

2023 Annual Report

Black Springs Public School



4190

Introduction

The Annual Report for 2023 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.

School contact details

Black Springs Public School

Avoca St

Black Springs, 2787

<https://blacksprin-p.schools.nsw.gov.au>

blacksprin-p.school@det.nsw.edu.au

6335 8155

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 enrollment of 6 students in 2023, 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

Socio-economic background
Low level adjustment for disability
Professional learning
AP Curriculum & Instruction

Summary of progress

In 2023, the school engaged in deep and rigorous professional learning through the Collaborative Support for Unique Settings initiative. Staff were upskilled in data analysis to inform planning, with a particular focus on collaboration and the use of assessment and data in measurement K-6. Skills were applied to the reading comprehension focus.

Staff developed a deeper understanding of the Literacy and Numeracy Learning Progressions and the use of PLAN2 to manage data and inform teacher lesson planning. Teachers engaged in High Impact Professional Learning (HIPL) in the science of learning with a particular focus on retrieval practice.

There was high staff engagement in the process and the initiatives delivered positive change to school operations, teacher practice and student learning outcomes.

Teachers have taken ownership of student data and regularly engage in student-centred conversations that examine data to track learning progress and determine next steps. Teacher programming and lesson planning directly aligned to syllabus outcomes and differentiation was reflected through use of the Learning Progressions.

Comparative results from the start of the year to the end of the year demonstrated significant improvement in student achievement in the areas of understanding texts and understanding units of measurement as a result of work in these areas.

In 2024, the school will continue to embed this learning and extend the focus to include retrieval practice in both reading and numeracy.

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
All students are able to demonstrate growth and achievement in comprehension over the year, using the learning progressions.	All students have achieved the learning indicators within the understanding texts sub-element of the Literacy Progressions.
All students are able to demonstrate growth and achievement in understanding number patterns and algebraic thinking over the year, using the learning progressions.	All students have achieved the learning indicators within the understanding units of measurement sub-element of the Numeracy Progressions.

<p>School self-assessment of the elements 'Data skills and Use' and 'Assessment' indicates maintenance at Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework indicated the elements 'Data skills and Use' and 'Assessment' to be Sustaining and Growing.</p>
---	--

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

QTSS release

Professional learning

Summary of progress

During 2023, the school partnered with a Principal, School Leadership and a literacy and numeracy coach, as part of the Collaborative Support Unique Settings initiative, to assist with the school's improvement journey with alignment to the Strategic Improvement Plan. From this, whole school processes and practices were refined. All staff engaged in professional learning that built the collective capability to deepen their understanding of an evidenced-based approach and targeted collaborative and evaluative practices in numeracy instruction, with a focus on understanding units of measurement. Staff developed the required knowledge and skills to explicitly teach units of measurement effectively. As a result, students' outcomes improved in units of measurement.

Staff engaged with the new 3-6 mathematics and English syllabuses. Staff explored and enhanced knowledge of the syllabus changes and the evidence underpinning it. Staff also developed a high-impact professional learning and evaluation plan to support the sourcing and design of teaching and learning resources. Staff were able to effectively plan for the implementation of the new curriculum and demonstrated readiness to teach, assess and report using the new syllabus, and evaluate to refine new practices.

Throughout 2023, staff engaged with students and their understanding of and perspectives about the importance of school attendance. Staff and students reflected on the link between attendance trends and successful outcomes later in life. Students voiced their understandings through a survey and visual arts, reflecting their own experiences and the social and cultural impact of poor attendance at school. Engaging student voice provided additional evidence and valuable insights to help understand what factors might be contributing to attendance or absence, so that appropriate strategies and actions could be implemented.

In 2024, the school will continue to connect across the network to further develop expertise to consolidate appropriate collaborative inquiry models. In addition, staff will develop a whole school approach for communicating with the school community about the importance of 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
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 decreased by 22%, however remained above state and network rates.
School self-assessment of the element Learning Culture indicates maintenance at Sustaining and Growing.	Self-assessment against the School Excellence Framework indicated the element Learning Culture to be Sustaining and Growing.

School self-assessment of the element Learning and Development indicates maintenance at Sustaining and Growing.	Self-assessment against the School Excellence Framework indicated the element Learning and Development to be Sustaining and Growing.
---	--

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$5,592.00</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 demonstrated progress toward their personalised learning goals.</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>\$11,836.80</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 progress, was at or above expected growth. Attendance rates were above statistically similar school group (SSSG) and state levels.</p> <p>After evaluation, the next steps to support our students will be: To continue engaging additional staff to support the achievement of reading and numeracy improvement measures. Professional development of staff will also be a priority.</p>
<p>Low level adjustment for disability</p> <p>\$18,879.60</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"> • Highly effective data skills and use

<p>Low level adjustment for disability</p> <p>\$18,879.60</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 the following impact: Targeted student improvement, evidenced by Reading and Numeracy Snapshot assessments, Essential assessment, Check-in Assessments and PLAN2 student progress, was at or above expected growth.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning and support team. The school will continue to provide additional support for identified students through the employment of trained SLSOs and teachers.</p>
<p>Location</p> <p>\$2,259.67</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"> • additional staffing to provide support for students individually and small groups. <p>The allocation of this funding has resulted in the following impact: Targeted students demonstrated progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage additional staff to support the achievement of improvement measures.</p>
<p>Professional learning</p> <p>\$4,933.77</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 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 comprehension and measurement. <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 comprehension and measurement strategies, resulting in improved student results.</p> <p>After evaluation, the next steps to support our students will be: To provide targeted professional learning led by the executive to ensure that it is aligned to reading and numeracy focus areas.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Black Springs</p>

<p>\$2,012.26</p>	<p>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"> • 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"> • providing release to analyse student data to drive ongoing, schoolwide improvement in teaching practice and student results. <p>The allocation of this funding has resulted in the following impact: There was improved staff confidence and teaching practice. Teachers have embedded targeted, evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: To continue the use of funds to align professional learning to the Strategic Improvement Plan, inclusive of time to collaboratively evaluate the professional learning.</p>
<p>COVID ILSP</p> <p>\$11,927.00</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 2023.</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"> • engagement in the Department of Education virtual program to deliver small group tuition, providing targeted, explicit instruction for student groups in reading and numeracy. <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieved significant progress towards their personal learning goals and demonstrated growth in 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 needs through the Department of Education's permanent reading and numeracy tutor program. We will continue to provide additional in-class support for some students to continue to meet their personal learning goals.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	4	7	4	2
Girls	4	4	3	2

Student attendance profile

School				
Year	2020	2021	2022	2023
K	100.0		84.0	
1	96.4	98.7		86.3
2		92.4	97.3	
3	96.8	96.7	94.9	95.8
4	95.7	100.0	96.2	94.2
5	100.0	95.0	97.1	
6	97.9		95.2	99.0
All Years	97.1	95.8	94.0	93.8
State DoE				
Year	2020	2021	2022	2023
K	92.4		87.9	
1	91.7	92.7		90.5
2		92.6	87.8	
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	
6	91.8		86.3	89.8
All Years	92.0	92.5	87.4	90.5

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	0.24
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 is core to enabling staff to improve their practice. Professional learning includes 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 2023 professional learning continued to focus on reading and numeracy to improve teacher practice and student learning outcomes. This included professional learning in effective reading comprehension practices and understanding units of measurement. Teacher capacity to improve reading and numeracy outcomes for all students has been strengthened through professional learning in data skills and use and assessment 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 lesson observations, individual feedback, reflection on practice and targeted professional learning.

All staff have working with children checks and completed mandatory training including Child Protection Update 2023 Code of Conduct, and CPR and Anaphylaxis.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	38,023.81
Revenue	424,873.34
Appropriation	413,780.45
Sale of Goods and Services	486.94
Grants and contributions	9,638.34
Investment income	967.61
Expenses	-427,840.14
Employee related	-385,965.09
Operating expenses	-41,875.05
Surplus / deficit for the year	-2,966.80
Closing Balance	35,057.01

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.

	2023 SBAR Adjustments (\$)
Targeted Total	22,365
Equity Total	30,716
Equity - Aboriginal	0
Equity - Socio-economic	11,837
Equity - Language	0
Equity - Disability	18,880
Base Total	319,512
Base - Per Capita	1,822
Base - Location	2,260
Base - Other	315,431
Other Total	39,800
Grand Total	412,394

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 were welcomed and connected to the school and discussed 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 how they engaged in two-way information sharing. Regular conversations with our parents/carers were 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 were safe and happy at school and appreciated the academic and extracurricular activities offered to them. Students developed a strong sense of belonging and connection to the school and staff. Students were 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 at Black Springs Public School created a positive and stimulating learning environment and committed much personal time to ensuring activities and experiences supported student needs. Staff appreciated the ongoing new English and mathematics professional learning provided throughout the year.

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.