Black Springs Public School
Annual School Report 2014

Small School
Big Future
School context statement

Black Springs Public School, originally established in 1881, is part of a rural village in the high country, twenty two kilometres south of Oberon. The school provides education for students drawn from both the village and surrounding district. School structure consists of a K-6 multi-grade class. Black Springs is a friendly and supportive school that develops the skills, knowledge and values that students need to lead productive and rewarding lives. A focus at Black Springs Public School is on developing values and citizenship through our strong student leadership and buddy programs. 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 curriculum is comprehensive and innovative, with a strong emphasis on literacy, numeracy and the creative arts. We offer established music and art programs, including lessons by specialist musicians and artists, and the school has an extensive library collection to suit all ages and topics. All programs are supported by an integrated use of technology. Students are given a range of opportunities to participate in sporting, cultural and academic events throughout the year as a means of broadening their horizons intellectually, physically and socially. Black Springs is an active participant in the Bathurst Small Schools Learning Community and has a well supported Parents and Citizens Association with a highly developed sense of collaborative spirit. The school is a focal point for the local community and their input and contributions are highly valued.

Principal’s message

As the Principal of Black Springs Public School I am proud of the students’ achievements and the opportunities afforded by our school programs and initiatives. Staff are committed, set high expectations for their students and achieve great results. I have enjoyed working with the P & C and appreciate the enthusiasm and assistance they offer to our school. 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

Student representative’s message

In 2014 the Student Representative Council (SRC) ran the Milo program throughout the year. The Easter egg hunt, hat parade and sausage sizzle were again big successes raising funds for our World Vision sponsor child. We organised St Patrick’s Day, Earth Hour, NAIDOC Week and Better Buddies events and celebrations. This year our school was involved in two great excursions. Stage two travelled to Sydney and Stage three went on an adventure to the Great Aussie Bush camp.

Ellie Maguire – SRC member

Student information

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

Student enrolment profile

In 2014 Black Springs Public School had 13 different students who came from 9 families.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td>6</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Enrolments
**Student attendance profile**

In 2014 the attendance rate has been 95.3% across the school. This is an improvement on the 2013 rate of 94.6%.

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>2010</td>
<td>97.5</td>
<td>96.2</td>
<td>84.4</td>
<td>96.8</td>
<td>94.0</td>
</tr>
<tr>
<td>1</td>
<td>2011</td>
<td>96.5</td>
<td>94.9</td>
<td>92.9</td>
<td>87.6</td>
<td>98.2</td>
</tr>
<tr>
<td>2</td>
<td>2012</td>
<td>93.1</td>
<td>92.4</td>
<td>94.2</td>
<td>96.9</td>
<td>90.2</td>
</tr>
<tr>
<td>3</td>
<td>2013</td>
<td>95.8</td>
<td>94.6</td>
<td>89.7</td>
<td>90.6</td>
<td>94.6</td>
</tr>
<tr>
<td>4</td>
<td>2014</td>
<td>95.2</td>
<td>96.1</td>
<td>91.3</td>
<td>88.0</td>
<td>na</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>91.0</td>
<td>95.7</td>
<td>90.3</td>
<td>88.8</td>
<td>96.7</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>95.2</td>
<td>92.9</td>
<td>92.6</td>
<td>97.8</td>
<td>96.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>95.2</td>
<td>95.1</td>
<td>91.0</td>
<td>94.6</td>
<td>95.3</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Management of non-attendance at 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, telephone calls and individual letters.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Part time Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>PSP Funding Scheme - Teacher</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>2.506</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

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>
<tr>
<td>NSW Institute of Teachers</td>
<td>33</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

100% of staff were involved in professional learning throughout 2014 including staff development days. Expertise within the Bathurst Small Schools Learning Alliance, Bathurst Principals Network and the NSW Primary Principals Association supported staff in professional learning. These activities included:

- Growth Coaching;
- Hermann Brain Dominance Index;
- Bathurst Small Schools Learning Alliance Principal meetings;
- Code of Conduct;
- CPR and Emergency Care;
- Child Protection update training;
- Bathurst Principal Network meetings;
- Anaphylaxis e-training;
- Dealing with children who have suffered Trauma;
- School Planning;
- Disability Act;
- New English, Mathematics and Science syllabi;
- Non Violent Crisis Intervention Training;
- Inclusion for learners with speech, language and communication needs;
- Learning and Support Network days;
- Online – Count Me in Too;
- Road Safety;
- Literacy and Numeracy Continuums and PLAN software;
- Core Financial Literacy;
- Consultative Decision Making;
Teacher Accreditation
Black Springs Public School currently has one part-time temporary teacher maintaining accreditation at proficient level. There are no permanent beginning teachers.

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

Date of financial summary 30/11/2014

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward 21487.49</td>
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</tr>
<tr>
<td>Global funds 55545.93</td>
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</tr>
<tr>
<td>Tied funds 33322.37</td>
<td></td>
</tr>
<tr>
<td>School &amp; community sources 6382.97</td>
<td></td>
</tr>
<tr>
<td>Interest 832.67</td>
<td></td>
</tr>
<tr>
<td>Trust receipts 1637.85</td>
<td></td>
</tr>
<tr>
<td>Canteen 0.00</td>
<td></td>
</tr>
<tr>
<td>Total income 119209.28</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning 11920.96</td>
<td></td>
</tr>
<tr>
<td>Key learning areas 11920.96</td>
<td></td>
</tr>
<tr>
<td>Excursions 2632.91</td>
<td></td>
</tr>
<tr>
<td>Extracurricular dissections 5323.39</td>
<td></td>
</tr>
<tr>
<td>Library 378.65</td>
<td></td>
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<tr>
<td>Training &amp; development 4343.74</td>
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</tr>
<tr>
<td>Tied funds 30489.78</td>
<td></td>
</tr>
<tr>
<td>Casual relief teachers 2625.73</td>
<td></td>
</tr>
<tr>
<td>Administration &amp; office 15986.45</td>
<td></td>
</tr>
<tr>
<td>School-operated canteen 0.00</td>
<td></td>
</tr>
<tr>
<td>Utilities 6103.94</td>
<td></td>
</tr>
<tr>
<td>Maintenance 8908.68</td>
<td></td>
</tr>
<tr>
<td>Trust accounts 1860.66</td>
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<tr>
<td>Capital programs 0.00</td>
<td></td>
</tr>
<tr>
<td>Total expenditure 90574.89</td>
<td></td>
</tr>
<tr>
<td>Balance carried forward 28634.39</td>
<td></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN
In 2014 Black Springs Public School had five students in Year 3 and one student in Year 5 sit the NAPLAN tests. The actual results are not able to be reported on due to the small size of the group. The school is unable to reproduce the results if the cohort is less than 10 students. The parents concerned have received a copy of their child’s results and discussed them with the teaching staff.

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

The school follows the Western NSW Region Assessment Framework to ascertain student improvement over the year.

Other achievements

Arts
Black Springs Public School offers a range of Arts activities.

Highlights of the year included:

- K-6 performance of a major musical production called ‘The Three Little Pigs’ for presentation night at the end of the year;
• Group artwork displayed at the Oberon Show and individual junior art competition place winners;

• Weekly music lessons, with a specialist music teacher, learning keyboard, drums, guitar and percussion;

• Visiting artist lessons twice per term featuring work with water colour and mural painting;

• Visiting local bush poet lessons twice per term;

• Achieving 1st place for Small School’s Art and Craft at the Bathurst Show and individual competition place winners;

• Highly commended for the Oberon Waste to Art Competition;

• Success at the Premier’s Spelling Bee Regional final;

• Book week celebrations including a costume parade;

• Prize winners in the Oberon Essential Energy photo competition;

• First place student percussion performance at the Bathurst Eisteddfod;

• Excursion to watch the Bathurst Carillion Society’s version of ‘Beauty and the Beast’;

• Seniors week performance in Oberon;

• Bathurst Regional Art Gallery excursions for Art Express and Menagerie exhibitions;

• Art in a Suitcase program from Bathurst Regional Art Gallery;

• Bathurst Small Schools Creative Arts Festival; and

• Helping to make the mosaic tile wagon wheels for the Common park in Oberon.
The students attended a variety of places of educational significance to support their classroom programs. They joined with other schools from the Bathurst Small Schools for some of these events.

The camps, incursions and excursions were:

- Wulamanayuwi Play at Bathurst Entertainment Centre;
- V8 Supercars ‘Students on Track’;
- Stage two excursion to Sydney;
- Stage three excursion to Canberra;
- Local Government week in Oberon;
- Lion King musical in Sydney;
- High School Transition Days;
- Life Education;
- St John’s first aid workshop;
- Eisteddfod performances;
- Pet ownership workshop;
- Black Springs village ANZAC service;
- Oberon Library reading sessions; and
- Book Week celebrations.
The students had a successful year competing in a variety of sports. The students joined with students from the Bathurst Small Schools Association to compete in a range of winter and summer sports. Students are encouraged to participate in inter school and Primary School Sports Association (PSSA) opportunities.

Two notable achievements during the year were made by David Blackburn and Mary Maher. David competed at the Bathurst District Swimming and Athletic carnivals and Mary was a member of the Bathurst Small Schools Touch football team.

In terms one and four the Bathurst Small Schools held two successful Gala Days for stage two and three students.

Students participate in daily fitness and Fundamental Movement skills programs, the Premier’s Sporting Challenge, in which they achieved ‘diamond’ level, and the Sports Commission sponsored Active after School Communities program. The aim of this program is to increase an appreciation of the need for regular healthy activity but to also provide skill development. The Active after School Communities program was held two afternoons a week and provided the students with a healthy afternoon tea and sixty minutes of activity.

The school maintained its commitment to providing swimming lessons for all students at the Bathurst Aquatic Centre.

Sport

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

Two notable achievements during the year were made by David Blackburn and Mary Maher. David
Significant programs and initiatives – policy

Aboriginal education

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 for all indigenous students were developed and target areas were identified by teachers, students and parents.

The students acknowledged NAIDOC week by revisiting the broadcast from 2008 of the Apology to Australia’s Indigenous Peoples. They also listened to Dreamtime stories and made Aboriginal masks.

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 students, across the stages throughout the year, studied such topics as This is Me, Identifying Us, The Way We Were, Living in Communities, British Colonisation of Australia and Identities and Values. Each of these units gave a focus toward Aboriginal perspectives.

Multicultural education and anti-racism

Black Springs Public School implements programs and initiatives to ensure an inclusive school community and a racism-free learning and working environment. The students, across the stages throughout the year, studied such topics as This is Me, Identifying Us, The Way We Were, Living in Communities, British Colonisation of Australia and Identities and Values. Each of these units gave a focus toward multicultural perspectives.

During the year students completed a Country Women’s Association country study about Botswana. During these lessons students learned about the language, culture and traditions of Botswana. They discussed Australia’s diversity and investigated multicultural heritage.

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.

The students planted a Maple tree in the school playground for National Schools Tree Day.
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. Year five hosted the end of primary school graduation for our year six student, parents and teachers.

Senior students took on a range of responsibilities which included leading assemblies, fundraising, ANZAC ceremony, presentation night and working as buddies and peer reading tutors. All students participated in the Schools Earth Hour, Schools Clean Up Day and National Schools Tree Day. The SRC arranged sponsorship of a World Vision child. The school reward system acknowledges improvement, achievement and positive contributions.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys and evaluations;
- P & C meetings; and
- Internal and external data collection.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

Improve literacy outcomes for students focusing on explicit teaching within a balanced and well resourced literacy program.

Evidence of achievement of outcomes in 2014:

- Year 5 students met expected growth in the literacy;
- improved percentage of K-2 students achieved the regional reading benchmark;
- Year 3 students achieving at or above the minimum standard in the literacy area of writing; and
- All K-2 students moved a minimum of two levels along the Literacy Continuum.

Strategies to achieve these outcomes in 2014:

- Explicit and systematic teaching of Spelling Mastery was delivered;
- Best Start assessment of kindergarten students during week 3 term 1;
- Use PLAN software to ensure students move along the literacy continuum;
- Continued implementation of the Early literacy continuum and the Early learning plan in literacy;
• Provide ongoing training in The Australian Curriculum;
• Weekly practice in questions/tasks from NAPLAN tests;
• Continue to implement MULTILIT programs to targeted students with support from parents/community and the SLSO;
• Implement staff and parent workshops on MULTILIT programs and how to support children at home;
• 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;
• Implement professional learning for all staff from Bathurst Small Schools Collegiate;
• Employ teacher 1 day per week to implement reading and writing program; and
• Update home reading resources to ensure a broad range of levels and text types were available to students.

School priority 2
Numeracy
Outcomes from 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.

Evidence of achievement of outcomes in 2014:
• All K-2 students moved a minimum of two levels along the Numeracy Continuum;
• Year 5 students matched expected growth in numeracy;
• Year 3 students achieved at or above the minimum standard in numeracy;
• PLAN software utilised to track students K-4; and
• Continued Tracking of students using Literacy and Numeracy Continuums.

Strategies to achieve these outcomes in 2014:
• Best Start assessment of kindergarten students;
• use PLAN software to ensure students move along the numeracy continuum;
• Continued implementation of the Early numeracy continuum and the Early learning plan in numeracy;
• Provide ongoing training in The Australian Curriculum;
• Weekly practice in questions/tasks from NAPLAN tests;
• 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;
• Implement professional learning for all staff from Bathurst Small Schools Collegiate; and
• Employ teacher 1 day per week to team teach number and measurement program.

School priority 3
Quality Teaching and the Curriculum
Outcomes from 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; and
• Focused professional learning opportunities for all staff to strengthen capacity to improve student learning outcomes and engagement.
Evidence of achievement of outcomes in 2014:

- All students utilising technology in all KLA’s.

Strategies to achieve these outcomes in 2014:

- Purchase of additional technology resources; and
- Provide staff professional learning and student/parent workshops to develop access and capacity to use ICT.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Our school carried out evaluation on:

- Science; and
- Teaching.

The majority of stakeholders indicated that the school was catering for students’ learning needs. They felt students mostly enjoyed school. Overall most were satisfied with the school.

The majority of students indicated they enjoyed school and their teachers helped them achieve their personal best.

The most significant finding was the students are provided with every opportunity to participate in a full range of events. Children are given a broad range of experiences and opportunities beyond the classroom.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015. Our schools’ three strategic directions are:-

- Enhancing the quality of student learning and engagement;
- Effective pedagogy-Teaching, Learning and Leadership; and
- Fostering quality relationships and networks.

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

P & C members

School contact information

Black Springs Public School

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Fax: 02 6335 8178

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

Web: www.blacksprin-p.schools.nsw.edu.au

School Code: 4190

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