School context

Black Hill Public School is a small school, serving a rural area surrounded by Newcastle, Maitland and Kurri Kurri. Within our tree framed grounds we provide environmental, academic, cultural and technological facilities to encourage the individual development of each student, to this end the school theme for 2013 was “Education – a bridge to a better future”

In 2013 we had 74 students, which meant that we were just short of the numbers required for four classes. Our students are a microcosm of Australian society with a diversity of socio-economic, cultural and ethnic backgrounds.

At Black Hill Public School, through fostering positive self-esteem, developing self-motivation and self-discipline, we aim to help each of our students realise their own individual potential and be prepared for the challenges of the future.

Principal’s message

During 2013 the school saw the completion of a number of ongoing projects, new initiatives were begun and some milestones achieved. Unfortunately this year saw the school numbers just short of those required for 4 classes so it was necessary to have 3 large classes. The loss of a staff member and some support services (see curriculum evaluation) also impacted on many aspects of school organisation. However as our school community did, as it always does when faced with problems, volunteers stepped in to help out.

The school promotes quality teaching and learning, with a mix of experienced and newly qualified staff who continually strive for improvement. In its goals the school is supported by a committed community with high expectations. The school delivers quality curriculum opportunities within a safe and happy environment.
The school was involved with a number of national and international activities during the year. Two particular events involved a phone hookup with the Prime Minister to discuss education reform and a delegation of senior officials from the Thai Education Department visiting our school to look at multi-stage classes and assessment processes.

A major project during the year was to review our technology needs (see management evaluation) and bring our aging wireless network up to date. This was completed late in the year with a new system installed. Ipads were also added to our range of in-class resources for Kindergarten, with the support of the P&C.

Again with the help of volunteers we were able to continue our successful Kitchen Garden program. This has now been developed as an integral part of the community relying heavily on volunteers to enable it to operate.

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.

Brian Adamthwaite

P & C message

Black Hill Public School is supported by an active community. The P&C meets on the second Tuesday of the month. The strength of a small school is the engagement with its community and through the P&C parents can be as active as they are able, to work together for the benefit of all of our students. To this end P&C support programs within the school by providing finance, materials and labour as needs arise.

In 2013 there were many successful smaller fundraising events over the year, Pie Drives, Mother’s Day Stall, Entertainment Book sales, Chocolate sales, Easter Raffle, Bunnings B.B.Q and Hot Lunch Days. Other activities were run with a view to community building rather than fund raising and these included, stay and play afternoons and family fun nights. Over the last year the P&C has helped to fund the purchase of new literacy materials, iPads and general school resources.

Karen Stevenson

Parent’s and Citizen’s Association President

Another great Father’s Day breakfast.

School Council message

The Black Hill community recognises the value of quality education, and the School, Parents and Citizens Association and The School Council all work together to achieve the best outcomes we can for our students. A School Council has been successfully operating at Black Hill Public School for the past 23 years. Through long term strategic planning and close co-operation with the P&C we
have been able to develop resources and programs that highlight our high standards and expectations. In 2013 the focus has been on maximizing school facilities and improving the educational resources available to our students.

By a focus on the key areas of, staffing, classroom resources and property and grounds, the Council, working with the fundraising capacity of the P&C as well as submissions to government for grants, has provided additional staff resources to assist students with support and extension programs. Our strength lies in planning, co-operation and strong community support.

Brad Ure
President Black Hill School Council

Quality resources encourage creative thinking.

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

Management of non-attendance

The school follows the NSW Department of Education and Communities procedures for recording attendance and managing student non-attendance.
Annual school picnic day at the start of the year.

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>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.02</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>4.52</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The school has no staff who identify as Aboriginal or Torres Strait Islanders.

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>50</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50</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>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>79598.90</td>
</tr>
<tr>
<td>Global funds</td>
<td>74550.89</td>
</tr>
<tr>
<td>Tied funds</td>
<td>59903.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>32999.97</td>
</tr>
<tr>
<td>Interest</td>
<td>2397.94</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2612.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>252063.82</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>24094.52</td>
</tr>
<tr>
<td>Excursions</td>
<td>10480.20</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>373.61</td>
</tr>
<tr>
<td>Library</td>
<td>519.92</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>605.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>64582.61</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>3672.29</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>25300.15</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>12884.70</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8133.67</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1569.85</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>152217.39</td>
</tr>
</tbody>
</table>

Balance carried forward | 99846.43

In 2013 the school was one of 229 schools across the state to be first to phase in a new administration and finance system. Under this new system all monies are administrated centrally and the school made a conscious effort to reduce expenditure and retain funds to prepare for this change over in November/December.

It should be noted that the expenditure for training and development does not include the staff relief costs of $5 040.18.

A full copy of the school’s 2013 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 2013

Achievements / Arts

The school continues its successful ceramic and musical programs. These are demonstrated by another brilliant year 6 ceramic installation completed in 2013 on the theme of individual tiles illustrating personalities. This will be placed on the COLA wall near the 125th anniversary ceramic. This new installation complements those already constructed since 2001.

The school hosted students from Papua New Guinea and are raising funds for a water tank.

Again the school hosted Musica Viva concerts. These are able to add a dimension of quality live performance to our music program and other small schools are able to join us and enjoy our facilities if this fits their programs.

2013 saw further extension of our singing and music program with staff and parent volunteers conducting a whole school choir and guitar band groups. This culminated at a stunning performance at presentation night in which classes re-wrote lyrics and performed popular song including one from Les Miserables.

Sport

Black Hill Public School believes in developing and encouraging the whole individual and to this end sport and fitness is an important part of our programs. Daily fitness, fruit breaks and sporting activities such as skipping, netball, cricket, soccer, league tag and inter school sport activities support the school in achieving our goals. In 2013 the school successfully continued an Active After School Communities (AASC) program involving a variety of sports until 4:00pm. As well as more usual team sports we also operated circuit training and Taekwondo. These AASC sessions averaged 40 students a session all year.

During the year opportunities were made for students to travel to other schools to develop competition and experience. A number of students were also chosen to compete in zone and regional swimming and athletics events.
2013 saw the establishment of a school Basketball team.

In 2013 the school was able to establish a basketball team that competes in a Friday night competition in Maitland. This team is trained and managed by parent volunteers.

At our school sport carnival parent volunteers supported staff in making it a fun and memorable day.

March past at the sport carnival

Students are also encouraged in their out of school sporting activities and during the year a number of our students were selected to be members of regional teams.

A big day at the swimming carnival.

Social and Environmental

The Student Council and school leaders have a high level of involvement in school operations. In 2013 they organised a successful disco, a mini fair, stalls to sell excess vegetables from the vegetable garden and out of uniform days to raised funds to donate to charities.

Fun at the senior disco.

2013 saw the continuation of the school’s cooking program with Years 3 - 6 students cooking produce from the school’s vegetable garden and eggs from the chooks. Although we are no longer part of the Stephanie Alexander Kitchen Garden program (SAKGF), which finished in 2012 as a formal association, under the guidance of staff and volunteers the program continues to function in a similar way. The students made many meals ranging from muffins to vegetable frittatas. The value of this program has been demonstrated over the past years and we will make every effort to keep it operating.
Peer support leaders again were responsible for operating groups in term one that focused on our successful Civics program themes, with Bullying as the core issue addressed in 2013.

One of our dressup days.

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)

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.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Science, building simple machines.
NAPLAN Year 3 - Numeracy

Percentage in bands:
Year 3 Numeracy

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Other school based assessments

The school collects a variety of other assessment information during the year to be able to make long term valuable and informed judgments on student performance.

This begins with best start assessments before kindergarten and they continue to year 3. Student performance in terms of Literacy and Numeracy continuums (see management plan evaluations) is an ongoing process that informs us on student outcome attainment.

Classes also use a variety of standardised testing to collect data.

Other achievements

K/1 students experimenting with flight.

Easter hat parade.

Significant programs and initiatives

As well as the Key Learning Areas of English, Maths, Science and Technology, Human Society and Its Environment, Creative Arts and Personal Development Health and Physical Education, the school conducts many other teaching and learning programs that may be integrated or run separately to the KLAs.

In 2013 we extended our use of technology in the classroom to include programed activities involving international online learning in maths and english.

For many years each student has had their computer (school provided), connected by wireless to the school network. Using this as the base, students now have access to online learning programs at school and home.
Aboriginal education

The study of aboriginal culture is an ongoing component of our HSIE program. Classes learn about the significance of Aboriginal culture and its vital part in the strength and diversity of modern Australian culture.

The school celebrates NAIDOC with an event and highlights significant Aboriginal events. Aboriginal students participate in organized activities as part of The Gateway Learning Community (our local management group).

Multicultural education

Multicultural education is an ongoing component of the school’s Human Society and Its Environment (HSIE) program.

Through studies in HSIE, students this year have developed an understanding and appreciation of different cultures and beliefs and their influence on our Australian identity.

Our Civics and Citizenship program also emphasises the ideas of harmony, tolerance and respect for all people in our society.

National partnerships and significant Commonwealth initiatives

In 2012 the school was selected to be part of the Empowering Local Schools National Partnership program. This was a one of payment to use on school projects and implement a new computer administration system (LMBR). In 2013 the school is working on three projects, one involving the School Council and governance, one supporting and informing small schools about the LMBR system and the other trialing a change of roles for the teaching principal.

The school has not been fortunate enough to attract any other Commonwealth partnership funding.

School planning and evaluation 2012—2014

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.

Working together to build creative structures.

From plan to construction.

School evaluation processes

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

- Student assessment processes.
- Interviews and conferencing.
- Surveys and discussions.
School planning 2012—2014: progress in 2013

School priority 1
To improve the literacy standards of all students at Black Hill Public.

Outcomes from 2012–2014

- By the end of 2014 90% of students K-6 will be achieving the relevant year appropriate cluster in reading on the DEC Literacy Continuum. Interim targets to achieve this will be 75% (2012) and 80% (2013).

Evidence of progress towards outcomes in 2013:
- Class assessments indicate that 82% of students are achieving at or above the relevant year appropriate cluster in reading on the DEC Literacy Continuum.

It should be noted that the target of 90% in 2014 is unlikely to be achieved.

Strategies to achieve these outcomes in 2014:
- Participation by staff in appropriate professional learning activities that are available, in particular targeting Reading/Comprehension.
- Structure activities such as staff meetings and development days to encourage collaborative planning of literacy programs within the school and between schools.
- Structure activities such as staff meetings and development days to encourage collaborative planning of literacy programs within the school and between schools.

School priority 2
To improve the numeracy standards of all students at Black Hill Public School.

Outcomes from 2012–2014

- By the end of 2014 85% of students K-6 will be achieving the relevant grade appropriate key ideas in number on the DEC Numeracy Continuum. Interim targets to achieve this will be 70% (2012) and 75% (2013).

Evidence of progress towards outcomes in 2013:
- Class assessments indicate that 80% of students achieving at or above the relevant year appropriate cluster in reading on the DEC Literacy Continuum.

Strategies to achieve these outcomes in 2014:
- Participation by staff in appropriate professional learning activities (with a priority given to number).
- Structure activities such as staff meetings and development days to encourage collaborative planning of numeracy programs based on the mathematics continuum, within the school and between schools.
- Continue the development of staff skills and techniques in Quality Teaching practice.
- Don’t think we will get there lack of support services.

School priority 3
Students understand and accept individual difference.

Outcomes from 2012–2014

- Students understand, accept and celebrate the differences of individual students at Black Hill Public School and will recognise the value of individuals and that differences make us all unique and special.

Evidence of progress towards outcomes in 2013:
- Observations of student interaction indicate a positive and support acceptance of difference.
- Discussions and assessment of students engaged in civics and peers support activities confirm general observations.

Strategies to achieve these outcomes in 2014:
The target for 2012 it was assessed that the target had been achieved and maintenance of this would continue.
School priority 4
*Improve management practices and processes.*

Outcomes from 2012–2014
- Develop initiatives to improve school operation in the areas of Governance, Finance and Infrastructure, and Workforce Management. Add more priorities as required.]

Evidence of progress towards outcomes in 2013:
- Discussions have been held by The School Council on governance and models have been assessed.
- Management changes have been assessed and consolidated.

Strategies to achieve these outcomes in 2014:
- Continuation of present effective strategies.

Professional learning
Funding is provided to enable staff to continually upgrade their skills. These funds are used to support the achievement of the school targets in the strategic plan. The school has generally expended more funds each year than are provided in global funding and the additional funds are allocated from other school programs.

Key areas for professional development in 2013 were related to educational targets set in Numeracy and Literacy, as well as preparation for the new English curriculum to be implemented in 2014.

Structured activities such as staff meeting and development days to encourage collaborative planning of programs within the school and between schools occurred. In 2013 joint development activities focusing on the new English curriculum were conducted across the whole Gateway Learning Community (Local Management Group).

Parent/caregiver, student, and teacher satisfaction

*Parents and students working on a task at Education Week Activities.*
In 2013 the school again sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Given the fact that a significant section of the school community do not live in the immediate area and as a consequence choose to travel considerable distances to attend the school, it can be concluded that they have a high level of satisfaction. This coupled with the increase in enrolments for 2014 received during 2013 suggest continued high satisfaction.

Informal discussions were held with individual local families to determine satisfaction and in particular areas of perceived advantage and disadvantage.

It was reported that the caring family atmosphere and the way in which individuals were catered for, highlighted the strengths. It was reported that the small peer group and the lack of opportunity to be part of larger sporting teams could be disadvantages.

In general the view was expressed that satisfaction was high and that opportunities existed outside school to mitigate disadvantages.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out evaluation of two areas. Student support program and our management practices for technology.

The methodology used in each evaluation was similar. Discussions were conducted within the school community with individuals and small groups.

Student support

In 2013 the school saw a dramatic reduction in funding for the support of students with specific needs. This resulted in the loss of a support officer position at the school which had been for four days a week. This was replaced by a Learning support teacher for ½ a day a week.

The school focused training and development resources into up-skilling staff in specific areas.

Findings and conclusions

Staff, whilst aware of the individual needs of all students, found it more difficult without the capacity to provide for individual targeted support.

The community also recognised the limitation of the situation and as a consequence provided volunteer support, particularly in English and maths, so that some one to one instruction could continue to occur. They also recognised that community funds may be required in future.
Future directions

As a result of this evaluation, staff and the community became much more aware of the change in direction of systems based support and the need for a different model to meet student needs.

The commitment of volunteers has and will continue to be a vital part of any support program. It is necessary in future to fully inform prospective parents of the limited support that can be expected at the school and indeed many smaller schools.

Management practices for technology

The area of technology is one that is regularly evaluated. Constant improvements in hardware, software and educational practice, means that a strategic approach to planning and the provision of technology is required. These areas were evaluated to ensure their continued value and relevance at our school.

Findings and conclusions

It was found that it in the area if hardware, it was necessary to replace the ageing school wireless network (which had operated for 6 years) and to move into the use of ipads for some grades rather than laptops.

In the area of software, some replacements were required. It was found that the biggest changes were in the area educational practice, which showed us that a new approach was needed.

Future directions

Research was carried out into the new equipment. It is anticipated that in 2014 the school will have a new wireless network, additional ipads, new charging and sinking stations.

Old software will be evaluated and replaced or removed if necessary.

The school will incorporate online learning programs, initially in English and maths, into classroom practice. This will meet the following criteria, cost effective, educational appropriate to stage and curriculum outcomes, be progressive, and be accessible from both school and home.
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.

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:

Working together is an integral part of life in a smaller school.

A long jump at the sport carnival.

Brian Adamthwaite Principal
Matthew Braye Staff
Melinda McCulloch School Council

School contact information
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Email: blackhill-p.school@det.nsw.edu.au
School Code:1247