

Blacktown South Public School

Annual Report



2016



4193

Introduction

The Annual Report for **2016** is provided to the community of **Blacktown South Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

2016 has been a very rewarding and productive year, in which our students have been provided with an array of opportunities to learn, and develop their social, emotional, physical and academic skills.

Highlights include the implementation of Positive Behaviour for Learning (PBL) as a school wide approach to Student Welfare. The delivery of effective programs and opportunity in the use of technology has continued to account for significant investment in time and school funds. An array of academic enrichment opportunities to maximise student achievement have been implemented in classrooms as well as the trialling of an enrichment Year 2/3/4 class.

Students enjoyed many enrichment opportunities beyond the classroom, which included well planned excursions and camps, a variety of extra-curricular opportunities in Sport, Dance, Choir, Public Speaking and in particular the reintroduction of a well-coordinated School Debating Program.

I am fortunate to be working with committed and professional teachers and staff who strive each day to meet the needs of our students and families. The P&C have worked tirelessly throughout 2016, supporting school programs, representing the parent body and raising much needed financial support.

I would like to thank all staff, students and parents for their commitment to our school. It is my great honour to serve you as school principal.

Andrew Bowmer

Principal

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School background

School vision statement

Blacktown South Public School aims to foster an environment where all students are given the opportunity to become successful learners, confident and creative individuals and active and informed citizens. We foster a school life that encourages responsible students who are safe, respectful learners, giving them the integrity to stand for what they believe in and the courage to strive to achieve.

School context

Serving the local community since 1959, Blacktown South Public School has an enrolment of 980 students, including 81% from a non-English speaking background and 26 Aboriginal and Torres Strait Island (ATSI) background students. The school serves an increasingly diverse local community and provides a range of educational opportunities for students from Kindergarten to Year 6.

In catering for the diversity of student needs, Blacktown South provides support for students with English as a second language and students with learning difficulties. An Opportunity Class (O.C.) Unit for academically gifted children in Years 5 and 6, from our own school as well as other schools, produces outstanding student outcomes.

The school is a member of the Blacktown Learning Community (BLC) and that emphasises cooperative approaches to learning between local Primary and Secondary schools.

Blacktown South receives the majority of its funding through the RAM allocation from the NSW DoE, with some additional funding generated by the voluntary work of the school P&C Association. The school does not receive any funding through Early Action for Success Strategy.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2016, in the **Domain of Learning**, Blacktown South Public School focused on Wellbeing, Curriculum and Learning, and Assessment and Reporting.

A whole school approach of Positive Behaviour for Learning (PBL) was introduced to the school community in Term 1. This required staff training, student and parent exposure and explicit and focused teaching of our new school expectations – To **Be Safe**, to **Be Respectful** and to **Be a Learner**. This involved a change of our reward system and improved recognition of student achievement. Our Shooting Star assemblies recognised students who had achieved their Bronze, Silver or Gold Awards and were well supported by our parents and community.

In Curriculum and Learning, there was a continued focus for Kindergarten, with two more teachers being trained, in Language, Learning and Literacy (L3). Our other major curriculum development, Focus on Reading (FoR), moved into Phase 2 for all staff, looking at the connections between reading and writing. These programs allowed for teacher instruction on how to embed quality teaching into Literacy sessions and cater for the differentiated learning needs of all. In Numeracy, the staff began the process of looking at programming and the development of a Numeracy scope and sequence to match the New South Wales Syllabus. This will continue to be refined and adjusted in 2017.

Assessment and Reporting continues to be an area of growth and development with a decision to change Literacy and Numeracy comments in 2017 to include a more personalised look at individual strengths and areas of need. Open ended numeracy assessment will also become a focus for development to improve teacher knowledge about students and feedback for future areas of improvement.

In the **Domain of Teaching**, Blacktown South Public School focused on continuing a collaborative approach to building strong foundations for the students from Kindergarten to Year 6. Assessment data such as Plan and NAPLAN, as well as within school assessments, has been utilised by teachers to drive teaching and learning programs to meet current Departmental and individual student learning needs.

Teachers are committed to their ongoing improvement and growth as members of the teaching profession and attend regular professional development sessions that support their individual professional goals. These plans are aligned to the Australian Teaching Standards and provide relevant learning opportunities, collegial support and personalised feedback to ensure every classroom is led by a quality classroom teacher. The collection of evidence of this process has been refined and will continue to develop further in 2017.

In the **Domain of Leading**, Blacktown South Public School is led by a leadership team that supports a culture of high expectations and community engagement. Parents and community members are encouraged to share their concerns and expertise with the school to ensure meaningful partnerships are fostered and developed. Continuation of Little Library for pre-schoolers and Pop Up Morning Teas for parents have provided less formal opportunities for the community and parents to engage with the executive team, sharing their ideas and opinions for future directions and provide feedback on school performance.

During 2016, technology and the purchasing of mobile devices continued to be a major focus for the school. The use of mobile technology provided a range of opportunities for students to learn through quality teaching lessons that engaged all students in a meaningful way, whilst addressing syllabus outcomes and promoting a passion for learning. Staff engaged in targeted professional development opportunities to familiarise themselves with modern forms of technology as a learning tool and this allowed for collegial support and expansion of personal pedagogy. Resources were allocated to meet these changes and demands ensuring that most children had access to portable devices on a daily basis.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Great Teaching, Inspired Learning

Purpose

To inspire quality teaching and learning through focussed professional learning that promotes personalised learning and high quality learning environments.

Overall summary of progress

During 2016, all staff at Blacktown South Public School continued their professional development in Literacy. Phase 2 of Focus on Reading (FOR) was implemented for all staff, expanding on the knowledge and pedagogy previously gained in Phase 1. In Kindergarten, L3 continued into the second year of implementation with 64% of all Kindergarten students reaching grade appropriate clusters or above on PLAN in reading and writing. PLAN data and the use of "I can" statements helped to develop consistent teacher judgement across the clusters and this will continue to develop as staff further their Deep Knowledge of this process.

Classroom teaching and learning programs are continually being modified and adjusted accordingly to meet the learning needs of all students. The incorporation of technology into the teaching and learning cycle has meant that teachers are engaging students in quality teaching lessons using 21st Century influences. In 2016 we introduced our first Enrichment Class and parent satisfaction surveys showed that 98% of parents with children in that class were very pleased with their child's learning progress.

Staff continued to develop their ability to match personal professional goals with the Australian Teaching Standards and all staff members were able to produce documentary evidence of their growth in aspects of their pedagogy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• EAL/D students are at the appropriate Learning Progression according to their phase of development.	All teachers were provided with professional learning to help assess EAL/D students according to the official Learning Progression designed for EAL/D learners. This data was used to drive meaningful and effective teaching and learning programs.	\$1 000
• 75% of students are within or beyond grade appropriate cluster markers on the literacy and numeracy continuums.	Standardised testing for Reading and Spelling allowed for consistent teacher judgement across the school whilst allowing teachers to identify students at risk and those needing extension. PLAN data revealed that more accurate assessment of student achievement was allowing for informed placement against clusters and aspects with an average of 56% of students within or beyond grade appropriate clusters for reading and 41% for writing and 95% for Place Value in Numeracy.	
• ATSI students at risk are meeting goals/targets/outcomes as set on their PLP's/ ILP's.	All ATSI students are supported through Personal Learning Pathways (PLPs) that allow them to work on targeted areas of academic, social and emotional need. In 2016, 38% of ATSI students achieved at year level in all aspects of Literacy and Numeracy.	\$2 000
• 100% of staff engaged in school based professional learning to support the implementation of literacy and numeracy programs that cater for	100% of staff moved into Phase 2 of Focus on Reading. All Kindergarten staff implemented L3 with 2 more teachers being trained in 2016. Senior school executive and stage Assistant	\$13 000 – L3 implementation \$5 000 – Executive Professional Development

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
the individual needs of every student.	<p>Principals attended professional development with Simon Breakspeare that resulted in action research projects that targeted Literacy needs in each stage.</p> <p>All staff engaged in professional development in numeracy that looked at Newman's analysis for years 3–6 and SENA and TEN for K–2.</p> <p>PLAN and the implementation of "I can" statements provided professional development opportunities for all staff to utilise PLAN data effectively to allow assessment for learning, assessment of learning and assessment as learning to drive quality classroom practice.</p>	
<ul style="list-style-type: none"> 100% of staff supported to reach their professional learning goals outlined in their Performance and Development Plans. 	<p>All staff were involved in the Professional Development Plan process for 2016. Goals were set in term one and every staff member was provided with both formal and informal feedback from observation lessons, programme reviews and observed interactions with all stakeholders. Collegial support and planning for future directions ensured all staff achieved or were consolidating goals throughout 2016.</p>	\$2 000 – Executive Professional Development

Next Steps

In 2017, we will:

- review and reassess Focus on Reading (FoR) to develop a direction for the future of Literacy instruction at Blacktown South Public School
- provide ongoing support for teacher professional learning and understanding in the use of PLAN data as an assessment tool to guide quality practice
- provide Stage based professional learning opportunities to help develop teaching and learning programs that directly link to the school Scope and Sequence
- extend L3 into Year 1 with a further 8 teachers being trained
- implement L2 into Year 2 with one teacher being trained
- continue to develop consistent teacher judgement through quality teaching and learning programs that include rich open-ended assessment tasks in Literacy and Numeracy
- complete the rollout of mobile digital devices into every classroom K–6.

Strategic Direction 2

Wellbeing and Student Engagement

Purpose

To foster positive and supportive relationships between students, teachers and community members through the delivery of high quality teaching and learning programs that promote a culture of high expectations.

Overall summary of progress

In 2016, Blacktown South Public School implemented the Positive Behaviour For Learning (PBL) philosophy into the school. All students, staff and parents were informed of our school expectations to Be Safe, Be Respectful and to Be a Learner. In Term 1, we had our official launch with Super Star visiting the school and sharing his expectations of the children at Blacktown South Public School. In Terms 3 and 4, we held our Shooting Star Assemblies recognising the achievements of our students who had earned their Bronze, Silver and Gold Awards.

The Wellbeing Committee rewrote the Wellbeing Policy and reviewed the referral process. This was implemented by all staff throughout 2016.

Teacher professional development continued to focus on Quality Teaching and in particular Student Engagement. This involved up skilling teachers in technology and its meaningful use in the classroom, as well as the purchasing of more mobile devices school wide.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Reduction in the number of students recorded on Sentral negative incidences.	The introduction of PBL into Blacktown South Public School resulted in a major reduction of students referred through the discipline procedures with a 34% drop of minor incidents recorded from Semester 1 to Semester 2 and a 27% drop in major incidents recorded.	\$10 000
• Attendance data	Effective classroom teaching and learning programs and the introduction of mobile technology has started to positively impact on student attendance. In 2016, we had a total of 43 students with 100% attendance.	

Next Steps

In 2017, we will work towards:

- continuing the Positive Behaviour for Learning (PBL) philosophy into Phase 2, focusing on the playground
- improving our delivery of PBL lessons to reinforce the weekly focus
- reviewing and finalising our School Wellbeing Policy document
- reviewing and finalising our School Attendance Policy.

Strategic Direction 3

Community Partnerships

Purpose

To develop authentic communication and consultative decision making with the community, to drive programs that reflect improvement and innovation.

Overall summary of progress

During 2016, the school app became an important communication source for parents. We were able to send alerts and reminders of upcoming events to all members of the school community, increasing usage to over 1000 community devices with access to this tool.

The P&C and the K–6 Parent Club merged into one body and this allowed a refinement of the fund raising calendar to coincide better with the school calendar and was aimed at increasing more parental involvement. The school executive worked closely with the P&C to continue to help develop a more accessible parent group. Good parental support was noticed at the Mother's Day and Father's Day stalls where volunteer parents helped students purchase gifts for their respective parents.

Little Library and Parent Pop Up Morning Teas continued to be well-attended and much sort after by our parents and community.

Blacktown South Public School introduced a parent Numeracy workshop for Year 2 parents that was very well-attended, well-received and appreciated by our parents.

Harmony Day was a huge success this year and parents commented on the amount of talent and cultural awareness that was shared by all that day.

The introduction of Shooting Star Assemblies to celebrate the success of students meeting our school expectations were positively received by parents with 100% liking the changes made to acknowledge and recognise student achievements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increase in the number of parents accessing school information through the school website, app and other social media sites.	<ul style="list-style-type: none">• At every opportunity the school app is promoted to our parent community as an effective up to date event notification resulting 1310 devices now accessing this tool.• School web page has been updated and provides a source of valuable information to parents and other community members.	\$2 000
<ul style="list-style-type: none">• 20% increase in the number of parents attending the P&C.	<ul style="list-style-type: none">• Parental attendance at P&C demonstrated a slight decrease resulting in a decision to move to a less formal approach and alternating between day and night meetings.• There was a merge of the K–6 parent group into the P&C to make management of these parent bodies more efficient.	\$1 000
<ul style="list-style-type: none">• Increase number of parents attending school celebrations and social events.	<ul style="list-style-type: none">• Significant increase in parent attendance to whole school events such as Harmony Day, Grandparents Day and Token Fun Day.• PBL Shooting Star Assemblies and the subsequent morning teas very well attended by parents and family members.• Little Library for our pre-schoolers always exceeds attendance expectations.• POP UP Parent Morning Teas to discuss current	\$1 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increase number of parents attending school celebrations and social events.	<p>school events always well attended and appreciated.</p> <ul style="list-style-type: none">• Trialled a Numeracy Workshop for Year 2 parents with an attendance of over 30 parents.	
<ul style="list-style-type: none">• Increase in the numbers of parents volunteering at school events.	<ul style="list-style-type: none">• This is an area that requires continued development as there was little change overall.	

Next Steps

In 2017 we will continue to:

- Work with the P&C to build parent participation by a less formal approach to meetings and alternating between day time and night time meeting opportunities
- Executive to work closely with P&C to refine practices and encourage greater participation and ownership
- Continuation of Pop Up Morning Teas and Little Library for our pre schoolers
- Expand parent workshops from Numeracy to Literacy and Technology, as well as, make these workshops applicable to all year groups
- Continue to improve digital communication with the community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Parents and carers of Aboriginal students were invited to sit with a staff member to help design Personalised Learning Plans for their children. These plans were then incorporated into the teaching and learning opportunities of the respective classes allowing meaningful engagement with the intention of improving skills and knowledge for all Aboriginal students. Parents were integral in the development of their child's learning and allowed the development of meaningful relationships with the school.	\$15 600
English language proficiency	At Blacktown South Public School, we utilised the skills of our EAL/D teachers (3.6) to work with students both in the classroom and through withdrawal programs to enhance student learning through quality instruction and support. Refugee Assistance Support (RAS) students were integrated into the teaching cycle during Term 1 and Term 3, as they worked one to one with identified refugee children. This helped increase language development and understanding of the spoken and written word for these students.	3.6 staffing \$16 100
Low level adjustment for disability	<p>In 2016, our two Learning and Support Teachers (LaST) worked closely with teachers of identified students to target areas of learning need with specialised programs and Individual Educational Plans (IEPs). This was done in conjunction with the data collected for the Nationally Consistent Collection of Data (NCCD). An intensive Literacy group was established for students in Stage 2 that helped strengthen reading skills. An intense focus on social skills by the LaSTs helped identified students build skills and strategies that allowed them to function in different social situations.</p> <p>The Learning and Support Team aligned the school Wellbeing Policy to meet Departmental expectations as set out by the Wellbeing Framework, including a more detailed and accurate referral system to the Learning Support Team for further assessment. In 2017, this will be evaluated and refined for future directions.</p>	\$72 800
Quality Teaching, Successful Students (QTSS)	<p>QTSS allowed for Blacktown South Public School's leadership team to support identified beginning teachers, including temporarily engaged teachers, with an hour of RFF every week with a mentor, to help promote best practice.</p> <p>These mentoring and coaching sessions provided opportunities for constructive feedback on classroom management, program development, assessment and reporting and general pedagogy. All teachers were supported to work towards meeting accreditation against the Teaching</p>	0.703 Staffing

Quality Teaching, Successful Students (QTSS)	Professional Standards.	0.703 Staffing
Socio-economic background	<p>Funding was allocated to students identified as needing support to access all areas of the curriculum.</p> <p>Further funding was utilised to support the acquisition of resources such as digital technology and Literacy and Numeracy resources to allow equality of access for all.</p>	\$48 700
Support for beginning teachers	In 2016, all Beginning Teachers were identified and matched with a mentor who assisted in their personal professional development. This included permanent and temporary engagement staff, ensuring maximum support for these identified teachers as they continued to develop their pedagogy and classroom practice.	\$26 000
Targeted student support for refugees and new arrivals	Targeted students enhanced their language and comprehension in everyday English language use. This allowed for better support and access to the curriculum in their mainstream classes. Refugees and New Arrivals were given intensive support to transition into their new ways of learning in Australia and were provided with social skills programs that allowed assimilation with fellow students.	\$18 000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	421	462	486	500
Girls	398	406	436	460

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

The student enrolment profile table is prepopulated in early December with four years of enrolment data, for males and females, as of the census date.

Blacktown South students come from diverse language backgrounds and cultures, providing for a multicultural student body.

in meaningful learning experiences where they are valued and inspired to perform to the best of their ability. 2016 saw an overall slight improvement for the students indicating that our Positive Behaviour for Learning approach and open communication on the importance of attendance with our parents is having an affect. In 2016 we had 43 children in the school who achieved 100% attendance. We will continue to work on improving overall attendance to maximise student learning and growth.

Students with a poor attendance record are followed up through letter and interview with the Deputy Principals where necessary.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	96	94.4	94.1
1	95.6	95	92.4	92.6
2	95	96	93.2	93.7
3	96.7	96	93.8	94
4	96.3	96.1	92.8	94.6
5	97.2	95.7	94.9	95.4
6	96.1	96.2	92.4	92.7
All Years	96.1	95.8	93.4	93.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance at Blacktown South is an area that we continue to strive to improve. All students are engaged

Class sizes

Class	Total
KC	20
KR	20
KB	20
KM	19
KA	20
KH	20
KD	19
1G	23
1N	23
1M	23
1L	24
1H	24
1PS	23
2J	25
2C	24
2B	25
2S	24
2/3/4 Z	29
2RM	25
3E	28
3C	28
3X	28
3K	27
3H	28
4K	30
4H	31
4M	28
4L	30
5C	30
5/6N	30
5V	30
5R	31
5E	31
6H	30
6A	30
6P	30
6L	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	35.24
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.4
Teacher of ESL	3.6
School Counsellor	0
School Administration & Support Staff	5.87
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016, at Blacktown South Public School, we have one teacher who identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	26

Professional learning and teacher accreditation

All teaching and administrative staff participated in a range of professional learning activities throughout the year. These included staff meetings, school development days, Stage Planning days, funded courses, online learning and guest speakers.

In 2016, Literacy remained a key focus for professional development and to support this, all staff members continued to be trained in Focus on Reading and began Phase 2 of this process. In Kindergarten, two teachers commenced L3 training and five completed the second year of implementation.

Technology and the improvement of teacher skills and abilities to embed this tool into meaningful learning opportunities led to professional development sessions that focused on Pro Wise technology, spheros and coding, iPad apps for the classroom and interactive learning tools. All staff enjoyed learning about these 21st century learning tools and have embraced the ever increasing resources available to them.

Teachers also engaged in meaningful professional development that allowed for consistency in tracking student progress against the learning continuum and using this information to drive future learning.

In 2016, one teacher submitted their application for accreditation with the Australian Institute for Teaching and School Leadership.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Further details concerning the statement can be obtained by contacting the school.

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	746 633.63
(2a) Appropriation	680 556.58
(2b) Sale of Goods and Services	5 110.31
(2c) Grants and Contributions	59 495.14
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 471.60
Expenses	-409 804.63
Recurrent Expenses	-409 804.63
(3a) Employee Related	-175 926.82
(3b) Operating Expenses	-233 877.81
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	336 829.00
Balance Carried Forward	336 829.00

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	5 621 217.99
Base Per Capita	49 636.73
Base Location	0.00
Other Base	5 571 581.26
Equity Total	704 307.07
Equity Aboriginal	15 682.96
Equity Socio economic	48 701.11
Equity Language	383 437.41
Equity Disability	256 485.58
Targeted Total	35 578.87
Other Total	100 530.73
Grand Total	6 461 634.65

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

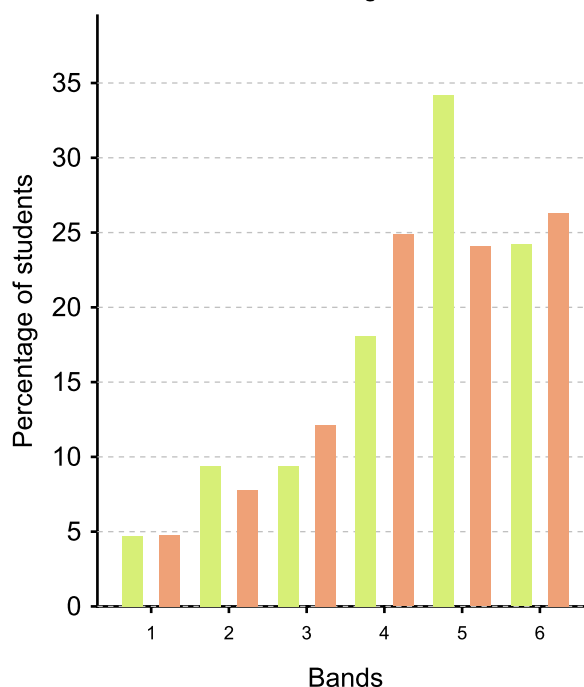
NAPLAN

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.

In 2016, 149 students in Year 3 completed NAPLAN. In Reading, 58% of students were placed in the top 2 Bands compared to State with 54%. In Writing, our Year 3 students had 66% of students in the top 2 Bands compared to 53% of all children across the State.

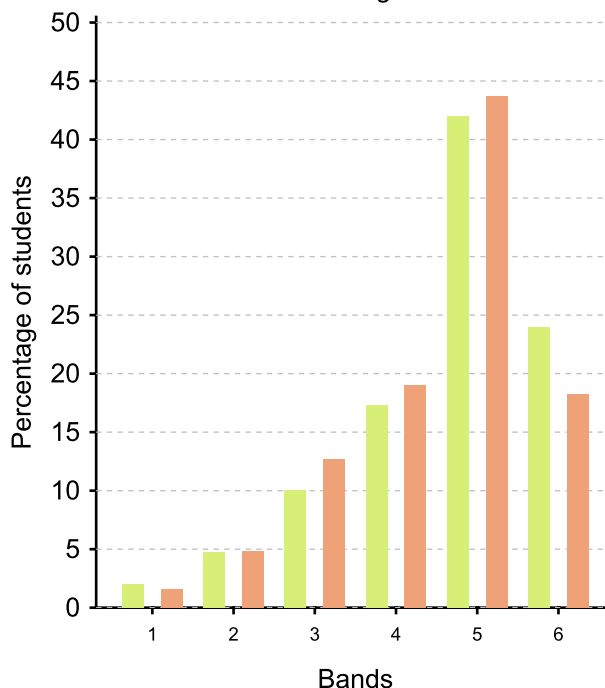
In Year 5, we had 135 students complete NAPLAN. In Reading, 45% of students were placed in the top 2 Bands compared with 38% of State. In Writing, we had 26% of our students in the top 2 Bands compared to 18% of all children across the State.

Percentage in bands:
Year 3 Reading



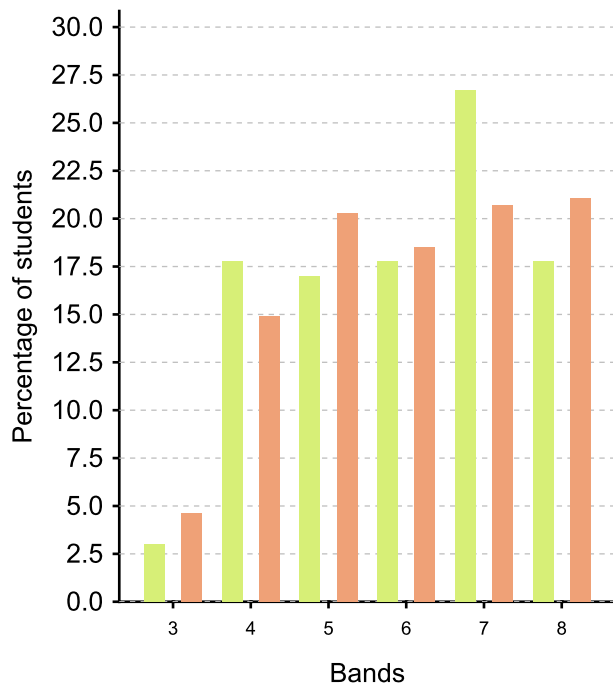
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



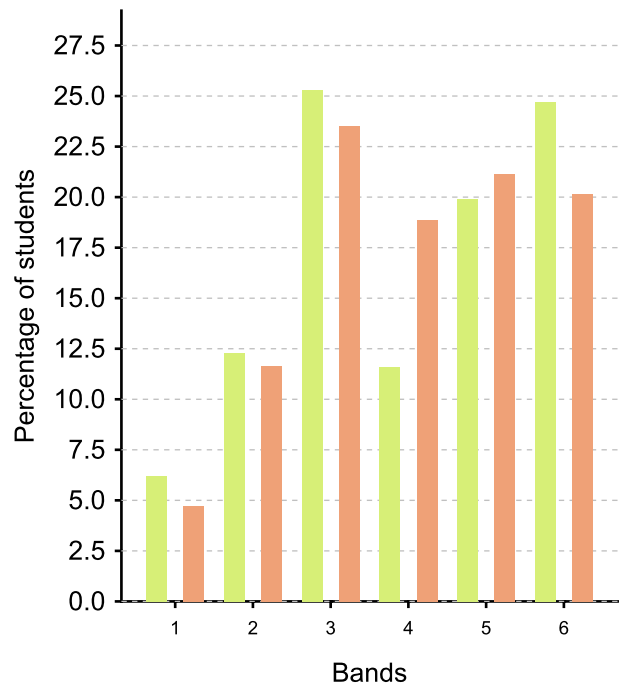
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



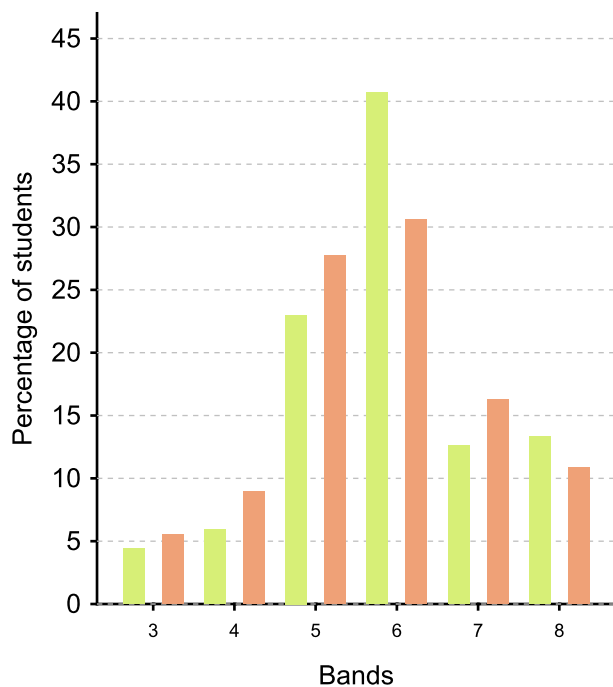
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



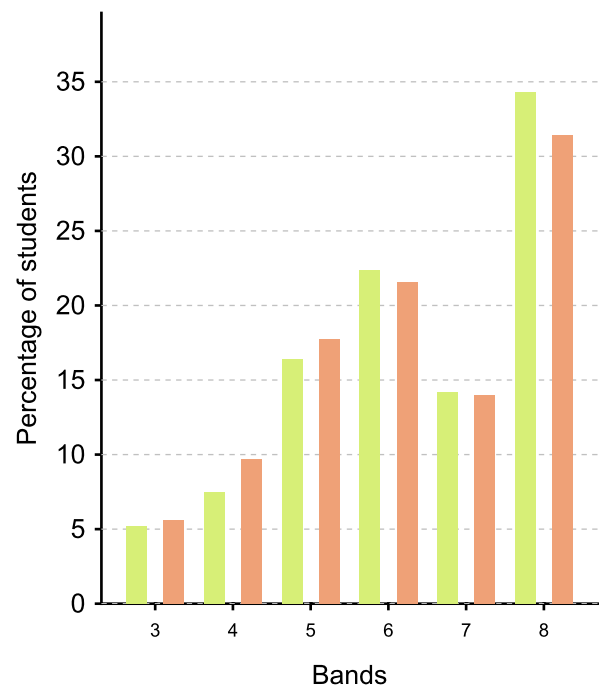
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

In 2016 we had 146 students in Year 3 complete the Numeracy component of NAPLAN. Our students performed with 45% of students in the top 2 Bands compared with 39% across State. In Year 5 we had 134 students complete NAPLAN Numeracy with 48.5% of students achieving the top 2 bands compared with 30.5% across the State.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Statements

91% of parents agreed with the statement: *My child/children are always/usually happy at BSPS.*

86% of parents agreed with the statement: *BSPS always/usually seeks to put the interests of the students first.*

85% of parents agreed with the statement: *Always / Usually satisfied with the standard of education at BSPS.*

88% of parents agreed with the statement: *Always / Usually satisfied with the standard of care their child received at BSPS.*

95% of parents agreed with the statement: *I am satisfied with new PBL approach to student welfare.*

97% of parents agreed with the statement: *The school's new expectations to "Be Safe, Be Respectful and Be a Learner" have been well communicated to the students and school community.*

89% of parents agreed with the statement: *I am satisfied with the level of teaching and instruction that my child receives at BSPS.*

88% of parents agreed with the statement: *I believe that my child has access to suitable equipment and resources that help him/her learn at BSPS.*

Policy requirements

Aboriginal education

Through the implementation of Aboriginal perspectives across the Key Learning Areas, an awareness of Aboriginal Australia and acknowledgement of the original indigenous culture was fostered in all students. The school achievements for 2016 include:

- Two staff members being trained in the 8 Ways of Learning methodology
- All Aboriginal students have individualised PLPs that identified targeted areas of improvement. These were formed in consultation with parents and carers.
- All students created "Deadly Door" displays demonstrating awareness of Aboriginal culture.
- NAIDOC assemblies hosted by our Aboriginal Students showcasing the storylines of present and past Blacktown South PS students, parents and community members.
- All students from across the school contributed a black, yellow or red cut-out hand print to the school mural across the hall stage with a beautiful

centre piece – a student painted dot painting – representing Blacktown South Public school as meeting and learning place.

The Aboriginal Plan was led by Miss Edwards and Mrs Sykes.

Multicultural and anti-racism education

At Blacktown South Public school, 80% of students are of non-English speaking backgrounds, with more than 60 languages and dialects spoken by our families. A percentage of these children are also refugees, who in some situations, are attending school for the first time. Interpreters from the Multicultural Unit are often utilised to assist our teachers and staff to keep open communication with our families. In 2016, we had three full time EAL/D teachers who were supported by a part time teacher 2 days per week through identified New Arrivals funding. These teachers worked closely with classroom teachers to provide a quality educational program that assisted in the development of Oral Communication, Reading and Writing skills that helped to allow these students to access the curriculum with greater success.

As well as supporting students with limited or no English, we promote the sharing and learning of cultures within our school. Students are encouraged to share their cultural experiences, traditions and customs as well as engage in the learning of and participation in, significant Australian traditions and Indigenous customs and beliefs.

In 2016, Harmony Day was celebrated in a colourful display of culture. Families donated plates of traditional foods for students to sample and this provided a positive experience for all. Between recess and lunch, the students rotated through a series of activities that incorporated dance, crafts and culture from many different cultures, gaining insightful knowledge to help foster our expectation to Be Respectful. The day culminated in our annual multicultural day concert, where we were fortunate enough to have the very talented Granville Boys High School group perform Islander songs and dance, as well as a range of cultural talent was on display from our students and community.

At Blacktown South Public School we continue to develop and improve on our ability to encourage an understanding and acceptance of cultural diversity and active citizenship within our very multicultural school.

Other school programs

At Blacktown South Public School we take pride in our ability to provide a range of extra curricula activities and special days for our students. 2016 saw many opportunities for our students to engage in activities and experiences that built upon their academic knowledge.

Technology

We continued to add to our range of mobile devices across the school so that children had access to these tools for learning. We completed our resourcing of iPads for all classes K–3 and introduced laptops in classes in Years 5 and 6. We replaced old or no longer working Interactive boards with Interactive panels and completed a major upgrade of our wireless internet connections. All classroom teachers were provided with either a PC for their IWBs and panels or a laptop.

Teachers had the opportunity to further enhance their learning and knowledge of technology through professional learning sessions that focused on useful apps for the classroom, et4L for sharing programs and lesson ideas, Google classroom, Prowise Connect and spheros. In 2017, we shall finalise all classrooms with mobile devices, complete a major cabling infrastructure project and reconfigure the school computer lab from Apple technology to PCs.

ICAS Competitions

Participation in the International Competitions and Assessments for Schools (ICAS) is an option for students and provides them with an opportunity to challenge themselves and compare their performance with students from NSW and ACT. The competitions are supervised by teachers after school for those who wish to participate. Over 220 students participated in 2016 with Year 2 being offered the chance to complete the spelling competition for the first time.

In Spelling (Yrs 2–6), we received 10 High Distinction Awards, 48 Distinctions and 56 Credits.

In Writing (Yrs 3–6), we received 2 High Distinction Awards, 16 Distinctions and 41 Credits.

In Mathematics (Yrs 3–6), we received 10 High Distinction Awards, 44 Distinctions and 44 Credits.

In Science (Yrs 3–6), we received 3 High Distinction Awards, 15 Distinctions, and 44 Credits.

In English (Yrs 3–6), we received 3 High Distinction Awards, 27 Distinctions and 51 Credit awards.

In Digital Technologies (Yrs 3–6), we received 3 High Distinction Awards, 18 Distinctions and 33 Credit Awards.

Multicultural Speaking Competition

Every year our students from Years 3–6 are invited to try out for the Multicultural Speaking Competition. Apart from their prepared speeches, children also had to deliver impromptu speeches on topics given to them on the day.

Raakavi P and Sophia A from Years 3 and 4 and Manasvi G and Aaditya C were the four students chosen to represent our school. The children had to present prepared speeches on topics related to Multiculturalism. The children all spoke well, delivering

thoughtful speeches. Congratulations to Sophia A and Manasvi G who received Highly Commended Awards from the adjudicator.

Debating

In 2016, under the guidance of Mrs Suzanne Sykes, Blacktown South entered one team in the NSW Premier's Debating Challenge and two teams in the Blacktown District Debating Competition. This involved 32 students overall with 6 focusing on the Premier's Team. Students attended two debating workshops in the school and worked on their debating skills throughout the year. The goal was to include as many students as possible and foster a love for the art of persuasive arguments.

We were able to send 5 students to debating camp at Katoomba and our competition results were fair. 2016 was an establishment year with the intention of further development in 2017.

Premier's Reading Challenge

484 students participated in the Premier's Reading Challenge. Eighteen students were awarded their Gold Certificate for completing four Challenges and seven students received Platinum for completing seven challenges. Mr Arundel hopes to build on this in 2017 with more students entering in the upper years.

Manga High Mathematics Online Competition

In March, students from Years 1–6 competed in the NSW and ACT Maths Star Challenge where we placed first. In August students from Years 1–6 participated in the TransTasman Games, competing against students from Australia and New Zealand, where we finished in second place overall. Both competitions resulted in trophies for the school.

Dance

This year the Senior Dance group, led by Miss Christian, performed at the Blacktown Festival of Performing Arts at Wyndham College. Our dancers were outstanding with their wonderful African influenced dance piece. The dancers also performed at school functions including one of our Shooting Star assemblies.

Chess

Chess Club runs once a week, at lunch time, in Mrs Kimbley's room. This year, a group of twelve Year 2 to 6 students represented Blacktown South PS in a Chess Competition. One of our teams was successful in coming second and played in the State Finals in November. Special mention is given to one player, James M in Year 2 who won 6 out of his 7 matches.

Operation Art

Every year schools across New South Wales are invited to participate in Operation Art. The program allows students to demonstrate their Visual Arts

achievements by exhibiting their vibrant artworks. Kiara Z and Giorgia T were lucky enough to have their artworks displayed at the Newington Armoury Gallery, Sydney Olympic Park for thousands of people to enjoy.

Achievements in Sport

Blacktown South once again achieved excellence on the sports field throughout 2016.

All students from Kindergarten through to Year 6 participated actively in weekly sports and PE programs. Competitive and non-competitive sporting opportunities are available to all students.

The school sport program targeted the skills required for playing a variety of organised sports. In addition, AFL and tennis clinics were offered.

Students successfully participated in Swimming, Athletics and Cross Country carnivals. Our carnival winners for 2016 were:

- Swimming – Nicholls
- Cross Country – Dennis
- Athletics – Nicholls

The overall champion house for 2016 was Nicholls.

Many children experienced success and went on to represent Blacktown South Public School at Zone and Regional Carnivals.

Team and individual sporting achievements included:

- In Summer PSSA – Junior and Senior AFL teams were Premiers. Both Junior and Senior European Handball teams were Grand Finalists.
- In Winter PSSA – Senior Football (soccer) were Premiers, all four Netball teams were Premiers, Junior Oz Tag were semi finalists, as were the Senior Rugby League team.
- 30 Students participated in the T20 Sydney Thunder Milo Cup cricket competition.
- The Senior AFL team were Grand Finalists in the Paul Kelly Cup tournament after a 5 game winning streak.
- Cooper R represented NSW in Softball. Jessika N represented NSW in Cricket.
- In June, 40 students represented Blacktown South Public School in a march past at ANZ Stadium before the Socceroos v Greece game.

Special School Events

Step Back in History Day

To help consolidate the introduction of the new History Syllabus into the curriculum, Blacktown South PS turned back the pages of time and stepped into thousands of years of history. From the caveman to Steve Jobs and the new millennium, characters from the past came to life on this rich, colourful, learning opportunity day. From papyrus to computers, the War of the Roses and Chariot Races, History became real for all involved.

Token Fun Day

In September, the school held its traditional Token Fun Day. Nine hundred and seventy students, the staff and many parents enjoyed a great range of fun activities from face painting, plaster painting, henna hands, jumping castles and a range of carnival games. This is a major fund raising event for our school and all monies raised are used to support the purchase of educational resources.