2009 Annual School Report
BLACK SPRINGS Public School

NSW Public Schools – Leading the way
Messages

Principal's message

Black Springs Public School is located in the small village of Black Springs. It had 14 children enrolled at the end of 2009 from both the village and the surrounding district. Black Springs Public School is a friendly and supportive school that develops the skills, knowledge and values that students need to lead productive and rewarding lives. The children learn in a safe, caring, stimulating, individualised, challenging and picturesque environment and are encouraged to reach their full potential. Quality academic programs, excellent facilities, abundant resources and professional, dynamic, caring and highly dedicated staff offer the students the very best opportunities for success. Black Springs Public School prides itself on delivering outstanding educational programs. The school has a well supported Parents and Citizens Association with a highly developed sense of collaborative spirit. Black Springs Public School is well resourced in all curriculum areas and additional curricular activities are offered to all students. The school is well equipped with the latest of technologies that prepare every student for the future and the use of computers occurs across all key learning areas.

Following the successful Building the Education Revolution and National School Pride funding in 2009 renovations and refurbishments were completed including a new covered walkway to the school front entrance and a Covered Outdoor Learning Area.

The school focus on music has been very successful over the past two years and will be maintained in 2010.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Karolyn Blackburn - Principal

P&C message

The P&C eagerly swung into action for the year, earning funds to support whole of school excursions, reading, transport, drama and computer aided spelling programs.

The fundraising started off with a summer wood chop in readiness for our appearance at the Bathurst Show. This was followed by an autumn wood chop and barbecue lunch which saw enough wood chopped to enable the running of six local wood raffles. Comparing the results from the Show with the smaller raffles has demonstrated the local raffles to be more effective and better supported.

Local businesses have also supported our efforts with donations of money and goods. Our Black Springs Progress Association has again sponsored the children for Learn to Swim lessons and generously given funds for the purchase of musical instruments.

My sincere thanks go to all who assisted with our fundraising in 2009.

Alexandra Tuson – P & C President 2009

Student representative's message

In 2009 the Student Representative Council (SRC) ran, with the assistance of staff, Friday lunches. The SRC also ran the hot Milo program in terms two and three and the cold Milo program in terms one and four. The Easter egg hunt, hat parade and sausage sizzle was again a huge success raising funds for our World Vision sponsor child. We organised St Patrick’s Day celebrations and made gift packages for Mother’s and Father’s Day and Christmas. We held a book sale raising money for an African Village. Year five and six students participated in leadership training.

Isabelle Ross SRC President

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>10</td>
<td>11</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>15</td>
<td>16</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>
The ongoing impact of the drought has seen a steady decrease in enrolments over the past four years. Three students will be entering high school and possibly three will enrol in kindergarten for 2010.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>98.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>91.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>96.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>89.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>98.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>96.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>94.8</td>
<td>94.3</td>
<td>95.0</td>
<td>96.2</td>
</tr>
</tbody>
</table>

Management of non-attendance

Black Springs Public School is supported by the Home School Liaison Officer who assists with identifying students with high absenteeism. Parents are made aware of their responsibilities to ensure their children attend school through regular communication including notices in the school newsletter and telephone calls.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Mrs Sarah Peard was appointed permanently as Part-time teacher in term four following the retirement of Mrs Cheryl Browne, Teacher Librarian.
Black Springs Public School does not have any staff employed at the school who identify as being an Indigenous Australian.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>114,544.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>45,038.57</td>
</tr>
<tr>
<td>Tied funds</td>
<td>15,680.74</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>12,877.45</td>
</tr>
<tr>
<td>Interest</td>
<td>2,901.18</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>311.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>191,354.18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>8,118.20</td>
</tr>
<tr>
<td>Excursions</td>
<td>1,550.64</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4,803.10</td>
</tr>
<tr>
<td>Library</td>
<td>317.43</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,552.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>83,095.45</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>931.69</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>29,081.26</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4,943.59</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1,487.47</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>676.64</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>138,557.98</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>52,796.20</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2009 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
Black Springs Public School offers a range of Arts activities. Music highlights of the year included:
- K-6 performance of a major musical production called ‘Apple Dumpling’ for presentation night at the end of the year;
- attendance at two Musica Viva performances;
- the purchase of an electric guitar, bass guitar and a drum kit, thanks to a generous donation by the Black Springs Progress Association;
- weekly music lessons, with a specialist music teacher from the Mitchell Conservatorium of Music, learning keyboard, drums and guitar; and
- winning the Small School’s Percussion section at the Bathurst Eisteddfod.

All students participated in a Moran Children’s Photography workshop and entered the Moran Contemporary Photographic Prize competition.

Four students achieved prizes and commendations in the Country Energy photography competition run as part of the Oberon Christmas street party.

The Year 6 students produced a Kindergarten movie to be used as part of the school transition program and a school yearbook utilising an online scrapbooking program.
Sport

The students had a successful year competing in a variety of sports. The students joined with the students from the Bathurst Small Schools Association to compete in a variety of winter and summer sports. Students are encouraged to participate in inter school and Primary School Sports Association (PSSA) opportunities.

Significant individual performances include:
- Shane Barron and Natalie Barton who competed at Western Region level this year. Shane competed at the Western Region Athletics carnival in discuss and Natalie competed at the Western Region Cross Country;
- Natalie Barton also competed at District Athletics and was a member of the Bathurst Small Schools girls’ netball team;
- Branden Fitzpatrick and Sam Barton who competed at District Cross Country; and
- Natalie Barton again for District Swimming and Athletics.

Students participate in daily fitness, the Premier’s Sporting Challenge and the Sports Commission sponsored Active After School’s program with an aim to increase an appreciation for the need for regular healthy activity but to also provide skill development. The Active After Schools program was held two afternoons a week and provided the students with a healthy afternoon tea and sixty minutes of multi skills activities.

All students participated in a gymnastics program with a group of other Bathurst small schools. The school maintained its commitment to providing swimming lessons for all students at the Oberon pool.

Other

Premier’s Spelling Bee

The students in Year 6 participated in the Premier’s Spelling Bee in 2009. This saw the students learn how to spell a pre-determined list of words. We had one student attend the Western NSW Regional final at Kelso Public School. Isabelle Ross achieved a top five place in the Bathurst Regional Final of the Premier’s Spelling Bee.

Public Speaking

Four students competed in the local annual Country Women’s Association (CWA) Public Speaking competition and two students represented the school in the Oberon APEX Public Speaking competition.

Visitors, Camps and Excursions

The students went on a number of excursions which supported the achievement of learning outcomes across all Key Learning Areas. Apart from the learning stimulus the opportunities for social interaction and leadership were invaluable. The students from Black Springs Public School joined with the students in Stages 2 and 3 from other schools in the Bathurst Small Schools Association. The camps and excursions in 2009 were:
- Student Leadership conference and camp;
- Small Schools Athletics Carnival;
- Brett Whiteley’s exhibition called Nine Shades of Whiteley;
- Education Week Launch – Bathurst;
- Musica Viva;
- High School Transition Days;
- Eisteddfod performance;
- Stage 2 camp at Red Hill Environmental Education Centre;
- Stage 3 camp at Broken Bay Sport and Recreation Centre;
- Swimming lessons;
- Bathurst fossil and mineral museum;
- Telstra ‘Beach to Bush’ program, developing an understanding for personal safety
- Visit to the Bathurst Regional Art Gallery to view the Mummy, Horus; and
- Kindergarten to Year six travelled to Narrabeen to the sport and recreation camp in term 3.
National Competitions

The students in Years 3 to 6 have the opportunity to compete in a range of competitions that are administered by Universities. In 2009 we had two students win Participation Certificates in the University of NSW competitions.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Due to the small numbers in our Years three and five cohorts it is inappropriate to report results due to protocols protecting individual students. The parents concerned have received a copy of their child’s results and had the opportunity to discuss them with the teaching staff. However the growth over the two years is reflected in the accompanying graphs.

Analysis of school and individual results enables staff to better plan and address the learning needs of students.

Progress in literacy

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009
| Percentage of Year 3 students achieving at 
and above minimum standard |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 5 students achieving at 
and above minimum standard |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Black Springs Public School does not have any students that identify as being Aboriginal.

Aspects of Aboriginal history and culture are covered in classroom learning. The significance of the Apology by the Federal Parliament and NAIDOC week were used as opportunities for discussion, activities and research. The planning in Connected Outcomes Groups (C0Gs) to provide an across curriculum perspective covered a number of areas in relation to Aboriginal history and culture in the study of the units ‘Our Australian Identity’, ‘Exploring Our Place’ and ‘Exploring Growth and Change’.

Students implemented the ‘Welcome to Country’ into their presentation night and important public occasions.

All students visited O’Connell Public School to view a performance by the Aboriginal group ‘Star Dancers’ who presented Dreamtime stories, discussed Aboriginal history and displayed tools and artefacts.

The students visited significant Aboriginal sites on the Stage 2 camp. They viewed actual Aboriginal artworks and explored the hunting and living skills needed to live in the bush.

The teaching staff received professional development pertaining to the new Aboriginal Education and Training Policy. The Black Springs Public School teaching and learning activities support the Aboriginal Education and Training Strategy 2009-2012.

Multicultural education

The importance of valuing and respecting other cultures is continually reinforced in learning and social interaction.

Black Springs Public School implements programs and initiatives to ensure an inclusive school community and a racism-free learning and working environment.

The school participated in the annual International Day culminating in a celebration and presentation of work. An excursion to the Bathurst Regional Art Gallery highlighted ancient Egyptian life. All students participated in the CWA country study. Two students were awarded prizes for their projects.

The class also completed country studies about North America and compared how change occurs through interactions with other cultures and the environment.

One staff member is trained to be the Anti-Racism Contact Officer.

Respect and responsibility

The positive promotion of values and reinforcement of school rules are paramount at Black Springs Public School reflecting the school motto of Truth Honour Beauty.

Student leadership is encouraged and opportunities continually provided at school and through participation on regional networks. Senior students were involved in a leadership camp with other Bathurst Small Schools. Year six students attended a leadership conference in Bathurst with other local schools. Year five hosted the end of primary school graduation for three year six students, parents and teachers.

Senior students lead the fitness program, ANZAC ceremony and work as buddies and peer reading tutors. The success of the whole school excursion to Narrabeen was in part due to the maturity, responsibility and leadership of senior students.

All students participated in Schools Earth Day and Schools Clean Up Day.

The SRC operated canteen arranged sponsorship of a World Vision child and organised an Anti Poverty lunch for the students.

The school rewards system acknowledges improvement, achievement and positive contributions.
Progress on 2009 targets

Target 1

Literacy:

Identified students achieve Stage outcomes in Literacy.

All K-2 students meeting or exceeding Literacy benchmarks.

Our achievements include:

- staff analysed individual students’ needs and provided appropriate support;
- staff undertook professional learning in Reading to Learn, accessing the Teaching and Learning exchange (TaLE), SMART data and Interactive Whiteboard SmartNotebook training;
- staff implemented focussed programs throughout the school including K-2 home reading program, peer tutoring and Reading to Learn;
- staff focused on student writing improvement and authentic assessment;
- staff enhanced strategic and systematic K-6 assessment program;
- staff implemented Pre Kindergarten Checklist;
- home and school partnerships were strengthened through the provision of information via newsletters;
- staff integrated technology strategies into writing initiatives;
- staff developed explicit teaching strategies using NAPLAN teaching resource;
- staff ensured monitoring and evaluation processes were in place and included community input;
- in K-2 the majority of students achieved the benchmark level for their grade;
- there were no Year 3 or 5 students in the lowest two NAPLAN bands;
- Year 3 and 5 students showed growth at least commensurate with state minimum; and
- literacy assessments were in place and in-class term and semester assessments indicated growth for every student.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Leadership and the Personal Development, Health and Physical Education Curriculum area.

Educational and management practice

Background

School leadership is an important aspect of the management of Black Springs Public School. The parents, students and staff were surveyed on various aspects as it relates to their experience of the leadership at the school.

Findings and conclusions

- All respondents stated that they believed the school leader was committed to school improvement;
- members of the school community are fairly treated and included in deciding what the school is aiming to achieve;
- school community is encouraged to take leadership roles at the school; and
- the school leader inspires and motivates learners, discusses ways to improve learning outcomes and is open to new ideas.

Future directions

The school will implement additional opportunities for the staff, parents and students to take on leadership roles which ensure improvements in student learning outcomes.

Curriculum

Background

Personal Development, Health and Physical Education (PDHPE) is one of the Key Learning Areas (KLAs). The purpose of this evaluation was to investigate the current classroom practices in the teaching of PDHPE. It also explored the teachers’ attitudes toward the teaching and learning of PDHPE. Students, staff and parents were asked to complete a written survey and also offer comments in relation to present programs offered at school.

Findings and conclusions

- All parents agreed that PDHPE was an important subject for their child and children enjoyed participating in PDHPE activities;
- It was acknowledged that the school had made PDHPE a focus and had clearly communicated how this was to be addressed;
- Most students agreed they had developed new skills and confidence in PDHPE;

8
• The majority of students responded by saying they enjoyed the PDHPE activities, participating in the Premier’s Sporting Challenge and the Fruit Break program and especially found the Active After School Communities sessions fun; and
• Opportunities to participate in inter school sport were seen as important by all stakeholders.

Future direction
• The programs will be maintained in 2010;
• Staff will investigate increasing opportunities for students to participate in inter school sport; and
• The purchase of new resources to support classroom programs will be addressed.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.

Parents
‘Our experience with Black Springs Public School has been all that we could have hoped for. The time and attention for each child, allowing an individual learning pace, the up-to-date technological facilities and wonderful playgrounds where across all grades, the children play together, has made starting school a fantastic experience for our daughter and son’.

‘As a parent of three children who have attended Black Springs Public School, I am most impressed with the holistic education which is delivered by qualified professionals in a safe and nurturing environment. My children are not just students at the school, but part of a caring small village community who join together to provide our children with the best educational experiences possible’.

Students
Students have the opportunity to experience a variety of relevant and challenging learning opportunities.
Students enjoy coming to school and have considered the AASC program to be an especially worthwhile initiative in 2009.

Staff
‘Black Springs Public School is a great school for many reasons. We have dedicated staff who frequently go beyond the call of duty to ensure that the students are offered the best education possible.’

‘There is an excellent culture of cooperation and connectedness between the students, staff and community which makes the school a great place to teach’.

‘The school has an excellent P&C who work closely with the staff and students to continually improve and enhance different areas of the school’.

Professional learning
The school expended $3552.51 in supporting staff professional learning in 2009. These funds were used for the purchase of relevant resources, registration costs for course attendance and provision of casual release.

Professional learning is aligned to school & DET priority areas and participating staff are asked to report to colleagues following a course to develop skills and understandings in all staff.

The P&C meetings are used as a forum for disseminating school policy, new initiatives and departmental priority areas.

During the year staff joined other schools in combined school development days, undertook mandatory student support programs, attended regional Principals’ conferences and participated in programs to further develop teaching skills in literacy, numeracy and technology.

The programs included:
• Child Protection and Keep them Safe
• Emergency care and CPR
• Small schools network meetings
• Bathurst School Education Group and Western NSW Region Principal meetings and conferences
• Student Reporting
• NAPLAN analysis
• Collegiate meetings for the Principal
• Live Life Well @School
• Count Me In Too
• Cashflow budgeting
• Reading to Learn
• leadership workshops; and
• interactive whiteboard.

In accordance with our school planning for 2010, professional learning funding will be utilised for ongoing training in literacy, numeracy and technology.
School development 2009 – 2011

A three year plan has been developed addressing major school priority areas and reflecting Departmental initiatives.

Targets for 2010

Target 1

Numeracy:
Identified students achieve Stage outcomes in Numeracy

Strategies to achieve this target include:
- Staff to undertake professional learning in accessing the Teaching and Learning Exchange (TaLE), SMART data, Consistent Teacher Judgement (CTJ) and Count Me In Too (CMIT) and Counting On;
- Identification of staff PL needs and planned individual programs to ensure implementation of QT framework in classrooms;
- Strengthen home and school partnerships through the homework program and the provision of information via newsletters and parent information sessions;
- Development of school maths scope and sequence;
- Participation in the Best Start Assessment Program designed to identify the numeracy knowledge and skills that each student brings to school as they enter Kindergarten and that will be used to plan and deliver quality early numeracy teaching;
- Diagnostic tracking in Numeracy added to schools assessment framework; and
- Ensure monitoring and evaluation processes are in place and include community input.

Our success will be measured by:
- Parents report greater understanding and ability to assist their children at home
- Numeracy assessments in place and in-class term and semester assessments indicate growth for every student
- Targeted groups to show growth at least commensurate with state minimum.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Karolyn Blackburn    Principal
Cheryl Browne        Teacher/Librarian
Alexandra Tuson      P&C President

School contact information

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Web: www.blacksprin-p.schools.nsw.edu.au
School Code: 4190

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: