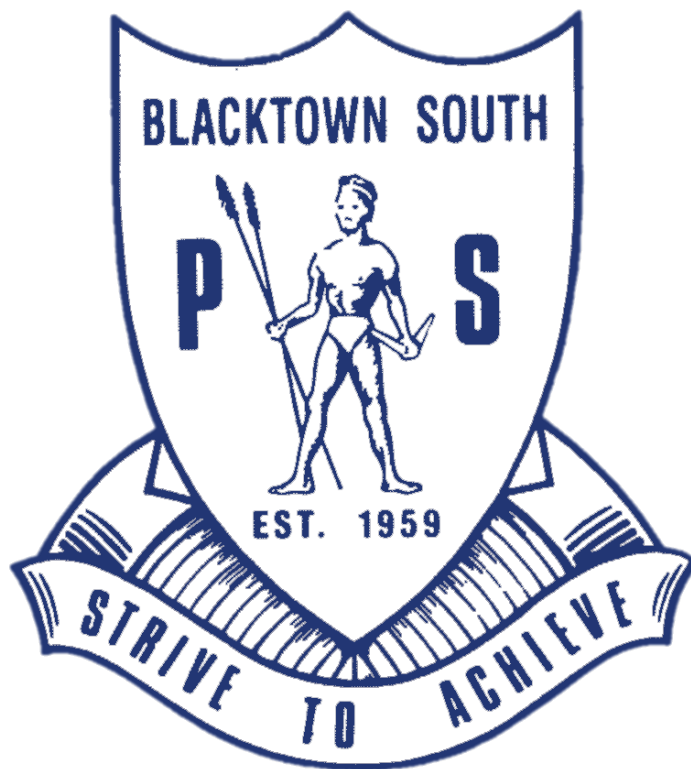


# 2020 Annual Report

## Blacktown South Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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Blacktown South Public School

183 Flushcombe Rd

Blacktown, 2148

[www.blacktowns-p.schools.nsw.edu.au](http://www.blacktowns-p.schools.nsw.edu.au)

[blacktowns-p.school@det.nsw.edu.au](mailto:blacktowns-p.school@det.nsw.edu.au)

9622 2449

## School vision

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

**To inspire quality teaching and learning through focused professional development programs and departmentally supported initiatives.**

#### Improvement Measures

- Positive Growth for all students Years 3 and 5 in all aspects of the value added component of NAPLAN.
- Increase number of students achieving in the top three bands in Literacy and Numeracy based on 2017 NAPLAN data.
- 70% of students achieving grade expectations in Literacy and Numeracy based on PLAN, NAPLAN and school based data.
- 100% of teachers demonstrate proficiency and are involved in effective Professional Development Plans, school priorities and Departmental Reform Agendas.

#### Progress towards achieving improvement measures

**Process 1:** Provide quality, differentiated professional learning for all staff that compliments identified professional goals to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100% of teachers were guided through the Professional Development Plan (PDP) process to ensure all teachers made a positive impact on student achievement through a very different educational year.</li><li>• Teachers were provided with a range of professional learning opportunities that covered e-learning, limited face-to-face instruction, zoom sessions, grade targeted professional learning, Spirals of Inquiry and individual mentoring.</li><li>• Expansion of Spirals of Inquiry from two grades (2019) to three grades (2020).</li><li>• A particular area of growth during 2020, for all staff, was the ability to deliver quality learning opportunities through online platforms during the remote learning phase of COVID and continue this into blended learning opportunities during the resumption of face-to-face classroom instruction.</li><li>• Students and staff were introduced to a school-based vocabulary development program that specifically targets student comprehension of new and unfamiliar vocabulary to improve writing and comprehension.</li><li>• Through daily writing opportunities with the newly introduced vocabulary, students are provided with another opportunity to make connections between reading and writing and therefore working towards improved comprehension.</li></ul>	\$45 000

**Process 2:** Development and refinement of collaborative teaching and learning programs that are grade-based and incorporate a range of assessment practices that allow for consistent teacher judgement against syllabus outcomes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 2020 saw a change to the reporting process at BPS with outcomes being the focus.</li><li>• Quality assessments that allowed for the A-E assessment of student abilities were strengthened and refined.</li><li>• All students were provided with learning goals to work towards for the coming semester, demonstrating that every student is known, valued and cared for through targeted areas of academic future growth.</li></ul>	\$25 000

## Progress towards achieving improvement measures

- Grade planning days continued to support quality programming at the grade level.
- Stage based programs were modified and adjusted for a 2 year cycle that incorporate all new Syllabus requirements.
- Peer observations supported teachers at the instructional level to improve practice and reflect upon personal strengths and weaknesses in their own pedagogy.

**Process 3:** Classrooms reflect 21st century practices incorporating the use of digital technologies across many platforms and the use of flexible learning spaces.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• 2020 saw the introduction of a STEM expert into the school's teaching and learning focus. Teachers worked with the STEM teacher in an 8 week professional learning opportunity, to further develop their ability to implement quality future focused learning experiences for their students.</li> <li>• Teachers were upskilled in the use of the Google - G-Suite of apps to embed Google Classrooms into all 3-6 classes. This was integral to curriculum delivery during the COVID remote learning phase of 2020.</li> <li>• Other areas explored during the instructional period for teachers included the meaningful use of technologies such as spheros and coding programs such as Sketch Up and Scratch.</li> <li>• All classes in Years 3 and 4 were supplied with notebooks (computer laptop technology) to facilitate the improvement of student skills and access to current data and content resources.</li> <li>• Three full classes moved into one-to-one device ratios that allows for paperless classrooms and fully developed digital programs and classroom instruction.</li> <li>• Flexible furniture has been added to multiple rooms to allow the teachers and students to explore learning through flexible learning options. This has allowed teachers and students to move into different groupings for different learning times, improving differentiation opportunities, particularly during guided reading sessions.</li> <li>• The establishment of a flexible Learning Hub for staff, has provided a dedicated learning space that allows for collaboration and collegial interaction with the Instructional Leader and other targeted experts across the school.</li> </ul>	<p>Technology - \$190 000</p> <p>STEM - \$20 000</p> <p>Tech Support - \$20 000</p> <p>The Hub - \$15 000</p>

## Next Steps

- Deployment of a Deputy Principal Instructional Leader position to specifically target learning across the school.
- Deployment of a specialist Literacy Instructional Leader, two days per week, for coaching and mentoring of best practice in the classroom and a specialist Instructional Leader for Spelling.
- Continued use of Spirals of Inquiry into more grades for targeted professional development, particularly in the area of Numeracy.
- Continued expansion of the Peer Observation process into more grades.
- Professional Learning focused on Formative Assessment, What works Best Assessment and the use of assessment for learning, to produce quality teaching and learning programs across the school.
- Professional Learning focused on Quality Programs and how to embed Learning Intentions and Success Criteria into all aspects of the teaching and learning cycle.
- Professional Learning and Development focused on the explicit teaching of Reading to improve comprehension including Reciprocal Reading into Guided Reading groups and the development of quality Modelled Text units of work.
- Expanding mobile technology devices into Year 2 classrooms and a portable set for Year 1 classes.

## 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.**

#### Improvement Measures

- Decrease in the number of students entered into the behaviour tracking system.
- Improved attendance rates.
- Feedback from surveys such as Tell Them From Me indicate and reflect positive growth and achievement of school directions.
- IEPs and PLPs are in place, monitored and adjusted regularly to ensure student growth towards expected outcomes.

#### Progress towards achieving improvement measures

**Process 1:** Ongoing implementation of PBL practices across Blacktown South Public school, incorporating core school expectations into all settings.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• An Anti-Bullying focus was added to the PBL program each week.</li><li>• Kindergarten were provided with a different learning sequence to marry to their introduction to PBL.</li><li>• PBL continued to be a focus during the remote learning period of 2020.</li></ul>	\$10 000

**Process 2:** Effective Learning Support structures that provide support and intervention for all students K-6, including the introduction of language intervention programs, social skills and resilience.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• All students identified as needing support were targeted through the Learning and Support Teaching Program.</li><li>• Specialist teachers were assigned to students at point of need.</li><li>• Intensive reading programs were implemented to support students in small group instruction.</li><li>• Learning Support referral process continued to be strengthened and refined ensuring all students are known valued and cared for at all times.</li><li>• Identified students were supported at home during the learning from home phase of 2020 through specialist teachers making weekly check in calls and providing small group instruction through zoom sessions.</li></ul>	\$20 000

**Process 3:** All classes implement differentiation of the curriculum to cater for the range of student learning needs including enrichment and learning support.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Grade programs written to provide levels of differentiation to meet the needs of all students.</li><li>• Enrichment education targeted a Film Festival and Genius Hour for students to demonstrate their extra talents and abilities.</li><li>• IEPs continued to be developed and refined for identified students.</li></ul>	N/A

#### Next Steps

- Learning and Support teachers to work with teachers individually to develop more effective IEPs.
- Tracking and monitoring systems to be improved so that all teachers are best informed of the students needs at point of entry into the school year or classroom.
- Gifted and Talented Policy introduced to all teachers to cater for the talented students in each classroom.
- PBL signage to be finalised and installed.
- Attendance Policy to be finalised and introduced to staff to further improve attendance rates.



## 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.**

#### Improvement Measures

- An increase in the number of parents actively engaged in and supporting the school's educational priorities through meaningful school partnerships.
- 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).
- Surveys indicate increased parental use of formal and informal communication practices such as school app, website, notes and other online platforms.
- Increase in parent feedback showing the success of the school's educational and wellbeing programs.

#### Progress towards achieving improvement measures

**Process 1:** Effective and timely communication with all stakeholders through many platforms including and not limited to the school app, teacher parent meetings, assemblies, website and other digital social media.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Communication between school and home very important during 2020.</li><li>• During the remote learning phase of 2020, communication between school and home was conducted through weekly check in phone calls by class teachers, class zooms, phone calls to EAL/D families through interpreters and the establishment of the school's Facebook page.</li><li>• Parent teacher interviews were conducted through pre booked phone interviews.</li><li>• 100% of K-2 classrooms communicated through SeeSaw with parents through regular updates of student work and activities in each classroom.</li><li>• Principal update videos and messages were posted to the school website, Facebook, Google classrooms and SeeSaw to keep community informed of the continually changing educational landscape throughout 2020.</li></ul>	\$4 000

**Process 2:** Executive to work closely with P&C to continue to strengthen parent and community participation and increase numbers at meetings and events.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• P&amp;C continued to be a supportive body throughout the COVID restrictions of 2020.</li><li>• P&amp;C meetings were conducted via Zoom and following strict COVID protocols throughout 2020.</li><li>• Planned events for P&amp;C were postponed due to COVID.</li></ul>	N/A

**Process 3:** Strengthening authentic Aboriginal partnerships that build upon cultural awareness and the development of meaningful PLPs for students and acknowledge different ways of learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• PLP meetings were conducted for Aboriginal students, parents and teachers to establish meaningful learning goals for 2020.</li><li>• NAIDOC celebrations incorporated aspects of Aboriginal history, culture and traditional sports and games.</li></ul>	\$8 000

## Progress towards achieving improvement measures

- Teaching and Learning programs continually reviewed and improved to reflect Aboriginal perspectives as outlined by the New South Wales Syllabus documents

**Process 4:** Implementation of Best Practice to engage all stakeholders of Blacktown South Public School's learning community through special events, celebrations and cultural events.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Due to COVID restrictions and guidelines throughout 2020, community access to school events was limited and reduced to being virtual for the majority of the school year.</li><li>• A Learning From Home Blacktown South website was established to assist in the learning from home period of 2020.</li><li>• Live-streaming of significant student celebrations ensured a connection to community that could not be established with parents and carers not being allowed to attend in person.</li></ul>	N/A

## Next Steps

- Move from Skoolbag as the school's preferred app to SZApp app for communication to the school community.
- Continue to live-stream significant school celebrations and events.
- Expand use of school's Facebook page as a communication device between school and home.
- Continue to explore other opportunities to connect with families eg: Welcome to school phone calls.
- Principal to support P&C through changes to leadership team of P&C.
- Review and modify PLP process to better suit the learning needs of our Aboriginal students and their families.
- Continue to build opportunities to celebrate and recognise diversity of student cultures within the school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$17 894	<p>All Aboriginal students at BSPS were part of a three way PLP process that identified learning and personal goals for all students.</p> <p>100% of Aboriginal Students were supported through individual PLPs.</p> <p>NAIDOC was recognised and celebrated at BSPS through a week of activities that acknowledged culture and celebrated connection to people and land.</p>
<b>English language proficiency</b>	5 x FTE EAL/D Teaching Positions - \$48 600	<p>EAL/D program refined and modified to target students at point of need.</p> <p>EAL/D Scales used efficiently to track student progress.</p> <p>Daily announcements across the school highlight key celebrations from all cultures around the world and in particular within the school.</p> <p>Cultural calendar included in school newsletter acknowledging the diversity of the school's families and the importance of understanding behind traditions and cultural expectations.</p>
<b>Low level adjustment for disability</b>	1.7 x Learning and Support Teaching Positions - \$137 643	<p>Establishment of Assistant Principal Learning and Support to focus on specialist teachers and their role within the school.</p> <p>Support programs refined and focus shifted to point of need and being flexible to changing student needs throughout the year.</p> <p>Intervention provided for students that required support during the COVID online learning period that included technology resource allocation through to individual telephone conferences on a weekly basis.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$196 891	<p>Instructional Leader Assistant Principal implemented to target student and staff learning. This role has incorporated intensive professional learning opportunities to targeted groups of teachers through Spirals of Inquiry.</p> <p>Peer Observations implemented to support best practice and improve teacher quality. Teachers were able to nominate themselves to view colleagues in areas of teaching they identified through their Professional Development Plans (PDPs) as personal goals for improvement and up-skilling.</p> <p>Each Assistant Principal was provided with an extra two hours release per week to help mentor, support and monitor their teams of teachers as part of the PDP process, including in class teaching, lesson observations and formal mentoring opportunities.</p>

<b>Socio-economic background</b>	\$100 457	<p>Quality resources continued to be purchased to support student learning in Literacy and Numeracy.</p> <p>Online subscriptions for Reading were purchased to enable students to remain focused on reading development throughout the Online Learning from home period of 2020.</p> <p>Further technology devices were added to the school's fleet to support student learning in all classrooms.</p>
<b>Support for beginning teachers</b>	\$91 261	<p>All beginning teachers were supported by a mentor to build pedagogy and understanding of their role within the school and the Department of Education.</p> <p>A school-based Early Careers Network was established to support beginning teachers through targeted professional development opportunities and a collegial sharing approach to build knowledge and support in the first years of teaching.</p>
<b>Targeted student support for refugees and new arrivals</b>	\$61 245	<p>Targeted intensive support provided for all New Arrival students at point of entry.</p> <p>Specialist EAL/D teachers provided in class support for our non English speakers to assist the students communicate with basic English and survival language and the language they require to access the curriculum.</p> <p><b><i>During online learning,</i></b> our specialist EAL/D teachers created an online IEC via Seesaw for our Beginning EAL/D students to enable them to continue on their journey in learning English. EAL/D teachers made regular phone calls, read stories and engaged in conversation with their students promoting growth in their learning journey and provided students and their families with the support they needed during the period of online learning during 2020.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	530	572	586	584
Girls	477	499	506	507

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.3	95	92.7	93.3
1	92.4	93.2	91.4	91.9
2	93.3	91.8	92.5	91.8
3	91.9	93.2	92.7	93.2
4	93.4	93.8	93.9	92.3
5	94.5	94.4	93.1	94.1
6	93.5	93.3	90.8	92.6
All Years	93.3	93.5	92.4	92.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	42.49
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.6
Teacher ESL	5
School Counsellor	1
School Administration and Support Staff	6.47

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

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All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

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Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,418,668
<b>Revenue</b>	9,414,945
Appropriation	9,286,113
Sale of Goods and Services	16,310
Grants and contributions	108,493
Investment income	2,961
Other revenue	1,068
<b>Expenses</b>	-9,146,729
Employee related	-8,641,030
Operating expenses	-505,699
<b>Surplus / deficit for the year</b>	268,216
<b>Closing Balance</b>	1,686,884

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.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	132,560
<b>Equity Total</b>	1,037,467
Equity - Aboriginal	17,894
Equity - Socio-economic	100,457
Equity - Language	595,520
Equity - Disability	323,596
<b>Base Total</b>	7,283,846
Base - Per Capita	262,631
Base - Location	0
Base - Other	7,021,216
<b>Other Total</b>	646,410
<b>Grand Total</b>	9,100,284

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.

## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Each year we are required to survey the key stakeholders - parents, teachers and students- and seek their opinions about the school. In 2020, we utilised Tell Them From Me (TTFM) for student and teacher feedback and a school based survey for parental feedback. The following results were obtained:

### **Key findings from students (TTFM) where results were above State Mean:**

- 78% of all students at Blacktown South Public School have a positive sense of belonging.
- 84% of all students value school and meet the formal rules of schooling.
- 93% of all students believe they always demonstrate positive behaviours of learning at school.
- 84% of all students are interested and motivated in their learning.
- 94% of all Aboriginal students feel good about their culture.
- 82% of all Aboriginal students feel pride in their school.
- Blacktown South Public School students feel teachers have high expectations for their learning.
- Students at Blacktown South Public School generally feel they have someone at school from whom they can get advice.

### ***The extent to which students agree about the quality of their experiences when learning from home.***

- 76% agreed with the quality of learning opportunities provided by the school during the learning from time period of 2020.
- 82% agreed the resources provided during remote learning were of quality.
- 75% agreed they received regular feedback during the remote learning phase of 2020.
- 64% agreed they felt connected with their class and teacher when learning from home.
- 79% agreed they were given clear instructions when learning from home.

### **Key Findings from Teachers (TTFM) where results were above the State Mean:**

- I work with school leaders to create a safe and orderly school environment.
- I talk with other teachers about strategies that increase student engagement.
- I monitor the progress of individual students.
- I set high expectations for student learning.
- My students are very clear about what they are expected to learn.
- My assessments help me understand where students are having difficulties with their learning.
- Students receive feedback on their work that brings them closer to achieving their goals.
- Students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter.
- I strive to understand the learning needs of students with special learning needs.

### **Key Findings from Parent Surveys**

- 99% of parents surveyed believe their students are happy at Blacktown South Public School.
- 98% of parents surveyed believe that Blacktown South Public School puts the interests and needs of students first.
- 98% of parents surveyed are satisfied with the quality of education provided to their students at Blacktown South Public School.
- 95% of parents surveyed are satisfied with the quality of care provided by Blacktown South Public School to their students.
- Parents at Blacktown South Public School value the communication between school and home provided by the school.
- Parents surveyed at Blacktown South Public School indicated that they valued the inclusivity and community spirit of the school.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.