

We congratulate our students on their achievements and I extend a big thank you to the parents and carers at home and the continued support of our school. Most importantly, I extend my personal thanks and gratitude to our staff who continue to go above and beyond to support myself, each other and our students. I look forward to 2023 and all that we can continue to achieve together.

Karolyn Blackburn

Principal

School vision

At Black Springs Public School we believe every child matters and is known, valued and nurtured as an individual. High expectations and quality teaching for all students is embedded in our inclusive school culture and challenging curriculum. We promote resilience, responsibility and respect in a dynamic and supportive learning environment where students are encouraged to strive for excellence and individual success. Success for all everyday.

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 140 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 and every student has access to a school laptop and iPad.

We have an enrolment of 10 students in 2022, and as a low socio-economic rural school with a transient population, we cater for individual student needs, inclusive of Aboriginal students and additional needs. Our school currently has one part time Assistant Principal Curriculum and Instruction, two teachers and four administration and support staff. This includes additional temporary staff employed through school-based funding to better support the learning needs of all students. Our staff is in transition with a balance of new and established members.

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 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 External Validation and the school's situational analysis, including authentic engagement with our community and local Aboriginal Education Consultative Group, we have determined that a whole school approach is required to achieve improvement in student performance. We have identified we need improvement in Reading comprehension and Numeracy multiplicative 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

22 March 2022

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will use evidenced based explicit teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practices and curriculum provision through high impact professional learning and analysis 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 data skills and use

Resources allocated to this strategic direction

Professional learning: \$952.00

Socio-economic background: \$476.00

Summary of progress

In reading and numeracy, the key areas of connecting ideas in comprehension and multiplicative strategies featured significantly in our work in Strategic Direction 1 this year. Staff analysed student achievement data and engaged in and evaluated high impact professional learning. This included quality teaching practices in reading and numeracy and the importance of using data to design class, group and individual learning. Teachers shared resources on what quality teaching in reading and numeracy looks like, delivered lessons, observed each other's practice and provided professional feedback. Teachers found this approach to be extremely valuable with teachers reporting an increase in knowledge and expertise. As a result, this structure will continue as we move forward into next year.

Data analysis was incorporated into meetings and staff have acknowledged the value of participating in professional learning on collecting, tracking and monitoring student progress data, particularly in relation to PLAN2 and the learning progressions. Assessment tasks have been refined to better match syllabus outcomes and comparative results from the start of the year to the end of the year indicate improvement in student achievement in the areas of connecting ideas and multiplicative thinking as a result of our work in this area. This has put us on track to achieve our annual progress measures.

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
Increase the % of students achieving expected growth in NAPLAN reading, from the baseline trending towards the lower bound school-level target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Increase the % of students achieving expected growth in NAPLAN numeracy, from the baseline trending towards the lower bound school-level target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
School self-assessment of the elements 'Data skills and Use' and 'Assessment' indicates maintenance at Sustaining and Growing.	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of data skills and use.
Network Top 2 Bands Reading • Improvement in the percentage of students in the Network achieving in the top 2 reading bands to be above the	An increased percentage of students achieved in the top two skill bands for reading contributing to the network small schools target, however the target was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers

Network lower bound system-negotiated target in reading of 47.7%	throughout the year.
Network Top 2 Bands Numeracy <ul style="list-style-type: none"> • Improvement in the percentage of students in the Network achieving in the top 2 numeracy bands to be above the Network lower bound system-negotiated target in numeracy of 36.2% 	An increased percentage of students achieved in the top two skill bands for numeracy indicating the school contributed toward the network small schools target being met. Cohort size precludes the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

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 meaningful engagement and collaboration, supportive transition and continuity of learning programs and planned 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

Professional learning: \$1,428.00

Summary of progress

During 2022 staff engaged with Attendance and Wellbeing resources, completed the whole school attendance evaluation and analysed SCOUT data. From this, we refined and streamlined whole school processes and practices. Explicit anti-bullying and Values education lessons and units were embedded in scope and sequences. 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 2022, we continued 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%.

Staff engaged with the new K-2 Maths and English syllabus. through professional learning and collaborated with other schools, through the Curriculum Reform Committees and statewide virtual staffrooms. We shared plans and resources in preparation for enacting the new syllabus, including the contextualisation of scope and sequences and units of learning.

Throughout 2022 staff engaged with transition and continuity of learning resources and professional learning to build capacity. We improved whole school evidence-based processes and practices. Explicit High School transition lessons and units are embedded and communication with appropriate stakeholders. is enhanced to meet student needs.

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
School self-assessment of the element Learning Culture indicates maintenance at Sustaining and Growing.	Self-assessment against the School Excellence framework shows the theme of High Expectations to be Sustaining and Growing..
Increased percentage of students attending school more than 90% of the time by 15% or above. school-level target of 85%.	The proportion of students attending school 90% of the time or more is 100% and has exceeded the school-level target by 15%..
School self-assessment of the element Collaboration indicates maintenance at Sustaining and Growing.	Self-assessment against the School Excellence framework shows the theme of Collaborative practice to be Sustaining and Growing..

