

2022 Annual Report

Blacksmiths Public School



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Introduction

The Annual Report for 2022 is provided to the community of Blacksmiths Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

In 2022, our commitment to academic excellence has been rewarded with some impressive results, including excellent achievements in the Newcastle Permanent Mathematics competition and very pleasing NAPLAN and Check In results. I am delighted that this desire for academic excellence is a common element in all our classrooms.

Blacksmiths have excelled in the Arts and High Potential and Gifted Education this year with impressive performances at Starstruck, Debating and semi-final appearances in a state wide Game Changers contest.

A major project this year has been to beautify our school grounds. A community working bee held this year cleared out gardens, filled skip bins with rubbish and cleaned up open spaces. A massive thank you for the community support of our school as this is a major part of what makes Blacksmiths so great.

Our Environmental student team and volunteers have also made huge improvements to our school. Not only are students working continuously to help with our bin free processes and recycling across the school, but they also help maintain and care for our chickens. These processes have been further acknowledged by Lake Macquarie Council as we received a major award for the school's ongoing commitment to environmental sustainability and education.

The support, and encouragement shown within the Blacksmiths Public School Community is invaluable and directly impacts on our students' achievements. This year, they worked cohesively with staff to support our school at many events and donate funds to assist us to run school programs.

I am very proud of the fact that this year all our students, regardless of their interests or talents, have been given many opportunities to be challenged, achieve success and feel valued in our school. We as teachers continually recognise the excellent behaviour, effort and progress of our students at Blacksmiths Public School.

School vision

At Blacksmiths Public School our vision is to achieve excellence through growth and attainment in a supportive, creative and reflective learning environment.

School context

Blacksmiths Public School, located in East Lake Macquarie, provides a nurturing environment where all 104 students are supported and challenged by quality educational programs within a varied and balanced curriculum. In recent years, major initiatives in the areas of literacy and numeracy, the environment and sport have brought about widespread recognition of excellence within the school and the wider community.

Our school is made up of students from a diverse range of socio-economic backgrounds, with 22% Aboriginal student enrolments. The school currently has a FOEI (Family Occupation and Education Index) score of 98. Blacksmiths Public School is well resourced, with current technology throughout the school. The school is now staffed with 5 classroom teachers, a teaching principal, Assistant Principal Curriculum and Instruction (APCI) 1 day per week, a part-time library/release from face to face (RFF), a COVID intervention teacher 2 days per week and 1 RFF staff for three days. A new role has been created across the CoS, with an Aboriginal Consultant Educator (ACE), working across the schools in the Galgabba CoS supporting Aboriginal education. The principal's role incorporates the LaST (learning and support teacher). The school aims to produce a culture of continuous improvement and quality service. We encourage the involvement of parents and community in every aspect of school life, as we work towards developing genuine and productive partnerships with our families.

Our programs cater for differentiation, promoting critical thinking, creativity and problem solving across all Key Learning Areas (KLA's), linking with the new High Potential and Gifted Education (HPGE) policy. Through our recent situational analysis, which include community, staff and student feedback, it has been identified that collaboration, effective assessment, differentiation, high expectations and student engagement are key focus areas in our new school excellence cycle.

Through developing sustainable partnerships between students, staff and our community, we strive to provide collaborative work processes and effective engagement in the learning process. Consultation was conducted with the AECG (Aboriginal Education Consultative Group) to inform planning. 'Walking Together and Working Together' we celebrate the successes of our students and community. Our motto, "Together we succeed", embodies and underpins our school core values of "Respect, Responsibility, Persistence and Integrity".

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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To build strong foundations for academic success, focusing on developing and refining data driven teaching practices in order to maximise student learning outcomes and differentiation in reading and numeracy. These processes must be responsive to the learning needs of individual students.

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.

