

BLACKSMITHS PUBLIC SCHOOL

Annual School Report 2014



School context statement

Blacksmiths Public School, located in East Lake Macquarie provides a nurturing environment where all 108 students are supported and challenged by quality educational programs within a varied and balanced curriculum. In recent years major initiatives in the areas of literacy, numeracy, the environment and sport have brought about widespread recognition of excellence within the school and the wider community. Our school is made up of students from a diverse range of socio economic backgrounds, with a small number of Aboriginal enrolments. Blacksmiths Public School is well resourced with wireless access throughout the school. The schools enrolments have slowly declined over the last 5 years, resulting in the loss of an Assistant Principal at the school in 2014. In 2015 the school will be staffed with 5 classroom teachers, a teaching Principal and a part time library teacher. The Principal's role incorporates the LAST (learning assistance support teacher) and RFF (release from face to face). The school aims to produce a culture of continuous improvement and quality service. We encourage the involvement of parents and community in every aspect of school life, as we work towards developing genuine and productive partnerships with our families. Our programs cater for individual needs, promoting critical thinking, creativity and problem solving across all Key Learning Areas. Our motto, 'Doing Our Best Together', underpins the Blacksmiths PS attitude to learning, playing and living!

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

Gender	2011	2012	2013	2014
Male	72	69	55	54
Female	59	56	53	53

During 2014, our enrolments declined marginally. By the end of the year, a small number of families had left the school due to relocating to another area, once again reducing our numbers slightly. At the end of the year, we had 107 enrolments, 54 boys and 53 girls.

The majority of our students are from English speaking backgrounds, but we also have students from Indonesian, Samoan, French, Thai, Khmer and Macedonian backgrounds. We have 5 students of Aboriginal descent.

Student attendance profile

	Year	2011	2012	2013	2014
School	K	96.6	95.9	96.7	95.6
	1	92.4	94.0	95.4	95.7
	2	95.2	93.0	94.0	94.5
	3	96.3	93.5	95.6	95.1
	4	94.1	94.8	96.8	95.3
	5	94.6	92.8	94.5	94.6
	6	91.6	92.4	95.9	94.7
	Total	94.4	93.7	95.5	95.1
State DEC	K	94.7	94.3	95.0	95.2
	1	94.2	93.9	94.5	94.7
	2	94.2	94.2	94.7	94.9
	3	94.4	94.4	94.8	95.0
	4	94.3	94.3	94.7	94.9
	5	94.2	94.2	94.5	94.8
	6	93.8	93.8	94.1	94.2
	Total	94.3	94.2	94.7	94.8

The attendance rates at Blacksmiths Public School in 2014 were, while above state attendance rates, impacted by overseas holidays and longer term illness in some cases.

Workforce information

Throughout 2014 our staff remained stable. We had one share position due to part time maternity leave. Where staff positions are shown in decimal form, 0.2 is equivalent to one full day.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teachers	0
Classroom Teacher(s)	5
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0.1
School Administrative & Support Staff	1.4
Total	8.9

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

There are currently no teachers who identify as being Aboriginal on staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	70%
Postgraduate	30%

Professional learning and teacher accreditation

In 2014 the staff at Blacksmiths Public School engaged in a variety of professional learning sessions both on and off site. The major focus of the year was on the implementation of Focus on Reading (FoR), with all teachers taking part.

Throughout the year staff engaged in professional learning that aligned with school planning documents, with an emphasis on developing the capacity of teachers to improve student learning outcomes. All staff attended 5 whole day Staff Development Days, weekly Teacher Professional Learning (TPL) meetings and a range of courses and conferences throughout the year.

In 2014 professional learning focused on improving learning outcomes in English and Mathematics. This included Phase 1 implementation of Focus on Reading (FoR), syllabus implementation, curriculum planning, learning continuums, consistent teacher judgment, assessment and reporting, rich talk about texts and digital technologies. Staff also engaged in a range of additional development activities in the areas of Disability Standards, analyzing and using SMART data, asthma training and financial management.

All staff participated in compliance training throughout 2014. This training included CPR, Code of Conduct, Anaphylaxis e-learning, Work Place Health & Safety and Child Protection.

Throughout 2014 all staff participated in a range of planning activities for the 2015-2017 School Plan. This included the development of a school vision, collection of school data from a range of sources and the development of the school's 3 key strategic directions.

In 2014 approximately \$3100 was spent on professional learning. This equates to an average of \$600 spent per teacher. This funding has supported the achievement of school targets, which has significantly improved classroom practice and teacher capacity across the school.

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
Income	\$
Balance brought forward	90926.80
Global funds	86784.62
Tied funds	59474.71
School & community sources	28113.56
Interest	3136.99
Trust receipts	8853.40
Canteen	0.00
Total income	277290.08
Expenditure	
Teaching & learning	
Key learning areas	22266.72
Excursions	7412.84
Extracurricular dissections	14309.46
Library	1449.39
Training & development	1314.18
Tied funds	49687.35
Casual relief teachers	10785.41
Administration & office	22477.80
School-operated canteen	0.00
Utilities	10892.36
Maintenance	16823.48
Trust accounts	9296.23
Capital programs	0.00
Total expenditure	166715.22
Balance carried forward	110574.86

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 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> and enter the school name in the *Find a school* and select *GO* to access the school data.

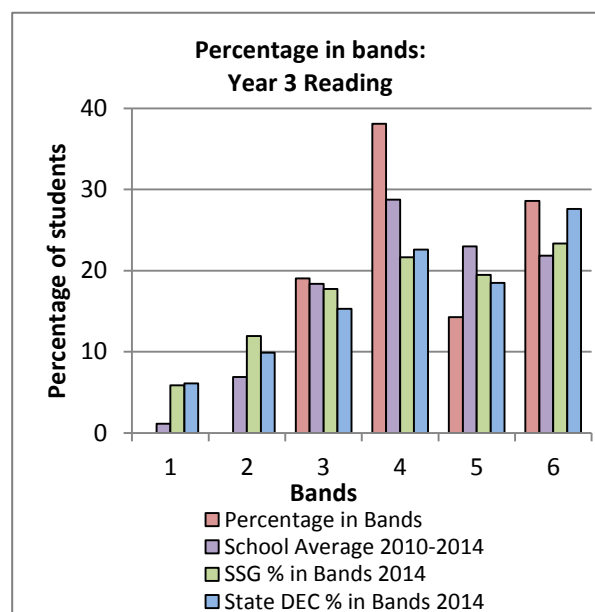
Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 3 NAPLAN

Reading

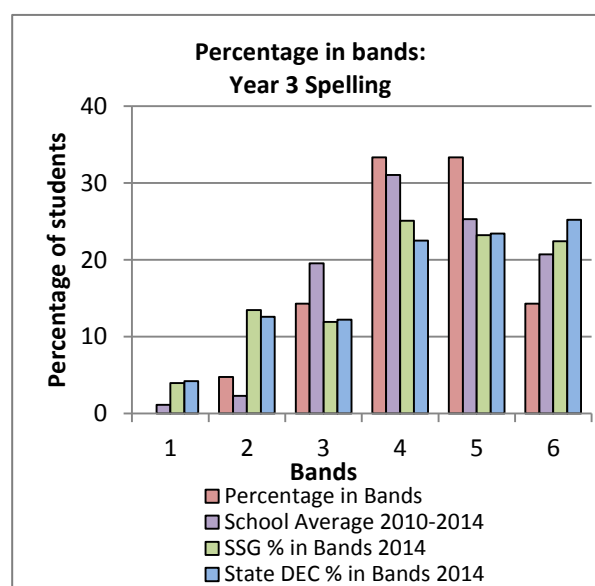
	School	SSG	State DEC
Average score, 2014	432.3	407.2	416.3



Year 3 NAPLAN

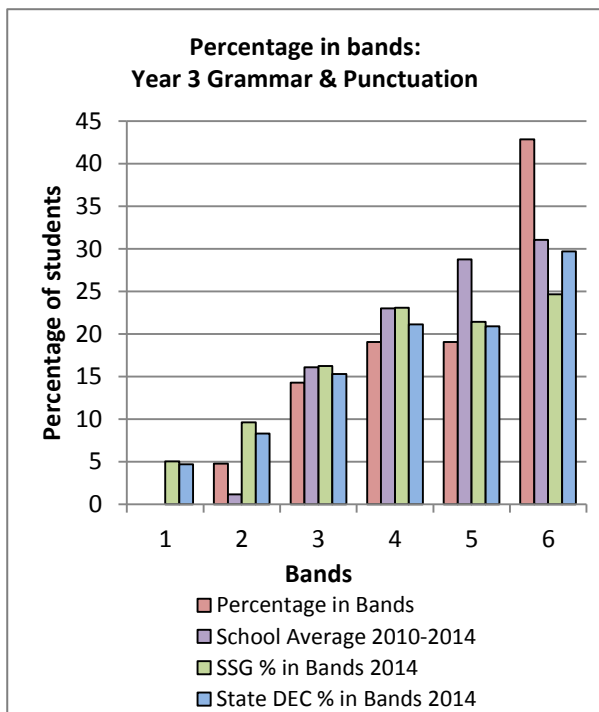
Spelling

	School	SSG	State DEC
Average score, 2014	422.9	412.9	418.8



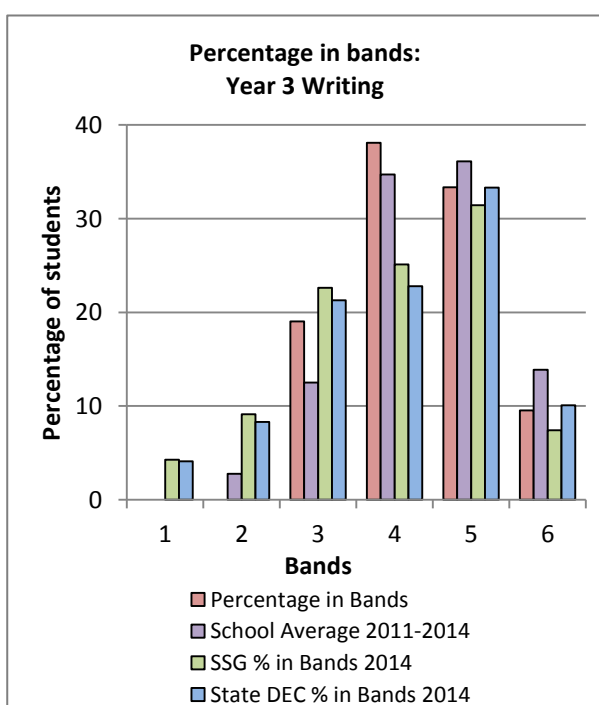
Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DEC
Average score, 2014	451.9	414.9	427.1



Year 3 NAPLAN Writing

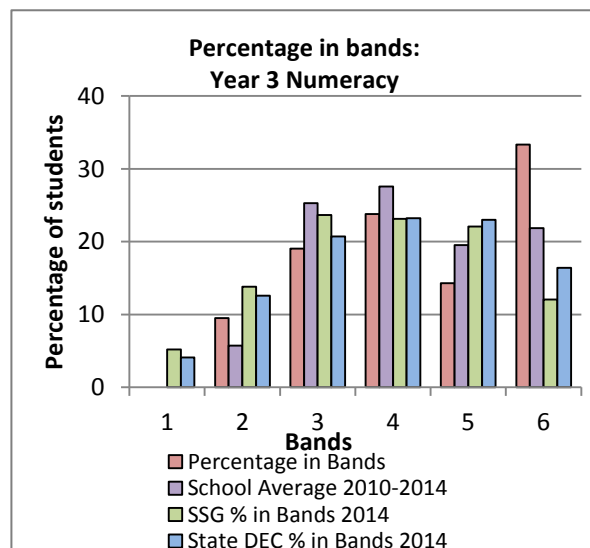
	School	SSG	State DEC
Average score, 2014	412.1	395.4	401.5



NAPLAN Year 3 - Numeracy

Year 3 NAPLAN Numeracy

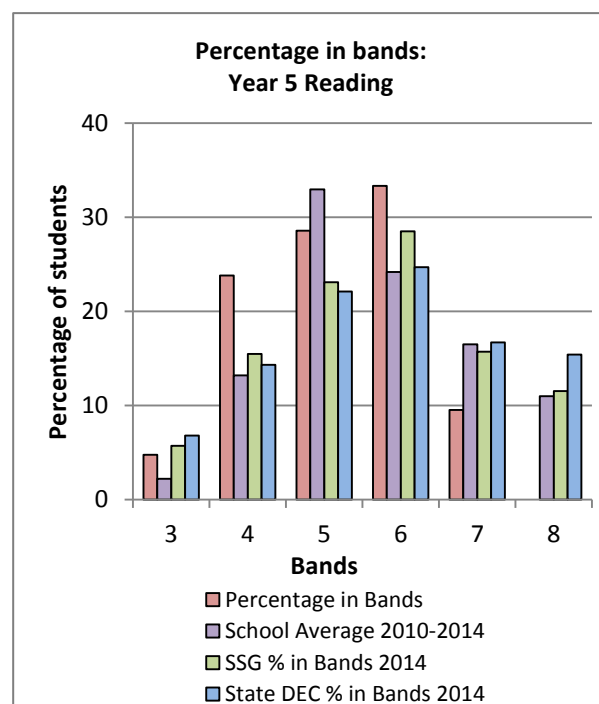
	School	SSG	State DEC
Average score, 2014	426.3	390.6	401.6



NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

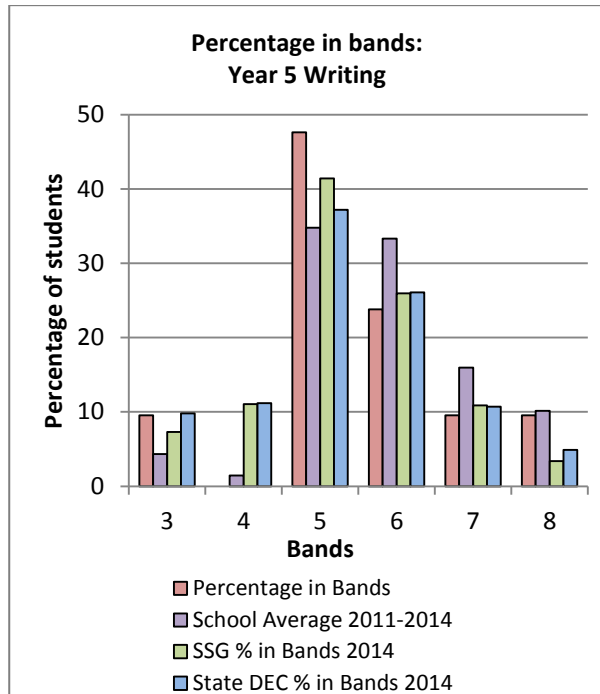
Reading

	School	SSG	State DEC
Average score, 2014	462.0	489.9	497.3



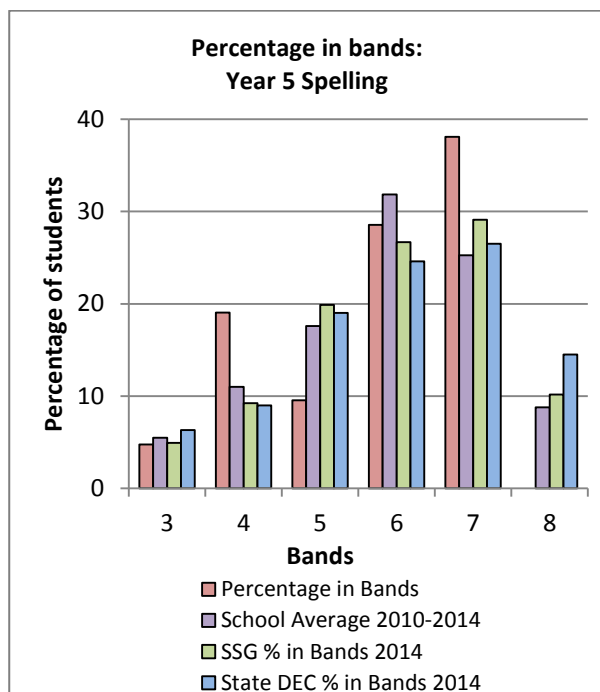
Writing

	School	SSG	State DEC
Average score, 2014	479.2	468.6	467.1



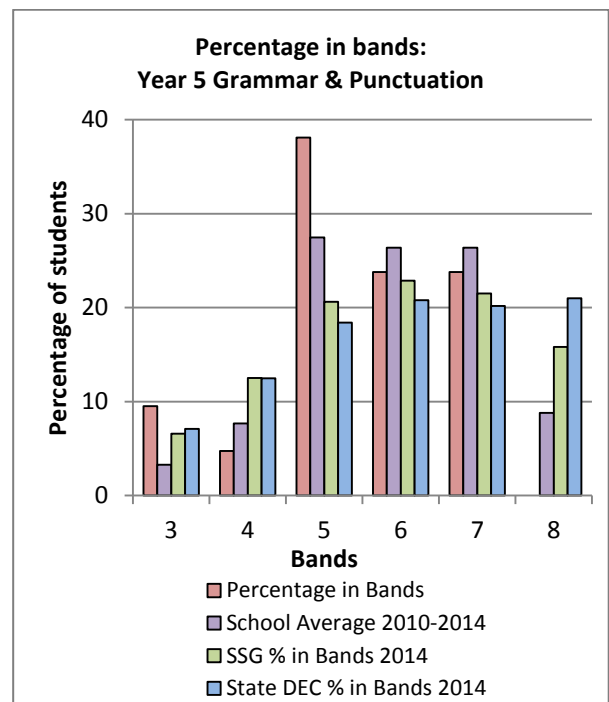
Spelling

	School	SSG	State DEC
Average score, 2014	488.6	500.1	502.7



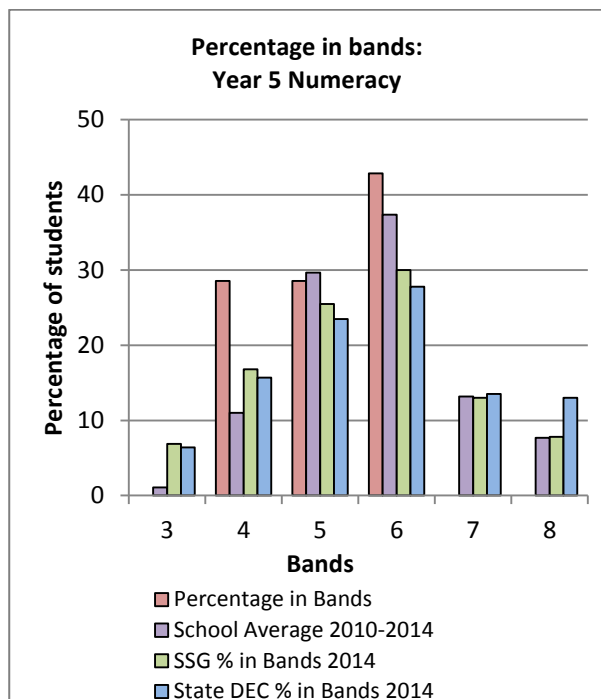
Grammar & Punctuation

	School	SSG	State DEC
Average score, 2014	473.3	496.8	504.7



NAPLAN Year 5 – Numeracy

	School	SSG	State DEC
Average score, 2014	465.1	478.1	488.5



Other achievements

PERFORMING ARTS

Blacksmiths Public School offers many exciting creative arts opportunities for students both in and out of the classroom. Students who wish to pursue their passions have the opportunity to experience the arts by creating, presenting and performing in a variety of ways.

Highlights from 2014 include:

A group of 17 students from Years 4 to 6 participated in Star Struck 2014 'Magic Happens'. These dedicated students were involved in many lunch time rehearsals as well as workshop days, movement rehearsals, dress rehearsals and then the four wonderful shows at the Newcastle Entertainment Centre. We are enormously proud of the dedication, skill and effort shown by every student involved in Star Struck 2014. A special thankyou to the parents and friends of the school who assisted with costuming and transport.

The guitar group has had another successful year. The group consists of 5 students from Year 3 to 6 who have enjoyed participating in weekly guitar lessons.

The choir consisting of 20 students ranging from Years 1 – 6, led by Miss Garry, have spent many lunchtimes learning new songs and improving their vocal abilities.



All students participated in weekly dance lessons during Term 4 and dazzled parents and friends by performing in our end of year whole school concert showcasing talents in both dance and singing from all students.

A selection of stage 3 students were invited to attend taster lessons at Swansea High school in the areas of Visual arts and drama.

SPORT

The school continues to cater for all students through our diverse sports programs. These activities include regular physical education programs, school sport, inter-school gala days and carnivals. These programs have contributed to a number of very successful outcomes in 2014.

In swimming, the school was again successful in winning both the Zone Small Schools Trophy and the Handicap Points Score Trophy. This is the ninth year in a row the school has won both these trophies. A number of students qualified for the Regional Carnival while two students also qualified and competed at the State Championships.

In Cross Country, for the 13th year in a row, the school won both the Zone Small Schools Trophy and the Handicap Points Score Trophy. A number of students went on to represent at Regional

level, with two students qualifying and competing at the State Championships.

In Athletics, the school won the Small Schools and Handicap Points Score Trophies at the Zone Carnival. A number of students then qualified for the Regional Carnival.

The Blacksmiths Bulls Rugby League team competed in the Paul Harragon Cup, winning the competition once again. This resulted in the invitation to compete at the State Championships. Unfortunately due to weather the finals were unable to be held.

Two students then went on to earn selection for the N.S.W. Invitational Rugby League team where they travelled to the Gold Coast to compete in the week-long national competition.

For the second time Blacksmiths Public School entered a netball team in the Netball N.S.W. Schools Cup. The Blacksmiths Breakers had another successful campaign.

Blacksmiths also entered four mixed touch football teams and four mixed netball teams at local gala day events, with all teams very successful. The school soccer teams also competed in the annual Galgabba Gala day. Mixed teams from Stage 2 and Stage 3 entered respective draws, with an emphasis on skills development and enjoyment.

Our school continued its participation in the Premiers' Sports Leadership Program, where students demonstrating leadership qualities were given the opportunity to develop their skills in a variety of sports.

PUBLIC SPEAKING

Public Speaking has become a regular focus at Blacksmiths PS, with our school again holding our own Public Speaking competition at a class and school level, with our winners representing at Galgabba and Zone competitions. The success of this program was reflected by three of our students winning their stage finals at the Galgabba competition and one of our Stage 3 students winning the Zone and Regional competitions and a number of students competing in zone finals.



DEBATING

Blacksmiths Public School participated in the local Debating competition for the first time. Mrs Laurindah Taylor Hambleton coordinated the team consisting of Year 6 students.

Blacksmiths Public School's debating team were successful in winning their group in the local competition. The growth in the confidence and skill of students was considerable as they were keen to build on tactics to overcome areas of weakness.

Year 6 Students honed their speaking and listening skills as they learnt to write as a team and prepare strong and engaging arguments and skilful rebuttal. They took on the advice of adjudicators and began to fully engage the audience, growing in confidence even whilst the topics grew more challenging.



All students benefit from the school's participation in debating, even those who do not debate. Debating provides an opportunity to see a real argument with rich language in a formal setting. Students from all stages have an opportunity to be an active audience in our debates independently deciding who they believe

had the most convincing arguments. We all look forward to competing again in 2015.

This year a whole day workshop for all students in Year 5 who were interested in Debating was conducted. This opportunity was also extended to other local schools. The skills covered included;

- Looking at the structure of a debate
- Brainstorming arguments and creating a team case
- Writing and presenting speeches
- Organising and writing a rebuttal
- Working as a team

Significant programs and initiatives – Policy and equity funding

Throughout 2014 the school implemented a number of programs and initiatives in key areas as determined by the school evaluation process conducted across the whole school community at the end of 2013. This provided additional support to students and included: Aboriginal Education, Multicultural Education, Technology, Best Start, Environmental Education for Sustainability and community partnership initiatives.

Aboriginal Education

In 2014 Blacksmiths Public School had an enrolment of 4 Aboriginal students. All students who sat NAPLAN achieved well above the state average in Reading, Spelling, Grammar & Punctuation, Writing and Numeracy.

Personalised Learning Plans (PLPs) were developed in consultation with teachers, parents and students at the beginning of the year. These plans were reviewed throughout the year and adjusted as goals were achieved or revised.

Aboriginal perspectives were embedded throughout all teaching programs. As part of the preparation for the implementation of the new History Syllabus teachers developed units of work, ensuring that Aboriginal perspectives and content was reflected.

Two of our aboriginal students were involved in the Galgabba indigenous art project at Swansea High School. These students were actively involved in preparing a painting and presenting this at the high school.

NAIDOC Week was also celebrated at Blacksmiths Public School in 2014. All classes participated in a

rotation through a range of indigenous themed activities.



Multicultural education and anti-racism

Our school students come from a variety of backgrounds. We promote inclusive initiatives such as Harmony Day to promote an appreciation for the diverse range of cultures that make up our society.

Class and school programs include multicultural perspectives wherever relevant. Studies in HSIE in all grades help develop an appreciation for the diversity of all cultures, providing the opportunity to celebrate the cultures represented in our school community.

Senior students learn about different religions and also study specific cultures and countries, including Bali and Antarctica.



Student Leadership

The school continues to have a strong focus on giving students a real and meaningful voice in the decisions which affect them and their school.

Every year, four school leaders are elected by the student body. They are responsible for running assemblies and school functions, representing the school at community events and presenting

student views, concerns and ideas to the principal at regular leader's lunches.

The sport leaders, also elected by students, assist with the running of all sporting carnivals and with our annual Presentation Day.

Students also have leadership roles in the environment and other areas, where they are encouraged to show and develop initiative, responsibility and have a voice in decision making.

Twelve Year 6 students participated in the David Sykes Young Leaders program in 2014. This program supported students in identifying what makes a good leader and how they can develop their own leadership skills. The program culminated in a presentation by students to parents and our local MP, Mr Garry Edwards. Students were also presented with a leadership certificate.



Apart from elected leaders, all students are encouraged to have an opinion, express it respectfully and to develop ideas and initiatives which may improve the school. Recently, this has included students organising fund raising events, running activities for younger students at lunch time and selecting charities for the school to support.

Technology

Staff and students continue to use technology extensively for teaching and learning across all curriculum areas.

In 2014 wireless technology was utilised throughout the school to support the use of school laptops. The school also upgraded classroom PCs as part of the biannual rollout of computers. As part of this program 10 new PCs were bought in order to replace out of date equipment throughout the school. The school also purchased 6 wireless Tablets. These Tablets

enable students to access interactive handheld devices.

With the assistance of a grant from the Pelican RSL and Belmont 16s we were also able to upgrade outdated projectors in two classrooms. Additional an interactive projector was installed in the library.

Lessons in Cyber Safety were taught to students in Stages 2 and 3. This is becoming a necessity to ensure that all students develop safe practices when using the internet and social media.

Best Start

The Best Start Kindergarten Assessment is the beginning of an ongoing assessment and monitoring process that Kindergarten teachers implement throughout the year.

It assesses eight aspects of literacy and ten aspects of numeracy, and allows teachers to explore the depth of skills, knowledge and understanding that students demonstrate as they enter formal schooling.

The process provides information for Kindergarten teachers to:

- Build on student's knowledge and experiences in literacy and numeracy; and
- Develop quality teaching and learning programs that support students in achieving Early Stage 1 syllabus outcomes.

At Blacksmiths Public School, all enrolled students participated in the assessment process, which was carried out during Week 1 of Term 1. The assessment took approximately 45 minutes per student. Following the assessment, parents were issued with a detailed report .

Stage 1, 2 and 3 teachers, also have the continuum available to them (PLAN), for tracking students' progress and to assist with programming. In 2014 all students in years K – 3 were tracked on the continuum with plans to expand this further in 2015.

Environmental Education for Sustainability

Our school has continued to be proactive in promoting sustainable living with our school community.

We have continued a binless program for waste management at our school. During recess and lunch eating times, students volunteer to

supervise several reciprocals for students to place their food scraps and recyclable food packaging. Food scraps are either placed in buckets for the worm farms and compost and other appropriate food scraps are placed in buckets to feed chickens of staff members.

Every class and office has recycling bins for students and staff to put recyclable materials in. Our efforts with our waste management was again recognised with our school being the recipient of a Lake Macquarie Schools Innovation Award in the area of 'waste management'.

We have also continued our support of community events such as Clean Up Schools Day. During Sustainability Education Lessons students have learnt about how our food gets from the farm to our plate, waste and landfill issues and the importance of conserving water for our future.

Students also have the opportunity to maintain native, herb and vegetable gardens within our school grounds. With the assistance of a Lake Macquarie Council grant the school also installed a rain water tank in 2014. This tank is connected to the student toilets. This has resulted in a significant reduction in water use. The tank is also used to water the vegetable garden.



Aboriginal background

Blacksmiths Public School is a member of the Galgabba community of schools which forms part of the Minimbah Local Aboriginal Education Consultative Group (AECG). The AECG meets once per term to share excellent advice and insights with its member schools. All staff at Blacksmiths Public School have completed the 'Eight Ways Of Learning' program. Blacksmiths Public School utilised the available funds to improve the quality of teaching and learning with funds contributing to the development and review of Personalised Learning Plans. These

funds were also used to purchase resources to support indigenous perspectives in teaching and learning programs to support the implementation of the new History Syllabus.

These initiatives contributed to an increased level of engagement of students as it increased the knowledge and awareness for both teachers, students and parents in developing and achieving learning goals.

Socio-economic background

Blacksmiths Public School used the available funds to relieve teachers for a range of programs and teacher development. These included Focus on Reading, Consistent Teacher Judgment (CTJ), teaching programs, syllabus implementation and assessment development.

This enabled students from low socio economic backgrounds to access learning programs tailored to their needs across the k-6 setting. Teachers were equipped with skills and tools to identify students' needs and access suitable assessment procedures.

The success of the programs can be evaluated through:

- NAPLAN data
- School based assessment
- Programming for Literacy and Numeracy (PLAN)
- Engagement levels of students

Learning and Support

Blacksmiths Public School utilised the available funds to support students with learning and support needs (low level disability) through the employment of a School Learning Support Officer (SLSO), whose job it is to support classroom teachers with students with special needs. Our SLSO participated in selected professional learning opportunities along with the rest of the staff, to help them revise and really understand the processes which elicit better student outcomes.

Each identified student was supported through the development of an Individual Education Plan and/or Health Care Plan, which was created jointly with the student, parents, teacher and learning support team. This plan was modified throughout the year as individual academic, social and/or medical needs changed.

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:

- Parent, teacher, student surveys
- Data collection and analysis
- Discussion forums
- School self-evaluation committee

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

Improved Literacy outcomes for all students.

Evidence of achievement of outcomes in 2014:

- 75% of students had greater than or equal to expected growth in Writing.
- 100% of all Year 3 students achieving above the minimum standards in all area of Literacy.
- 90% of all Year 5 students achieving above the minimum standards in all area of Literacy.
- Year 3 students achieving above State average score in all areas of Literacy

Strategies to achieve these outcomes in 2014

- Implementation of Phase 1 Focus on Reading
- Support implementation of Best Start and effective use of Early Learning Framework as a tracking mechanism
- Develop IEPs for all students in Years 2 and 4 identified of being at risk of not

meeting minimum National Standards in NAPLAN Literacy 2015.

- Quality Literacy initiatives are implemented in all stages to facilitate reaching improvement targets.
- Implement Personalised learning plans for Aboriginal students K-6
- Implement new 2014 English syllabus
- Teaching programs demonstrate curriculum differentiation.

School priority 2

Numeracy

Outcomes from 2012–2014

Improved Numeracy outcomes for all students.

