Black Springs Public School
Annual School Report 2013
**Principal’s message**

Black Springs Public School is located in the small village of Black Springs. It had 20 children enrolled at the end of 2013 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**

Black Springs Public School P & C committee has had a very successful year. This year we had the opportunity to participate as a school in the Bathurst Edgell Jog. The school was awarded a monetary prize for the largest small school group contingent. The P & C also held a cake stall at the Local Government election. With the hard earned funds the P & C supported the school with such things as educational programs, resources, Easter Fun Day 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.

Jasmine Armstrong – President

**Student representative’s message**

In 2013 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 and Better Buddies events and celebrations. Year five and six students participated in leadership training.

Alicia Maclure – 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

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

In 2013 Black Springs Public School achieved an enrolment of 21 students. Four students will be entering high school and possibly four will enrol in kindergarten for 2014.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>K 2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>100.0</td>
<td>97.5</td>
<td>96.2</td>
<td>84.4</td>
<td>96.8</td>
</tr>
<tr>
<td>1</td>
<td>98.9</td>
<td>96.5</td>
<td>94.9</td>
<td>92.9</td>
<td>87.6</td>
</tr>
<tr>
<td>2</td>
<td>91.3</td>
<td>93.1</td>
<td>92.4</td>
<td>94.2</td>
<td>96.9</td>
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<td>3</td>
<td>96.8</td>
<td>95.8</td>
<td>94.6</td>
<td>89.7</td>
<td>90.6</td>
</tr>
<tr>
<td>4</td>
<td>89.5</td>
<td>95.2</td>
<td>96.1</td>
<td>91.3</td>
<td>88.0</td>
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<td>6</td>
<td>96.8</td>
<td>95.2</td>
<td>92.9</td>
<td>92.6</td>
<td>97.8</td>
</tr>
<tr>
<td>Total</td>
<td>96.2</td>
<td>95.2</td>
<td>95.1</td>
<td>91.0</td>
<td>94.6</td>
</tr>
</tbody>
</table>

In 2013 the attendance rate has been 94.6% across the school. This is a significant improvement on the 2012 rate of 91.0%.

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>Smaller School Supplementation - Teacher</td>
<td>0.546</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>3.052</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 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>-</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>22084.34</td>
</tr>
<tr>
<td>Global funds</td>
<td>46620.38</td>
</tr>
<tr>
<td>Tied funds</td>
<td>25850.66</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>14271.91</td>
</tr>
<tr>
<td>Interest</td>
<td>688.18</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1294.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>110809.57</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 14875.98   |
| Excursions                | 7698.54    |
| Extracurricular dissections| 4657.72    |
| Library                   | 383.36     |
| Training & development    | 3818.65    |
| Tied funds                | 34272.05   |
| Casual relief teachers    | 308.82     |
| Administration & office   | 15988.98   |
| School-operated canteen   | 0.00       |
| Utilities                 | 5406.77    |
| Maintenance               | 892.40     |
| Trust accounts            | 1018.81    |
| Capital programs          | 0.00       |
| **Total expenditure**     | 89322.08   |

| Balance carried forward   | 21487.49   |

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the School parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Achievements

Academic

In 2013 Black Springs Public School had two 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 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 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.

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.

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 Little Mermaid’ for presentation night at the end of the year;
- Group artwork displayed at the Oberon Show and individual junior art competition place winners;
- A Tale from Grisham Forest Play performance by Charles Sturt University students;
- 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;
- Success at the Premier’s Spelling Bee Regional final;
- Student percussion and band performance at Black Springs Heritage Dance as part of the Oberon 150th birthday celebrations;
- Year 5 and 6 students participation in a Digi Ed workshop at Hampton Public School;
• Participation in JIRB workshop at Bathurst Entertainment Centre, with subsequent exhibition of works;
• Book week celebrations including a costume parade;
• Attendance at local high school for a performance of the ‘Crossing’ Play, to celebrate 150 years since the crossing of the Blue Mountains;
• Prize winners in the Oberon Essential Energy photo competition; and
• Student percussion and band performances 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.

Two notable achievements during the year were made by David Blackburn and Madison Pincott. David competed at the Bathurst District Athletics carnival in the 100 metres event and Madison was a member of the Bathurst Small Schools netball team.

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 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.
Other

Year 6 students participated in the Oberon High School transition program. The transition program offered Year 6 the opportunity to spend a handful of days at the high school 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.

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 2013 were:

- Students in Stage three travelled to Kincumber Aussie Bush Camp for the Bathurst Small Schools camp;
- Small Schools Athletics Carnival;
- High School Transition Days;
- Eisteddfod performances;
- Small Schools Swimming Carnival;
- Pet Ownership workshop;
- Oberon Library reading sessions;
- Book Week celebrations;
- NRL workshop with Oberon Tigers;
- Bathurst Regional Art Gallery;
- Black Springs Village Anzac Service;
- Oberon Little Athletics presentation and workshop;
- Narrabeen Sydney Sports Academy for 3 day camp;
- Surf Life Saving Beach to Bush presentation and workshop;
- Gala Sports days; and
- Learn to Swim lessons.
The ‘Crossing’ Play

Charles Sturt University performance – ‘A Tale of Grisham Forest’

Oberon Little Athletics workshop

Narrabeen excursion

Pet Ownership workshop

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.

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 artworks.

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, Celebrations, Families Past and Present, People and their Beliefs and Australia: Your Standing in It. Each of these units gave a focus toward Aboriginal perspectives.

NAIDOC Day
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, Celebrations, Families Past and Present, People and their Beliefs, Cooperating Communities and Study of a Cultural Group. Each of these units gave a focus toward multicultural perspectives.

During the year students completed a Country Women’s Association country study about Morocco. During these lessons students learned about the language, culture and traditions of Morocco. 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. Year five hosted the end of primary school graduation for four 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 Schools Tree Day. The SRC operated canteen arranged sponsorship of a World Vision child. The school reward system acknowledges improvement, achievement and positive contributions.

ANZAC Day service
Schools Clean Up Day
School’s National Tree Day

Connected Learning
In 2013 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 students accessed courses through places such as Taronga Zoo and the Sydney Opera House.

Literacy programs continued to be supported by our Reading Eggs, Denison College Moodle, Sunshine Online 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.

Transitional Equity Funding

Black Springs Public School was a recipient of Transitional Equity Funding, which provides invaluable support. Through TEF a teacher was employed part time to implement small group writing and hands on number and measurement mathematics programs to all students. As a result, this additional funding assisted the school to achieve the Literacy and Numeracy targets.

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:

• paper surveys; and
• P&C meetings

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012—2014

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

Evidence of progress towards outcomes in 2013:

• Year 5 students met expected growth in the literacy area of spelling;
• The majority 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
• Explicit and systematic teaching of Spelling Mastery was delivered; and
• All K – 6 students displayed a minimum growth of 6 months in their spelling age.

Strategies to achieve these outcomes in 2014

• Best start assessment of all kindergarten students during week 3 term 1;
• Access PLAN software training;
• 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;
• 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;
• 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 on Aboriginal Pedagogy;
• Participation in L3 professional learning for Small Schools; and
• Employ teacher 1 day per week to implement reading and writing program.
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 progress towards outcomes in 2013
• Year 5 students exceeded expected growth in numeracy;
• Year 3 students achieved at or above the minimum standard in numeracy;
• Expanded Best Start software utilised to track students K-2; and
• Continued Tracking of students using Literacy and Numeracy Continuums;
Strategies to achieve these outcomes in 2014
• Best start assessment of all kindergarten students during week 3 term 1;
• Access PLAN software training;
• Continued implementation of the Early numeracy continuum and the Early learning plan in numeracy;
• Provide ongoing training in The Australian Curriculum;
• 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;
• Implement professional learning for all staff from Bathurst Small Schools Collegiate on Aboriginal Pedagogy;
• 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 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;
• 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.
Evidence of progress towards outcomes in 2013:
• Connected learning scope and sequence developed and implemented;
• All students utilising technology in all KLA’s; and
• Increased utilisation of learning through virtual excursions.
Strategies to achieve these outcomes in 2014:
• Provide staff professional learning and student/parent workshops to develop access and capacity to use ICT;
• 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;
• 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.

Professional learning
Black Springs Public School’s major priorities and strategies for teacher professional learning are detailed in the professional learning component of the 2013 School Plan. The major focus for professional development was to prepare the staff for the implementation of the new Australian Curriculum. Another major focus was the Aboriginal Pedagogies: 8 Aboriginal Ways of Learning. The staff joined with the Bathurst Small Schools to complete 4 modules.

In 2013 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:
• Child Protection procedures and Keep them Safe;
• Emergency Care and CPR;
• Small Schools network meetings;
• Collegiate meetings for the Principal;
• Every Student, Every School;

• Annual Primary Principal’s Association Sydney Conference;
• Bathurst School Education Group and Western NSW Region Principal meetings and conferences;
• Online Training Australia: Understanding Dyslexia and Significant Difficulties in Reading;
• LaST network Days;
• Maintenance of Accreditation 101; and
• Gifted and Talented Kindergarten Resource Package.

There has been no New Scheme Teachers working towards accreditation at Black Springs Public School in 2013. There has been one New Scheme Teacher maintaining accreditation at Professional Competence Level in 2013.

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 2014, professional learning funding will be utilised for ongoing training in literacy, numeracy and quality teaching and curriculum.

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
In 2013 our school carried out evaluation on:

• Creative and Practical Arts
• Learning

The majority of parents indicated that the school was catering for their child’s/children’s learning needs. They felt their child 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 staff indicated the school’s Creative and Practical Arts Program, has increased student confidence. The students’ Art and Craft work was of a high standard. The school’s music program is of great quality and identified the many positive benefits to all aspects of student learning. They suggested the school explores additional student drama opportunities.

**Future Directions**

As a result of this evaluation Black Springs Public School will continue to offer a rich Creative and Practical Arts program. The school will continue to fund a specialist Music teacher and provide authentic opportunities for the students to showcase their Creative and Practical Arts. The school will investigate additional Practical Arts and Drama opportunities.

**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.

Karoly Blackburn - Principal

Jasmine Armstrong – P & C President

**School contact information**

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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: