Principal’s message
Black Springs Public School is located in the small village of Black Springs. It had 16 children enrolled at the end of 2012 from both the village and surrounding district. Black Springs Public School has enjoyed an innovative and productive year. As the Principal I am very proud of our school and community. Our positive relationship enables many wonderful things to take place at our school.

Our teaching and learning programs and initiatives focus on quality education. The students achieve their best both academically and socially in a supportive learning environment.

At Black Springs Public School we are dedicated to promoting the development of all students and enhancing their sense of social commitment and growth as valuable Australian citizens.

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
Once again the Black Springs Public School P & C committee has had a very successful year. This year we had the opportunity to cater for two car rallies. This involved two very busy weekends which proved to be extremely profitable. A hard working team cooked breakfast, lunch and dinner, catering for over 200 people. The P & C also catered for the Bathurst Small Schools Athletics Carnival which again was a great success. With the hard earned funds the P & C supported the school with such things as educational programs, resources and excursion transport. We express a big thank you to the Black Springs Progress Association who again supported the swimming lessons for all students at the end of the year.

Student representative’s message
In 2012 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 organized St Patrick’s Day, Earth Hour, NAIDOC Week, Crazy Hair Day and Better Buddies events and celebrations. Year five and six students participated in leadership training.

Madison Pincott SRC member

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>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>8</td>
<td>6</td>
<td>11</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>9</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

In 2012 Black Springs Public School achieved an enrolment of 20 students. One student will be entering high school and possibly seven will enrol in kindergarten for 2013.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>#</td>
<td>97.5</td>
<td>96.2</td>
<td>84.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>98.9</td>
<td>96.5</td>
<td>94.9</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.3</td>
<td>93.1</td>
<td>92.4</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.8</td>
<td>95.8</td>
<td>94.6</td>
<td>89.7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>89.5</td>
<td>95.2</td>
<td>96.1</td>
<td>91.3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>98.4</td>
<td>91.0</td>
<td>95.7</td>
<td>90.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>96.8</td>
<td>95.2</td>
<td>92.9</td>
<td>92.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.0</td>
<td>96.2</td>
<td>95.2</td>
<td>95.1</td>
<td>91.0</td>
</tr>
</tbody>
</table>
In 2012 the attendance rate has been 91.0% across the school. This is a significant decline on the 2012 rate of 95.1%.

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.

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 Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</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>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.17</td>
</tr>
<tr>
<td>Total</td>
<td>2.38</td>
</tr>
</tbody>
</table>

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

Black Springs Public School does not have any staff employed at the school who identify as being an Indigenous Australian.

Staff retention

One staff member was on leave without pay. There were no other changes to permanent staff at Black Springs Public School during 2012.

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>-</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>63792.92</td>
</tr>
<tr>
<td>Global funds</td>
<td>48689.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>17878.78</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11906.43</td>
</tr>
<tr>
<td>Interest</td>
<td>2873.60</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>682.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>145823.87</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the Black Springs Public School Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

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 Happy Prince’ for presentation night at the end of the year;
- Attendance at Musica Viva performances;
- Attendance at local high school for James Ruse High School band performance;
- 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;
- Place prize winners and highly commended for the Oberon Waste to Art Competition;
- Regular excursions to Bathurst Regional Art Gallery for various exhibitions;
- Success at the Premier’s Spelling Bee;
- Group artwork displayed at the Bathurst Small Schools Creative Arts Exhibition held at the Bathurst Memorial Entertainment Centre;
- Zumba dance and Djembe drum and band performances at the Bathurst Small Schools Creative Arts Festival;
- Two students represented Black Springs Public School at the CWA Public Speaking Competition; and
- Achieving Highly Commended for Infants dance and 2nd place for Small School percussion sections at the Bathurst Eisteddfod.

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.

In terms one and four the Bathurst Small Schools held two successful Gala Days for stage two and three students. Our ball games team was successful in winning the P6 Ball Games trophy.

Students participate in daily fitness and Fundamental Movement skills programs, 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 School’s program was held two afternoons a week and provided the students with a healthy afternoon tea and sixty minutes of table tennis and badminton activities.

The school maintained its commitment to providing swimming lessons for all students at the Bathurst Aquatic Centre.
A Year 6 student 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.

Transition for new Kindergarten students was held over term three and four. Year five students act as ‘buddies’ to support each new student’s transition. Year six and Kindergarten students then participate in the Better Buddies program throughout the following year.

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

**Visitors, Camps and Excursions**

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 in 2012 were:

- Student leadership conference;
- Students in Stage two travelled to Sydney. Students visited the National Maritime Museum, the Sydney Aquarium, the Sydney Eye, Goat Island and participated in the Sydney Rocks walking tour;
- Students in Stage three travelled to Canberra for the Bathurst Small Schools excursion. The excursion saw students visit Parliament House, the Electoral Office, Questacon, the Institute of Sport and the National Film and Sound Archive;
- Life Education Van;
- Small Schools Athletics Carnival;
- Musica Viva;
- High School Transition Days;
- Eisteddfod performances;
- Small Schools Swimming Carnival;
- Pet Ownership workshop;
- Oberon Library reading sessions;
- Book Week celebrations;
- Bathurst Regional Art Gallery;
- Gala Sports days; and
- Learn to Swim lessons.
Academic

In 2012 Black Springs Public School had 2 students in Year 3 and 5 students 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 produce 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.

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.

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.

Significant programs and initiatives

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.

Our school travelled to Perthville Hall to watch ‘Adamiginal’, an Aboriginal dance and cultural event.

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, British Colonisation of Australia and Identities and Values. Each of these units gave a focus towards Aboriginal perspectives.

Funding was received to support our Early Stage 1 student through the Wambinya Early Years program. This saw the employment of a School Learning Support Officer. Our SLSO attended training and implemented reading, writing and comprehension strategies in one on one programs. Targeted students worked through literature based programs during terms 2, 3 and 4.

Multicultural education

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, Living in Communities and Global Connections. Each of these units gave a focus towards multicultural perspectives.

During term four students completed a Christmas country study. During these lessons students learned about the language, culture and traditions of other nations. 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.

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 one year six student, 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. All students participated in the Schools Earth Hour, Schools Clean Up Day and National Tree Day. The SRC operated canteen arranged sponsorship of a World Vision child. The school reward system acknowledges improvement, achievement and positive contributions.

Connected Learning
In 2012 Black Springs Public School maintained its outstanding technology program by continuing students’ involvement in virtual classroom opportunities. These proved to provide students with very engaging educational experiences.

Our senior students accessed courses through Taronga Zoo and the Sydney Opera House.

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 maintained 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 2012 targets
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.

Target 1
2012 Targets to achieve this outcome include:

- Increase the number of students demonstrating stage outcomes in literacy 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.

Our achievements include:

- All Year 3 students above the minimum standard in all aspects of NAPLAN literacy;
- Average growth of Year 5 students exceeded expected growth in all aspects of NAPLAN literacy;
- Explicit and systematic teaching of Spelling Mastery was delivered;
- All K – 6 students displayed a minimum growth of 6 months in their spelling age; and
- all K-2 students moved a minimum of 5 levels or more with their independent reading benchmark.
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.

Target 2

2012 Targets to achieve this outcome include:

- Increase the number of students demonstrating stage outcomes in numeracy;
- 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.

Our achievements include:

- New tracking of student progress in numeracy developed and implemented;
- All Year 3 students above the minimum standard in all aspects of NAPLAN numeracy; and
- Average growth of Year 5 students exceeded expected growth in all aspects of NAPLAN numeracy.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of School Management and Writing.

School Management

Background

The school community was surveyed to generate responses about their opinions regarding School Management. Paper surveys were used to seek ratings in each area.

Findings and conclusions

- The school sometimes looks at ways to improve its performance by making minor and major changes to its programs from time to time;
- A range of strategies are employed to ensure effective communication;
- The school’s plans, policies, programs and practices are regularly planned, supervised and supported; and
- The educational needs of all students are met and the school cares about the students and the discipline is fair.

Future directions

- Black Springs Public School will continue to keep a strong focus on School Management; and
- Explore strategies to ensure minor and major program changes are communicated effectively to the school community.
Writing

Background

The school community was surveyed to generate responses about their opinions regarding the Writing program at our school. Paper surveys were used to seek ratings in each area.

Findings and conclusions

• There is a need to review how the school timetables writing into the weekly schedule of activities; and

• Effective communication strategies need to be implemented to ensure parents understand how writing is taught at the school and regular and useful reports and work samples are provided about students’ progress in writing.

Future directions

• Review and implement more realistic timetabling across all grades; and

• Develop strategies to communicate to parents the needs and achievements of the learners at all levels.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The parent, student and staff responses to surveys conducted and interviews show the high levels of satisfaction with the school’s learning programs and school culture. In particular, the importance placed on literacy and numeracy programs, integration of technology, extracurricular programs on offer and student welfare programs like Better Buddies, are of significant value in supporting individual needs.

Professional learning

Black Springs Public School’s major priorities and strategies for teacher professional learning are detailed in the professional learning component of the 2012 School Plan. In 2012 all permanent teachers, the 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;
• Best Start training;
• Collegiate meetings for the Principal;
• Every Student, Every School;
• Maths Matters;
• The Learner and the New Curriculum;
• Annual Primary Principal’s Association Sydney Conference;
• Bathurst School Education Group and Western NSW Region Principal meetings and conferences;
• Child Protection and Keep them Safe;
• Emergency Care and CPR; and
• Small schools network meetings.

There has been no New Scheme Teachers working towards accreditation at Black Springs Public School in 2012.

There has been no New Scheme Teachers maintaining accreditation at Professional Competence Level in 2012.

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 2013, 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.

2013 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 grammar and punctuation;
- Increase the proportion of Year 5 students meeting expected growth in literacy with a focus on writing and grammar and punctuation;
- Increase the proportion of K-2 students achieving the regional reading benchmark;
- All Year 3 students achieving at or above the minimum standard in literacy with a focus on writing and grammar and punctuation; and
- 100% of Year 1 and 2 students move a minimum of two levels along the Best Start literacy continuum.

Strategies to achieve these targets include:

- Best start assessment of all kindergarten students during week 3 term 1;
- Access the two day Gifted and Talented Kindergarten Program;
- Continued implementation of the Early literacy continuum and the Early learning plan in literacy;
- Provide ongoing training in R2L – R2L and The Australian Curriculum;
- 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 of resources and assessment strategies;
- Implement parent/community workshop/s on MULTILIT and how to support children at home;
- Implement MULTILIT to targeted students with support from parents/community and the SLSO;
- 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 on Aboriginal Pedagogy;
- Participation in Focus on Reading 3-6 professional learning for Small Schools;
- Implement MiniLit to targeted students with support from parents/community and staff; and
- Employ teacher 1 day per week to implement writing program.

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.

2013 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 with a focus on number and measurement;
• All Year 3 students achieving at or above the minimum standard in numeracy;
• Improve tracking of student progress in numeracy;
• Increase the proportion of Kindergarten students achieving perceptual level; and
• 100% of Year 1 and 2 students move a minimum of two levels along the Best Start numeracy continuum.

Strategies to achieve these targets include:
• Best start assessment of all kindergarten students during week 3 term 1;
• Access the two day Gifted and Talented Kindergarten Program;
• 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;
• 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 or resources and assessment strategies; and
• Employ teacher 1 day per week to implement hands on number and measurement program.

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.

2013 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; and
• All students’ work samples show evidence of learning through virtual excursions.

Strategies to achieve these targets include:
• Teaching 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;
• Purchase of additional technology resources;
• 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;
• 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.

Karolyn Blackburn - Principal
Katie Paahi – P & C President

School contact information

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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: