

Blacktown South Public School

Annual Report



2018



4193

Introduction

The Annual Report for **2018** 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.

Andrew Bowmer

Principal

School contact details

Blacktown South Public School

183 Flushcombe Rd

Blacktown, 2148

www.blacktowns-p.schools.nsw.edu.au

blacktowns-p.school@det.nsw.edu.au

9622 2449

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

Blacktown South Public School is a large primary school located in the Western Suburbs of Sydney. The school was established in 1959. Currently the school has 1080 students enrolled in 42 classes, including two Opportunity Classes (O.C.). Approximately 85% of our students come from a non-English speaking background as well as 26 Aboriginal and Torres Strait Island (ATSI) background students. It serves an increasingly diverse local community and provides a range of educational opportunities for students from Kindergarten to Year 6.

The school is set on a large block with extensive grass and asphalt areas for play and sporting activities. With twenty-eight permanent classrooms, fourteen demountable classrooms, a computer room, a large hall, modern library and an enormous covered outdoor learning area (COLA) the school is well equipped for a range of learning activities.

Blacktown South Public School is a member of local Learning Communities that emphasise cooperative approaches to learning between local Primary and Secondary schools.

The School receives the majority of its funding through the global grant from the NSW DEC, with some additional funding generated by the voluntary work of the school P&C Association.

The school and community value our motto of 'Strive to Achieve', and the school expectations: To Be Safe, Be Respectful and Be a Learner whilst working together to promote quality education and a caring school culture.

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, Blacktown South Public 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.

Throughout 2018 Blacktown South Public School continued to reflect upon the practices implemented to help meet the goals as outlined by the school plan and the progress being made across the school, based on the expectations as outlined through the School Excellence Framework.

In the **Domain of Learning**, Blacktown South Public School's overall judgement was **Delivering**, with three elements being rated as Delivering, two Sustaining and Growing and one working towards Delivering.

- Progress and achievement by students is identified and acknowledged through many channels including our assessment and reporting process, teacher – parent interviews, assemblies and the newsletter.
- At the end of each academic year, Blacktown South Public School collects and tabulates data about student academic and social progress to ensure the following year's teacher is well-informed about the students in their class.
- Attendance policies and procedures have been adjusted and reviewed resulting in a slight improvement of overall attendance percentages.
- Wellbeing is primarily the focus of all at Blacktown South Public School. Positive Behaviour for Learning (PBL) is the focus of all teaching programs and students, parents and staff have implemented this evidence based change resulting in measurable changes in behaviours that support learning for all.
- All students are known and catered for, with identified students being supported by Individual Educational Plans (IEPs) or Personalise Learning Pathways (PLPs).
- Expectations of behaviour are co-developed with students and staff and are designed to ensure all students have the best opportunity to access the curriculum. These lessons are developed with an interactive component that explicitly teach the school's expectations and support students with a consistent message every week.

- Teaching and learning programs meet the expectations as outlined by the Department of Education and the NSW Education Standards Authority. Teaching programs are differentiated to meet the current learning needs of identified students, with parents being notified of these adjustments where necessary.
- Student assessment occurs regularly throughout the school year and the data is collected and analysed to inform future teaching directions.
- Blacktown South Public School utilises internal and external data to assess student progress and achievement against the syllabus. In NAPLAN, 54% of Year 3 students and 41% of Year 5 students achieved the top 2 Bands for Reading, 55% of Year 3 students and 22% of Year 5 students achieved the top 2 Bands for Writing and 48% of Year 3 students and 45% of Year 5 students achieved the top two bands in Numeracy. Blacktown South Public School's value-added trend is positive.
- 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.

In the **Domain of Teaching**, Blacktown South Public School's overall judgement was **Delivering**, with three elements being rated as Delivering and one working towards Delivering.

- Explicit teaching is the main practice used in the school. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.
- Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and that teaching practices are effective. Assessment data and student progress is used to inform the planning of teaching programs and lesson preparation.
- A school-wide approach to positive classroom management is evident through Positive Behaviour for Learning (PBL) and support is provided for teachers where needed, ensuring optimum learning in every classroom.
- The use of Assessment as Learning, for Learning and about Learning continues to be an area of development for all staff across all aspects of the school.
- The school monitors the accreditation status of all staff and encourages the use of the Professional Teaching Standards to develop effective Performance and Development Plans (PDPs) to ensure continual development for all staff.
- The school has implemented a professional learning program that builds teacher understanding of effective teaching strategies for Literacy and Numeracy. All staff have the opportunity to attend opt in professional development sessions that address their current identified areas of need.
- Opportunities such as Grade Planning Days, Stage Meetings and Staff Meetings engage all teachers in professional discussion and dialogue that allows for the improvement of teaching and learning within all classrooms.
- Formal mentoring and coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as needing support.
- Technology continues to be an area of focus to enhance student learning with staff being provided individual ipads to assist in their knowledge of and use of technology as an important teaching and assessment tool.

In the **Domain of Leading**, Blacktown South Public School's overall judgement was **Sustaining and Growing**, with three elements being rated as Sustaining and Growing and one rated as Delivering.

- The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.
- Annual staff performance and development reviews for teaching and non teaching staff are undertaken and involve lesson observations and formal and informal coaching sessions.
- The leadership team actively supports change that leads to improvement, providing opportunities for staff to provide feedback about change and future directions.
- The leadership team draws upon feedback from students, parents and staff to develop the School Plan, aligning with system priorities and responding to emerging needs identified by all stakeholders.
- Technology is accessible to all staff and students. Staff utilise technology to streamline all processes within the school, both administrative and teaching based.
- The leadership team analyses responses to school satisfaction measures and deliver services and information to support parental engagement and satisfaction.

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 focused professional development programs and departmentally supported initiatives.

Overall summary of progress

Blacktown South Public School supported all staff to work towards achieving our school goals and providing the students within our care with a quality teaching and learning environment. This was achieved through many strategies that addressed individual teacher professional development and collective knowledge.

Blacktown South Public School supported staff and students through:

- The provision of quality planning times that allowed for collaborative planning and development of quality assessment tasks and rich teaching and learning programs.
- The employment of external experts to build teacher knowledge and understanding in the implementation of quality numeracy programs.
- The continuation of L3 and the training of new teachers to Early Stage 1 and Stage 1.
- The expertise and knowledge of individual staff members was utilised to provide professional development sessions that focused on various aspects of Literacy, Numeracy and Technology.
- The provision of quality extra curricula activities that addressed a wide range of interest and areas of student talent.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Positive Growth for all students Years 3 and 5 in all aspects of the value added component of NAPLAN.	N/A	<ul style="list-style-type: none">• In 2018, 63.1% of students in Year 5 achieved at or above the expected Growth in NAPLAN for Reading.• In 2018, 59.9% of students in Year 5 achieved at or above the expected Growth in NAPLAN for Writing.• In 2018, 63.6% of students in Year 5 achieved at or above the expected Growth in NAPLAN for Numeracy.
• Increase number of students achieving in the top three bands in Literacy and Numeracy based on 2017 NAPLAN data.	N/A	<ul style="list-style-type: none">• In Reading, 2018 results for students in the top 3 bands for Year 3 and Year 5, were similar to 2017.• In Writing, Year 3 and Year 5 did not increase from 2017.• In Numeracy, Year 3 and Year 5 show a slight decrease in the numbers achieving the top three bands in 2018.
• 70% of students achieving grade expectations in Literacy and Numeracy based on PLAN, NAPLAN and school based data.	N/A	<ul style="list-style-type: none">• On average 54% of students achieved grade expectations or above in Reading as assessed against PLAN.• On average 36% of students achieved grade expectations or above in Writing as assessed against PLAN.• On average 85.5% of all students achieved grade expectations or above in Numeracy as assessed against PLAN.• School data collated from the reporting process and standardised testing reflects 70% of all students achieving grade expectations or higher.• NAPLAN reflects that the goal of 70% of all students achieving at grade expectation has been

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">• 70% of students achieving grade expectations in Literacy and Numeracy based on PLAN, NAPLAN and school based data.		primarily achieved.
<ul style="list-style-type: none">• 100% of teachers demonstrate proficiency and are involved in effective Professional Development Plans, school priorities and Departmental Reform Agendas.	\$40 000	<ul style="list-style-type: none">• Teacher Professional Development has been a priority for all staff in 2018.• 100% of teachers have been involved in the development and revision of Performance and Development Plans (PDPs) that have incorporated lesson observations, reflection and collegial discussions.• All teachers have maintained their levels of proficiency.

Next Steps

In 2019 Blacktown South Public School will work towards:

- Investigating Visible Learning and look at ways to have students starting to express their learning goals.
- Expanding the capabilities of teachers engaged in the teaching of Enrichment education at Blacktown South Public School.
- Continuation of the Numeracy programs begun in 2018 such as TEN in all Kindergarten to Year 2 Classrooms and Relational v Instructional Mathematical instruction in Year 3 to Year 6 classrooms with an expansion into Kindergarten to Year 2.
- Expand and build upon the opt-in Professional Learning offered to staff as a way of addressing point of need and differentiation of learning for all.
- Initiating Spirals of enquiry to explicitly target areas of curriculum delivery and teacher knowledge.
- Moving towards the use of Progressions as an accurate monitoring and reflective practice tool.
- Expanding upon existing digital technologies within the school and the use of technology effectively within the learning environment, including and not limited to; Google classroom, Prowise software and platforms, 1:1 ratio of devices in senior years.
- Targeted professional development on Consistent Teacher Judgement, data collection and analysis.

Strategic Direction 2

Student Wellbeing

Purpose

To foster positive and supportive relationships between students, teachers and community members that promote the wellbeing of every student.

Overall summary of progress

Blacktown South Public School fostered positive and supportive relationships between students, teachers and the community through programs that supported and promoted wellbeing for all.

Blacktown South Public School supported staff and students through:

- Consistently and effectively implementing Positive Behaviour for Learning (PBL) strategies and aligning them to wellbeing.
- Targeted teaching and learning programs that are differentiated to meet the identified learning needs for all students.
- Regularly communicating student progress with parents and carers through formal and informal communication methods.
- Accessing external providers to professionally develop all staff in current teaching practices to meet the emotional, social and learning needs of all students that are aimed specifically at wellbeing and its importance for student success.
- Reviewing and improving student attendance policies and procedures to encourage student engagement in their learning.
- Introduction of a speech program funded through flexible Wellbeing money.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Decrease in the number of students entered into the behaviour tracking system.	\$4 000	• 2018 saw an increase in the numbers of incidents recorded officially in SENTRAL. This is due to an increased awareness by all staff for the need to track and monitor behaviour across the school.
• Improved attendance rates.	N/A	• 2018 saw our 100% attendance rates improve from 46% in 2017 to 53% in 2018.
• Feedback from surveys such as Tell Them From Me indicate and reflect positive growth and achievement of school directions.	N/A	• Results from Tell Them From Me indicate that Blacktown South Public School has a positive school culture that promotes student achievement. Parents believe that Blacktown South Public School encourages students to do well at school and that the school promotes Positive Behaviour for Learning (PBL). • 80% of the students surveyed in Tell Them From Me strongly agreed that they are interested and motivated to learn and are engaged with the curriculum.
• IEPs and PLPs are in place, monitored and adjusted regularly to ensure student growth towards expected outcomes.	\$5 000	• All students identified through the Learning Support Team have an IEP in place. These plans are developed to meet the needs of these students and are regularly monitored, adjusted and updated so that every student has the opportunity to succeed in their learning. • All Aboriginal students have a PLP prepared in conjunction with student, staff and parents where

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">• IEPs and PLPs are in place, monitored and adjusted regularly to ensure student growth towards expected outcomes.		possible.

Next Steps

In 2019 Blacktown South Public School will work towards:

- Consolidating Positive Behaviour for Learning (PBL) within the classroom.
- Monitoring PBL and maintaining relevance for all stakeholders at Blacktown South Public School. Ensuring all new members are aware of the school's expectations and ensuring the same message is communicated to all stakeholders.
- Development of quality intervention programs including and not limited to Intensive Reading Support, MultitLit, targeted LaST intervention.
- Provision of differentiated Professional Development that addresses the needs for high risk students in learning as well as social / emotional wellbeing.

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

Blacktown South Public School worked with all stakeholders to strengthen partnerships across the school community to ensure and maintain a shared vision. A culture of shared ownership of student engagement, learning, development and success was a focus for 2018.

Blacktown South Public School supported staff, students and the wider community through:

- Providing opportunities for parents and community to engage in a range of school-related activities such as parent workshops, Pop Up coffee information sessions, Community Play Group and teacher-parent interview sessions.
- Utilising feedback tools such as Tell Them From Me and parent feedback surveys to address areas of concern for continual improvement.
- Revising and improving structures within the school, such as the Personalised Learning Plans (PLPs), Harmony Day, NAIDOC, P&C meeting times and Yarning afternoons to engage more parents meaningfully in the education of all students at Blacktown South Public School.
- Providing multiple forms of communication to ensure all members of the school community are well informed and part of the daily events of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• An increase in the number of parents actively engaged in and supporting the school's educational priorities through meaningful school partnerships.	\$5 000	• Parents were involved in opportunities throughout the year to provide feedback upon important priorities within the school. • Parents participated in workshops that addressed Literacy and Numeracy for the younger years. • The reorganisation and review of the PLP process for Aboriginal students saw an increased number of parents involved in the preparation of the plans for their children.
• An increased percentage of parents/carers attending community events, including P&C meetings as evidenced through data collections and surveys (such as Tell Them From Me).	N/A	• The change in P&C structure from all evening meetings to alternate day and night meetings produced an increase in parent participation in 2018. • 26% of parents surveyed in Tell Them From Me indicated that they actively participated in events at least twice throughout 2018.
• Surveys indicate increased parental use of formal and informal communication practices such as school app, website, notes and other online platforms.	\$2 000	• Tell Them From Me (TTFM) provided feedback from parents that indicated communication was considered very good at Blacktown South Public School. • 90% of parents surveyed (TTFM) stated that the newsletter was a form of communication that they found effective and relevant. • The school app has increased the number of downloads to over 2800, a significant increase from 2017. • 84% of parents surveyed found the school's website an important communication tool.
• Increase in parent feedback	\$1 000	• 93% of parents surveyed (TTFM) stated reports

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
showing the success of the school's educational and wellbeing programs.		were useful for communicating student progress. <ul style="list-style-type: none">• 74% of parents surveyed (TTFM) indicated that informal meetings between teachers and parents were an effective means of communication.• TTFM indicated a higher mean than State for parental belief that the school supports positive behaviour and that the school works on making students pay attention in class.

Next Steps

In 2019 Blacktown South Public School will work towards:

- Continuing the development and implementation of authentic connections with all members of the community.
- Continuing to build upon the types and regularity of workshops offered to parents at times that are applicable to the broader parent body.
- Reviewing and changing the practice of the basic Meet The Teacher format, being more attuned to the identified needs of our community.
- Changing the timing of the year that teacher parent interviews occur through the year.
- Reviewing and changing the format of school reports.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$18 770	<ul style="list-style-type: none"> • 2018 saw the introduction of an Aboriginal Language program for all K–6 classes called Aboriginal Lingo. All students were introduced to a new Aboriginal word weekly and this was incorporated into meaningful class lessons to help build student awareness and acknowledgement. • A review of the Personalised Learning Pathways saw a higher number of Aboriginal parents being involved in the development of Learning Plans for their children and worked towards building stronger relationships to the Aboriginal community. • Harmony Day featured an Aboriginal Elder welcoming all to country and conducting a smoking ceremony. • An Aboriginal garden was established with the guidance and help from the local Aboriginal Community organisation Muru Mittigar. This involved students, teachers and community members to re-introduce Australian native plants into the school garden.
English language proficiency	\$462 890	<ul style="list-style-type: none"> • EAL/D staff provided a range of support options for identified students, including and not limited to withdrawal, in class support and learning plans for identified students. • All EAL/D students were tracked on the EAL/D progressions based upon analysis of student work samples. • New Arrivals were interviewed upon entry and targeted support was implemented with explicit teaching programs by the EAL/D teachers.
Low level adjustment for disability	\$284 890	<ul style="list-style-type: none"> • All students identified with specific learning needs were provided with Individual Educational Plans that were implemented as an integral part of the teaching and learning programs within classes. • NCCD was utilised to determine the level of support required for identified students. • LaST program was revised and implemented with a changing timetable based upon current levels of support required as identified by the Learning Support Team in conjunction with the School Counsellor.
Quality Teaching, Successful Students (QTSS)	\$173 244	<ul style="list-style-type: none"> • QTSS was utilised to support executive in the supervision of their large teams of teachers during 2018. • QTSS allowed for the continuation of meaningful PBL instructional lessons being developed through interactive digital technologies, targeting the expected behaviours for the classroom and whole school settings. • QTSS addressed the identified need for meaningful, individualised teacher professional development, particularly in the area of Literacy.
Socio-economic background	\$74 552	<ul style="list-style-type: none"> • Resources for Literacy and Numeracy and digital technologies to support all students

Socio-economic background	\$74 552	<p>were purchased to compliment existing teaching and learning programs for all grades and all student abilities.</p> <ul style="list-style-type: none"> • All students identified as requiring support were provided with intervention from appropriate staff members to allow all students to access the curriculum and achieve success at their current levels of learning.
Support for beginning teachers	\$71 464	<ul style="list-style-type: none"> • Beginning teachers were provided with extra release every week to meet with a mentor to help improve their teaching and learning practices and address any individual concerns. • Targeted meetings were held to help beginning teachers with school routines and activities, providing these teachers an opportunity to assimilate smoothly with the expectations of Blacktown South Public School. • All beginning teachers were provided with grade specific professional development opportunities and were part of team planning days that determined future directions for all student learning programs.
Targeted student support for refugees and new arrivals	\$45 000	<ul style="list-style-type: none"> • All New Arrival students were provided with intensive withdrawal sessions with the EAL/D team of teachers to assist in their smooth transition to Blacktown South Public School. • Refugees were supported through a range of wellbeing programs that worked to meet their individual case needs. • Interpreters were accessed regularly to ensure communication between home and school was open and addressed the learning and wellbeing needs of all students.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	486	500	530	572
Girls	436	460	477	499

In accordance with the expected policies and procedures for privacy and the distribution of personal information for students, the above table was prepopulated from census data collections for both male and female students in attendance at Blacktown South Public School during 2018.

The students of Blacktown South Public School come from a diverse range of cultures and families that provides for a multicultural student population and fosters a culture of inclusion.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	94.1	94.3	95
1	92.4	92.6	92.4	93.2
2	93.2	93.7	93.3	91.8
3	93.8	94	91.9	93.2
4	92.8	94.6	93.4	93.8
5	94.9	95.4	94.5	94.4
6	92.4	92.7	93.5	93.3
All Years	93.4	93.9	93.3	93.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

In 2018, Blacktown South Public School undertook a revision of its Attendance Policy.

Student attendance is monitored regularly at Blacktown South Public School. Regular checks occur with the Home School Liaison Officer to ensure students are meeting the expected Departmental levels of attendance. Parents are regularly informed of attendance expectations through newsletters, Meet the Teacher information sessions and through personal phone calls from the class teacher. Absence notes and reminders to send in these notes occur weekly to ensure all student absences are explained.

Our data shows that in 2018, there was a slight improvement on our overall percentages of attendance from 2017, with Blacktown South being slightly higher than the percentages of attendance for all DoE schools in the same time period. This reflects the positive effects of all of our wellbeing and engagement programs, promoting attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	42.17
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.6
Teacher ESL	4
School Counsellor	1
School Administration and Support Staff	6.27

*Full Time Equivalent

At Blacktown South Public School we have two teachers who identify as Aboriginal on staff.

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	48

Professional learning and teacher accreditation

Throughout 2018, Blacktown South Public School's teaching staff and school administrative staff undertook a range of professional learning opportunities based upon personal professional goals as outlined throughout the Performance and Development Plan (PDP) process, school strategic directions and future planning and as mandatorily required by all employees of the NSW Department of Education.

In 2018:

- Nine teachers achieved accreditation at Proficient level with the NSW Educational Standards Authority (NESA).
- One Kindergarten teacher and one Year one Teacher completed their first year of L3 professional development.
- Two Kindergarten teachers and six Year One teachers completed their second OPL year of L3 training.
- All teachers K–2 were trained in Targeted Early Numeracy (TEN).
- All teachers 3–6 were introduced to Relational v Instructional Mathematical instruction with 8 working closely with an external Professional to improve pedagogy in Numeracy.
- One staff member trained in Practice Changing Practice Action Research that involved the Professional Development of the Enrichment Education team in Literacy skills that explicitly targeted writing and vocabulary acquisition.
- Technology training continued in G Suite and Google classroom.
- Opt-in training sessions were provided for Literacy strategies, technology and Wellbeing.
- Introductory professional learning was provided in the teaching of the new Science curriculum and Progressions.
- Key staff were trained in Spirals of Inquiry and Visible Learning.
- Mandatory sessions were attended by all for Child Protection, Anaphylaxis Identification and Prevention, CPR and Code of Conduct.
- Senior Executive engaged in the wider learning community with the Principal's Credentials.
- Positive Behaviour for Learning (PBL) for the classroom training and support was provided for all teaching staff.
- Executive participated in Professional Learning with Anne McIntyre looking at the effects leadership has on school systems, policies and student outcomes.

	2018 Actual (\$)
Opening Balance	748,831
Revenue	8,352,909
Appropriation	8,031,534
Sale of Goods and Services	11,383
Grants and Contributions	303,042
Gain and Loss	0
Other Revenue	300
Investment Income	6,651
Expenses	-8,175,587
Recurrent Expenses	-8,175,587
Employee Related	-7,263,285
Operating Expenses	-912,301
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	177,322
Balance Carried Forward	926,153

The Principal, School Administration Manager and Deputy Principals meet monthly to review budget expenditure and set school financial priorities. Blacktown South Public School undertook a major administration upgrade, primarily funded through School Infrastructure. The school expended approximately \$70 000 to upgrade the phone system, the school PA system and other aspects of the upgrade that were not funded under the upgrade.

Financial summary equity funding

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Base Total	6,631,029
Base Per Capita	194,723
Base Location	0
Other Base	6,436,306
Equity Total	841,103
Equity Aboriginal	18,770
Equity Socio economic	74,552
Equity Language	462,890
Equity Disability	284,890
Targeted Total	59,632
Other Total	417,602
Grand Total	7,949,365

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 2018, 150 students participated in NAPLAN for Year 3 and 168 students Participated in NAPLAN for Year 5.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Reading:

- Year 3 students performed better than State with more students achieving the top 2 bands and a 7% growth for the school since 2017.
- Year 5 students performed better than State with more students achieving the top 2 bands and a

2% growth for the school since 2017.

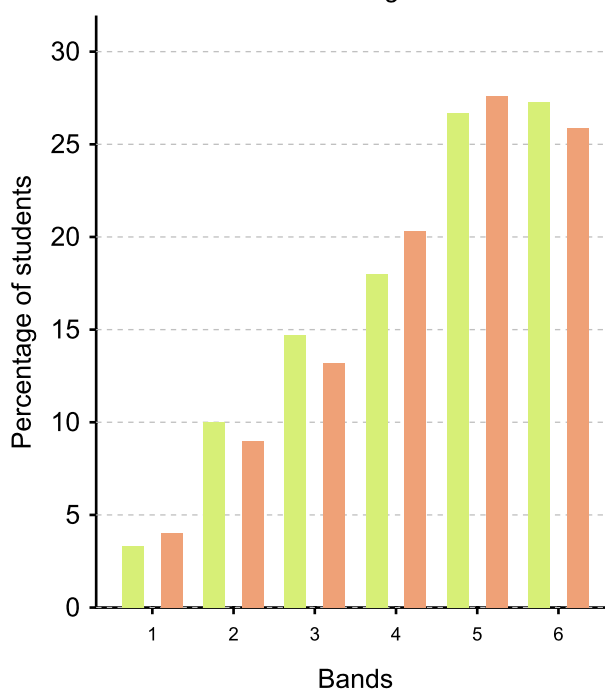
- Year 5 Reading – value added growth showed an improvement over 2017 with a 10% growth.

In Writing:

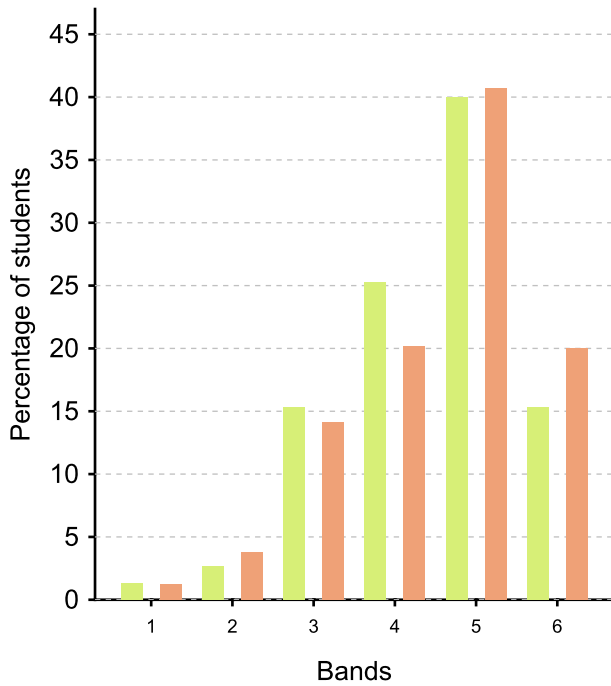
- Year 3 students performed better than State with more students achieving the top 2 bands, achieving 8% higher.
- Year 5 students performed better than State with more students achieving in the top 2 bands, achieving 10% higher.
- Year 5 Writing – value added growth showed a drop but still performed better than state over 2017 data.

Percentage in bands:

Year 3 Reading

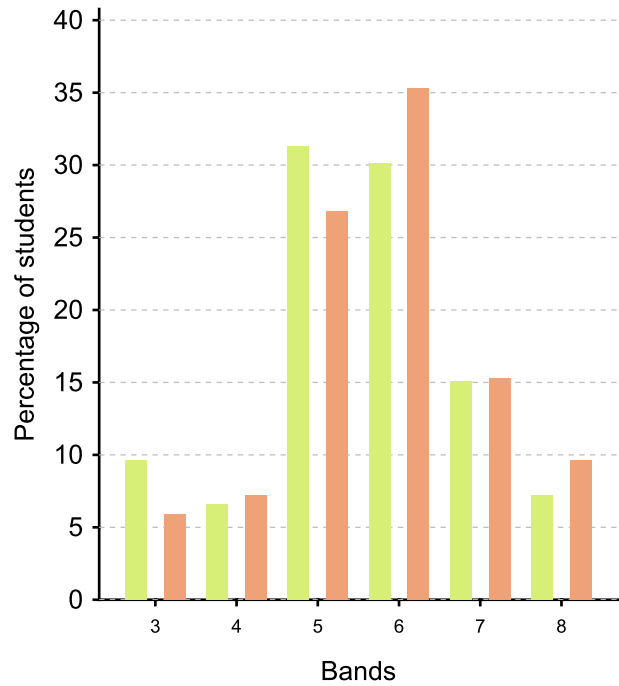


Percentage in bands:
Year 3 Writing



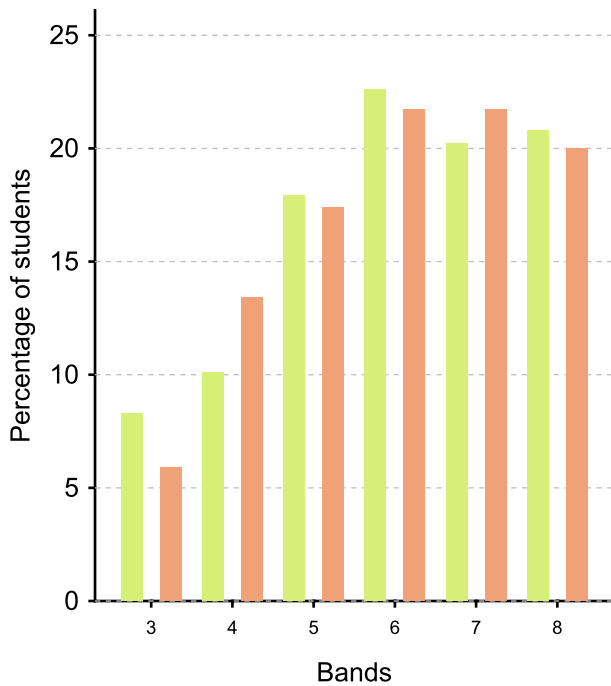
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading

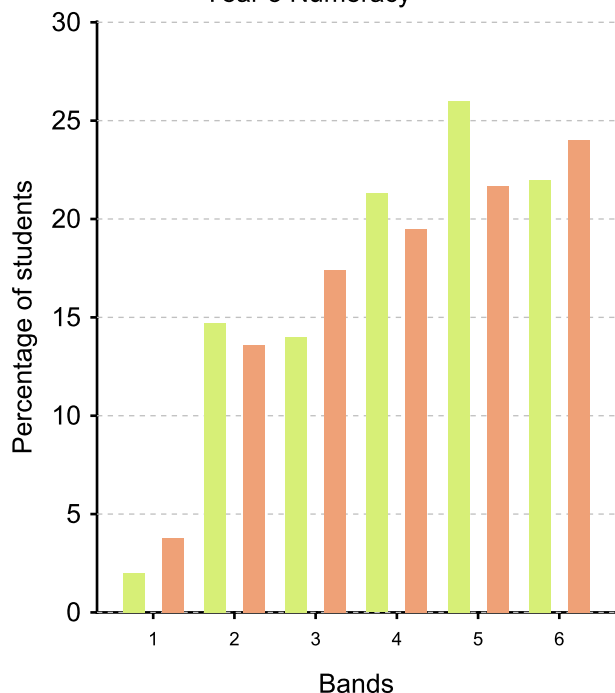


Percentage in Bands
School Average 2016-2018

In Numeracy:

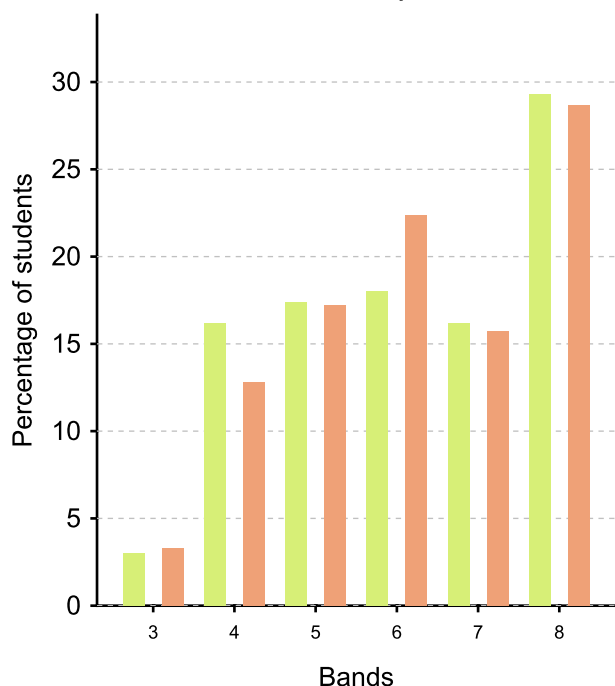
- Year 3 students performed better than state with more students achieving the top 2 bands with a 4% growth from 2017.
- Year 5 students performed better than state with more students achieving the top 2 bands with a 6% growth from 2017.
- Year 5 Numeracy – value added growth showed a slight drop from 2017 but still exceeded state.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.>

In Year 3:

- 54% of students performed in the top 2 bands for

Reading.

- 55.3% of students performed in the top 2 bands for Writing.
- 48% of students performed in the top 2 bands for Numeracy.
- NAPLAN results for year 3 are used by the executive and staff to help support our students who identify as Aboriginal to achieve success at school.

In Year 5:

- 41.1% of students performed in the top 2 bands for Reading.
- 22.3% of students performed in the top 2 bands for Writing.
- 45.5% of students performed in the top 2 bands for Numeracy.
- NAPLAN results for year 5 are used by the executive and staff to help support our students who identify as Aboriginal to achieve success at school.

Parent/caregiver, student, teacher satisfaction

Each year we are required to seek the opinion of parents, students and teachers about the school. In 2018 we utilised the Tell Them From Me Survey. The following results were above the State Mean.

Key findings from Teachers:

- I work with school leaders to create a safe and orderly school environment.
- I set high expectations for student learning.
- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.
- I establish clear expectations for classroom behaviour.

Key findings from Students:

- Students feel accepted and valued by their peers and by others at their school.
- Students are motivated and interested in their learning.
- Important concepts are taught well, class time is used efficiently and homework and evaluations support class objects.
- School staff emphasise academic skills and hold high expectations for all students.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 100% of Aboriginal students feel good about themselves at school.
- 56% of students strongly believe they can follow tasks through to completion, even when faced with obstacles.

Key findings from Parents:

- I can easily speak with my child's teachers.
- Written information from the school is in clear, plain language.

- The school's administrative staff are helpful when I have a question or problem.
- Reports on my child's progress are written in terms I understand.
- Teachers expect my child to work hard.
- My child is clear about the rules for school behaviour.

Policy requirements

Aboriginal education

Blacktown South Public School has an inclusive approach to Aboriginal Education, embedding Aboriginal Perspectives across all Key Learning Areas as an integral part of the teaching and learning programs in all classrooms.

The school community engages with Aboriginal culture through many meaningful experiences, building respect and acknowledgement of the original indigenous culture of this land.

In 2018, the implementation of the Aboriginal and Education and Training Policy has included:

- The introduction of an Aboriginal Lingo program where students are taught a new Aboriginal word every week. Students are encouraged to use this word in meaningful learning experiences throughout the week.
- The introduction of an Aboriginal garden that exposes children to traditional native flora.
- A revised and improved Personalised Learning Pathways (PLP) process where parents, teachers and students identify and work towards goals to achieve individual success for Aboriginal students and build positive relationships between home and school.
- Continuation of Yarning afternoons where Aboriginal parents are encouraged to come along and chat with staff in an informal way to foster the connection between community and school.
- Meaningful NAIDOC celebrations that respect Aboriginal culture and expose students to the rich cultural history of indigenous Australia.
- Deadly Door competition as part of NAIDOC celebrations.
- Active participation in the Local AECG.

showcase the diverse cultural backgrounds of the student body and their families. Always a highlight, this day incorporated performances from cultural groups across the wider community, food tasting of culturally prepared finger foods from the community and activities that celebrate the different nations of the student and staff population.

- The inclusion and acknowledgement of specific cultural and religious celebrations and special days through the school newsletter and daily lunch time announcements for the student body.
- All teaching and learning programs incorporate the multicultural perspectives as outlined in all NSW Department of Education Syllabus documents.
- All refugee and New Arrival students are provided with intensive support upon arrival in the school through targeted EAL/D programs.
- Interpreters are accessed to ensure open communication between the school and home for teacher–parent interviews, information sessions and at initial enrolment interviews.

Multicultural and anti-racism education

Blacktown South Public School is committed to developing programs that foster student understanding of culture, cultural diversity, anti-racism and active citizenship within a democratic, multicultural society. In 2018, Blacktown South had student enrolments from a wide range of cultural backgrounds, including students from non –English speaking backgrounds and refugees. Multicultural and anti-racism education was supported through:

- The celebration of Harmony Day, a special time to

Other school programs

Blacktown South Public School works hard to provide the students and families at our school with a wonderfully rich and diverse range of extra curricula learning opportunities. The following is a snapshot of the most memorable and successful opportunities and experiences provided for our students.

Harmony Day

Always a yearly highlight, Harmony Day 2018 was one of our most spectacular. Despite the rain we were able to go ahead with this wonderful whole school and community event. Under drizzly skies we moved a thousand students under the COLA and were joined by hundreds of parents and family members. Uncle Lex started our Cultural Concert by 'welcoming us to country' and by performing a 'Traditional Smoking Ceremony'. He was followed by a myriad of colourful and highly entertaining cultural dances, songs and performances from our students and parents from all over the world. Special recognition must go to our visiting performers; Uncle Lex, our Maori performers Carlos and Lawrence and the students from the Saint Paraskevi Greek Language School. It was wonderful to see many students, parents and teachers come to school in traditional dress and the colour orange. The middle session of the day was dedicated to cultural activities with classes rotating through the different groups, involvement in dance workshops, weaving, art activities and traditional games. Always a special part of the day is lunch time when families supply a selection of finger foods so students are able to enjoy tasting foods from a variety of countries and cultures.

ICAS Competitions

2018 saw large numbers of the student body from Years 2 –6 participate in the International Competitions and Assessment for Schools (ICAS). This is an opportunity for students to challenge themselves in the areas of Numeracy, Literacy, Science and Digital Technologies against other students from around New South Wales and the ACT. The dedicated staff of Blacktown South Public School provide the necessary time and effort to coordinate these test sessions outside of school hours in order for the students to compete in these competitions.

- In Mathematics Blacktown South Public School had 296 students participate. 4 High Distinctions, 50 Distinctions and 99 Credits were achieved by the students.
- In English 276 students participated achieving 2 High Distinctions, 34 Distinctions and 62 Credits.
- In Spelling 253 students participated achieving 4 High Distinctions, 43 Distinctions and 77 Credits.
- In Writing 200 students participated achieving 2 High Distinctions, 14 Distinctions and 49 Credits.
- In Science 249 students participated achieving 7 High Distinctions, 30 Distinctions and 71 Credits.
- In Digital Technologies we had 175 students participate. We received one High Distinction, 23 Distinction and 62 Credits.

Debating

Lead by Mrs Suzanne Sykes and supported by Mrs Sujata Kumar, debating at Blacktown South Public School has become an integral part of the school's academic program. Blacktown South Public School was involved in two debating competitions – the Premier's Debating Competition and the Blacktown District Debating Competition.

In the Premier's debating competition the students are given the topic and one hour to prepare their debate. This year's team successfully made it to the Quarter Finals, an outstanding achievement for the team.

In the Blacktown District Debating Competition, the debaters are given the topic with sufficient time to research and prepare for the debate. A group of twenty-eight debaters helped us to reach the Finals of this competition. In 2018, this team were the winners of the competition, a wonderful achievement and moment of success.

Sport

2018 was another wonderful year for PSSA at Blacktown South Public School. We were one of the only schools in the Blacktown Zone to have a team in every PSSA Sport for the Summer and Winter competitions, in fact, we have so many students trying out for our teams, that we were able to provide multiple sides to compete in some sports. We are only able to achieve this high level of participation because we have so many keen students, and parents who value the positive effects that sport can have on the development of their children. In 2018 we fielded 12 Summer PSSA teams and 11 Winter PSSA teams.

PSSA competitions and championships allow our students to participate in a wide range of sporting activities each year. One of the great things about it, is the opportunity for students to try new sports in which they may not otherwise have a chance to participate. As a result of these opportunities, we had students compete at Zone and one went on to become a Sydney West Competitor.

For athletics we sent 58 students to zone and 12 went onto Sydney West. For Cross Country we sent 32 students to zone and 5 went onto Sydney West. At the Swimming Carnival we had 100 students compete at school level from 8 years of age through to 13 years.

In 2018, the Swimming. Carnival was won by Nicholls, Cross Country by Dennis and Athletics by Moore. The overall winners for 2018 were Dennis. A fantastic effort by all.

All students at Blacktown South Public School participate in sport every week, engaging in fundamental movement skills and modified games. Years 1, 2 and 3 also participated in an AFL Program that was funded by the Sport in Schools Initiative.

Performing Arts

In 2018 Performing Arts featured strongly, both within

the school and externally. Blacktown South Public School had a Kindergarten dance group, Year 1 and Year 2 dance group, a Stage 2 Dance Group, a Boys Dance Group, a Senior Dance Group, the Recorder Group, a Vocal Ensemble and the Mini Melodies. Performances ranged from school assemblies to Open Day to Westpoint Shopping Centre, to the Synergy Festival and the Blacktown City Grandparents celebrations.

The Senior Dance Group for 2018 was made up of 22 year 5 and year 6 students and was choreographed by Mrs McLeod. The dance was a medley of songs from the movie The Greatest Showman and was called 'The Greatest Performance'. The Senior Dance Group performed at the Synergy Public Schools Dance Festival in June, the Blacktown Festival of Performing Arts in September as well as performances in school for our Shooting Star Assembly and for Education Week.

The Boys Dance Group and the Stage 2 Dance Group were fortunate enough to perform at the Blacktown City Council's Grandparents Day celebrations, representing our school with their brilliant dances choreographed by Mrs Fahey and Mrs Wing respectively.

The Vocal Ensemble were brilliant this year and performed at our Anzac Day ceremony and the Blacktown Music Festival, showcasing the best that Blacktown South Public School has to offer for musically talented students. The Vocal Ensemble was led by Miss Rillera and Miss Magtibay.

The Recorder group were led by Mrs Gabutero and performed at Westpoint Shopping Centre during Education Week and at school assemblies.

Administration Upgrade

In 2018 Blacktown South Public School was fortunate enough to have the administration building upgraded to a modern facility that now has a sick bay for our students. Despite weeks of displacement and residing in classrooms for office purposes, the upgrade has been a resounding success and appreciated by all who have worked so hard to make this happen. The modern looking open plan office, work room and sick bay make the front office a welcoming place to enter Blacktown South Public School. The installation of ramps for easy access has been a most welcome addition to our school providing wheel chair and pram access to this very important hub in our school.