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$35,527.00</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 students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress toward 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 will be: To adjust integration funding throughout the year in response to student Personalised Learning Support Plans reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$14,677.84</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 data skills and use • 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 additional staff to implement reading and numeracy programs to support identified students with additional needs.. • 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. <p>The allocation of this funding has resulted in the following impact: Targeted student improvement, evidenced by Snapshot assessments, Check in assessments, Essential assessment 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 will be: To 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>\$2,694.77</p>	<p>Aboriginal background equity loading is used to meet the specific learning 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>Aboriginal background</p> <p>\$2,694.77</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 School Learning Support Officer to support Aboriginal students. <p>The allocation of this funding has resulted in the following impact: 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 will be: Aboriginal funding will be adjusted throughout the year in response to student Personalised Learning Plans reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Low level adjustment for disability</p> <p>\$15,062.72</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 and 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 the following impact: Targeted student improvement, evidenced by Reading Snapshot assessment, Essential assessment, IFSR multiplicative 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 will be: To sustain 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>\$2,510.74</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>The allocation of this funding has resulted in the following impact: The targeted students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage the School Learning Support Officer to support our</p>

Location \$2,510.74	trajectory towards achieving targets.
Professional learning \$4,793.93	<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 data skills and use • Educational Aspirations • 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 connecting ideas and multiplicative strategies.. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of reading connecting ideas and multiplicative strategies, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: To provide personalised and targeted professional learning in the form of planning and reflection collaboration.</p>
QTSS release \$2,298.42	<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 the following impact: 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 will be: To continue use of funds to align professional learning to the Strategic Improvement Plan, inclusive of time to collaboratively evaluate the professional learning.</p>
COVID ILSP \$8,970.00	<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 2022.</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 and providing

<p>COVID ILSP</p> <p>\$8,970.00</p>	<p>targeted, explicit instruction for student groups in reading and numeracy.</p> <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals. The majority of students achieving growth on internal and external assessments.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of reading and numeracy small group tuition using data sources to identify specific student need through the virtual COVID Intensive Learning Support Program.. We will continue to provide additional in-class support for some students to continue to meet their personal learning goals.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of an Assistant Principal Curriculum and Instruction to lead analysis of data and professional learning, <p>The allocation of this funding has resulted in the following impact: Moderate increase in teacher confidence levels regards analysis of data and evaluation of professional learning. Confidence levels not fully realised due to unexpected extended leave absences of Assistant Principal Curriculum and Instruction.</p> <p>After evaluation, the next steps to support our students will be: to continue to build on effective data skills and use and identify future professional learning and actions. Formative assessment will be prioritised across the school, focusing on learning intentions and success criteria and immediate feedback.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	7	4	7	4
Girls	2	4	4	3

Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.7	100.0		84.0
1	98.1	96.4	98.7	
2	95.3		92.4	97.3
3	97.6	96.8	96.7	94.9
4		95.7	100.0	96.2
5	95.3	100.0	95.0	97.1
6	98.6	97.9		95.2
All Years	97.4	97.1	95.8	94.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4		87.9
1	92.7	91.7	92.7	
2	93.0		92.6	87.8
3	93.0	92.1	92.7	87.6
4		92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8		86.3
All Years	92.8	92.0	92.5	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	0.2
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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 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 multiplicative thinking. Teacher capacity to improve literacy and numeracy outcomes for all students has been strengthened through professional learning in the lesson observation and program evaluation processes.

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 2022 Code of Conduct, and CPR and Anaphylaxis.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	24,271
Revenue	469,729
Appropriation	458,502
Sale of Goods and Services	191
Grants and contributions	10,731
Investment income	305
Expenses	-446,174
Employee related	-408,406
Operating expenses	-37,768
Surplus / deficit for the year	23,555
Closing Balance	47,826

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.

	2022 SBAR Adjustments (\$)
Targeted Total	35,527
Equity Total	32,436
Equity - Aboriginal	2,695
Equity - Socio-economic	14,678
Equity - Language	0
Equity - Disability	15,063
Base Total	312,487
Base - Per Capita	2,779
Base - Location	2,511
Base - Other	307,197
Other Total	42,291
Grand Total	422,741

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

Community Voice

Our community feels welcomed and connected to the school and can discuss school operations or student learning and wellbeing needs. Communication to our community whether via social media, telephone call or face to face conversations provided the opportunity for parents/carers to choose if they wish to engage in two-way information sharing. Regular conversations with our parents/carers are positive and strengthened by families interested in their child(ren) and their academic growth and wellbeing throughout the year. Our community are supportive and pleased with the curriculum and its delivery in the classroom setting.

Student Voice

Students feel safe and happy at school and enjoy the academic and extracurricular activities offered to them. Students feel a strong sense of belonging and connection to the school and staff. Students are comfortable in voicing their ideas and opinions and know what is expected of them.

Staff Voice

Staff are dedicated and actively build their professional knowledge, practice and expertise to meet the NSW Department of Education and NSW Education Standards Authority requirements. Staff are happy to work at Black Springs Public School and create a positive and stimulating learning environment and commit much personal time to ensuring activities and experiences support student needs. Staff wellbeing has been a focus throughout the year in trying to maintain a work-life balance.

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.