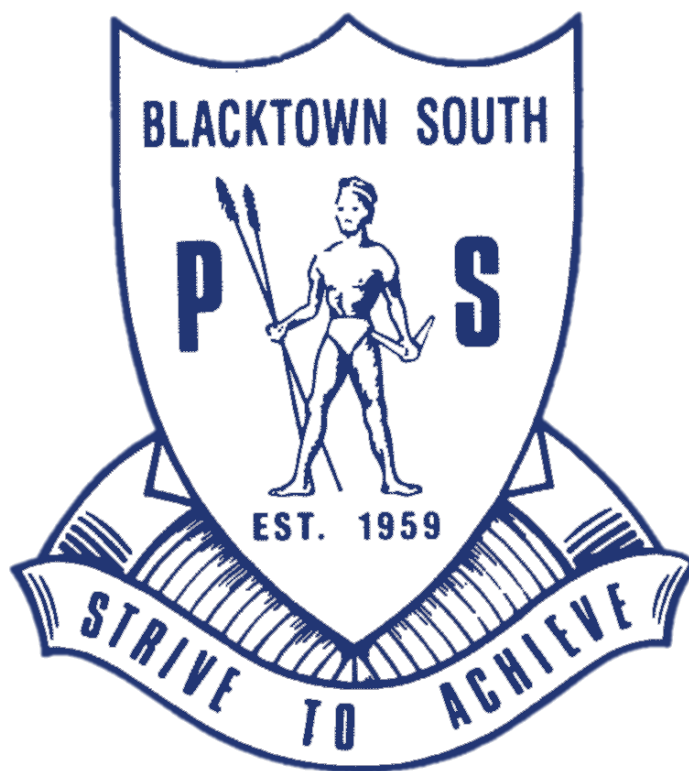


2021 Annual Report

Blacktown South Public School



4193

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Blacktown South Public School

183 Flushcombe Rd

Blacktown, 2148

<https://blacktowns-p.schools.nsw.gov.au>

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

9622 2449

School vision

At Blacktown South Public School, we believe in creating an environment that is engaging, inclusive and nurturing to develop safe, respectful learners. We aim to inspire students to develop a passion for learning and actively strive for success in all endeavours. We are committed to ensuring all students become curious, creative and reflective lifelong learners.

School context

Blacktown South Public School is a large primary school located in the Western Suburbs of Sydney. The school was established in 1959. In 2021, 1070 students are enrolled in 42 classes, including two Opportunity Classes (O.C.). Approximately 85% of the students come from a non-English speaking background. Twenty-one students identify as Aboriginal or Torres Strait Islander (ATSI). Blacktown South Public School serves an increasingly diverse local community and provides a range of educational opportunities for students from Kindergarten to Year 6.

The school is well-resourced with a range of technology including a 1:2 ratio of mobile devices to students. There is an emphasis on effective Literacy and Numeracy instruction, Technology, and STEM (Science, Technology Engineering and Mathematics) teaching. A range of extracurricular programs are provided including, interschool sport, debating, public speaking, dance, and choir. Blacktown South Public School is a member of the Blacktown Learning Community. The school has a dedicated P&C Association.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle. The AECG was consulted in this process and this feedback has helped shape the school's Strategic Improvement Plan.

Strategic Direction 1: Student Growth and Attainment

Blacktown South Public School prioritises student academic achievement with a particular focus on Literacy and Numeracy. In the area of Literacy, the school has identified the need to improve teachers' ability to deliver explicit quality literacy instruction. The area of comprehension skills will be a focus. In the area of Numeracy, the school has identified the need to improve teachers' abilities to deliver explicit quality numeracy instruction. The development of quality differentiated programs and lesson sequences that have been informed by effective assessment and data will be a focus.

Strategic Direction 2: Assessment for Learning

Blacktown South Public School has identified that effective assessment for learning and the use of data is a significant area for development. There is a need to develop all teachers' abilities in the use of assessment strategies and data to drive effective programming, improve explicit teaching and to underpin the teaching and learning cycle. Initially the work in this area will support and compliment improvement in strategic area one.

Strategic Direction 3: Effective Classroom Practice

Over the last two years Blacktown South Public School has started the implementation of Visible Learning practices. The situational analysis has identified that the areas of Explicit Teaching and Feedback, as described in the 'What Works Best: 2020 Update', continue to be areas that require significant development.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student outcomes with a focus on Literacy and Numeracy. All teachers at Blacktown South Public School will explicitly teach students using research-based pedagogy. Effective assessment practices will monitor student progress, drive the teaching and learning cycle, inform teaching direction and differentiation to meet student individual learning needs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Quality Teaching
- Differentiation
- Wellbeing: A Planned Approach

Resources allocated to this strategic direction

Socio-economic background: \$74,614.00

Literacy and numeracy intervention: \$44,842.00

Professional learning: \$39,522.97

Literacy and numeracy: \$37,395.03

Aboriginal background: \$3,300.00

Summary of progress

In 2021, Blacktown South Public School developed and implemented a whole-school, formalised approach for improving the quality of classroom practice focusing on explicit teaching and the consistent delivery of Literacy to support students (and teachers) to make measurable learning progress. Experienced staff formed the literacy committee with leaders liaising with expert consultants to unpack evidence-based approaches to teaching reading and vocabulary K-6. High impact professional learning (HIPL) was delivered aligned with system, school and individual performance and development goals. Ongoing dialogue and professional learning in Stage Meetings, Peer Observations and Professional Learning sessions, developed teacher capacity and confidence in delivering a consistent approach to reading instruction. Ongoing dialogue and professional learning in Stage Meetings and Professional Learning sessions, has developed teacher capacity and confidence in delivering a consistent approach to reading instruction.

The Mathematics curriculum team led whole-school changes in program development and assessment practices, to support teachers in strengthening their practice in effectively catering for the learning needs of all students through differentiation. Through HIPL, teachers worked collaboratively with the Instructional Leader and their Assistant Principals to develop evidence-based practices for planning and programming, including explicit teaching strategies, effective assessment and the use of data to inform practice. This is evidenced in Numeracy programs K to 6 with teachers differentiating teaching and learning activities to meet the individual needs of each student.

In 2021, Blacktown South Public School aimed to increase the rate of student attendance from 74% in 2020. Systems were developed to track and monitor attendance by teachers and stage supervisors, with follow up by the Deputy Principal and HSLO. This resulted in improved student attendance rates in 2021, with 85.6% students attending >90%. This demonstrated an uplift of 11.6% from the previous year.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in top 2 bands in NAPLAN Reading by 3.5%.	1.5% increase in the top two bands in NAPLAN reading indicating progress towards the annual progress measure.
Increase the percentage of students achieving in top 2 bands in NAPLAN Numeracy by 3%.	An ongoing area of improvement, with targeted evidence-based practices for planning and programming, started in 2021.

Increase the percentage of students achieving expected growth in NAPLAN Reading by 2% from baseline.	The percentage of students achieving expected growth in reading increased to 4.5% indicating achievement of the lower bound target.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 1.1% from baseline.	An increase of 3% of students achieving expected growth in NAPLAN Numeracy.
Increase the proportion of students attending school 90% of the time by 3.3% from baseline.	The number of students attending greater than 90% of the time or more has increased by 11.6%.
School Excellence Framework assessment of Learning Domains of Curriculum ('Teaching and Learning' and 'Differentiation') and Assessment ('Formative Assessment') indicates that the on-balance judgement has improved compared to the 2020 judgement.	The School Excellence Framework - Self-assessment Survey (SEF S-aS) 2021 indicated that the school was still operating at 'Delivering' in the Areas of 'Teaching and Learning', 'Differentiation' and 'Formative Assessment'.

Strategic Direction 2: Assessment for Learning

Purpose

To maximise student outcomes through a focus on quality assessment and data practices. Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom to inform quality programming. Teachers' skills in the use of data will inform teaching and learning in all classrooms.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Assessment
- Data Skills and Use

Resources allocated to this strategic direction

Professional learning: \$5,500.00

Summary of progress

In 2021, Blacktown South Public School implemented whole-school and grade PL to maximise student outcomes through a focus on quality assessment and data practices. Through HIPL, grade teams worked collaboratively with the Principal and Deputy Principal Instructional Leader in Spirals Of Inquiry, to create a shared vision of improved learning through the intentional use of assessment in the classroom. Teachers used evidence of student learning in relation to the syllabus outcomes and content to determine gaps in knowledge, skills and understanding. Changes in assessment practices occurred, supporting teachers to strengthen their practice in effectively catering for the learning needs of all students through pre-assessment. Pre-assessing student understanding allowed teachers to develop a clear understanding of where students were in their learning to create a baseline for each student. It provided data to assist teachers to target their teaching at the point of student need. Spirals of Inquiry deepened pedagogical knowledge, expanded teacher instructional repertoires, and enhanced staff expertise in utilising a range of formative assessment strategies. This high impact differentiated professional learning will be extended to all grades in 2022 to continue supporting the professional growth of all teaching staff involved and enhance teaching practice for ongoing growth in student progress and achievement.

Across the whole school, the Executive led HIPL which started to build consistent and collective teacher capacity, specifically in designing and implementing highly effective formative and summative assessment procedures in all Key Learning Areas to drive improved classroom practices and student learning outcomes. The Executive team were able to observe and analyse the progress of Class Teachers in these areas to inform future progress measures, as well as the HIPL schedule for 2022, to be responsive to specific teacher needs at Blacktown South Public School.

To improve the capabilities of all teachers in data literacy, data analysis and data use in teaching and planning, staff began to further unpack their pre-assessment data in Numeracy using the new school program proforma and where relevant, Check in Assessment Data. Teachers used these sessions to inform future teaching and learning programs and to guide feedback to students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Build teacher capabilities and understanding of effective assessment practices in their classrooms.	Through effective differentiated Professional Learning, teachers were able to significantly build their capabilities and understanding of effective assessment practices in their classrooms.
Build teacher capabilities and understanding of assessment and data analysis to improve teaching practices.	All teachers were provided with guided opportunities to build their capabilities and understanding of assessment and data analysis to inform improvement in teaching practices.

Strategic Direction 3: Effective Classroom Practice

Purpose

To develop curious, creative and reflective lifelong learners at Blacktown South Public School through embedding a student-centered learning culture and classroom practice that promotes high expectations. In order for Blacktown South Public School students to connect, thrive and learn, the learning culture will be underpinned by a shared understanding of explicit teaching principles and effective student feedback.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching- Visible Learning
- Effective Student Feedback

Resources allocated to this strategic direction

Professional learning: \$1,100.00

Literacy and numeracy: \$7,700.00

Summary of progress

In 2021, Blacktown South Public School developed a whole school approach to effective classroom practice. Differentiated HIPL was provided to improve teacher capabilities in the implementation of explicit teaching practices in classrooms and provided a common language around practice to support effective teacher collaboration. Throughout the year, staff consistently taught using learning intentions and success criteria (LI&SC) across all mathematics lessons. LISC provided guidance to teachers on what their chosen teaching and learning activities were seeking to achieve and assisted students and teachers in tracking and assessing student progress. Teachers began to further understand the impact of their teaching and learning activities, and when they needed to adapt or change these. Staff feedback at the conclusion of the year indicated that most staff felt confident in programming using learning intentions and success criteria and were also starting to use these across other areas of the syllabus. Staff reported that using LI&SC increased student focus on the task or activity taking place, what they were learning and also gave students the opportunity to reflect on their learning. Throughout Remote Learning in 2021, staff ensured that student reflection was continued using the school's online platforms and regular phone calls were made to support discussion of student learning.

In 2021, Blacktown South Public School had aimed to implement a whole school approach to the use of effective feedback in the classroom. However COVID shifted the focus to providing students feedback on their learning via online platforms. All staff participated in Effective Feedback PL amongst their teams, focusing on feedback about a student's process or effort. Staff were supported as they implemented effective feedback via online platforms focusing on students' performance on specific tasks, clearly identifying for students where and why mistakes had been made and emphasising opportunities to learn and improve.

The Executive team were able to observe improved professional knowledge and practice in line with implemented explicit teaching initiatives to improve student outcomes and growth in all areas of the syllabus. Ongoing dialogue and professional learning in Stage Meetings and Professional Learning sessions has developed teacher capacity and confidence in the use of explicit teaching through LI&SC. Collectively, staff have participated in discussion around successes and areas for improvement in effective classroom practice initiatives and have indicated enthusiasm and commitment to continue to develop their skills.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Build teacher capabilities and understanding of explicit teaching principles and their effective use in daily lessons to support student learning.	All teachers were provided with differentiated Professional Learning to build their capabilities and understanding of explicit teaching principles and implemented these effectively in daily lessons to support student learning.
Build teacher capabilities and	Approximately 40% of teachers were provided with Professional Learning to

understanding of the effective use of feedback daily in lessons to support student learning.

build their capabilities and understanding of the effective use of feedback and implemented these effectively in daily lessons to support student learning.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$10,424.23</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds • supporting students and families with school related costs such as uniforms and excursions <p>The allocation of this funding has resulted in: Significant support provided to these students and their families to help transition to school. Support has been provided in material items such as uniforms, lunches and the payment of excursion costs and in addition, EAL/D teacher and SLSO support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Release time to provide staff in targeted professional learning, improving their knowledge in supporting/teaching students from a refugee background.</p>
<p>Integration funding support</p> <p>\$95,784.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blacktown South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of strategy • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: The employment of SLSOs to support students in accessing the curriculum. The allocation of Integration Funding Support has resulted in all eligible students demonstrating progress towards their personalised learning goals. PLSPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students receive personalised learning and support within the learning space and the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to refine and explore the best use of this funding to ensure students receive maximum benefit.</p>
<p>Socio-economic background</p> <p>\$110,370.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blacktown South Public School who may be experiencing educational disadvantage as a result of their socio-economic</p>

<p>Socio-economic background</p> <p>\$110,370.08</p>	<p>background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Spirals to support student learning • employment of additional staff to support the implementation of the Spirals program • resourcing to increase equitability of resources and services- the purchasing of technology <p>The allocation of this funding has resulted in:</p> <p>High Impact Professional Learning was provided through the employment of a DP-IL and the implementation of Spirals of Inquiry to four grade teams across the school. This resulted in significant improvement in teachers' practice in effective programing, explicit teaching and the use of effective assessment practices to inform teaching and learning. Funds were also allocated to expand the use of mobile technology into Years 1 and 2.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Spirals of Inquiry has proven to be highly effective professional learning. Spirals will be expanded to all grades, including the Enrichment Team, in 2022.</p> <p>Access to mobile technology will be increased to a one-to-one ratio for Years 5 and 6 students in 2022.</p>
<p>Aboriginal background</p> <p>\$15,851.36</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blacktown South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways (PLPs) • employment of a local Aboriginal Performer to provide cultural activities and opportunities for Aboriginal students • implementation of Koori Club for Aboriginal Students to engage in and learn about culture • the planned employment of a specialist Aboriginal Education Company to provide cultural education and activities for all students over two days during NAIDOC week. <p>The allocation of this funding has resulted in:</p> <p>The significant improvement in the implementation process of Personalised Learning Pathways for all Aboriginal students, with the inclusion of termly reviews and check-ins with parents. In addition the implementation of Koori Club provided Aboriginal students with a place and time to connect with each other, with staff and learn about their culture. The employment of a Aboriginal Dance instructor provided students the opportunity to engage with culture. Unfortunately due to COVID lockdowns the cultural celebration planned for the whole school needed to be postponed until 2022.</p>

<p>Aboriginal background</p> <p>\$15,851.36</p>	<p>After evaluation, the next steps to support our students with this funding will be: To continue to refine and develop teacher ability in the PLP process. To provide staff with professional learning opportunities about Aboriginal culture and history. Expand the opportunities for Aboriginal students to engage in cultural activities at, and through school.</p>
<p>English language proficiency</p> <p>\$604,732.91</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blacktown South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect • the employment of an Assistant Principal - Support, to supervise the EAL/D staff and to provide effective professional learning <p>The allocation of this funding has resulted in: Significant timetabled support for classes with students needing EAL/D support. The improved coordination of support through the employment of an Assistant Principal to manage the EAL/D team. Improved professional development opportunities for EAL/D teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional development for all K-6 Staff, will identify language and cultural demands across the curriculum. Targeted professional learning for the EAL/D team to ensure best teaching practice.</p>
<p>Low level adjustment for disability</p> <p>\$328,243.53</p>	<p>Low level adjustment for disability equity loading provides support for students at Blacktown South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Learning and Support Teachers (LaST) • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the learning and behavioural needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSOs) • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in: In class support offered by the LaST teachers and SLSOs has been more effectively utilised in classrooms through efficient timetabling and improved professional learning. SLSOs timetabled support has been more effective in engaging students with quality adjustments. The Learning and Support Team has coordinated student referrals and interventions more effectively.</p>

<p>Low level adjustment for disability</p> <p>\$328,243.53</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To further expand the impact of the Learning and Support Team, the school will provide additional support for identified students through the employment of trained SLSOs. Improved professional learning for SLSO staff in the areas of behavioural management, Autism support strategies and playground support strategies.</p>
<p>Literacy and numeracy</p> <p>\$45,095.03</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Blacktown South Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Teaching • Explicit Teaching- Visible Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in Spirals of Inquiry • teacher release to engage staff in Peer Observations <p>The allocation of this funding has resulted in:</p> <p>Funds were used to support additional release time for teachers to attend Spirals of Inquiry. Four grades were involved in two hours of Spirals per fortnight for terms 1 and 2. Spirals were paused during the extended COVID lockdown. The implementation of Spirals of Inquiry for four grade teams resulted in significant improvement in teachers' practice in effective programing, explicit teaching and the use of effective assessment practice to inform teaching and learning.</p> <p>Peer Observations provide staff with opportunities to observe high quality lessons of colleagues. Each observation was accompanied by a coach/mentor to facilitate discussion and deep reflection on the lesson and practice observed. This program was highly rated on staff reviews.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, new models of operation will need to be implemented with the redirection of Literacy and Numeracy funds to support the implementation of the Assistant Principal Curriculum and Instruction.</p>
<p>QTSS release</p> <p>\$206,185.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blacktown South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs • additional teacher employed and class formed above the school's staffing allocation <p>The allocation of this funding has resulted in:</p> <p>All Assistant Principals provided with 2 hours of additional release time, to administer the PDP program, for teacher observations and provide teachers with support.</p> <p>The addition teacher and class ensured that difficult cross-stage composite classes were avoided. This provided smaller class sizes for Years 1 and 2, allowing for a more personalised approach to instruction.</p>

<p>QTSS release</p> <p>\$206,185.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Ensuring that the additional executive release time is more strategically structured, ensuring high value leadership outcomes and opportunities are provide to all executive.</p> <p>The need for an additional class and teacher was required in the 2022 school staffing structure.</p>
<p>Literacy and numeracy intervention</p> <p>\$105,951.51</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Blacktown South Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of a classroom teacher, three days per week, to provide intensive learning support for students requiring additional support, focusing on literacy • employment of a Quality Literacy Instruction Coach to address literacy implementation in K-2 and provide quality professional learning, support and coaching <p>The allocation of this funding has resulted in:</p> <p>Quality small group literacy intervention programs provided to Year 1 and 2 students. Targeted students made significant gains in reading and comprehension abilities over the period of the intervention.</p> <p>The employment of a Quality Literacy Instruction (QLI) Coach provided high impact professional learning to grade teams as well as working closely with teachers coaching teachers in their literacy teaching practices. This program was highly rated on staff reviews.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, new models of operation will need to be implemented with the redirection of Literacy and Numeracy funds to support the implementation of the Assistant Principal Curriculum and Instruction.</p>
<p>COVID ILSP</p> <p>\$144,549.72</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators/SLSOs to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in both literacy and numeracy • released staff to coordinate the program <p>The allocation of this funding has resulted in:</p> <p>Teachers, Tutors and SLSOs work with small groups of withdrawn students for 20 minutes three times a week providing intensive instruction in Reading or Numeracy. The program continued online and through phone calls and video conferencing during the Term 3 and 4 COVID lockdown. All Students' progress was tracked using PLAN2.</p>

<p>COVID ILSP</p> <p>\$144,549.72</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The program will be continued and expanded in 2022 with a focus on using well-trained qualified teachers to provide the instruction. The Assistant Principal Support will collaborate closely with the APCIs to ensure all intervention programs meet the specific needs of targeted students.</p>
---------------------------------------	---

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	572	586	584	580
Girls	499	506	507	487

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95	92.7	93.3	92
1	93.2	91.4	91.9	93.1
2	91.8	92.5	91.8	91.6
3	93.2	92.7	93.2	92.9
4	93.8	93.9	92.3	94.4
5	94.4	93.1	94.1	94.1
6	93.3	90.8	92.6	92.1
All Years	93.5	92.4	92.8	92.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	40.35
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	6.27

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

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

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,686,884
Revenue	9,342,164
Appropriation	9,238,481
Sale of Goods and Services	14,339
Grants and contributions	87,548
Investment income	1,395
Other revenue	400
Expenses	-9,468,819
Employee related	-8,469,914
Operating expenses	-998,906
Surplus / deficit for the year	-126,656
Closing Balance	1,560,229

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

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

	2021 SBAR Adjustments (\$)
Targeted Total	106,208
Equity Total	1,059,198
Equity - Aboriginal	15,851
Equity - Socio-economic	110,370
Equity - Language	604,733
Equity - Disability	328,244
Base Total	7,115,274
Base - Per Capita	268,950
Base - Location	0
Base - Other	6,846,324
Other Total	680,518
Grand Total	8,961,198

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to survey the key stakeholders - parents, teachers and students- and seek their opinions about the school. In 2021, Blacktown South Public School 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:

*79% of all students surveyed at Blacktown South Public School are interested and motivated in their learning.

*42% of all students surveyed at Blacktown South Public School feel challenged in their English and Mathematics classes.

*77% of all students surveyed at Blacktown South Public School feel confident of their skills in English and Mathematics.

*84% of all students surveyed at Blacktown South Public School set challenging goals for themselves in their school work and aim to do their best.

*91% of all Aboriginal students feel good about their culture.

*77% of all students surveyed at Blacktown South Public School feel proud of the school.

Students at Blacktown South Public School feel important concepts are taught well, class time is used efficiently and homework and evaluations support their learning.

Students at Blacktown South Public School feel teachers set goals for learning, establish high expectations, check for understanding and provide feedback.

Students at Blacktown South Public School feel that they have someone at school who consistently provides encouragement and can be turned to for advice.

Students at Blacktown South Public School feel that teachers are responsive to their needs and encourage independence.

Students at Blacktown South Public School understand that there are clear rules and expectations for classroom behaviour.

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

*69% agreed with the quality of learning opportunities provided by the school during the learning from home time period of 2021.

*76% agreed the resources provided during remote learning were of quality.

*83% agreed they received regular feedback during the remote learning phase of 2021.

*50% agreed they felt connected with their class and teacher when learning from home.

*74% 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.

*School leaders have taken time to observe my teaching.

*School leaders have supported me during stressful times.

*Teachers have given me helpful feedback about my teaching.

*I talk with other teachers about strategies that increase student engagement.

*Teachers in our school share their lesson plans and other materials with me.

*I discuss my assessment strategies with other teachers.

- *I discuss learning problems of particular students with other teachers.
- *I discuss my learning goals with other teachers.
- *In most of my classes I discuss the learning goals for the lesson.
- *Students become fully engaged in class activities.
- *I monitor the progress of individual students.
- *I set high expectations for student learning.
- *I use formal assessment tasks to help students set challenging goals.
- *I use results from formal assessment tasks to inform my lesson planning.
- *I give students written feedback on their work.
- *When I present a new concept I try to link it to previously mastered skills and knowledge.
- *I use two or more teaching strategies in most class periods.
- *Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.
- *I establish clear expectations for classroom behaviour.
- *My students are very clear about what they are expected to learn.
- *I make an effort to include students with special learning needs in class activities.
- *I create opportunities for success for students who are learning at a slower pace.
- *I strive to understand the learning needs of students with special learning needs.

Key Findings from Parent Surveys

- *98% of parents surveyed believe their students are happy at Blacktown South Public School.
- *97% of parents surveyed believe that Blacktown South Public School puts the interests and needs of students first.
- *96% of parents surveyed are satisfied with the quality of education provided to their students at Blacktown South Public School.
- *99% 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.

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

- *98% of parents surveyed felt their students were well-supported by their teacher during the remote learning period of 2021.
- *96% of parents surveyed were happy with the remote learning program offered by Blacktown South Public School during the remote learning period of 2021.
- *97% of parents surveyed were satisfied with the learning platforms (K-2 Seesaw and Years 3-6 Google Classroom) that their students were using during the remote learning period of 2021.
- *97% of parents surveyed believed their students had access to suitable learning resources (including technologies and paper packs) to support their learning during the remote learning period of 2021.

*95% of parents surveyed felt their students regularly interacted with their teacher via Zoom during the remote learning period of 2021.

Policy requirements

Aboriginal Education Policy

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

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.