- Data Driven Practices
- Differentiation

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$30,114.20

Professional learning: \$8,495.55

Integration funding support: \$75,061.00

Low level adjustment for disability: \$22,984.20

Summary of progress

The activities the school implemented in this strategic direction were designed to address student growth and attainment. The underpinning of this initiative was the school's engagement with professional learning, building on previous years mathematics focus. Multiplicative thinking strategies were implemented throughout all classrooms. Teacher professional learning included individual mentoring sessions to build teacher capacity in implementing multiplicative thinking into classroom practice. Support for student learning included intervention groups, consistent tracking of student data, personalised learning support plans (PLSP's) and program differentiation.

These systems were effectively monitored and implemented into teacher learning practice K-6. Staff utilised resources including the Universal Resource Hub, 1:1 teacher mentoring sessions and regular whole staff data talks. A K-2 curriculum resource audit created opportunities for students to have greater access to relevant and effective learning tools. Differentiation to class programs and HP&G opportunities were utilised through small group intervention and whole class program differentiation.

Internal quantitative data is again consistent with external data, emphasising the need to focus on applying effective strategies in Measurement and Geometric Reasoning, Number Sense and Place Value and Multiplicative Thinking strands of the NSW Mathematics K-10 Syllabus. A staff development direction in 2023 will be to further enhance student learning and changing the mindset of students to positively engage in hands on learning across a range of contexts or situations. This will be facilitated through building teacher capacity by continuing the Big Ideas to Start Strong professional learning across the K-6 context and continued data talks and tracking.

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
NAPLAN top two bands Reading <ul style="list-style-type: none">• An uplift of 5.9% of all Year 3 and 5 students achieving the top two bands in NAPLAN Reading, compared with baseline data.	<ul style="list-style-type: none">• NAPLAN scores indicate an increase of 10.2% of students in the top two bands for reading compared with baseline data.
NAPLAN % of students achieving expected growth Reading <ul style="list-style-type: none">• An uplift towards 9.4% of Year 5 students demonstrating expected growth in NAPLAN Reading, compared with baseline data.	<ul style="list-style-type: none">• Due to no Reading data from 2020 NAPLAN, Expected Growth cannot be reported on in 2022.

<p>NAPLAN % of students achieving expected growth in Numeracy</p> <ul style="list-style-type: none"> • An uplift towards 3.5% of Year 5 students demonstrating expected growth in NAPLAN Numeracy, compared with baseline data. 	<ul style="list-style-type: none"> • Due to no Numeracy data from 2020 NAPLAN, Expected Growth cannot be reported on in 2022.
<p>NAPLAN top two bands Numeracy</p> <ul style="list-style-type: none"> • An uplift of 5.0% of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy compared with baseline data. 	<ul style="list-style-type: none"> • NAPLAN scores indicate an increase of 3.5% of students in the top two bands for numeracy compared with baseline data.
<p>Learning Domain of the School Excellence Framework:</p> <p>Curriculum - Indicate growth of 'Differentiation' from Delivering to Sustaining and Growing.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the theme of 'Differentiation' to be Sustaining and Growing.

Strategic Direction 2: High Quality Teaching Practice

Purpose

Systematic approach to developing whole school practices that support high expectations with a focus on maximising learning potential and the learning environment.

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.

- Effective Assessment
- High Expectations and Collaboration

Resources allocated to this strategic direction

Low level adjustment for disability: \$8,381.55

Socio-economic background: \$21,424.22

Aboriginal background: \$31,031.90

QTSS release: \$17,812.76

Summary of progress

The initiatives undertaken by the school in this strategic direction were designed to develop and facilitate high quality teaching practices. Whole school assessment, collaboration and learning and support (LST) processes were refined and adjustments were implemented to align school systems with current best practice. Our school developed various processes to foster student learning with the further enhancement of our assessment action plan through LEED training and support. Consolidation of an active learning support team continued to track and monitor student wellbeing.

Staff were integral in building and implementing actions from professional learning and our assessment action plan. Student data was effectively tracked internally with correlation and links to external data sources. Assessment protocols were reviewed and whole school procedures were put in place to gain consistent reliable data across the school. As a result, staff were better informed to plan and implement teaching and learning at the point of need.

Reflecting on our evaluative practice in this strategic direction, we identified the need to further develop and refine our data collection processes. We will further embed quality evaluative thinking and practice linking this to our school action plan developed in conjunction with the LEED Team. Training and development in 2023 will focus on formative and summative assessment processes along with Big Ideas Starting Strong in Numeracy.

Maintaining current LST processes and increasing community awareness around attendance procedures will a focal point to assist in increasing student engagement and attendance.

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
Teachers use formative and summative assessment to inform learning <ul style="list-style-type: none">• Utilising the School Excellence Framework (SEF), 'Assessment', to enhance and drive student learning, indicating continued growth from Sustaining and Growing.	<ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the theme of 'Formative and Summative Assessment' to be Delivering.
Attendance <ul style="list-style-type: none">• An uplift of 2.9% of students, including Aboriginal students, attending school equal to or more than 90% of the time, compared to baseline data.	<ul style="list-style-type: none">• The number of students including Aboriginal students attending more than or equal 90% of the time has decreased by 26.3% from baseline data..

<p>Tell Them From Me (TTFM) Expectations, Belonging and Advocacy.</p> <ul style="list-style-type: none"> • TTFM student survey data indicates students having expectations for success, advocacy at school and a sense of belonging at lower bound target. 	<ul style="list-style-type: none"> • The percentage of students reporting positive wellbeing outcomes has decreased by 4.66% across Expectations for Success, Belonging and Advocacy.
<p>Learning Domain of the School Excellence Framework</p> <ul style="list-style-type: none"> • Learning Culture - High Expectations: Indicate continued growth from baseline Sustaining and Growing. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the theme of 'High Expectations' to be Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$75,061.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blacksmiths 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"> • Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Creation and monitoring of PLSPs and evaluations. Students receiving additional LaST and SLSO support in Literacy and Numeracy as well as playground initiatives and monitoring. Targeted support in class, through timetabling of assistance.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor and identify areas of need both in the classroom and playground. Funded students to continue to receive assistance as per PLSP's and staff to collaborate and maximise learning and developmental opportunities for students.</p>
<p>Socio-economic background</p> <p>\$21,424.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blacksmiths 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"> • High Expectations and Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Teachers sharing, discussing and analysing data and where to next for identified students. Funded and identified students receiving additional LaST and SLSO support in literacy and numeracy. Structured Learning and Support Team processes, utilising external providers, effective communication and improving learning opportunities for students.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage SLSOs to work with identified students and timetable for in class and small group intervention. Support staff to work closely with class teacher to target identified students and create resources relevant to improving learning outcomes.</p>
<p>Aboriginal background</p> <p>\$31,031.90</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blacksmiths 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</p>

<p>Aboriginal background</p> <p>\$31,031.90</p>	<p>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"> • High Expectations and Collaboration <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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: From identified opportunities and implementation of learning wellbeing and cultural programs for staff students and the community utilising the ACE role, we have enhanced relationships between the school and families. We have implemented streamlined PLSP processes, incorporated families in NAIDOC and other cultural events and implemented programs to support Aboriginal students and families, in turn improving academic, wellbeing and cultural activities.</p> <p>After evaluation, the next steps to support our students will be: The Galgabba CoS actively engaging an Aboriginal Consultant and Educator (ACE). This identified position delivers differentiated and personalised support to Aboriginal students. Continue to strengthen pathways for Aboriginal education in the school and across the CoS. Implement Aboriginal Literacy program into classrooms, purchased in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$31,365.75</p>	<p>Low level adjustment for disability equity loading provides support for students at Blacksmiths 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"> • Differentiation • High Expectations and Collaboration <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 support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Collaboration between the LaST, COVID ILSP and classroom teachers to guide planning. Identified students Learning is recorded in PLAN2 and this data is demonstrating consistent growth by moving through the progression levels. The LaST and COVID ILSP identifies levels that students are working at and uses this data also to guide planning in consultation with the classroom teacher.</p> <p>After evaluation, the next steps to support our students will be: In 2023 there will be a greater focus on using all forms of data drawing links from external and internal data sources along with teacher CTJ . In order to further improve the identification of students requiring intervention and support, the school will provide additional resources for identified students through the employment of trained SLSO's and additional LaST support.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$8,495.55</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Blacksmiths 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Identified training and learning opportunities linked to school programs to build teacher capacity. <p>The allocation of this funding has resulted in the following impact: Productive and effective processes around data collection and analysis have been implemented. Links with APCI, other staff and collegial discussions have led and informed teaching practice.</p> <p>After evaluation, the next steps to support our students will be: Refining data collection methods to improve accuracy and efficiency. This will be a continued practice and focus through targeted and differentiated professional learning and mentoring sessions, along with new curriculum training and professional learning opportunities.</p>
<p>QTSS release</p> <p>\$17,812.76</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blacksmiths 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"> • High Expectations and Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Collaborative practices with local schools to upskill and build staff capacity to implement the new curriculum <p>The allocation of this funding has resulted in the following impact: Building on the newly implemented school-wide data tracking sheets, the focus shifted to upskilling teachers in multiplicative thinking and building a range of resources and ideas that could easily be implemented and differentiated to support and extend student learning. The APCI worked shoulder to shoulder in classes to assist with identified learning needs from joint analysis of tracking sheets.</p> <p>After evaluation, the next steps to support our students will be: To improve collaborative practices, such as team teaching and modelling best practice, to ensure that staff are utilising each other's strengths and are aware of their own areas of need. Build upon collaborative practices with local schools to enhance student engagement and academic growth.</p>
<p>COVID ILSP</p> <p>\$45,626.00</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 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</p>

<p>COVID ILSP</p> <p>\$45,626.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Internal data tracking shows the majority of the students in the program achieving significant progress towards their identified learning goals. The focus area of numeracy was linked with whole school direction and staff training.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of small group tuition using current data tracking sources to identify specific student learning needs. Staff data talks and collaboration will guide specific learning focus and target point of need learning for students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	44	52	54	54
Girls	50	43	42	45

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.6	94.5	95.9	91.7
1	92.6	93.9	94.0	90.9
2	93.9	95.0	95.1	92.5
3	92.5	92.4	94.8	91.9
4	94.7	89.8	92.4	91.8
5	93.2	93.5	91.9	90.2
6	90.5	92.4	95.5	85.2
All Years	93.2	92.9	94.1	90.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	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)	3.49
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*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.

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	131,699
Revenue	1,340,631
Appropriation	1,246,939
Sale of Goods and Services	1,088
Grants and contributions	91,267
Investment income	1,338
Expenses	-1,280,532
Employee related	-1,100,206
Operating expenses	-180,325
Surplus / deficit for the year	60,100
Closing Balance	191,799

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	75,061
Equity Total	83,828
Equity - Aboriginal	31,032
Equity - Socio-economic	21,424
Equity - Language	0
Equity - Disability	31,372
Base Total	846,693
Base - Per Capita	24,257
Base - Location	0
Base - Other	822,436
Other Total	75,701
Grand Total	1,081,283

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

Parent/Caregiver Voice

In the Tell Them From Me survey, parents rated the school at levels above the state averages in the areas of, parents feel welcome (9.0 school, 7.4 state), inclusivity (7.2 school, 6.7 state), parents are informed (7.5 school, 6.6 state), and school supports learning (8.5 school, 7.7 state). An area for development for the school is to ensure parents are well informed about their child's progress in school subjects.

Student Voice

In the Tell Them From Me survey, students in Years 4, 5 and 6 reported an increase in many aspects of school life. Their positive sense of belonging (9.0), advocacy (9.0), positive learning climate (8.3), positive teacher/student relationships (8.8) and effort (9.7) provide us with the data to reflect our internal measures around student engagement and learning aspects students feel are strengths at Blacksmiths PS.

Teacher Voice

Teaching staff at Blacksmiths Public School are devoted to the learning of all students at the school. Continued links with Galgabba CoS schools and staff have enabled professional learning opportunities to support the learning process and having a positive impact on student outcomes. Teachers are using data to guide teaching and learning and to cater the individual needs of students. A future focus is to support teachers with the new curriculum reform, decodable readers and continued professional learning in Numeracy.

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.