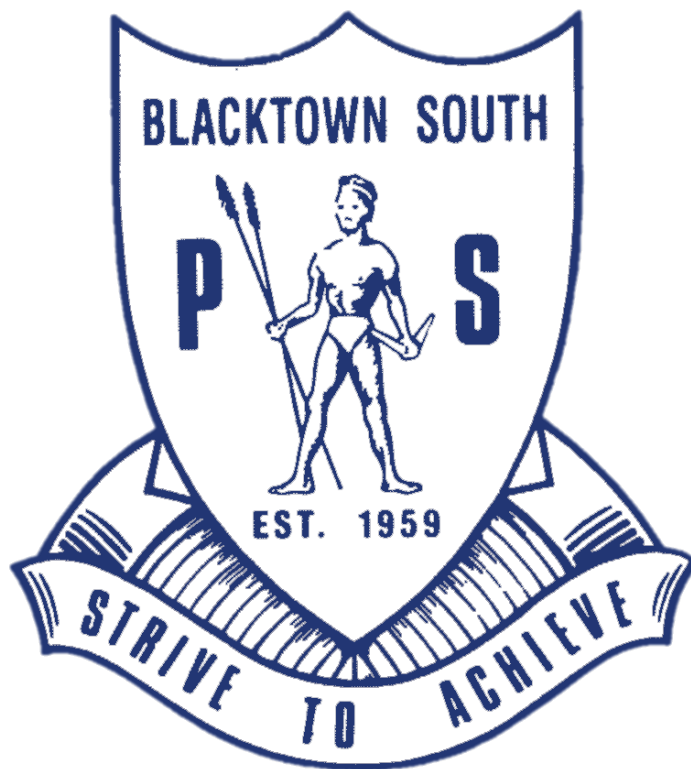


2022 Annual Report

Blacktown South Public School



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Introduction

The Annual Report for 2022 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.

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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 2022, 1045 students are enrolled in 41 classes, including two Opportunity Classes (O.C.). Approximately 85% of the students come from a non-English speaking background. Twenty-six 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' abilities 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 three 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	2022 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: \$60,000.00

QTSS release: \$114,500.49

Professional learning: \$41,100.00

Per capita: \$24,614.00

Aboriginal background: \$2,627.82

Summary of progress

In 2022, Blacktown South Public School continued to drive school improvement, particularly focusing on explicit teaching and differentiation. High impact professional learning was delivered and aligned to meet Strategic Direction 1 system, school and individual performance and development goals. In Mathematics, Spirals of Inquiry continued to provide staff with the opportunity to engage in meaningful ongoing professional dialogue and debate in the context of mutual trust and collective growth. Drawing on the collective expertise of teachers, teams collaborated with Instructional leaders (DP/IL & AP C&Is) to improve their professional knowledge of explicit teaching and differentiation practices. The annual survey showed growth in staff consistently implementing explicit teaching practices and differentiation in their classrooms, with more students having planned opportunities and time to check their understanding, ask questions and receive clear, effective feedback.

Assistant Principal Curriculum and Instruction (AP C&Is) led ongoing dialogue and professional learning in Stage Meetings, Peer Observations and Professional Learning sessions, developing teacher capacity and confidence in delivering a consistent approach to effective reading comprehension strategies across Years 2 to 6. Ongoing dialogue and professional learning in Stage Meetings, demonstration lessons and professional learning sessions, developed teacher capacity and confidence in delivering a consistent approach to improving student reading comprehension.

In 2022, Blacktown South Public School aimed to increase the rate of student attendance from 85.6% students attending >90% in 2021. Systems were developed to track and monitor attendance by teachers and stage supervisors, with follow up by the Deputy Principal and HSLO.

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 7.4%.	2022 NAPLAN data indicates 51.95% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 6.85%.
Increase the percentage of students achieving in top 2 bands in NAPLAN Numeracy by 5.8%.	2022 NAPLAN data indicates 39.67% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.