Evidence of progress towards outcomes in 2014:

- Year 3 students achieving above state average score in Numeracy
- 100% of all students in Years 3 & 5 achieving above minimum standards
- 40% of Year 5 students achieved greater than or equal to expected growth in Numeracy
- 64.7% of Year 7 students achieved greater than or equal to expected growth in Numeracy

Strategies to achieve these outcomes in 2014:

- Support implementation of Best Start and effective use of Early Learning Framework as a tracking mechanism
- Implement personalised learning plans for Aboriginal students with a focus on Numeracy
- Develop IEPs for all students in Years 2 and 4 who are identified as being at risk of not meeting minimum National Standards in NAPLAN Numeracy 2015.
- Support CT in the use of SMART data to develop effective numeracy programs
- Explicit teaching of maths is evident in all teaching programs
- Implementation of new Mathematics Syllabus in preparation for 2015

School priority 3

Student Engagement

Outcomes from 2012–2014

Home, school and community partnerships supporting student learning and student wellbeing are established.

Evidence of progress towards outcomes in 2014:

- School attendance rates are higher than the state average
- Increased parent participation in school events such as Easter Hat Parade, Grandparents Day, Book Fair, Carnivals, Education Week activities, Presentation Day

Strategies to achieve these outcomes in 2014:

- Increase the proportion of students achieving in the higher bands in accordance with improvement targets.
- Parents are kept informed of what is going on at the school and how they can help their child/ren to improve their learning
- Quality work is recognised K – 6
- Provide opportunities for parents to engage in school activities
- Recognise High attendance
- Teachers provided with professional learning to develop identified areas for development.

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.

Student:

- 77% of students believe that learning is important.
- 84% of students believe that teachers plan interesting lessons.
- 91% of students feel supported by their teacher.

Survey results suggest that students value their learning and feel supported by teachers who are committed to supporting them achieve the best outcomes possible.

Parent/Caregiver:

- 76% of parents felt that school leaders and staff were united and committed to improving student learning outcomes.
- 65% of parents felt that explicit target for improvement had been set and adequately communicated to parents.
- 88% of parents felt that teachers were committed to improving the quality of teaching and learning.
- 65% of parents believe interaction between staff, students and parents are caring, polite and inclusive

Survey results suggest that parents are supportive and positive towards the way teachers and school leaders teach and interact with each other and students. They generally believe that teachers are experts in their field and teach best practice.

There is a suggestion that communication of school targets to parents is not satisfactory. An improvement in this area would also address the impression that the analysis, collection and use of data and the evaluation of school programs is not used.

Staff:

- 100% of staff believes that school leaders and staff are united and committed to improving student learning outcomes.
- 100% of staff believes that learning programs are systematically evaluated for their effectiveness.
- 80% of staff believed that the school uses data effectively to plan for improved student learning outcomes
- 80% of staff believe that interactions between staff, parents, students and families are polite, caring and inclusive.

The survey suggests that staff are generally positive and supportive of the way teaching,

learning and relationships amongst staff, students and parents is developed.

There is a suggestion that correlates with the parent survey that communication of school targets to parents could improve.

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.

In 2014 Blacksmiths Public School underwent a thorough evaluation process in order to construct the 2015 – 2017 school plan. The evaluation process included consultation with students, staff and the community. A range of tools were used to collect information. These tools included surveys, focus groups, data collection and analysis, student and parent forums and document analysis. All information gathered through the use of these various tools was collated and communicated to all stakeholders and used to write our school vision and strategic directions for 2015 – 2017. The three key strategic directions are:

Teaching and Learning

To develop teacher capacity through staff engagement in best practice and meaningful professional learning, in order to improve student learning outcomes.

Assessment for and assessment as learning play a central role in learning. School based and non-school based data analysis inform teaching and learning programs.

Students

All students become successful, confident and creative learners, and active and informed citizens through effective student well-being programs, school systems and processes.

Students access the curriculum at an appropriate level and through dynamic and innovative approaches in order to optimise learning outcomes.

Partnerships

Engagement of students, staff, parents, the wider community and local LMG schools through school practises that encourage and promote

meaningful relationships and support transition to and from Blacksmiths Public School.

Students engage with their own learning, school, and community and make global connections.

Staff engages with students, parents, LMG and the wider DEC community to inform learning programs, build relationships and build capacity to improve student learning outcomes.

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.

Aaron Quinnell

Principal

Kirralee Garry

Assistant Principal

Damian Connell

P & C President

School contact information

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School Code: 4197

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:

[http://www.schools.nsw.edu.au/learning/emsad/
asr/index.php](http://www.schools.nsw.edu.au/learning/emsad/asr/index.php)