Messages

Principal’s message
Black Springs Public School is located in the small village of Black Springs. It had 21 children enrolled at the end of 2011 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, individualized, 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.

The school’s focus on anti bullying and peer support, through the Alannah and Madeline Foundation’s Better Buddies Program, has been very successful and will be maintained in 2012.

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
This year the Black Springs P&C has had great success in trialling some new fundraising ideas.

We greatly appreciated the opportunity of catering for a car rally that took place in May. This will now be an annual event, and we hope to see it grow bigger each year. We also took advantage of our new BBQ, which was kindly donated to us by Bunnings Warehouse, with a couple of sausage sizzles - the major one being held at the Oberon Christmas Street Party.

The P&C also organized a disco which was profitable as well as being thoroughly enjoyed by our children.

Great thanks go to Katie Maher who donated gifts for a Christmas toy raffle run by the P&C. We also held smaller raffles throughout the year.

The profits from all our fundraising went toward helping with the cost of the major school excursion to Narrabeen, as well as providing other educational benefits for our children.

The P&C extends a big thank you and much appreciation to the Black Springs Progress Association for the funding of the swim school once again this year.

A final special thank you is also extended to all our teachers, members of the community and the families of Black Springs Public School for your continuous support of our school.

Katie Paahi – P&C President

Student representative’s message
In 2011 the Student Representative Council (SRC) ran, with the assistance of staff, Monday lunches. The SRC also ran the Milo program throughout the year. 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, Earth Hour, NAIDOC Week and Better Buddies events and celebrations. Year five and six students participated in leadership training.

Sian Evans 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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>8</td>
<td>6</td>
<td>11</td>
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<tr>
<td>Female</td>
<td>16</td>
<td>9</td>
<td>5</td>
<td>8</td>
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</table>

Enrolment figures have been maintained from 2010 to 2011. Two students will be entering high school and possibly three will enrol in kindergarten for 2012.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>K</td>
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<tr>
<td>1</td>
<td>98.9</td>
<td>96.5</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.3</td>
<td>93.1</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.8</td>
<td>95.8</td>
<td>94.6</td>
<td></td>
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<tr>
<td>4</td>
<td>89.5</td>
<td>95.2</td>
<td>96.1</td>
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<td>5</td>
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<tr>
<td>6</td>
<td>96.8</td>
<td>95.2</td>
<td>92.9</td>
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Total 95.0 96.2 95.2 95.1

<table>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
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<tbody>
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<td>92.2</td>
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</table>

Total 92.2 89.9 92.4 92.2

<table>
<thead>
<tr>
<th>State DEC</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
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<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td></td>
</tr>
</tbody>
</table>

Total 94.1 92.1 94.4 94.3

Student attendance rates

- School
- Region
- State DEC
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, P & C meetings and telephone calls. Students are required to supply a written and signed explanation following any absence.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>K</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>K-6</td>
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</tr>
<tr>
<td>K-6</td>
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<td>2</td>
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</tr>
<tr>
<td>K-6</td>
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<td>1</td>
<td>18</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
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<tr>
<td>K-6</td>
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<td>18</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>2</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

Students at Black Springs Public School are taught in one multi-stage class. The class is made up of students in Early Stage 1 (Kindergarten), Stage 1 (Years 1 and 2)), Stage 2 (Years 3 and 4) and Stage 3 (Years 5 and 6).

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Part-time Teachers</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.17</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>Total</td>
<td>1.006</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Black Springs Public School does not currently have staff of an indigenous composition within its workforce.

Staff retention

There was no change in staffing between the 2010 and 2011 school years.

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>Date of financial summary</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>30/11/2011</td>
<td>171,586.73</td>
</tr>
</tbody>
</table>

Incomes

- Balance brought forward: 49798.74
- Global funds: 41739.98
- Tied funds: 64104.14
- School & community sources: 13170.59
- Interest: 2015.88
- Trust receipts: 757.40
- Canteen: 0.00

Total income: 171,586.73

Expenditure

- Teaching & learning: 15369.23
- Key learning areas: 5296.08
- Excursions: 6380.20
- Extracurricular dissections: 3670.52
- Library: 300.49
- Training & development: 25984.39
- Casual relief teachers: 987.82
- Administration & office: 35465.44
- School-operated canteen: 0.00
- Utilities: 6873.91
- Maintenance: 5337.47
- Trust accounts: 2128.26
- Capital programs: 0.00

Total expenditure: 107,793.81

Balance carried forward: 63792.92
A full copy of the school’s 2011 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 2011**

**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 ‘The Selfish Giant’ for presentation night at the end of the year;
- Attendance at Musica Viva performances;
- K-6 choir performance at local high school Education Week assembly;
- Weekly music lessons, with a specialist music teacher, learning keyboard, drums, guitar and percussion; and
- Achieving 1st place for Small School’s percussion, 2nd place for Small School’s choir, highly commended for Small School’s verse speaking and infants percussion sections at the Bathurst Eisteddfod.

Three students were selected to compete in the Premier’s Spelling Bee at the regional level.

All students participated in a pottery workshop to make plaques for National Tree Day and a climate change art workshop.

The students were all involved in specialist art and poetry lessons provide by a local bush poet and artist.

**Sport**

The students had a very successful year competing in a variety of sports. The students joined with 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 included:

- Alicia Maclure who competed at District Cross Country and Meka Paahi who competed at District Athletics level this year; and
- Our other sporting stars included Madison Pincott and Jessica Maclure, who competed in the Bathurst Small Schools netball team.

Students participate in daily fitness, the Premier’s Sporting Challenge, in which they achieved ‘gold’ level, and the Sports Commission sponsored Active After School’s program with an aim to increase an appreciation of 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 tennis, golf and dance activities.

The school maintained its commitment to providing swimming lessons for all students at the Oberon Pool.
Other

Two students represented Black Springs Public School at the Country Women’s Public Speaking Competition.

Year 6 students participated in the i-learn program at Denison College – Kelso High Campus. The transition program offered Year 6 the opportunity to spend five days at Kelso in preparation for their secondary education.

The school held two special scripture services throughout the year. One for Easter and one for Christmas.

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 2011 were:

- Student leadership conference;
- Small Schools Athletics Carnival;
- Musica Viva;
- Health Havoc performance by final year Charles Sturt University drama students;
- My Grandma Lives in Gooligulch Show;
- High School Transition Days;
- Eisteddfod performance;
- Swimming Carnival;
- Pet Ownership workshop;
- Oberon Library reading sessions;
- Book Week celebrations;
- Telstra Beach to Bush;
- Stage 2 camp to Dubbo;
- Stage 3 camp to Broken Bay;
- Gala Sports days;
- Swimming Lessons; and
- Kindergarten to Year six visited Narrabeen Sport and Recreation Centre for three days and two nights in term 4.

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 these 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)

The small cohort of students does not allow discussion or comparison of results due to reporting protocols that could identify students.

However an analysis of results has enabled individual programs of support for students and also set some further direction for school planning and staff professional learning. All students demonstrate improved outcomes.
The school follows the Western NSW Region Assessment Framework to ascertain student improvement over the year.

**Progress in literacy and numeracy**

Schools with larger enrolment intakes are able to display average growths between Years 3 and 5. Due to the small cohorts in Years 3 and 5 Black Springs Public School is unable to report on this information.

**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. When interpreting the information keep in mind that they are small cohorts.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

We have one Indigenous student currently enrolled in our school.

The students learned about aspects of Aboriginal culture, traditions and history in a variety of units of work studied in the Human Society and Its Environment syllabus area.

The significance of NAIDOC week was used as an opportunity for discussion, activities and research.

Black Springs Public School acknowledges the traditional owners of the land that the school is located on – the Wiradjuri people. Students implemented the ‘Welcome to Country’ into their presentation night and important public occasions.

Personalised learning plans were developed and target areas were identified by teachers, students and parents.

The Black Springs Public School teaching and learning activities support the Aboriginal Education and Training Strategy 2009-2012.

**Multicultural education**

In 2011 teaching and learning programs focused on developing students’ understanding of cultural, linguistic and religious differences. 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.
In 2011 aspects of multiculturalism were explored through our music program, HSIE and technology. Students studied cultural aspects and the traditional music of Ireland in connection with Musica Viva.

All students completed projects on Iceland for the Country Women’s Association competition. One student was awarded a prize for their project.

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

Environmental Education

The school uses produce from the vegetable garden to cook a variety of recipes. This garden is maintained by the students and community volunteers.

Other programs

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 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 took on a range of responsibilities which included leading the fitness program, assemblies, fundraising, ANZAC ceremony, presentation night and working 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 the Schools Earth Hour, Schools Clean Up Day, National Tree Day and making Christmas cards for the nursing home residents in Oberon. The SRC operated canteen arranged sponsorship of a World Vision child and organised an Anti Poverty lunch for the students. The school reward system acknowledges improvement, achievement and positive contributions.

Connected Learning

In 2011 Black Springs Public School expanded its outstanding technology program by introducing students to virtual classroom opportunities. These proved to provide students with very engaging educational experiences.

Our senior students accessed a narrative writing course with the author Paul Stafford hosted by the Dinosaur and Fossil Museum. During the course students connected with schools from around the central west to share their writing ideas.

Literacy programs continued to be supported by our Reading Eggs, Denison College Moodle and Bug Club technology programs and the Mathletics program was used to support numeracy programs across the whole school. Skwirk was also introduced to support the delivery of Human Society and Its Environment and Science and Technology.

Interactive whiteboards can be found in both classrooms and the library.
Progress on 2011 targets

Target 1
Increase student average scaled growth in text type writing to a level comparable to or above the state for NAPLAN in 2011;
All students are to achieve expected growth in spelling based on NAPLAN results in 2011;
All K-2 students to achieve regional reading recovery levels in 2011; and
All students will improve spelling results by at least one year, from 2010 using SA spelling test in 2011.

Our achievements include:
- Teachers have accessed NAPLAN data to inform teaching practice;
- Teachers have used ‘Reading to Learn’ strategies to enhance writing outcomes;
- Students participated in the Premier’s Spelling Bee;
- Purchasing additional writing resources;
- Targeted groups showed growth at least commensurate with state minimum;
- Classroom practice demonstrates teacher quality and benchmarks embedded in programs and delivery;
- Literacy assessments in place and in-class term and semester assessments indicate growth for every student;
- Reading Recovery benchmark data indicates at least minimum growth for identified students;
- Staff professional learning in MULTILIT Reading Tutor program; and
- Utilisation of the Western Region Assessment Framework.

Target 2
All NAPLAN results to show all students achieve expected growth in numeracy in 2011.

Our achievements include:
- Teachers have accessed NAPLAN data to inform teaching practice;
- Numeracy assessments in place and in-class term and semester assessments indicate growth for every student;
- Targeted groups showed growth at least commensurate with state minimum;
- A growth of at least 80 points in the year 5 NAPLAN;
- No students placed in the bottom 2 bands; and
- Staff professional learning in Maths Matters.

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 2011 our school carried out evaluations of school planning and writing, particularly spelling.

Educational and management practice

Background
Parents and staff were surveyed as part of an evaluation of Planning in the school.

Findings and conclusions
The staff and majority of parents who returned the survey on school planning believed that the school mostly completed planning documents with the support of staff, students and parents. Most staff and parents surveyed stated that the school usually planned for major resource purchases and spent funds appropriately. The majority were of the opinion that the school’s planning processes are in response to emerging needs and the school regularly evaluates what it does and makes suitable changes.

Future directions
The school management plan is presented to the school community at the term one P&C Meeting. Planning over the next three years will continue to target emerging needs that may be presented through NAPLAN data or school focus areas.