Increase the percentage of students achieving expected growth in NAPLAN Reading by 4% from baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 2.2% from baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of students attending school 90% of the time by 6.7%.	The number of students attending greater than 90% of the time or more has decreased, however this figure was significantly affected by public health orders associated with COVID and the reintroduction of overseas travel.
School Excellence Framework assessment of Learning Domains of Curriculum ('Teaching and Learning' and 'Differentiation') and Assessment ('Formative Assessment') indicates that the on-balance judgement is moving towards 'Sustaining and Growing'.	Staff self-assessment against the School Excellence Framework shows that in the Learning Domain of Curriculum ('Teaching and Learning' and 'Differentiation') and Assessment ('Formative Assessment') to be significantly improved with greater than 30% of staff ranking the school at Sustaining and Growing.

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

Per capita: \$16,555.00

Summary of progress

In 2022, Blacktown South Public School continued to implement whole-school professional learning to maximise student outcomes through a focus on quality assessment and data practices. In Mathematics, Years 1 to 6 focused on utilising Essential Assessment as a tool to pre-assess student understanding. Staff were able to consistently analyse and interpret student assessment evidence and identify skill gaps for improvement and areas for extension. Teachers triangulated data by reflecting on findings from a variety of formal and informal methods of formative assessment, using inferences about student progress to inform their teaching and allow for differentiated learning. Kindergarten focused on marking assessment tasks consistently and objectively against the syllabus by collaborating as a team to develop standards of performance against the assessment rubric and by collaboratively organising assessment moderation activities. A focus for 2023 is to focus on assessment in English, whilst continuing established practices in Mathematics.

High impact professional learning was delivered to build the capacity of teams to analyse both internal and external assessment data. Staff engaged in collaborative analysis of data with colleagues to help them interpret and use data effectively. Teachers were able to use analysed data to identify areas of strength and weakness at individual, class and cohort levels across English and Mathematics. This data was then used to inform future teaching and learning programs for the purpose of continuously improving teaching and learning in the classroom. Teachers are continuing to implement more consistent methods when collecting data between classes so that over time, comparisons of student progress are accurate when utilising consistent teacher judgement.

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
30% of teachers (who have taught at BSPS for 12 months or more) know and implement effective assessment practices in their classrooms.	Staff self-assessment against the School Excellence Framework shows the theme of effective assessment to be significantly improved with greater than 30% of staff ranking the school at Sustaining and Growing.
30% of teachers (who have taught at BSPS for 12 months or more) have a sound knowledge of assessment and data analysis to improve teaching practices.	Staff self-assessment against the School Excellence Framework shows the theme of effective use of assessment and data to be significantly improved with greater than 30% of staff ranking the school at Sustaining and Growing.

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

Per capita: \$2,000.00

Professional learning: \$5,500.00

Summary of progress

In 2022, Blacktown South Public School continued to implement a whole school approach to effective classroom practice. Differentiated HIPL was provided through Spirals of Inquiry to support continued improvement in the implementation of explicit teaching practices across classrooms. Throughout the year, the majority of teams taught consistently using learning intentions and success criteria (LI&SC) in all mathematics, reading and writing lessons. The Executive team were able to observe improved professional knowledge and practice with their teams 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.

In 2022, we continued to build a greater shared understanding of the purpose of effective feedback with staff. Teams who started to implement regular feedback strategies this year saw the benefits of students experiencing explicit teaching practices, accompanied by effective feedback, and were able to acknowledge the learning gains for students in comparison to their previous teaching and learning programs. Collectively, staff have participated in discussion around successes and areas for improvement and have indicated enthusiasm and commitment to continue to develop their skills in effective feedback. In 2023, effective feedback continues to be an area of focus with differentiated professional development planned to support teams to consistently implement effective feedback utilising both teacher and peer feedback, as well as, encouraging students to self-assess, reflect and monitor their work.

