School context

Blackville Public School is a geographically isolated small school in a village of approximately 20 people. We are located on rich farming land in the Liverpool Plains.

We provide a dynamic and caring educational environment in which all students access a varied and balanced curriculum. Our students benefit from an extremely positive setting and are involved in a wide-range of extra curricula activities. We have a close relationship with a number of like small schools and are involved in many sporting and cultural activities together.

Staff

Blackville Public School benefits from the dedicated staff that are completely committed to our school. The teaching, ancillary and support staff work extremely hard throughout the year ensuring that our students receive the best education. They provide so many opportunities for our students and have made schooling such a memorable experience. Our staff are continually striving for best practice in providing strong support and excellent learning programs for our students.

The teaching staff in 2014 comprised:
Catherine Anderson: Acting Principal
Shelley Clews: Temporary RFF
Kylie Burns: LAST

SASS (School Administration and Support staff):
Rebecca MacKenzie: SAM
Christine Bell: SAO
Rob Maxwell: GA

Principals Message

I have felt extremely privileged to lead Blackville Public School in 2014.

It has been a very exciting year for Blackville Public School. From a shaky beginning with 2 delightful students we have ended the year with 7 amazing students. We are looking at a possible 2015 enrolment of 9 students. I hope 2014 has been an amazing year for our children with great achievements both academic and sporting, adventures, excursions, making new friends and lots of fun and laughter.

The Blackville staff are a very special lot of energetic people. It has been a pleasure to work with such a dedicated, professional group who go all out to provide a quality education for our children.

Our school community has been very supportive during 2014. The P&C are an amazing group and at most meetings we have 100% of families represented. The P&C have catered for school functions such as A-Day and the Spelling Bee where we have had as many as 70 students and their parents. The P&C mums and dads worked tirelessly to get organised for our kiddie corner at the art show and after costs we made $212. They have also donated $500 towards the library, allowing us to buy all of the 2014 short listed books.

The Blackville Community Art Show Committee have also been a great support to our school, donating $6032 to allow us purchase laptops for each child in our school to utilise and to purchase additional Ipads so that each child has access to one. This allows us to immerse our students in 20th century learning and ensure they have access to many quality online learning opportunities.

Thank you to the school community for the support you have shown me over the last year. I look forward to another year at this fantastic community 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.

Ms Catherine Anderson
Acting Principal
P & C Message

2014 has been another great year at Blackville Public School. The students have been given so many opportunities some of which have included: public speaking, spelling bee, a variety of sporting opportunities and exciting excursions.

The students at our small school are enthusiastic and always keen to give everything their best. The staff have worked hard to instill confidence and skills in the children in their care.

The staff recognize the necessity to provide as many opportunities for socialization and multiple learning experiences outside of their regular environment. Students have been on excursions to Sydney, Coolah Tops National Park and Agquip. They have had Sport & Rec, Daniel Wicks the whip cracker and, one of our most exciting events, the Variety Club to visit.

The P&C have contributed funds to purchase shortlisted books for the library and have contributed to the cost of the Sydney excursion. The P&C have worked tirelessly at events such as NAIDOC day, Spelling Bee, Grandparents Day and at the Art Show.

We wish all staff and students all the best for 2015. We are sure it will be another great year for Blackville Public School.

P&C Committee

Student information

Our current enrolment is 7 students drawn from the village and nearby farming properties. We have a history of excellence producing confident, well rounded young people who have gone on to achieve great things. Our aim is to nurture lifelong learners who are never disadvantaged by their isolation.

Student enrolment profile

2 enrolments at the beginning of the year increasing to 7 by the end of 2014.

Management of non-attendance

In NSW it is a legal requirement that children attend everyday unless sick or on a planned holiday. Attendance at Blackville is recorded daily. After 7 days unexplained absences are followed up with a phone call or letter. In the event that improvement did not occur the Department’s Home School Liaison Officer would be contacted and due process followed.
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</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>.126</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>.996</td>
</tr>
<tr>
<td>Total</td>
<td>2.306</td>
</tr>
</tbody>
</table>

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

At present there are no indigenous staff employed at our school.

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>33</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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>39604.31</td>
</tr>
<tr>
<td>Global funds</td>
<td>39764.80</td>
</tr>
<tr>
<td>Tied funds</td>
<td>25755.95</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10395.18</td>
</tr>
<tr>
<td>Interest</td>
<td>1473.92</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>317</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>117311.16</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       | 6326.81    |
|                          |            |
| Key learning areas       | 6326.81    |
| Excursions               | 0.00       |
| Extracurricular dissections| 3291.30   |
| Library                  | 647.33     |
| Training & development   | 3057.88    |
| Tied funds               | 30382.28   |
| Casual relief teachers   | 4104.34    |
| Administration & office  | 19489.11   |
| School-operated canteen  | 0.00       |
| Utilities                | 6212.62    |
| Maintenance              | 2564.41    |
| Trust accounts           | 359.01     |
| Capital programs         | 0.00       |
| Total expenditure        | 76435.09   |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P &C. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

2014 has been a successful year for Blackville students both academically and in the arts.

Academic achievements

NAPLAN

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.

In 2014, one student sat for the National Assessment Program. Graphical representation of student performance must not be used for cohorts of less than 10 students.

Other achievements

Public Speaking

Students participated in the Boggabri Public Speaking Competition. All students prepared speeches and presented them with great polish and confidence.

Students have taken part in regular music, singing, dancing and performing activities. A particular high-light was our involvement in QSSAF. All students were part of the chorus with Paige Anderson performing a solo part.

Sport

Swimming

All students performed well at the small schools swimming carnival with Paige Anderson making it all the way to State Swimming in the relay.

Cross Country

All students trained hard for Cross Country with big improvement in times. Paige, Brodie, Alicia and Jack all represented Blackville at Zone Cross Country at Willow Tree.

Athletics

Blackville students participated with great enthusiasm at the Spring Ridge School Carnival and at the Small Schools Athletics Carnival.

Paige Anderson, Brodie Saunders, Alicia McCabe and Jack Butler all proceeded to the Zone Carnival. Paige Anderson continued on to Regional in Shot put and Discuss.

The Arts

Blackville Public School participated in a comprehensive visual arts program throughout the year. Children’s art was displayed at the Currabubula Art Show and the Blackville Art Show.

Items were also displayed at the Quirindi Show. All students were awarded a certificate. Our collaborative art piece, completed with Quirindi High School principal Mrs Meghanne Clark and students from Walhallow PS gained first place.
Significant programs and initiatives –
Policy and equity funding

Aboriginal education

Blackville Public School acknowledges and pays respect to the traditional custodians of the land the school is located on, the Kamillaroi people.

Aboriginal education is embedded in our school life at Blackville and we educate all students about Aboriginal history and culture.

We learned about aspects of Aboriginal culture, traditions and history in a range of units of work studied through Human Society and its Environment (HSIE) syllabus area with integration in other Key Learning Areas (KLAs).

Blackville held NAIDOC Week activities that included Aboriginal games, storytelling, art and cultural awareness activities. Premer, Spring Ridge and Walhallow joined us for a day of celebration and fun.

Multicultural education

Blackville implements programs and initiatives to ensure an inclusive school and a learning environment free of racism. Our school community acknowledges Australia as a multi-cultural nation. We incorporate the multicultural perspectives through the mandatory cultural units taught in HSIE and through multicultural texts used during literacy and the many information texts available in the library and ICT.

As our school community is not culturally diverse, we believe it is crucial to maintain a focus on multicultural education across the curriculum, providing learning programs which develop the knowledge, skills and attitudes required in a culturally diverse society.

We have also been involved in the CWA country of study. Students produce art work and projects on a country, chosen by the CWA. This year our focus was Botswana. We also spent a day with the CWA eating food from Botswana and learning more about it through slideshows and talks.

Premier’s Sporting Challenge

During 2014, the Premier’s Sporting Challenge continued to be an important part of our PE/Sport Education. The aim is to engage students in sport and physical activity, encouraging them to lead healthy, active lifestyles. Children completed a number of challenges designed to keep them more active, more of the time. Our children received diamond certificates and Paige Anderson received the Annual PSC Medal.

Premier’s Spelling Bee

During 2014 the Premier’s Spelling Bee continued to be a major program in our school. This is a fun and educational way for our students to engage with spelling.

Our school hosted the Fifth Annual Small School’s Spelling Bee involving over 60 students from 6 small schools, along with staff and parents.
Ready, Set, Go Program

The Ready Set Go Program is a year-long transition program. The transition class is an important beginning to school for our local Preschool children. Parents and teachers become acquainted and the children become familiar with the school grounds, buildings, rules and routines. The children develop classroom skills and organizational practices that will enable them to commence formal learning quickly next year. The Blackville RSG program is undoubtedly a great asset to our school.

In 2014 there were 2 students involved in the Ready Set Go Program.

Active After-School Communities

Ongoing funding through the Australian Sports Commission allows our students to participate in a range of fitness and sporting activities after school hours one day a week. The aim of this program is to engage children in sport and other structured physical activities and through a positive and fun experience help to develop a love of sport. In 2014 all students benefited from fun, active after school tuition in gymnastics, athletics, golf, circus skills and hockey. Mrs Julie Prowse tutored the children terms 1-3 and Mrs Leisa Anderson took over for term 4.

Learning and Support

Kylie Burns has been employed as our LAST, one day a fortnight for 2014. Due to the distances required to travel she has been attending BPS for one full day terms 2 and 3. She has targeted areas to work on for each child.

Patricia McCartney has attended BPS on a number of occasions to do some YARC testing to assess exactly where students are breaking down in their reading. She has demonstrated a lesson with staff and worked with some of our children in most need.

The Royal Far West Speech program has been utilized for those children that require it.

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
- Questionnaires
- P&C discussions
Parent, student and teacher satisfaction.

In 2014 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented here:

**Parent Survey**

1. How important is it that your child learns about cultures, families and ways of living?
2. How important is it that your child learns where to go and how to ask for help when they need it?
3. How important is it that your child participates in activities that promote positive relationships among all children?
4. How important is it that the school provides opportunities for families to engage in activities involving their child?
5. How much do you agree that the school respects and values my family's beliefs and wishes?
6. How much do you agree that I can participate in decisions that affect my child at school?
7. How much do you agree that my child's teacher cares about my child?
8. How much do you agree that I know how to help my child do well in school?
9. How much do you agree that the school sets clear, high expectations for student behavior?
10. How much do you agree that children at the school have someone they can talk to if they need help or advice?

**Student Survey**

1. I like going to school?
2. The best things about Blackville Public School – things we do well?
3. Things we could improve at Blackville Public School?
4. What is Special about our school?
5. Subjects I am good at?
6. Subjects I can do better in?
7. My teachers care about me?
8. How I feel about school? Happy, Indifferent, Sad?
9. My family feels comfortable at my school?
10. We do exciting things at school?

**Student Responses**

Question 1 100% of students answered “Yes”.

Question 2 a sample answers includes “like a big family”, “Art”, “learning my letters”, “we learn all different kinds of stuff”.

Question 3 a sample of answers includes “Nothing”, “More people to play with” and “win more trophies”.

Question 7 100% of students answered “Yes”.

Question 9 100% of students answered “Happy”.

Question 9 100% of students answered “Yes”.
School planning 2012-2014:

School Priority 1
An increased percentage of students at proficiency level in literacy.

Outcomes from 2012–2014
All students achieving national and regional benchmarks in Literacy.

Evidence of progress towards outcomes in 2014:
- Implementing Individual Learning Plans and monitoring students’ progress.
- Teacher programs reflect a variety of strategies addressing the Quality Teaching Framework.

Strategies to achieve these outcomes in 2015
- Continuing to use technology to engage students whilst increasing their skills.
- TPL to focus on the implementation of the National Curriculum for Literacy.
- Teacher programming and assessment to reflect the Literacy Continuum K-6.
- L3 training & implementation to ensure early years are best catered for.

School priority 2
An increased percentage of students at proficiency level in Numeracy.

Outcomes from 2012–2014
All students achieving national and regional benchmarks in Numeracy.

Evidence of progress towards outcomes in 2014:
- Individual progression along the numeracy continuum
- Use of technology to engage students in the learning cycle for numeracy.
- “Newmans error Analysis’ to assist with comprehension in numeracy

Strategies to achieve these outcomes in 2015:
- Continuing to use technology to engage students in the learning cycle for numeracy.
- Implementation of Ten Numeracy program
- Whole school assessment on the continuum using PLAN data to inform teaching.

School priority 3
Increased use of current technologies by students and staff.

Outcomes from 2012–2014
Students to display confidence and competence in the use of technology.

Evidence of progress towards outcomes in 2014:
- Students utilising technology more frequently to support their learning
- Involvement in a range of video conferences

Strategies to achieve these outcomes in 2015:
- Reliable technology purchased to which each child has personal access
- Coordinating Ipads through purchase of Imac to manage apps
- Creating a multi modal classroom

School Priority 4
Compensation for geographic isolation by exposing students to a wide range of experiences.


Outcomes from 2012 – 2014

All students will have opportunities to perform confidently in a range of contexts outside the classroom.

Evidence of progress towards outcomes in 2014:

- Excursion to Sydney
- Participation in Active After Schools, swim school, public speaking, inter school sport
- Utilised every opportunity to expand learning beyond the classroom

Strategies to achieve these outcomes in 2015:

- Taking advantage of every opportunity to visit other schools for academic, sporting and cultural activities
- Regular excursions to support learning in KLA’s
- Major excursion to Brisbane/ Gold Coast.
- VC’s to support learning and engagement.

Professional Learning

All staff members are continually learning through ongoing professional development. TPL that has been undertaken includes Small Schools Conference, regular PPA meetings, numerous Adobe connect session on Australian Curriculum, Kids Matter training, the start of Ten training, and small schools numeracy workshop, Best Start and Plan. SASS staff have trained in financial literacy and various network meetings. The GA has trained in chemical safety.

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.

The three strategic directions for the Blackville Public School Plan 2015-2017 are:

1. The school will deliver quality teaching and learning programs to equip students with the necessary skills to be successful 21st century learners.
2. Building teacher capacity through quality TPL opportunities and engagement in learning networks.
3. Creating a quality learning environment.
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.

Catherine Anderson, Acting Principal
Rebecca Mackenzie, School Admin Manager

School contact information

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Web: www.blackville-p.schools.nsw.edu.au
School Code: 1252

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: