

Blacktown South Public School

Annual Report



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Introduction

The Annual Report for **2017** 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.

It is with the greatest pleasure that I present the 2017 Annual School Report for Blacktown South Public School. Blacktown South Public School provides quality education for all students, delivering an extensive curriculum focusing on developing the whole child in a nurturing and caring environment.

An extensive range of extra-curricular activities are offered at Blacktown South Public School including vocal ensemble, choirs, dance groups, drumming group, debating, public speaking, chess and a range of interschool sporting competitions. Students have excelled in the Premier's Reading Challenge and Spelling Bee, as well as various external competitions.

The school's success is underpinned by a dedicated and professional staff ensuring each student is known and cared for. Our school enjoys the support of an active P&C who have worked tirelessly supporting school programs, representing the opinions and interests of the parent body and raising much needed financial support.

I look forward to the challenges of 2018 and beyond working with staff, parents and students to build on strong foundations to ensure that Blacktown South Public School continues to excel in meeting the learning needs of all students.

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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 1050 students, including 81% from a non-English speaking background and 25 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 2017, in the **Domain of Learning**, Blacktown South Public School continued to focus on Positive Behaviour for Learning, **PBL**. The expectations – To **Be Safe**, to **Be Respectful** and to **Be a Learner** were applied to all areas of the school. There was a focus on the playground and school grounds with explicit lessons demonstrating those positive behaviours expected by all at all times. Staff and students worked to change the atmosphere in the playground with a significant increase of students responding positively to each other. Students worked hard to achieve their Bronze, Silver, Gold or Sapphire Shooting Star Awards and our first Shooting Star Pin was awarded at the end of the year. Parents appreciate the positivity of recognising our students at the Shooting Star Assemblies and responded to surveys with 98% saying they believed PBL to be a positive initiative at Blacktown South Public School.

In Curriculum and Learning, Blacktown South Public School worked hard to demonstrate the building of educational aspirations and the ongoing performance of all across the school community. All staff worked towards meeting strategic directions and improving the teaching and learning programs throughout the school, with Stage specific Planning Days and Stage specific Professional Development sessions throughout the year. In 2017, L3 was introduced to Year 1 with 100% of Year 1 teachers engaging in professional development that ensured best practice of this State supported initiative. Two more Kindergarten teachers were also trained in L3 and one completed their second year of training. We also had one teacher train in L2 for children in Year 2 who had been identified for this program.

In the senior years, teachers engaged in professional development that focused on quality literacy sessions and the development of modelled reading units that aligned with the NSW English Syllabus for the Australian Curriculum. These units of work included the use of technology as an integral part of the learning and utilised the language and features of quality picture books and literary texts. Whilst drawing upon the Super 6 Comprehension skills established in their Focus on Reading (FoR) training from the previous two years, teachers felt empowered to differentiate the learning for all readers during these modelled sessions.

In Numeracy, the school implemented their school – based Numeracy Scope and Sequence. All staff were provided with professional development opportunities that focused on open – ended mathematics assessment tasks, for both pre and post assessment. Staff were trained in the need for assessment as, assessment of and assessment for learning. Stage Teams were provided with Planning Days to develop assessment tasks that challenged students and allowed for clear consistent teacher judgement across all areas for assessment and reporting purposes. In 2018, Numeracy will continue to be an area of ongoing professional development.

In 2017, staff changed their reporting practices in English and Mathematics, adding personalised comments for each student to their reports. This process ensured authentic feedback was given to parents about their child and focused on the students as individual learners. Staff reported that this helped better differentiate student learning and target specific areas of need for all and for individuals.

In the **Domain of Teaching**, Blacktown South Public School continued to make a concerted commitment to the identification, understanding of and implementation of the most effective teaching methods to ensure maximum success for all stakeholders. PLAN data, NAPLAN data and school – based assessment data was regularly used to provide teachers with subjective and objective feedback on their performance against school strategic directions. The staff regularly worked together, through designated Planning Days and regular stage meetings, to improve teaching and learning in their year groups. Expertise of colleagues ensured that staff were provided with quality learning opportunities to further enhance their skills across the curriculum.

A change in the way Learning Support was offered to students, with a targeted focus on the early years, meant that early intervention successfully allowed all students access to the curriculum at their current levels of learning. Individual Educational Plans were established for all who required specific learning support and differentiated curriculum ensured all students moved along the learning continuum.

Professional support in the form of mentoring was provided for all ten Beginning Teachers, with expert teachers being assigned to Beginning Teachers and time for planning, assessment and review of teaching practices was allocated. All staff involved in the mentoring program felt they were well-supported and successful with their teaching and learning programs. This program will continue to develop and be a focus for 2018.

All teachers were involved in the identification of professional learning goals through their individual Professional Development Plans (PDPs). All staff are committed to their ongoing improvement and growth as members of the

teaching profession, regularly attending professional development sessions including whole school, team and individually identified courses that are designed to meet their goals and school strategic directions. Teachers collected evidence of their growth and were participants in formal observation and feedback sessions. These sessions allowed for open collegial discussion and guidance for continued professional growth. In 2018, this process will continue to grow and strengthen as teachers become more focused on the Teaching Standards and meeting professional requirements as outlined by the NSW Education Standards Authority.

In the **Domain of Leading**, Blacktown South Public School is led by an executive team that fosters high expectations and supports a culture of community engagement. The leadership team ensures that the school's vision and strategic directions are the core of continuous improvement. In 2017, the school started the process of collecting all school based data to help drive school improvement. In 2018, this will be an area of growth that the executive team will work on and improve.

In 2017, many opportunities were provided for the community to provide meaningful feedback about the school's performance. These included paper and online surveys, Pop Up Coffee Morning Teas and informal meetings. As 2017 was a review year of the school plan, parent feedback was positive on the initiatives introduced over the previous years with 95% of parents reporting satisfaction with the Quality of Education at Blacktown South Public School and 97% of parents agreeing that their children were happy to attend school at Blacktown South Public School.

During 2017, a concerted effort to improve community involvement was implemented by the executive and school. The introduction of parent workshops in Literacy and Numeracy for the early years was positively received and these will be extended into 2018, offering a strengthening of the partnership between school and home in the academic journey of our students. The celebration of cultural events such as Harmony Day and NAIDOC continued to return positive feedback from the community, with many parents actively engaging with the school at these times.

Technology and the increased access to mobile devices improved continuously over 2017, with laptops being introduced into the senior years and ipads into the middle years of schooling. The complete changeover of the computer lab into PCs allowed all students the opportunity to improve basic computer skills and the school was involved in the online NAPLAN trials. Teachers continued to professionally develop in the area of technology with all staff being trained in G-Suite and using this as integral part of their teaching and learning programs. Strong leadership and belief in the importance of flexible learning and 21st Century digital literacy encourages staff to take risks with their professional development and embed meaningful learning opportunities into their teaching and learning programs. In 2018, the school executive aim to meet a 1:4 ratio of devices to students throughout the school.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Teaching and 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 2017, all staff at Blacktown South Public School were involved in Professional Learning opportunities that were identified to meet the Strategic Directions as identified in the School Plan. In Literacy, L3 was moved into Stage 1, where all Year 1 teachers were trained in their first year, resulting in 63% of all Year 1 students reaching grade appropriate or higher clusters on PLAN and 42% in Writing. L3 continued in Kindergarten with 52% reaching grade appropriate or higher clusters in Reading and Comprehension on PLAN and 71% in Writing. All teachers Years 3–6 focused on the development of quality Literacy Units that incorporated the Super 6 comprehension strategies learnt through Focus on Reading (FoR).

Enrichment classes continued to be a success at Blacktown South Public School in 2017 with 100% of students in these classes reaching expected grade or higher clusters on PLAN. We provided the opportunity for two classes of children to be taught in these targeted learning environments. All parents who had students involved in these classes responded in surveys that they felt their student's learning needs were best catered for in these classes and 96% were positive about the opportunities offered to their students. Teachers of these classes were provided targeted Professional Learning to develop the skills needed to engage these learners at a higher level incorporating higher order thinking skills and open ended learning tasks.

Numeracy was a whole school focus and the introduction of a school-based Scope and Sequence ensured opportunities for consistent teacher judgment at reporting and assessment periods. All staff were involved in professional learning opportunities at both stage and whole school level to develop open-ended numeracy assessments that could be used for both pre and post assessment.

Technology and the embedded use of mobile devices as a teaching and learning tool continued to be a focus for 2017, with all teachers participating in professional learning opportunities on G–Suite and the use of Google apps in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">EAL/D students are at the appropriate Learning Progression according to their phase of development.	N/A	<ul style="list-style-type: none">This continues to be a focus for all EAL/D learners and their teachers.Ongoing Professional Development and targeted classroom programs work towards achieving maximum success for all learners against the Learning Progressions.
<ul style="list-style-type: none">75% of students are within or beyond grade appropriate cluster markers on the literacy and numeracy continuums.	N/A	<ul style="list-style-type: none">56% of all students achieved grade or higher than expected clusters in Reading.38% of all students achieved grade or higher than expected clusters in Comprehension.36% of all students reached grade or higher than expected clusters in Writing.
<ul style="list-style-type: none">ATSI students at risk are meeting goals/targets/outcomes as set on their PLP's/ ILP's.	10 000	<ul style="list-style-type: none">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 2017, 44% of all ATSI students achieved at year level or above in all aspects of Literacy and Numeracy. This was a 6% increase from 2016.
<ul style="list-style-type: none">100% of staff engaged in	40 000	<ul style="list-style-type: none">All staff at Blacktown South Public School

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
school based professional learning to support the implementation of literacy and numeracy programs that cater for the individual needs of every student.		<p>participated in professional learning opportunities throughout the year to target specific learning programs to enhance student learning in Literacy and Numeracy.</p> <ul style="list-style-type: none"> • Staff of senior years participated in stage based professional development targeting Quality Literacy sessions through integrated units and modelled reading sessions. These units focused on key concepts as outlined by the NSW English Syllabus for the Australian Curriculum. • 100% of staff participated in Professional Development sessions on the use of open-ended tasks for pre and post assessment to assist in consistent teacher judgment for reporting purposes.
<ul style="list-style-type: none"> • 100% of staff supported to reach their professional learning goals outlined in their Performance and Development Plans. 	5 000	<ul style="list-style-type: none"> • Professional Development Plans (PDPs) were written and established with support from Executive. • All staff identified personal goals that met personal and school directions that aligned with the Australian Teaching Professional Standards and worked at promoting excellent teachers in every classroom. • 100% of staff participated in the PDP process and provided evidence of their progress towards achieving professional goals that impact on the Quality of Teaching provided to the students at Blacktown South Public School.
<ul style="list-style-type: none"> • All Year 1 staff and new Kindergarten Staff trained in L3. 	21 000	<ul style="list-style-type: none"> • 100% of Year 1 staff participated in L3 training. This involved ongoing professional development sessions throughout the year with mentor visits from the trainers to each staff member's classroom. • Data was collected by these teachers to ensure student progress was monitored and all learning needs were met. • Two more Kindergarten teachers were trained in L3 in 2017
<ul style="list-style-type: none"> • All previously trained L3 Kindergarten staff at OPL level. 		<ul style="list-style-type: none"> • 100% of previously trained teachers reached their OPL level.
<ul style="list-style-type: none"> • 100% of Early Career teachers matched to a mentor and supplied with an extra hour of RFF weekly. 	60 000	<ul style="list-style-type: none"> • In 2017, 100% of Early Career Teachers were timetabled for an extra hour of RFF per week where they met with an assigned mentor from the staff to assist in their Professional Development and the effective management of the demands made from their new careers. • 100% of Early Career teachers were also provided 4 x 1/2 day release each term as extra release. • Mentors worked with these staff members to ensure professional standards were being met and the establishment of collegial relationships meant greater opportunities for quality discussion and development.
<ul style="list-style-type: none"> • School based Numeracy Scope and Sequence finalised and implemented. 	2 000	<ul style="list-style-type: none"> • 2017 saw the implementation of a school-based Scope and Sequence in Numeracy. • Each aspect of Numeracy was allocated to specific terms by grade to ensure consistent teaching practice across each grade and the whole school. • 100% of staff were issued with their own edition

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• School based Numeracy Scope and Sequence finalised and implemented.		<ul style="list-style-type: none">• of the Scope and Sequence.• All outcomes aligned with the NSW Mathematics Syllabus.
<ul style="list-style-type: none">• Consistent Teacher Judgement achieved across all grades in Numeracy.	5 000	<ul style="list-style-type: none">• 100% of all staff were engaged in professional learning targeted at open-ended numeracy assessment to ensure pre and post assessment of all student learning were utilised as a means of preparing differentiated numeracy programs.• 100% of all staff were provided opportunities to discuss expected outcomes and the development of Consistent Teacher Judgement for reporting purposes.• All tasks aligned with the school Numeracy Scope and Sequence.

Next Steps

In 2018, we will:

- Explore and implement a range of differentiated Professional Learning Opportunities for all staff to meet identified professional development goals as identified through the PDP process.
- Continue L3 in Kindergarten and Year 1 provide Professional Development for new staff and Ongoing Professional Learning (OPL) for teachers already trained.
- Develop Scope and Sequences in aspects of English to target student learning and improvement.
- Continue to increase the number of mobile technology devices within the school and provide ongoing teacher professional development in their best use.
- Professional Development and increased implementation of STEM and STEAM.
- Continue to expand on the enrichment programs offered to students and continue to build teacher capacity to cater for the specific learning needs of these students.
- Continue to develop teacher knowledge about the specific learning needs of students at risk and provide resources and time to support specific Learning Support programs and activities.
- Introduce a Speech program with outside agency partnerships to assist in Early Intervention of Literacy Learning to help maximise success for all students.

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

2017 saw the second year of implementation for PBL (Positive Behaviour for Learning) at Blacktown South Public School. 98% of all parent satisfaction surveys returned indicated that parents, students and staff believed this to be an outstanding initiative and was having a positive influence on the school. All stakeholders were aware of the schools core expectations – to Be Safe, Be Respectful and to Be A Learner. 94% of parents agreed that recognition of students and student success was very encouraging at Blacktown South Public School and 95% of parents believed their child was happy to attend school regularly.

The Wellbeing Committee restructured their focus to Early Intervention and 100% of identified students were given the appropriate support, both within the classroom, and at times, in withdrawal situations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Reduction in the number of students recorded on Sentral negative incidences.	N/A	<ul style="list-style-type: none">Significant reduction of negative incidences recorded in SENTRAL with a decrease of 15% of reported and recorded incidences.
<ul style="list-style-type: none">Attendance data.	N/A	<ul style="list-style-type: none">495 students reached the expected 95+% of attendance.39 students achieved 100% attendance.Students attending family events and holidays overseas have significant impact on student attendance rates overall.
<ul style="list-style-type: none">All referrals to be addressed by the Learning and Support Team within a term of submission.	N/A	<ul style="list-style-type: none">In 2017, 100% of all referrals were seen by the Learning Support Team within one term of application and appropriate programs and measures taken to support these students in their learning and acquisition of key concepts.2017 saw an increase in the Early Intervention applications for resourcing and / or Support class placements with 95% achievement of desired outcome.100% of Year 6 to Year 7 transition placement for special support classes successfully achieved.
<ul style="list-style-type: none">100% of eligible students receiving support through IEPs and PLPs demonstrate achievement of their personal goals.	5 000	<ul style="list-style-type: none">100% of students identified through NCCD in 2017 were provided with appropriate educational adjustments to allow success at school.IEP and PLP development continues to be an area for staff to develop and monitor successfully.
<ul style="list-style-type: none">All targeted support programs implemented, reviewed, adjusted and evaluated every five weeks.	20 000	<ul style="list-style-type: none">100% of targeted support in EAL/D successfully monitored, evaluated, revised and adjusted as required every five weeks.LaST programs became more fluid targeting classes with identified students and assisting classroom teachers to develop program modifications for all class K–6.Learning Support structures modified in 2017 focused on early intervention in K–2.Intensive support provided for Stage 2 at risk

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• All targeted support programs implemented, reviewed, adjusted and evaluated every five weeks.		students in Literacy. Student inclusion in this group was fluid and data provided ongoing analysis to maximise use of this resource.
<ul style="list-style-type: none">• All new arrivals are targeted and supported upon enrolment.	Additional staffing support 3 days per week	<ul style="list-style-type: none">• 100% of new arrival students are targeted on arrival and individualised instruction is organised.• Individualised meetings are set up for all New Arrivals with an introduction to school provided by Deputy Principal and EAL/D staff.• Translators utilised whenever required for New Arrival parents to access education for their children.

Next Steps

In 2018 we will:

- Transition PBL strategies and practice into classroom settings and develop appropriate expectations to align with our core expectations: To Be Safe, Be Respectful and to Be a Learner
- Introduce the Attendance Policy and new procedures for reporting students at risk in alignment with our school's Wellbeing Policy.
- Continue to strengthen the Learning Support structures focusing on Early Intervention
- Develop and implement the Wellbeing Policy based on the Wellbeing Framework For Schools

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 2017, Blacktown South Public School's website began providing copies of current notes for parents to access a digital copy if they were misplaced. The website showed a marked increase of weekly visits indicating it is a source of information for the wider community. The school app increased in its use as a communication tool and 96% of parents reported that communication of events was timely and effective.

The introduction of Parent Workshops in 2017 saw 100% of participants reporting them to be useful at the completion of each session and 75% of parents surveyed saw them as a positive initiative introduced by the school. Parents indicated that they looked forward to participating in further opportunities to learn about Literacy and Numeracy strategies that could help them with their children at home.

Parent Pop Up Morning Teas continued to be well supported and attended by increasing numbers of parents. 88% of parents reported that these informal opportunities to engage with the Senior Executive and key staff members were a positive initiative to have in the school.

Community Playgroup was implemented and was highly appreciated by our families. They were well attended and parents and pre-schoolers developed a relationship with the school that helped to increase communication between all stakeholders.

Harmony Day was a huge success in 2017 with children dressing in traditional costumes and culminated in a performance concert that encompassed many different cultural dances, music and songs building strong relationships between the community and the school.

The P&C worked tirelessly with the school to raise funds to support the educational programs within the school and the school basketball courts were resurfaced due to their efforts and contribution to the school. The introduction of alternate day time and evening P&C meetings saw a slight increase in parent involvement with this very important partnership with the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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.	N/A	<ul style="list-style-type: none">• This continues to grow with an increased number each week of people accessing our school website especially with the introduction of copies of notes found on the website.• The school app has over 1900 downloads and an average of 3000 views per month. This has been a significant increase since 2016.
<ul style="list-style-type: none">• 20% increase in the number of parents attending the P&C.	N/A	<ul style="list-style-type: none">• Addressed in Annual School Report 2016.
<ul style="list-style-type: none">• Increase number of parents attending school celebrations and social events.	3 000	<ul style="list-style-type: none">• This continues to be an area of growth.• Harmony Day saw a significant growth in parent attendance with parents also being part of the celebration.• Easter Hat Parade for K-2 had significant numbers of parents in attendance.• POP Up Morning Teas continue to reach significant numbers of parent attendance particularly when there was a topic of reference – PBL or Coffee with the Counsellor.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • Increase number of parents attending school celebrations and social events. 		<ul style="list-style-type: none"> • Little Library for Easter celebrations was a huge success with 30 pre-schoolers then continuing to attend the Easter Hat Parade with all K–2 children. • Community Playgroup was introduced and the attendance rates were very positive. At each session there were approximately 10 –20 children in attendance. There were 10 sessions provided overall.
<ul style="list-style-type: none"> • Increase in the numbers of parents volunteering at school events. 	N/A	<ul style="list-style-type: none"> • This year saw a slight increase in the volunteer parents at the P&C discos, Mother's and Father's Day Stalls. • There was significant increase in parent contribution to our annual Token Fun Day with large donations of items being made prior to the event.
<ul style="list-style-type: none"> • increase in parent attendance at P&C meetings and parent run events. 	N/A	<ul style="list-style-type: none"> • The changes to meeting times from all evenings to alternate day and evening meetings has been a positive move. • Parents are attending the day meeting, where it is less formal and straight after bell times in the morning.
<ul style="list-style-type: none"> • 80% parent satisfaction with Parent workshops finding them informative and valuable. 	1 000	<ul style="list-style-type: none"> • 75% of parent surveys returned showed they were more than satisfied with the Parent workshops provided. • 100% of those who attended the Parent workshops reported at the end of each session that they were beneficial and should be provided on a range of topics. • 85% stated they found the informal POP Up Morning Tea information sharing sessions very informative and helpful.

Next Steps

In 2018, we will:

- Continue with the alternate day / evening meetings for the P&C to continue to improve parent attendance and involvement.
- Continuation of POP Up Morning Teas and Community Preschool.
- Continue to explore digital communication options to help promote the school to the wider educational community.
- Build website capacity to include more information about the school and activities in a timely manner.
- Continue to build genuine partnerships with our Aboriginal community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	16 840	<ul style="list-style-type: none"> • Parents and carers were invited to sit with a staff member to help create Personalised Learning Pathways for their children. • Yarning was introduced to promote positive partnerships between home and school. • Digital technology was purchased to help assist in the design of engaging learning opportunities for all.
English language proficiency	389 082	<ul style="list-style-type: none"> • EAL/D teachers worked with identified students in both classroom team teaching and withdrawal groups. • EAL/D students were tracked on the EAL/D progressions. • New Arrival students were targeted and provided intensive support to assist in their ability to access the curriculum.
Low level adjustment for disability	281 427	<ul style="list-style-type: none"> • All students requiring adjustments and learning support were catered for within the classroom with Individualised Educational Plans (IEPs). • LaST provided support for identified students in both class situations and withdrawal groups. • Targeted students were provided with intensive Literacy support or social skill development.
Quality Teaching, Successful Students (QTSS)	71 406	<ul style="list-style-type: none"> • All Early Career teachers were mentored throughout 2017 with an extra hour of RFF provided for each teacher, including temporarily engaged teachers to promote best practice and improve student learning outcomes. • QTSS allowed for Quality Professional Development opportunities for all staff in PBL across the school to improve student behaviour and approach to learning. • QTSS provided addition release time for Assistant Principals to work with and support their teams.
Socio-economic background	76 008	<ul style="list-style-type: none"> • Funding was allocated to students identified as requiring support to access all areas of the curriculum. • Funding was allocated to resourcing digital technologies, Literacy and Numeracy resources to allow equality of access for all.
Support for beginning teachers	68 579	<ul style="list-style-type: none"> • In 2017, all beginning teachers were identified and provided with an experienced staff member as a mentor. • 100% of all Beginning Teachers were provided with extra release each week to meet with their mentor and participate in individualised learning opportunities that incorporated discussions around Best Practice and the Teaching Standards. • Identified experienced staff ran information sessions for Beginning Teachers to develop their knowledge of Departmental and School expectations for their teaching position and role in the education system. • 100% of all Beginning Teachers were part of Stage Planning Days and Professional

Support for beginning teachers	68 579	Development sessions and were provided opportunities to contribute to school planning and reviews.
Targeted student support for refugees and new arrivals	4 777	<ul style="list-style-type: none"> • Refugees and New Arrivals were given intensive support to transition into their new learning environments. • Intensive intervention upon arrival allowed all new refugees and new arrivals to develop their English language skills to help with their access to the classroom curriculum.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	462	486	500	530
Girls	406	436	460	477

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

The student profile table is prepopulated with data for male and female students from census data collections.

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

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96	94.4	94.1	94.3
1	95	92.4	92.6	92.4
2	96	93.2	93.7	93.3
3	96	93.8	94	91.9
4	96.1	92.8	94.6	93.4
5	95.7	94.9	95.4	94.5
6	96.2	92.4	92.7	93.5
All Years	95.8	93.4	93.9	93.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance at Blacktown South is an area that we continue to strive to improve. With a large proportion of students coming from many diverse cultures, prolonged

overseas holidays are regular occurrences for our students, particularly in Term 4 at the end of the school year and in Term 1 with late returns. This has an impact on the school's overall attendance percentages.

All students are engaged in meaningful learning experiences where they are valued and inspired to perform to the best of their ability. Our attendance rates in the senior years have shown improvement, indicating that the level of engagement and extra curricula activities being offered are promoting positive attendance.

In 2017, The Deputy Principal met regularly with the Home School Liaison Officer, checking rolls and student attendance against expected Department Guidelines. Regular letters of advice were forwarded home to those families of students who had been absent and not returned an explanation for their absence. Parents of students with repeated episodes of being late were contacted and informed of the importance of regular, on time attendance. Close roll monitoring helped maintain levels of attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	36.98
Teacher of Reading Recovery	1.05
Learning & Support Teacher(s)	1.8
Teacher Librarian	1.6
Teacher of ESL	3.6
School Counsellor	1
School Administration & Support Staff	5.87
Other Positions	0

*Full Time Equivalent

At Blacktown South Public School, in 2017, we have one full time 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	32

Professional learning and teacher accreditation

During 2017, all teaching staff and administrative staff participated in a range of professional learning activities that met personal Professional Development Plans (PDPs), school strategic directions and mandatory compliance training. These professional development sessions included whole school staff meetings, stage focused professional development meetings, whole day Stage Planning Days, school development days, funded courses, online e-learning courses and guest speakers. All staff engaged with colleagues in professional dialogue about best practice in both internal and external settings.

Literacy continued to be a focus for 2017 with all Year 1 teachers (six in total), being trained in L3 for Year 1. Two more Kindergarten teachers were trained in L3 for Kindergarten and one teacher completed their second year of implementation. Blacktown South also had one teacher trained in L2 for Year 2 students. Stage 3 teachers engaged in professional learning around quality literacy programming and their formal modelled reading sessions.

Numeracy was a whole school focus with the development of a Blacktown South Public School Scope and Sequence for Numeracy, identifying key aspects to be taught by each grade in each semester. Professional development focussed on pre and post assessment with an understanding of open ended tasks that allow students to demonstrate a range of skills across a broader assessment structure. Each grade developed these tasks to allow and recognise consistent teacher judgement and consistency in assessment.

In 2017, Technology continued to be explored and implemented as an integral part of the teaching and learning cycle. All teachers engaged in professional development in the use of the G-Suite from Google, that allows collaborative planning and teaching opportunities for staff teams and classroom practice. Two teachers trained in robotics and the use of coding to build moving machines as part of STEM resulting in the school showcasing their expertise at the Blacktown Learning Community's STEAM Expo.

As a result of their dedication to their teaching careers, three teachers submitted their application for accreditation with the Australian Institute for Teaching and School Leadership during 2017.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	336,829
Revenue	7,896,635
Appropriation	7,628,997
Sale of Goods and Services	6,401
Grants and Contributions	256,290
Gain and Loss	0
Other Revenue	0
Investment Income	4,948
Expenses	-7,484,634
Recurrent Expenses	-7,484,634
Employee Related	-6,680,768
Operating Expenses	-803,866
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	412,002
Balance Carried Forward	748,831

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	5,923,051
Base Per Capita	146,713
Base Location	0
Other Base	5,776,338
Equity Total	763,358
Equity Aboriginal	16,841
Equity Socio economic	76,008
Equity Language	389,082
Equity Disability	281,427
Targeted Total	51,448
Other Total	320,579
Grand Total	7,058,436

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 2017, 125 students participated in NAPLAN for Year 3 and 158 students participated in NAPLAN for Year 5.

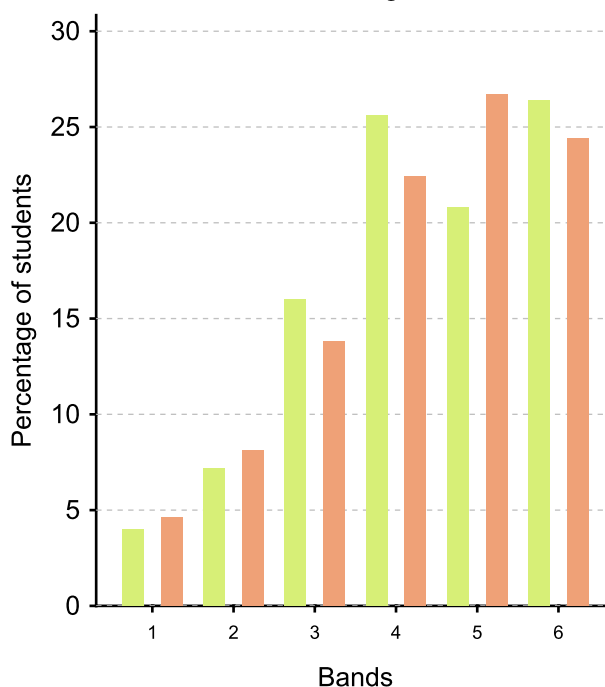
In Reading:

- Year 3 students performed better than State overall.
- 50% of all Year 3 students performed in the top 2 Bands.
- Year 5 Aboriginal students performed better than State overall.
- 40% of all Year 5 students performed in the top 2 Bands.
- 52% of Year 5 students performed greater than or equal to Expected Growth rates in Reading.

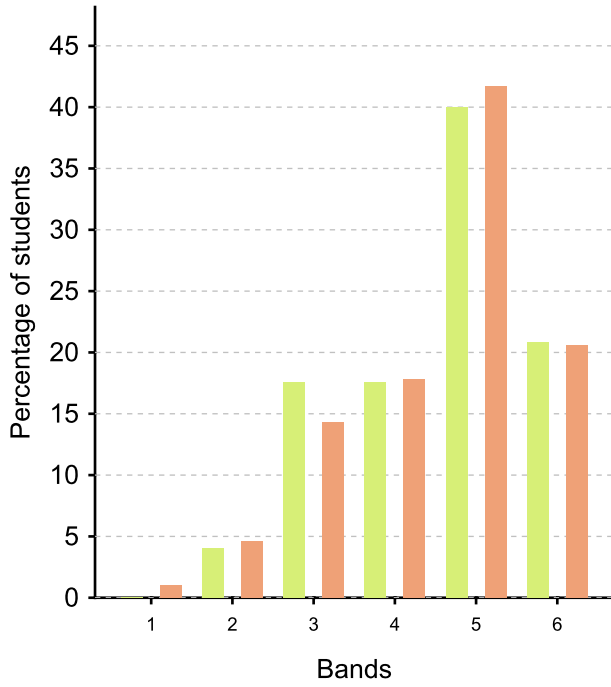
In Writing:

- Year 3 students performed significantly better than State.
- 61% of all Year 3 students performed in the top 2 Bands.
- Year 5 students performed significantly better than State.
- 27% of all Year 5 students performed in the Top 2 Bands.
- 66.9% of Year 5 students performed greater than or equal to Expected Growth rates in Writing.

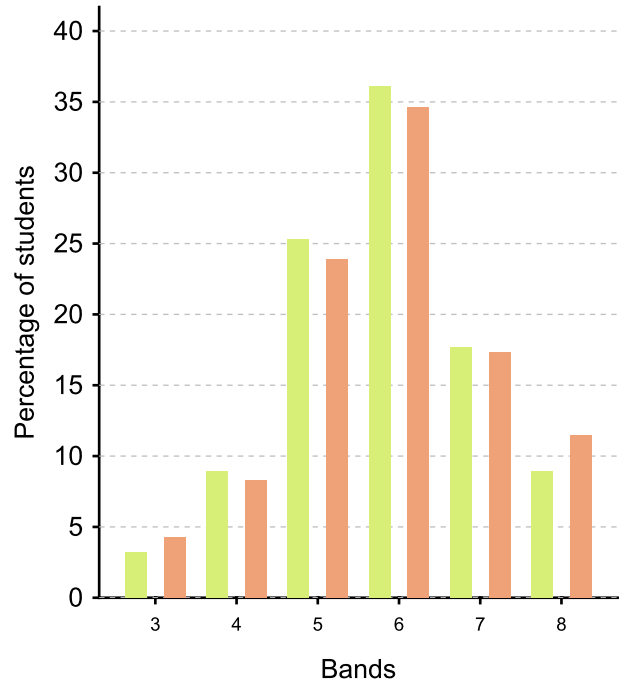
Percentage in bands:
Year 3 Reading



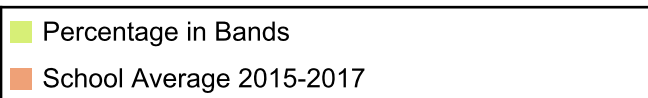
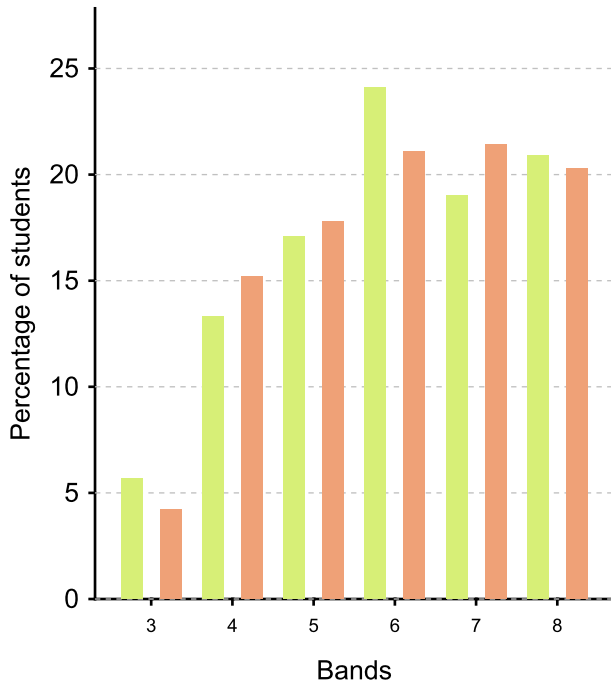
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Writing



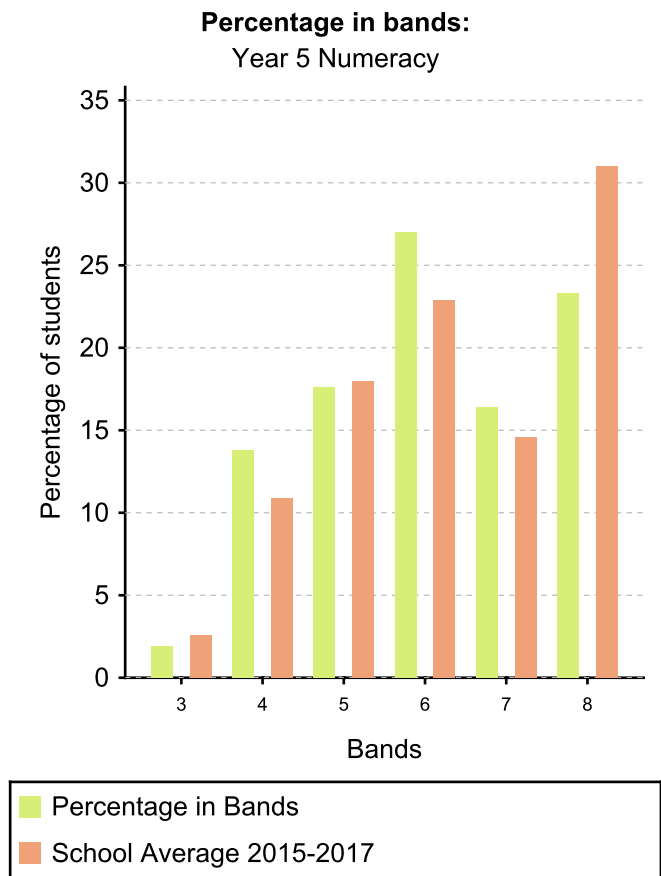
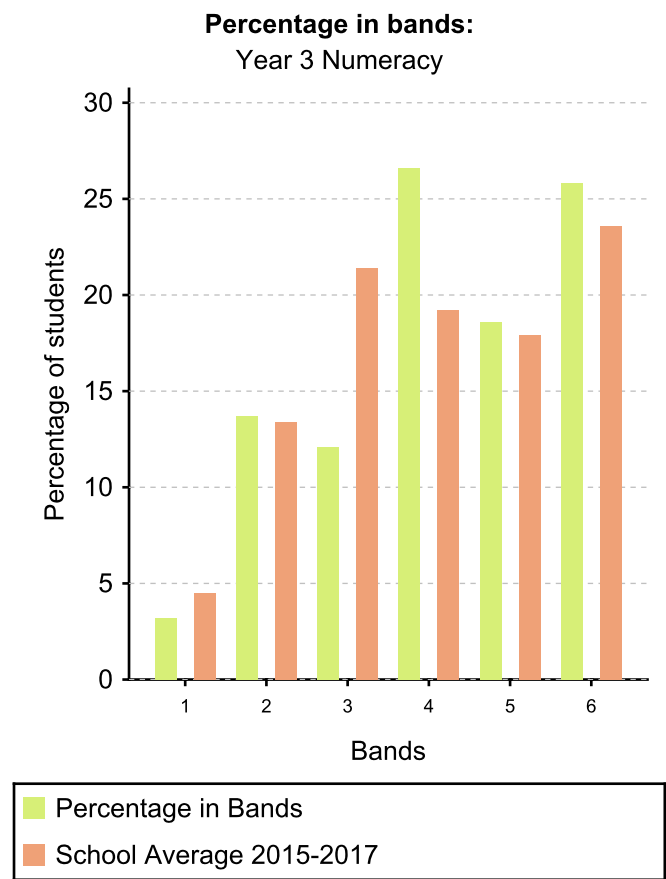
Percentage in bands:
Year 5 Reading



In 2017, 124 Year 3 students participated in NAPLAN Numeracy and 159 Year 5 students participated in NAPLAN Numeracy.

In Numeracy:

- 44% of all Year 3 students performed in the top 2 Bands.
- 40% of all Year 5 students performed in the top 2 Bands.
- 67% of Year 5 students performed greater than or equal to Expected Growth rates in Numeracy.



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinion of parents, students and teachers about the school. In 2017, we were also required to evaluate our 3 year Management Plan and collect data on the progress made. The results from the surveys showed:

- 100% of students surveyed were happy to attend Blacktown South Public School.
- 100% of students surveyed had fun learning at school.
- 100% of students surveyed liked learning with technology.
- 100% of students surveyed liked earning South Stars and Shooting Stars.
- 100% of students surveyed enjoyed their weekly PBL lessons.
- 95% of parents agreed with the statement: My child/children are always/usually happy at BSPS. An increase from 2016 by 4%.
- 89% of parents agreed with the statement: BSPS seeks to put the interest and needs of the students first. An improvement of 3% since 2016.
- 98% of parents agreed with the statement: I believe PBL to have been a positive initiative at BSPS. An increase of 3% from 2016.
- 95% of parents agreed with the statement: I am satisfied with the quality and standard of

education at BPS. This was a 10% increase from 2016.

- 94% of parents agreed with the statement: I believe Technology to be a positive initiative at BPS.
- 91% of parents agreed with the statement: I believe that Technology has helped my child/children to learn at BPS.
- 100% of staff surveyed liked the interactive PBL lessons created for each week's focus.
- 100% of staff surveyed enjoyed learning new technologies to embed into their classroom teaching and learning programs.

Policy requirements

Aboriginal education

Blacktown South Public School has a dedicated approach to 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. In 2017 the implementation of the Aboriginal Education and Training Policy has included:

- An "Acknowledgement of Country" is included at all formal occasions throughout the school year
- NAIDOC Day was celebrated with two formal assemblies hosted by our Senior Aboriginal students and a range of cultural activities in the classroom
- 100% of Aboriginal students supported by Personalised Learning Pathways (PLPs)
- Classroom teaching and learning programs incorporated Aboriginal Perspectives as identified throughout all NSW Syllabus documents
- Introduction of Yarning afternoon to engage meaningfully with our Aboriginal Community

Multicultural and anti-racism education

In 2017, Blacktown South had student enrolments from a wide range of cultural backgrounds, including students from non-English speaking backgrounds. There are over 60 languages and dialects spoken by our families. We demonstrated our commitment to Multicultural and Anti – racism education through:

- The acquisition of assistance from the Multicultural Unit for interpreters during formal and informal meetings, in particular during our Teacher Parent interview evenings.
- All teaching and learning programs incorporate the multicultural perspectives as outlined in all NSW Department of Education Syllabus documents.
- Harmony Day was a special time for Blacktown South Public School to showcase the diverse enrolment of our student population and promoted acceptance amongst our students for each other and other cultures. Families donated different foods from their cultures for the students and

teachers to sample, students and parents performed at a special cultural performance assembly.

- PBL expectation to **Be Respectful** helped promote acceptance and tolerance for others.
- 98% of parent satisfaction surveys returned indicated that parents believed Blacktown South celebrated and acknowledged the diversity of cultures through the celebration and recognition of Special Days throughout the year.
- Two staff members completed the e-Learning in anti-racism procedures.

Other school programs

At Blacktown South Public School we work hard to provide a wide range of extra curricula experiences and opportunities for our students. In 2017, the students were offered many chances to be included in team sports, debating, public speaking, dance groups, choir and many other events. The following is an account of the most memorable opportunities and experiences offered.

Technology

Throughout 2017 there was a huge effort to increase our mobile devices to a point where we now have a 1:4 ratio of devices to students. All classes K–4 have a set of ipads and all Years 5–6 classes have access to laptops. We also replaced 8 interactive panels within the school with Prowise panels.

Sphero technology was introduced to senior classes, and the OC were involved in a STEAM project that ended in an expo amongst local schools showcasing their learning in robotics and coding.

All staff were professionally developed in G Suite and the use of Google Apps in the classroom. This was differentiated to meet the needs and experience of different staff members. 2018 shall continue to see staff developing their skills in the use of different technologies and Web 2.0 tools.

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 beyond the normal classroom learning environment. It is a competition that involves students from across NSW and the ACT. These competitions are supervised by a team of staff members who give up their time and devote hours to the sorting and organisation of these events. Over 270 students competed in these competitions in 2017, with Year 2 participating in Science and Spelling.

In Spelling, (Yrs 2–6), we received 3 High Distinctions, 41 distinctions and 59 Credit awards.

In Writing, (Yrs 3–6), we received 1 High Distinction, 21 Distinctions and 48 Credit awards.

In Mathematics, (Yrs 3–6), we received 5 High Distinctions, 52 Distinctions and 80 Credit awards.

In Science, (Yrs 2–6), we received 1 High Distinction, 15 Distinctions and 61 Credit awards.

In English, (Yrs 3–6), we received 7 High Distinctions, 28 Distinctions and 58 Credit awards.

In Digital Technologies, (Yrs 3–6), we received 3 High Distinctions, 23 Distinctions and 46 Credit awards.

One student was recognised with a medal for achieving the Highest Score in English of the whole competition.

Debating

In 2017, under the guidance of Mrs Suzanne Sykes, Blacktown South entered two teams in the NSW Premier's Debating Challenge and two teams in the Blacktown District Debating Competition. This involved 34 students overall with 10 focusing on the Premier's Debating Team. Students attended three school based workshops in 2017, developing the necessary skills of Public Speaking and rebuttal. The ongoing commitment to debating has been to increase the exposure of students to this important life skill and encourage all children to have a go at presenting verbal points of view.

We were able to send 6 students to debating camp at Katoomba and our competition results in 2017 were very pleasing with our Premier's Debating Team winning their Zone competition. In 2018 there will be a concerted effort to include more Year 5 students into both competitions and Year 4 students will be provided opportunities within school to learn the techniques of debating and participate in a school based competition.

Premier's Reading Challenge

Each year, students in New South Wales are encouraged to read quality literature to help improve literacy skills. In 2017, 802 students participated in and received certificates for their participation in this valuable Challenge. One hundred and six Gold certificates were awarded to children for the completion of their fourth year of the challenge and 7 students reached their Platinum for completing 7 challenges in their school careers. In 2018, Mr Arundel is working hard to ensure more senior students participate and more children work towards their Platinum Award.

Dance

2017 was a huge year for Dance at Blacktown South Public School. We had dance groups from Kindergarten to Year 6. All children involved in dance were provided opportunities to perform at our Shooting Star assemblies and our Education Week Performances at school and at Westpoint Shopping Centre.

This year the Senior Dance Group, led by Mrs McLeod, performed at Synergy at the Evan's Theatre, Penrith in June and at the Blacktown Festival of Performing Arts, in August, at Wyndham College. Our dancers were outstanding with their wonderful piece about

stereotypes. Further to these performances, a group of 11 students also participated in the School's Spectacular with 5000 other school children at Qudos Bank Arena in November. An outstanding achievement for our school.

Vocal Ensemble

Another outstanding and remarkable group of Year 6 students formed our Vocal Ensemble in 2017. These children performed at School for our special Anzac Day ceremony, singing Amazing Grace, Acapella style. A very moving and emotional moment for all to witness. They then moved on to perform at the Blacktown Festival of Performing Arts singing to Michael Jackson's, Man in the Mirror. Led by Miss Raelene Rillera and Miss Mary Magtibay, these students left a lasting impression of the talent that is evident at our school.

Achievement in Sport

2017 has been another very successful year for Blacktown South Public School in all areas of PSSA competition. Our teams all represented our school with great pride and displayed excellent sportsmanship at all times. It is a wonderful achievement to be selected in a PSSA team and we congratulate all of the students who participated in 2017.

Our school had over 200 students participate in a PSSA sport, 33 students represented Blacktown Zone at regional carnivals, 11 Students represented Sydney West at state carnivals and 2 students were chosen to represent NSW at Australian Championships. We congratulate all of those students.

Many of our PSSA teams also had very successful seasons, including the Junior and Senior Football teams, Junior and Senior League Tag teams, Junior and Senior Rugby League teams and all of our Junior and Senior Netball teams, who qualified for semi-finals in the winter competition. Unfortunately we were not able to complete our summer PSSA competition due to extremely poor weather.

A special congratulations must also be given to the many teams who qualified for grand finals this year. Our Junior and Senior League Tag teams, Senior Football team and our Junior A and B and Senior B Netball teams finished as runners up, while our Senior A Netball team were the premiers of their competition.

It is through great leadership that our teachers dedicated their time to coaching our PSSA teams and we acknowledge and thank the parents who make sure their children come to school prepared to play each week. Without their support, PSSA would not be possible, and many children would not have an opportunity to participate in an organised sport competition.

Special Events

Harmony Day

Our Harmony Day is a school event that helps us to celebrate the diversity of culture within our school. It was fantastic to see so many students wearing their traditional dress or wearing some orange, the colour for Harmony Day.

Thanks to our supportive parents, the students and teachers were provided with a huge array of traditional foods for classes to taste. Students were able to explain where their food was from and how it was made. A great learning experience for all being part of such an International Cuisine banquet.

Students enjoyed a range of activities from countries around the world that included learning traditional songs and dances, art and craft activities and learning aspects of a language. Thanks to all our teachers for their efforts to make these activities so engaging and educational.

The afternoon Harmony Day Concert was another great success where many students performed dances and songs from around the world. We were also very privileged to have a parent, perform traditional Turkish music on a traditional Turkish instrument.

Better Homes and Gardens

Due to our successful participation in Earn and Learn in 2015, our school was selected to host Better Homes and Gardens and Fast Ed, the Chef and a film crew to film some promotional segments for the Woolworths Earn and Learn program. Fast Ed filmed three different cooking segments using some of our students and some staff, canteen and P&C members. These segments aired on the Better Homes and Gardens program in August.

A second visit happened in October when Cosentino the magician came with Johanna Griggs to shoot the promotion for Cosentino's new children's book. Cosentino performed a magic show that left the students and teachers in awe. We thank Better Homes and Gardens for these wonderful experiences.

Token Fun Day

Our biggest event for fundraising is always a spectacular event. This year it was our best on record thanks to the wonderful contributions prior to the event from our parents. We had a range of stalls and activities that allowed all students and parents to participate in and have a wonderful time together. Students engaged in face painting, the jumping castle, thong toss activities, photo booths and many other fun games and food stalls. This is an event that all look forward to and always builds on our sense of community. All monies raised were then put back into the purchasing of resources for the students at Blacktown South Public School.