Curriculum

Background
All students, parents and staff were surveyed as part of an evaluation of writing, particularly spelling.
Findings and conclusions

- Students enjoy the schools’ writing programs;
- Most students believed they had developed new skills and confidence in writing;
- All teachers agreed or strongly agreed that their students have improved their knowledge and skills in writing;
- All students felt that their teacher tells them what is expected in spelling and felt they received extra help when required;
- All teachers agreed or strongly agreed that their students enjoyed participating in writing lessons;
- All teachers said that they were aware of the school’s writing programs and felt they had adequate resources to teach the course;
- Students are familiar with the school writing programs and understand how they work;
- The school is implementing quality programs with a focus on improving students’ writing; and
- Not many parents stated that they had a good understanding of the details of the writing programs and were keen to understand more.

Future directions

- Provide parents with more information on the schools’ writing programs and how they are taught in school on a day to day basis;
- Purchase the Writing Rescue resource for 2012;
- A scope and sequence of text types needs to be remapped to ensure learning opportunities are maximised.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Kindergarten transition is a valued program;
- Black Springs Public School is a well looked after and resourced school;
- It is a welcoming school;
- The school’s main focus is the students;
- Better Buddies is an effective welfare program;
- Student achievements are recognised through the award system;
- The school provides challenging programs for the students;
- Literacy and numeracy are at the core of what we do;
- A good selection of extracurricular programs are offered;
- The fortnightly newsletter is thorough and informative; and
- There is a good ratio of students to computers.

Professional learning

Black Springs Public School’s major priorities and strategies for teacher professional learning is detailed in the professional learning component of the 2011 School Plan. In 2011 all permanent teachers, SLSO, GA and SAM participated in professional learning activities. 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 and participated in programs to further develop teaching skills in literacy, numeracy and technology.

The programs included:

- MULTILIT reading tutor training;
- Early Years Learning Framework;
- ‘Leadership in Motion’ conference;
- School Swimming scheme escort teacher workshop;
- Bathurst SEG School Planning Process;
• Western Region Principal’s Conference – Our Region by Design;
• Child Protection and Keep them Safe;
• Emergency Care and CPR;
• Small schools network meetings; and
• School maintenance agreement.

There has been no New Scheme Teachers working towards accreditation at Black Springs Public School in 2011.

There has been no New Scheme Teachers maintaining accreditation at Professional Competence Level in 2011.

Teacher professional learning funds were used for the purchase of relevant resources, registration costs for course attendance and provision of casual relief.

In accordance with our school planning for 2012, professional learning funding will be utilised for ongoing training in literacy, numeracy and quality teaching and curriculum.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1: Literacy

Outcome for 2012–2014

Improve literacy outcomes for students focusing on explicit teaching within a balanced (modelled, guided, independent) well resourced literacy program.

2012 Targets to achieve this outcome include:
• Increase the number of students demonstrating stage outcomes in literacy (as addressed in the T/L programs) with a focus on writing and spelling;
• Increase the proportion of Year 5 students meeting expected growth in literacy with a focus on writing and spelling;
• Increase the proportion of K-2 students achieving the regional reading benchmark;
• Increase the proportion of Year 3 students achieving at or above the minimum standard in literacy with a focus on writing and spelling; and
• Assess all students prior to school for Kindergarten readiness using anecdotal data.

Strategies to achieve these targets include:
• Teachers undertake training in the use of data (including SMART and Best Start) to inform planning for teaching and learning;
• Best start assessment of all kindergarten students during week 3 term 1;
• Continued implementation of the Early literacy continuum and the Early learning plan in literacy;
• Provide ongoing training in R2L – R2L the next step;
• Structure of reading groups for infants students to be reviewed twice per term to allow students to move according to RR level;
• Literacy timetabled for all stages at the same time to allow for acceleration & remediation;
• Weekly practice in questions/tasks from NAPLAN tests;
• Include staff and learning community meeting time to allow for increased collaborative planning, building of CTJ, programming support and sharing or resources and assessment strategies;
• Implement parent workshop/s on MULTILIT and how to support children at home;
• Implement reload training for trained tutors/coordinator;
• Implement MULTILIT to targeted students with support from parents and the SLSO; and
• Ensure all Aboriginal students and students at risk have a PLP which is developed with parents and/or caregivers and are updated at least once a term.
School priority 2: Numeracy

Outcome for 2012–2014

- Increased levels of overall numeracy achievements for all students;
- Improved individual student performance in Maths K-6;
- Teachers have enhanced skills in the use of data to inform programming and planning for the teaching of numeracy;
- Teachers have developed enhanced skills in the teaching of numeracy; and
- Utilisation of school and system based assessments.

2012 Targets to achieve this outcome include:

- Increase the number of students demonstrating stage outcomes in numeracy (as addressed in the T/L programs);
- Increase the proportion of Year 5 students meeting expected growth in numeracy;
- Increase the proportion of Year 3 students achieving at or above the minimum standard in numeracy;
- Improve tracking of student progress in numeracy;
- Assess all students prior to school for Kindergarten readiness using anecdotal data;
- Increase the proportion of Kindergarten students achieving perceptual level; and
- Increase the proportion of students in Year 2 achieving the facile level.

Strategies to achieve these targets include:

- Teachers undertake training in the use of data (including SMART and Best Start) to inform planning for teaching and learning;
- Best start assessment of all kindergarten students during week 3 term 1;
- Continued implementation of the Early numeracy continuum and the Early learning plan in numeracy;
- Provide parent/carer workshops in mathematics to support understanding of expected outcomes for students and how to support students at home in mathematics;
- Weekly practice in questions/tasks from NAPLAN tests;
- Staff attend ongoing Maths Matters PL with learning community;
- Ensure all Aboriginal students and students at risk have a PLP which is developed with parents and/or caregivers and are updated at least once a term;
- Include staff and learning community meeting time to allow for increased collaborative planning, building of CTJ, programming support and sharing of resources and assessment strategies; and
- Teachers develop professional learning plans with a focus on numeracy curriculum, pedagogy and student and teacher feedback.

School priority 3: Quality Teaching and Curriculum

Outcome for 2012–2014

- Increased level of staff competency in use of available information and communication technologies (ICT) and in integrating the use of technology into quality teaching;
- Expanded curriculum options for all students through information and communication technologies;
- Focused professional learning opportunities for all staff to strengthen capacity to improve student learning outcomes and engagement; and
- Preschool students involved in transition to school program for Kindergarten.

2012 Targets to achieve this outcome include:

- Improve assessment program and tracking of student progress in ICT;
- Develop connected learning scope and sequence;
- To promote student engagement through the use of technology;
- All students utilising technology in all KLA’s;
- All students’ work samples show evidence of learning through virtual excursions; and
Strategies to achieve these targets include:

- All staff complete CLAS surveys to map personal skill sets in technology usage and in technology-based pedagogy;
- Provide staff professional learning and student/parent workshops through Connected Learning Coach to develop access and capacity to use ICT;
- Connected Learning Coach to plan individual in-school professional learning and work in class;
- Create bank of sites, ICT resource references on the school public drive under KLA’s and units of work;
- Creation of continuum of computer skills basic competencies for K-6;
- SAM to write up and publish on server and add curriculum links as required;
- Development of a strategic and systematic K-6 assessment program and student tracking process;
- Workshops conducted for staff on continuum;
- Emailing of all school communication eg school bulletin/calendar, P&C minutes, newsletter;
- Develop learning community lessons for the IWB, VC and connected classroom;
- Ongoing PL for staff in Early Years Framework and Kindergarten Transition program;
- Support literacy program at playgroup to expose preschool children to quality text and involve parents with the opportunity to have conversations around literacy; and
- Implement high quality transition programs to support students and their families throughout schooling.

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.

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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: http://www.schools.nsw.edu.au/asr