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
30% of teachers (who have taught at BSPS for twelve months or more) have embedded explicit teaching principles into programs and use them effectively in daily lessons to support student learning.	Staff surveys and observations indicates greater than 30% of staff have embedded explicit teaching principles of learning intentions and success criteria (LI&SC) into programs and use them effectively in daily lessons.
30% of teachers (who have taught at BSPS for twelve months or more) effectively use feedback daily in lessons to support student learning.	Staff self-assessment against the School Excellence Framework shows the theme of Feedback to be significantly improved with greater than 30% of staff ranking the school at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,736.12</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 • professional development for staff around impact of trauma, learning and wellbeing needs of refugee 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 the following impact: 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 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>\$98,201.00</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) • 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 following impact: 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 will be: Review funding support provided for high needs students. Provide additional professional learning to all School Learning Support Officers.</p>
<p>Socio-economic background</p> <p>\$97,953.91</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 background.</p>

<p>Socio-economic background</p> <p>\$97,953.91</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 implementation. • resourcing to increase equitability of resources and services- the purchasing of technology <p>The allocation of this funding has resulted in the following impact: High Impact Professional Learning was provided through the employment of a DP-IL and the implementation of Spirals of Inquiry to seven grade teams across the school and the enrichment team. 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 access of mobile technology for Years 5 and 6 students to a one-to-one ratio.</p> <p>After evaluation, the next steps to support our students will be: Spirals of Inquiry has proven to be highly effective professional learning. In 2023, the Assistant Principals Curriculum and Instruction will assume the responsibility of the implementation and delivery of Spirals professional learning. Access to mobile technology will be expanded to Kindergarten students in 2023. The computer lab will be decommissioned and options to improve technology access in the school library will be explored.</p>
<p>Aboriginal background</p> <p>\$23,248.82</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"> • Continuation of Koori Club for Aboriginal Students to engage in and learn about culture • Employment of a specialist Aboriginal Education Company to provide cultural education and activities for all students over two days during NAIDOC week • Whole staff attended a cultural emersion day at 'Muru Mittigar' Education and Cultural Centre - Staff Development Day Term 3 • All Assistant Principals were trained in 8 Ways pedagogy. 8 Ways pedagogies were introduced to all grade teams. <p>The allocation of this funding has resulted in the following impact: The implementation process of Personalised Learning Pathways was consolidated in 2022. Kooki Club sontiniued to very popular as an avenue for students to learn about and share culture. The Term 3 Staff cultural emersion day at 'Muru Mittigar' Education and Cultural Centre and the engagement of an Aboriginal Education Company to provide cultural education and activities for all students over two days during NAIDOC week were highly successfully in engaging and educating staff and students. The training of all Assistant Principals in 8 Ways</p>

<p>Aboriginal background</p> <p>\$23,248.82</p>	<p>pedagogy was important in progressing Aboriginal Perspectives within teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: The continuation in professional learning of all staff in 8 Ways pedagogy. To continue to embed and expand Aboriginal Perspectives in all programs. To develop authentic connections with the local Aboriginal community and provide additional opportunities for Aboriginal students to engage in cultural activities.</p>
<p>English language proficiency</p> <p>\$467,224.00</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 the following impact: 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 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>\$334,429.30</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"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting • employment of Speech Pathologist to develop articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: 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>\$334,429.30</p>	<p>After evaluation, the next steps to support our students will be: To upskill more key staff in the operation of the Learning and Support team. To review programs and in-class support to ensure its effectiveness.</p>
<p>Professional learning</p> <p>\$67,012.09</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • High Quality Teaching • Differentiation • Explicit Teaching- Visible Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • providing staff with additional release time for professional learning and collaboration • providing staff with opportunities to engage in Peer Observations <p>The allocation of this funding has resulted in the following impact: Funds were used to support additional release time for teachers to attend Spirals of Inquiry. All seven grades teams and the enrichment team were provided with two hours of Spirals Professional Learning time per fortnight for terms 1 to term 4. The implementation of Spirals of Inquiry for all 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. It also provided quality time for staff to engage in and plan for the implementation of the new K-2 English and Numeracy Syllabus. This program was highly rated on staff reviews. 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.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the Deputy Principal - Instructional Leader position will cease. The implementation of Spirals will be led by the Assistant Principals - Curriculum and Instruction. Direct supervision of the Assistant Principals - Curriculum and Instruction, overseeing of the organisation of Spirals and professional learning will be managed by a Deputy Principal. Peer observations will continue.</p>
<p>QTSS release</p> <p>\$202,950.49</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"> • 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"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: All Assistant Principals were provided with 2 hours of additional release</p>

<p>QTSS release</p> <p>\$202,950.49</p>	<p>time, to administer the PDP program, for teacher observations and provide teachers with support. Funds were used to cover the costs of the Spirals of Inquiry, professional learning time. Please see Professional Learning.</p> <p>After evaluation, the next steps to support our students will be: Ensuring that the additional executive release time is more strategically structured, ensuring leadership support and opportunities are provide to all executive.</p>
<p>COVID ILSP</p> <p>\$164,023.00</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 2022.</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 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 students <p>The allocation of this funding has resulted in the following impact: Teachers, worked with small groups of withdrawn students for 20 minutes three times a week providing intensive instruction in Reading or Numeracy. The Assistant Principal Support collaborated closely with the Assistant Principals to ensure all intervention programs met the specific needs of targeted students. All Students' progress was tracked using PLAN2.</p> <p>After evaluation, the next steps to support our students will be: A reduced funding allocation for 2023 means this program will continue for targeted students.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	586	584	580	563
Girls	506	507	487	482

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.7	93.3	92.0	87.8
1	91.4	91.9	93.1	86.0
2	92.5	91.8	91.6	87.3
3	92.7	93.2	92.9	88.4
4	93.9	92.3	94.4	87.6
5	93.1	94.1	94.1	88.9
6	90.8	92.6	92.1	86.5
All Years	92.4	92.8	92.9	87.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	7.8
Classroom Teacher(s)	38.23
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.6
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	6.07

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,560,229
Revenue	9,610,227
Appropriation	9,373,567
Sale of Goods and Services	16,977
Grants and contributions	205,333
Investment income	11,407
Other revenue	2,943
Expenses	-10,130,269
Employee related	-8,711,531
Operating expenses	-1,418,737
Surplus / deficit for the year	-520,041
Closing Balance	1,040,187

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.

	2022 SBAR Adjustments (\$)
Targeted Total	102,937
Equity Total	922,856
Equity - Aboriginal	23,249
Equity - Socio-economic	97,954
Equity - Language	467,224
Equity - Disability	334,429
Base Total	6,980,957
Base - Per Capita	269,609
Base - Location	0
Base - Other	6,711,348
Other Total	898,962
Grand Total	8,905,712

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 the key stakeholders of the school - teachers, parents and students, are provided with the opportunity to provide feedback and their opinions about Blacktown South Public School. In 2022, 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:

- Students at Blacktown South feel important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- Students at Blacktown South feel teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- Students at Blacktown South feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- The surveyed students at Blacktown South Public School feel proud of their school.
- Students at Blacktown South Public School feel they try hard to succeed in their learning.
- Students surveyed at Blacktown South believe they can pursue their goals to completion, even when faced with obstacles.
- Aboriginal students feel good about their culture when they are at school.
- Aboriginal students feel that their teachers have a good understanding of their culture.

Key Findings from Teachers (TTFM) where results are above the State Mean

- School leaders help me improve my teaching.
- I work with other teachers in developing cross-curricular or common learning opportunities.
- Students become fully engaged in class activities.
- I set high expectations for student learning.
- I monitor the progress of individual students.
- I use results from formal assessment tasks to inform my lesson planning.
- Students receive written feedback on their work at least once every week.
- Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.
- I help students use computers or other interactive technology to undertake research.
- Parents understand the expectations for students in my class.
- I establish clear expectations for classroom behaviour.
- My students are very clear about what they are expected to learn.

Key Findings from school-based Parent Surveys

- 95% of parents surveyed believe their students are happy at Blacktown South Public School.
- 96% of parents surveyed believe that Blacktown South Public School puts the interests and needs of students first.
- 93% of parents surveyed are satisfied with the quality of education provided to their students at Blacktown South Public School.
- 91% of parents surveyed are satisfied with the quality of care provided by Blacktown South Public School to their students.
- 95% of parents surveyed believe that the use of technology and the availability of technology for their students to learn is a positive initiative in the school.

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.