2010 Annual School Report
Blacktown South Public School

NSW Public Schools – Leading the way
This year has been an outstanding year for Blacktown South Public School. In 2010, our students have achieved high standards in their class-work, performed exceptionally well in creative and performing arts activities and shown skill and sportsmanship in sporting competitions. The partnership between the school and its parent community continues to grow from strength to strength and the school is highly regarded as a great State School.

I am very proud to be Principal of such a fine school and I extend my thanks to parents, carers, extended family members and the school staff for their strong work for, and commitment to, the children that we educate. The P&C Association, K-6 Parent Club, Canteen and Uniform Committees have worked tirelessly to support the students and the school – your time and work are much appreciated.

Last year, the school celebrated its 50th Anniversary of service to the students of Blacktown. This year is the first of our next 50 years and I am confident that we will continue to provide outstanding educational opportunities for generations to come. The Building the Education Revolution (BER) Program has seen the school receive a new Library, 4 new classrooms, a refurbished classroom, extended car-park, administrative office area and new sports courts and playground facilities, all of which add to the interactive classrooms and computer network that make Blacktown South a 21st century learning place. As always however, what makes this a great school is the quality of the people who come here to teach, work and learn.

English and Mathematics will always be our two main focus areas and good results in the Year 3 and Year 5 National Assessment Program (NAPLAN) in Literacy (English) and Numeracy (Mathematics) for students, reflect this. In Year 3 Literacy, we saw a 2% decrease in students achieving in the lower Bands, with 39% achieving in the highest Bands, an increase of 4% from 2009. Year 5 Literacy results showed growth above State and National levels, with a 3% increase in the top two Bands from 2009 levels. Numeracy in Year 3 indicated an increase of 4% in the top Bands over 2009 results, while in Year 5, students again achieved very good growth, with results showing 40% of students achieving in the highest Bands. We will continue to set improvement targets for students in the two Key Learning Areas (KLAs) of Literacy and Numeracy. The school again undertook the early assessment program, called ‘Best Start’ which helps us determine any areas that individual children need, to successfully start their formal schooling.

In addition to Literacy and Numeracy children study Human Society & Its Environment (HSIE), Science & Technology, Creative Arts and Personal Development, Health and Physical Education (PDHPE). All grades took part in excursions and in-school experiences that reinforce student learning. Our aim over the next few years is to increase the number of Inter-active Whiteboards (IWBs) so that all classes can participate in this electronic ‘world of learning’. This year we have timetabled classes into rooms with IWBs.

Choirs, the school band, dance, drama, public speaking and debating all saw high standards achieved by many children and developmental sport and competitive inter-school sporting experiences in PSSA teams, Cross Country, Swimming and Athletics Carnivals promoted an active, healthy lifestyle.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Geoff Scott
P & C message
Your P & C remains dedicated in helping to improve both the facilities and resources available to the students of Blacktown South. With a strong committee and a core of volunteers manning the Canteen and Uniform Shop, together with those who assisted with the other fundraising activities (BBQs, Disco, Chocolate Drive and Auction etc) we were able to contribute $7,000 to assist the school. I also extend thanks the business houses and other contributors who donated goods. Without their ongoing support fundraising would be extremely difficult.
The P & C is one of the two parent organisations operating in the school and our meetings are held on the first Tuesday of the month. The meetings provide a forum for parents to be involved in issues affecting the school and their child’s education. We are always looking for new members and invite you to come and join with like-minded persons who are interested in the further development of the school and its students.

Paul Wynne
P & C President

K – 6 Club message
2010 has been a busy, rewarding year for the K-6 Club. We had the ‘Welcome Disco’, a sausage sizzle and the Easter Bunny visited us and gave out treats to the children in Term 1.
Our Mothers’ Day and Fathers’ Day stalls were well received. There were many smiling young shoppers buying their secret gifts for their Mum or Dad.
Our 5c drive was the best yet! You helped us raise over $1900 to be spent on new books. There was also the signed footy jumper that we raffled at our school sports day. $200 was raised to buy new sports equipment.
The K-6 Club gave the school $7000 to go towards buying more interactive whiteboards. I recently attended a P&C meeting to see a demonstration of the whiteboards. I think that they are truly marvellous and they will be a great help to our teachers to make learning easier, more interesting and fun for our children.
Santa visited Blacktown South and the K-6 Club once again supplied him with yummy ice blocks to distribute to the children. This is the type of thing the K-6 Club love to do to make your child feel special.

I’d like to invite you to attend one of our K-6 Club meetings next year. We really appreciate your help and input.
Lastly, I’d like to thank all our members, helpers and everyone who bought a raffle ticket or donated 5c. You help make our school a better place. Thank you.

Julie Dean
K-6 Club President

Student representative's message
2010 has been a very busy year for the SRC. We attended meetings every fortnight at lunchtime to discuss our next upcoming event. Every Monday morning assembly SRC members talked to the school. Themes discussed over the year have been: living a healthy lifestyle, road safety, caring for school property and the environment.
In March, the school President and Vice Presidents attended the National Young Leaders Day Conference, where they learned what a leader is and how to be a good one. The other Year 6 leaders went to the Impact Leadership Day. We thank Mrs Atfield for supporting both groups.
We have held mufti days, raffles and discos as fundraisers for the school. This year, we have raised over $1000 dollars for Stewart House. Our recent lunchtime Halloween disco and mufti day raised over $500, which will help the school to purchase light and sound equipment for our Creative Performance groups.
The SRC has been a great new experience and it has been an awesome year, but alas, all good things must come to an end. 2011 will pose new challenges to our SRC members, and we wish Blacktown South the best of luck for the future!

Vaidehi Mahapatra - SRC President

The Halloween Mufti Day / Disco was a great success
**School context**

**Student information**

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

**Student enrolment profile**

In 2010 the student population increased slightly. Our school community is highly mobile and new medium density housing developments have opened up in the area.

The graph and table below illustrate the enrolment numbers in the school between 2006 and 2010.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>377</td>
<td>399</td>
<td>402</td>
<td>395</td>
<td>406</td>
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<tr>
<td>Female</td>
<td>395</td>
<td>402</td>
<td>388</td>
<td>363</td>
<td>366</td>
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</table>

**Student attendance profile**

School attendance rates in 2010 continued to be well above both State and Regional rates and showed a significant increase on 2009 school attendance figures.

Attendance strategies that resulted in such a pleasing improvement included:

- Consistently monitoring children at risk of not achieving 90% attendance and rewarding improvements in attendance.
- Perfect attendance certificates issued to students with 100% attendance.

High quality transition programs for Preschool to Kindergarten, Year 6 to Year 7 as well as transition between grades for special needs children.

Teachers engage students with high quality learning programs, which reflect and respect the students' individual differences and aspirations.

School reward system is used to encourage regular attendance.

The following table and graph compares attendance rates over the four-year period from 2007 to 2010 and shows the trends for the school, Region and State DET.

**Graph and Table**

- **Graph**: Enrolments
- **Table**: Student attendance rates
- **Diagram**: Student attendance rates
Management of non-attendance
Non-attendance issues at Blacktown South were managed by:
- Regular monitoring of attendance data to ensure early identification of students whose attendance was of concern.
- Four-week monitoring programs to reward improved attendance.
- Parents were informed of attendance concerns.
- Regular meetings arranged with parents to develop strategies to improve attendance.
- The Home School Liaison Officer provided additional support for students and families.

Class sizes
In March 2003, the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17th March, 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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</thead>
<tbody>
<tr>
<td>KY</td>
<td>K</td>
<td>20</td>
<td>20</td>
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<tr>
<td>KB</td>
<td>K</td>
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<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1E</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1M</td>
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<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>24</td>
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<tr>
<td>2A</td>
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<tr>
<td>3B</td>
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<td>3P</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4L</td>
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<tr>
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<tr>
<td>4H</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4L/S</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4K</td>
<td>4</td>
<td>30</td>
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<td>29</td>
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<tr>
<td>4/5W</td>
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<td>9</td>
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<td>26</td>
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<tr>
<td>5M</td>
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<td>31</td>
<td>31</td>
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<td>6Z</td>
<td>6</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>6A</td>
<td>6</td>
<td>31</td>
<td>31</td>
</tr>
</tbody>
</table>

Rock climbing is always popular at camp
Staff information

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

Staff establishment

The staff at Blacktown South is highly qualified with varying levels of teaching experience ranging from newly appointed teachers to very experienced staff.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>26.502</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.672</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>43.674</td>
</tr>
</tbody>
</table>

In 2010, there was one Indigenous member on the staff of Blacktown South.

Staff retention

The staff of Blacktown South was relatively stable in 2010, with little change from 2009. This stability was reflected positively in the school’s programs, although two of our staff members took leave in order to pursue personal interests.

Teacher qualifications

All teaching staff of Blacktown South meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>70%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>134 121.46</td>
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<tr>
<td>Global funds</td>
<td>422 483.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>229 407.43</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>187 319.91</td>
</tr>
<tr>
<td>Interest</td>
<td>9 680.22</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>40 280.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>889 171.47</td>
</tr>
</tbody>
</table>

| **Expenditure**            | $          |
| Teaching & learning        |            |
| Key learning areas         | 68 777.70  |
| Excursions                 | 31 108.30  |
| Extracurricular dissections| 60 968.98  |
| Library                    | 10 555.11  |
| Training & development     | 2 450.23   |
| Tied funds                 | 225 432.31 |
| Casual relief teachers     | 136 368.25 |
| Administration & office    | 151 119.37 |
| School-operated canteen    | 0.00       |
| Utilities                  | 63 749.34  |
| Maintenance                | 42 943.41  |
| Trust accounts             | 44 827.53  |
| Capital programs           | 25 395.60  |
| **Total expenditure**      | 863 696.13 |
| **Balance carried forward**| 159 596.80 |
School performance 2010

Blacktown South provides a diverse range of opportunities for students to achieve in a range of areas including the Arts, Sport and Citizenship.

Achievements

Arts

Blacktown South Public School has actively engaged the students in the following Performing and Creative Arts activities:

• Mainstream and talented students were acknowledged through selection in a range of Sharing Programs including Art, Dance, Science, Mathematics, Chess and Problem-Solving.

• Children from K-6 were involved in the Blacktown Festival choir, the K-2 choir, the Senior choir and the Friends of Africa choir.

• During Education Week, the K-2 choir, K-2 dance and the Aboriginal dance group performed items at Westpoint Shopping Centre at Blacktown.

• The combined choir, Aboriginal dance group and K-2 dance group performed at the Blacktown Music Festival.

• The Bollywood dance group auditioned and was selected to perform at the Sydney West Dance Festival.

• Blacktown South children displayed their many talents through ‘Showcase’. These groups included Kindergarten Yellow’s welcome, the Keyboard Ensemble, Senior choir, K-2 dance group, Wakakirri drama and dance group, the Aboriginal dance group, Kindergarten Green’s bells, 3/4L Socceroos, 5P dance, K-2 choir, 6P skit, Friends of Africa choir, Bollywood dance group and the Festival choir.

• The school band performed at the final Primary Presentation assembly.

• The school entered artworks into Operation Art 2010. Three children were awarded prizes and Akash Ram’s artwork was chosen for permanent display at Westmead Hospital.

• In 2010, for the first time, the school participated in Wakakirri. The Blacktown South Drama Company and the Bollywood Dance group joined forces to enter the National Story and Dance competition. The combined group of 30, with girls and boys drawn from Years 2 to 6 performed at the heats in Bankstown. The group was selected to compete in the Grand Final at the Sydney Entertainment Centre. The group was awarded prizes in the categories of ‘Most Environmentally Sustainable Production’ and ‘Strong Teamwork’.

• From their inception in 2008, the Bollywood dance group has gone from strength to strength. Comprising students from a diverse cultural background, the 19 students incorporated a variety of traditional Indian steps into their dance. The group was selected to perform at the Sydney-West Dance Festival as a result of their enthusiasm, dedication and commitment. They also performed at the School Showcase and School Assembly.

The exciting news was that the Bollywood Dance Group and the Drama Group performed at Wakakirri for the first time. Thanks go to all parents and teachers for their help and support. Well done, girls!

• Year 6 presented a cultural dance to the whole school and parents as a gesture of farewell at the end of year functions.
Sport

2010 has been another fantastic year for Blacktown South in all P.S.S.A competitions. All of the students who have represented our school have done a magnificent job. The great sportsmanship and athleticism they have shown throughout the year have made their coaches and managers very proud.

Our school was fortunate enough to have many outstanding young athletes competing at the three Blacktown Zone carnivals this year. The Swimming, Cross Country and Athletics Zone Championships are competitions between all schools in the Blacktown Zone. Blacktown South Public School was successful in winning all three of these carnivals. This was an amazing effort from the many students who participated at these events.

Congratulations also to those teams who qualified for Grand Finals this year. It is tremendously hard to play consistently well throughout an entire season. All of these players should be very proud of their achievements. The Senior Football, Rugby League and Netball B teams all challenged for premierships in our winter competitions. The Junior AFL and Senior Handball teams competed for titles in our summer competitions.

PSSA Premiership and Championship teams
- Senior Football
- Senior Rugby League
- Swimming Team
- Cross Country Team
- Athletics Team
- Junior AFL

Vivian Zhu represented NSW at the National Titles in swimming.

General and Specific Initiatives

Blacktown South’s motto “Strive to Achieve” was well demonstrated by achievements in a wide range of activities and programs.

- Umar Riaz received the University Medal for achieving the highest score in the International Competitions and Assessments for Schools (ICAS) Spelling competition.

- 127 children participated in the International Competitions and Assessments for Schools (ICAS) in 2010. In Science, 110 students participated and were awarded 6 High Distinctions, 26 Distinctions, 35 Credits and 43 Participation certificates. In Mathematics, 127 students participated and were awarded 9 High Distinctions, 34 Distinctions, 51 Credits and 33 Participation certificates. In English, 121 students participated and were awarded 8 High Distinctions, 19 Distinctions, 41 Credits and 33 Participation certificates. In Spelling, 111 students participated and were awarded 7 High Distinctions, 35 Distinctions, 32 Credits and 37 Participation certificates. In Writing, 97 students participated and were awarded 5 High Distinctions, 9 Distinctions, 33 Credits and 50 Participation certificates. In Computer Skills, 91 students participated and were awarded 2 High Distinctions, 24 Distinctions, 26 Credits and 39 Participation certificates.

- Our debating team successfully participated in the District Debating Competition, finishing in first place in the finals after being undefeated in all their rounds.
Many students were very keen to participate in the Premier’s Spelling Bee with Harish Suresh becoming the Regional finalist and going on to represent the region in the State finals in November.

The school community participated in ‘Harmony Day’ to promote harmony and acceptance. Students wore their national dress or orange for the day and all looked truly spectacular. This year the celebrations were combined with fundraising activities such as face painting, ‘orange hands’, cultural food and traditional dance. Harmony Day was a great success made possible by the donations and enthusiastic participation of parents and staff both in the preparation and running of the day.

Through ‘Plan Australia’, sponsorship continued for a young child in Sudan. Fundraising and donations assisted with the child’s food, health and education.

The school supported Red Nose Day with a variety of goods sold to raise funds for further research in Sudden Infant Death Syndrome.

Proceeds raised through the sale of bandannas through the Canteen went to the Cancer Council.

In 2010, our SRC raised $1242 to support our major charity, Stewart House by holding mufti days and other fundraising events.

Participation in the Premier’s Reading Challenge resulted in 30 students receiving the Premier’s Gold Award for involvement in the program over four years. All children K-2 and many from Years 3 to 6 participated in the challenge.

The Nature area again received a visit and donation from Lander Toyota, which enabled us to purchase many new trees for the area. This year we also entered the area into Blacktown Council’s gardening competition.

Blacktown South rewarded children’s outstanding behaviour at the Principal’s Morning Tea where over 300 children received their special awards from the Principal.

Students were encouraged to participate in the Home Reading Program with certificates awarded to children each time they achieved their target.

K-6 participated in a variety of incursions and excursions. Kindergarten visited Calmsley Hill City Farm, Year 1 went to Longneck Lagoon, Year 2 walked around their local community and Years 3 and 4 participated in a Colonial Show. Year 5 stayed overnight in Canberra and Year 6 spent the week at Point Wolstoncroft, a Sport and Recreational camp.
Academic
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 (lowest) to Band 6 (highest for Year 3) and from Band 3 (lowest) to Band 8 (highest for Year 5). The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Literacy – NAPLAN Year 3
In 2010, 107 students in Year 3 completed the National Assessment Program for Literacy. 39% of students achieved in Bands 5 and 6, the top two bands. 96% of students achieved Bands 2-6, an increase of 2% from 2009. The percentage of students in Bands 1 and 2 was 16%, a 2% decrease from 2009.

All of our aboriginal students, who sat for Year 3 NAPLAN in Literacy, achieved Band 2 or higher.

Reading
The graph below shows the percentage of Year 3 students in each band, in Reading. 16% of students achieved Bands 1 or 2 compared to 14% in the State. 96% of Year 3 students achieved Band 2 or higher compared to 97% of the State. 39% of students achieved Bands 5 or 6 compared to 48% of the State.

Writing
The following graph shows the percentage of Year 3 students in each band in Writing. The results revealed that 6% of students achieved Bands 1 or 2 compared to 6% in the State. 100% of Year 3 students achieved Band 2 or higher compared to 98% of the State. 57% of students achieved Bands 5 or 6 compared to 56% of the State.

Spelling
The following graph shows the percentage of Year 3 students in each band, in Spelling. The results revealed that 14% of students achieved Bands 1 or 2 compared to 13% in the State. 95% of Year 3 students achieved Band 2 or higher compared to 97% of the State. 51% of students achieved Bands 5 or 6 compared to 46% of the State.
Grammar
The following graph shows the percentage of Year 3 students in each band, in grammar and punctuation. The results revealed that 26% of students achieved Bands 1 or 2 compared to 15% in the State. 86% of Year 3 students achieved Band 2 or higher compared to 94% of the State. 45% of students achieved Bands 5 or 6 compared to 54% of the State.

Numeracy – NAPLAN Year 3
In 2010, 107 students in Year 3 completed the National Assessment Program for Numeracy. 35% of students achieved Bands 5 and 6, the top two bands. 97% of students achieved in Bands 2 - 6, an increase of 5% from 2009. The percentage of students in Bands 1 and 2 was 28%. Girls slightly outperformed boys in the top two bands.
Our aboriginal students achieved Band 2 or higher.

Literacy – NAPLAN Year 5
In 2010, 105 students in Year 5 completed the National Assessment Program for Literacy.

Reading
The graph below shows the percentage of Year 5 students in each band, in Reading. The results revealed that 26% of students achieved Bands 3 or 4 compared to 20% in the State. 86% of Year 5 students achieved Band 4 or higher compared to 92% of the State. 38% of students achieved Bands 7 or 8 compared to 33% of the State.

Writing
The following graph shows the percentage of Year 5 students in each band in Writing. The results revealed that 14% of students achieved Bands 3 or 4 compared to 13% in the State. 95% of Year 5 students achieved Band 4 or higher which reflected the 95% of the State. 34% of students achieved Bands 7 or 8, which was 7% higher than the State results.
Spelling
The following graph shows the percentage of Year 5 students in each band in Spelling. The results revealed that 14% of students achieved Bands 3 or 4 compared to 16% in the State. 91% of Year 5 students achieved Band 4 or higher compared to 96% of the State. 46% of students achieved Bands 7 or 8 compared to 36% of the State. This was a pleasing 10% above the State.

Grammar and Punctuation
The following graph shows the percentage of Year 5 students in each band, in Grammar and Punctuation. The results revealed that 17% of students achieved Bands 3 or 4 compared to 17% in the State. 96% of Year 5 students achieved Band 4 or higher compared to 94% of the State. 55% of students achieved Bands 7 or 8 compared to 45% of the State. This was a pleasing 10% above the State.

Numeracy – NAPLAN Year 5
In 2010, 117 students in Year 5 completed the National Assessment Program for Numeracy. 40% of students achieved Bands 7 and 8, (the top two bands) compared to 32% of the State. 90% of students achieved in Bands 4 - 8, a decrease of just over 6% from 2009. The percentage of students in Bands 3 and 4 was 27% compared 16% of the State. Boys (46%) well outperformed girls (33%) in the top two bands.

Our aboriginal students achieved Band 5 or higher.
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3 and 5.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
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<tbody>
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<td>Reading</td>
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<tr>
<td>Writing</td>
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<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<td>Numeracy</td>
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<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
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<td>Spelling</td>
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<td>Punctuation and grammar</td>
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Significant programs and initiatives
Aboriginal education
In 2010

- Our Aboriginal students showed very good attendance patterns.
- All staff were in-serviced on the Aboriginal Education and Training Policy and the Aboriginal Human Resource Development Plan.
- The Blacktown City RSL Club Sub-Branch paid for two flagpoles so both the Aboriginal flag and the Torres Strait Islander flag could be raised at the same time as the Australian flag.
- An Acknowledgement of Country, written and presented by Aboriginal students, is used at assemblies and on special occasions.
- Ms Natalie Short became an advocate for parents of Aboriginal children. She also became involved in the formation of the Aboriginal Dance Group. It was open to the Aboriginal children and to any child who wanted to learn more about Aboriginal culture.
- Ms Short choreographed a dance, and a Year 6 Aboriginal pupil designed the costumes. The group performed during Education Week, at the school Showcase night and at the Blacktown Music Festival in August.
- NAIDOC Week was acknowledged with an assembly at which the Aboriginal children sang a song. Armbands were sold and The Koomurri Management Group performed.
- Personalised Learning Plans were developed and staff and parents were given information explaining their purpose.
- Norta Norta funding was used successfully to help Aboriginal children after school. Children were supported with their homework and there was progression made in Maths and English. Aboriginal children from Years 1 to 6 received a USB to assist them with their homework.

As a result of the focus on Aboriginal students in our school, we have seen:

- a gain in confidence
- increased pride in their Aboriginality
- identity with professional Aboriginal performers
- preparation and involvement in performances

The Koomurri Management Group performed
Multicultural education

Blacktown South is a school that recognises the value and enormous benefits gained from the diverse cultural backgrounds of its students.

All students have access to inclusive teaching programs and practices. These learning experiences will enable students to participate successfully as confident Australian citizens.

The majority of students at the school speak languages other than English with the largest percentage of these being Mandarin, Arabic and Punjabi. More recently the school has had refugee enrolments from Nepal and Burma.

Listed below are some of the major achievements in Multicultural Education within our school this year:

• Intensive English classes have continued to support students encouraging them to be proficient users of English. Individual Reading levels and comprehension continue to progress with significant improvements also evident in oral language and writing practices.

• The Bollywood Dance group continues to inspire students of all cultures to participate in, perform and entertain audiences at a number of different venues. The Bollywood Group also joined with the Drama Group to perform in the Wakakirri competition.

• Interpreters from the Multicultural Unit have continued to be utilized by the school in both formal and informal settings. The use of interpreters visiting the school or through the telephone interpreting service have been of great benefit in encouraging stronger links in the teacher-parent and school partnership.

• A School Learning Support Officer has been appointed to assist the Nepalese refugee students in the school. This engagement will assist the students and their families in gaining a better understanding of Australian society as well as assisting students on an academic level.

Bollywood and the Drama Group performed Wakakirri

Respect and responsibility

Respect and responsibility are a continuing focus at Blacktown South.

Anti-bullying strategies were incorporated into the Year 6 Peer Support program.

Our school rules were reviewed and simplified ready to be implemented in 2011.

Acknowledgement of Country was personalized for our school by the aboriginal students and used each week at K-6 assemblies.

The SRC continued the use of superhero characters to engage the students’ support for school values, environmental messages and safety issues.

The SRC met regularly to organize fundraising for charities, to survey issues of concern and to assist with the management of school functions. They also attended leadership conferences where they represented the school.

At the Presentation Assembly at the end of the year, students who contributed by example to school life, were awarded certificates recognising their achievements.
Other programs

Technology
Thanks to a generous donation by the Assyrian Association, combined with funds raised by our parent community, we installed seven new interactive whiteboards in 2010. An interactive whiteboard with video conferencing facilities was installed in our new library as part of the BER project. All grades now have access to at least one interactive whiteboard to support learning programs. The school website has been developed and it is regularly updated with notes, calendars, pictures, the newsletter and reports from the school community. The number of people accessing the website is steadily growing. You can access the school website at www.blacktowns-p.schools.nsw.edu.au.

The computer lab was refurbished as part of the BER program and the server and proxy server were relocated to a dedicated and secure area. All new buildings have been fully cabled.

Student Welfare
Student welfare remains an important focus at Blacktown South. The Learning Support Team consists of the executive, support teachers, class teachers and the school counsellor. The team ensures that the best educational opportunities are made available to referred students. Referred students are assessed and programs are put in place to suit their individual needs. Intervention may address behaviour, social concerns, attendance, and the need for individual counselling and monitoring.

Progress on 2010 targets
Each year the school sets targets to maximise educational progress and strategies are formulated to ensure the targets are achieved. Supporting these strategies are professional learning activities for teachers, analysis of teaching practices and collection of data to monitor trends.

Target 1
To improve students’ literacy outcomes in Reading K-6 with a particular emphasis on fluency and inferential comprehension.

Our achievements include:
• Best Start Kindergarten Assessment data was used to guide the creation of effective and relevant teaching and learning programs for Kindergarten.
• Streamed reading sessions K-3, with reduced numbers in groups, catered for children at their individual level.
• Ongoing benchmarking of reading fluency and comprehension twice per term (with analysis of results) ensured regional targets were met.
• Reading program (Here, Hidden and Head) designed to focus on a variety of comprehension strategies with specific learning activities to develop vocabulary, find answers, and study phonics and grammar.
• Reading Boxes, with an emphasis on comprehension, purchased for all grades.
• Literacy Committee trained staff in fluency and comprehension best practice and resources and programming suggestions were developed to refine teaching strategies.
• Literacy Policy was revised and updated.
• Early Stage One Reading and Phonemic Awareness program was continued.
• Improvements in most aspects of Literacy in the NAPLAN results.
• Continued use was made of SMART Data to analyse school results in Reading from 2009 NAPLAN to guide programming content.

Santa made his annual visit
Target 2
To improve students' numeracy outcomes K-6 particularly when working mathematically with problem solving.
Our achievements include:
• Analysis of Best Start data to cater for the individual differences of Kindergarten children.
• Numeracy focus group organised in-service of staff on working mathematically and problem solving strategies.
• Co-operative programming and team teaching opportunities for staff with emphasis on problem solving and working mathematically.
• ‘Maths in a Box’ continued to be used to enhance teaching and learning programs.
• Problem solving was highlighted through the use of Interactive Whiteboard programs focusing on this area.
• Successful participation of Kindergarten and Year 1 in the PASMAP program developed by Macquarie University.
• Improvements in most aspects of numeracy in the NAPLAN results.
• Continued use was made of SMART Data to analyse school results in numeracy from 2009 NAPLAN to guide programming content.

Target 4
To revise the Student Welfare Policy with an emphasis on simplifying school rules to enhance student and staff understanding of expectations and to improve student behaviour.
Our achievements include:
• Decreasing number of referrals to the Home School Liaison Officer.
• Students are settling quickly into their new learning environment.
• Staff, students and parents collaborated to develop new school rules.
• Kindergarten students adjusted quickly to school expectations and procedures.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of our school culture and the school rules.

Culture
Educational and management practice
Background
All teachers, a representative selection of students from K-6 and their families were invited to participate in the completion of the Culture SchoolMap survey, which was developed by the Department of Education and Training.

The respondents provided feedback to best practice statements relating to four areas; cultural context, developing ownership, culture of learning and culture of improvement.

Survey responses were collated with the use of an excel database under the broad areas of ‘almost always’, ‘usually’, ‘sometimes’ and ‘rarely’. For analysis purposes, the ‘almost always’ and ‘usually’ choices were combined, as were the ‘sometimes’ and ‘rarely’ choices.
Findings and conclusions

Responses were received from 30 teachers, 114 families and 178 students. Analysing this data we found:
There was a strong correlation between student, teacher and parent responses. 95% of staff, parents and students identified our main strength as being that the school recognises, celebrates and rewards the success of students.

Over 90% of staff, students and parents also agreed that the school’s culture fosters a sense of belonging and collective responsibility. They are all proud of their school.

Over 90% of staff, parents and students also agree that the culture of Blacktown South promotes improved learning outcomes and encourages all students to achieve their best, by catering for the variety of learning needs.

Over 90% of parents and students believe that Blacktown South makes important improvements and fundamental changes when necessary. A slightly lower percentage of staff (85%) agree with this statement.

There were also differing responses between parents (77%) and students (83%) to staff (100%), about the support by the school community of all plans, policies, programs and practices.

Future directions

Continue to recognise, celebrate and reward the success of all students.
Continue to develop a school culture that fosters a sense of belonging and collective responsibility.
Continue and extend opportunities to encourage students and parents to be partners in education, working together with staff, to achieve the school’s purpose.
Ensure all key groups have the continued opportunities to share, support and contribute to school planning, policies, programs and practices.

Curriculum

Student Welfare – School Rules

In response to concerns over playground management and the effect of behavioural issues on the curriculum, we reviewed the school rules with the purpose of simplifying them to improve learning.

Background

Parents, staff and students were surveyed regarding attitudes to the school rules.

Findings and conclusions

• Teachers felt that the students did not know the rules well enough.
• Students thought that there were too many rules to remember.
• Parents wanted values to be taught.
• Students mainly remembered safety rules.

Future directions

• School rules need to be simplified.
• School rules need to be taught in an explicit way.
• School rules need to be consistently applied across all grades.

Year 6 enjoyed their week at camp
Other evaluations

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school’s new homework policy. Their responses are presented below.

Students
• Most students preferred the new format and the choices given.
• Less than 10% preferred the old format including two students who did not like homework at all and who could not see why they should do it.

Parents
• Of the parents who responded, most parents preferred the new format.
• 10% of the parents who returned surveys would like to see more homework given.

Teachers
• All teachers surveyed preferred the new format.

Future directions

In response to the survey results teachers decided to make the homework more family friendly by including a Family Choices box.

Professional learning

Our focus for professional learning remained linked to our targets for 2010. New Scheme Teachers and Early Career Teachers were provided with opportunities to participate in school and external courses, as well as receiving support from executive staff and mentors.

Professional learning is designed to meet the needs of individuals, small focus groups or the whole staff. In 2010 our expenditure for the year was $25,856.55 that included course fees and casual teacher relief.

Professional learning in 2010 included:
• Technology training – Connected Classroom, Interactive Whiteboards, specific software programs
• CPR training; Asthma update; training
• Gifted and Talented education modules
• Curriculum training and workshops

School development 2009 – 2011

Targets for 2011

Target 1

To improve learning outcomes in Numeracy for students K - 6.

Strategies to achieve this target include:
• Arrange in-service and training of staff on current programming and quality teaching practices in numeracy.
• Continue PASMAP up to Stage 3
• Engage and motivate students through the use of interactive technology and other media.
• Implement school-based, regional and statewide professional learning experiences for staff, addressing teaching strategies to improve students’ numeracy skills.
• Maths streaming sessions for Year 2. Reduction of the size of Maths groups by utilising support staff and School Learning Support Officers.
• Regular class, standardised and national assessment to monitor student performance and identify students who are performing below State and Regional expectations.
• To develop the language of Mathematics
• Implement the Best Start Kindergarten Assessment program to identify numeracy learning that children bring to school and use this information to plan and deliver quality early years numeracy teaching.

Our success will be measured by:
• Quality teaching and learning activities are evident in programming and practice.
• All students being catered for at their individual levels and students experiencing difficulty in Number, particularly problem-solving, being placed in smaller specialised groups.
• Improved interpretation of mathematical questions with literacy links developed and mathematical vocabulary and number facts better known.
• Best Start entry-to-school assessment data is used to improve numeracy achievement of students in the early years.

• Improved results in NAPLAN results for Years 3 and 5.

Target 2
To improve students' learning outcomes in grammar and punctuation.

Strategies to achieve this target include:
• Teacher professional learning for staff to guide teacher practice and programming.
• Determine areas of strength and weakness in 2011 NAPLAN to inform teaching practice.
• Implement Early Stage One Reading and Phonemic Awareness Program
• Literacy streaming sessions K-3. Reduction of the size of reading groups by utilising Support Staff and School Learning Support Officers.
• Ongoing regular benchmarking, class, standardised and national assessments to monitor student performance and identify students who are performing below or above State and Regional expectations.
• To analyse the 2011 Naplan results to determine the effectiveness of changes to teaching strategies.
• Implement the Best Start Kindergarten Assessment program to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching.

Our success will be measured by:
• Evidence of effective grammar and punctuation teaching and learning activities in programming and in classroom practice.
• Increase in Literacy skills reflected in improved NAPLAN results for Writing, Grammar and Spelling.
• Improved writing with consistent understanding of expectations.
• Programming content determined by the needs indicated by analysis of NAPLAN results.
• All students being catered for at their individual levels and students experiencing difficulty in reading, being placed in smaller, specialised groups.

• Best Start entry-to-school assessment data used to improve literacy achievement of students in the early years.

The computer lab is always popular

Target 3
To implement the revised school rules and to track student behaviour in the playground.

Strategies to achieve this target include:
• Implement new school rules to ensure a continuing safe school environment.
• To provide a supportive playground environment that caters for the individual needs of special needs and behaviour-challenged children.
• Kindergarten to be tracked on the RISC database for behaviour in the first term of school without being placed in the booking system.

Our success will be measured by:
• Improved behaviour in classrooms and playground
• Evidence of an improved positive school culture and atmosphere
• Improved self esteem and confidence of students
• Rules are consistently applied
• Children can understand and discuss school rules
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Mrs Kathy Pizzinga Deputy Principal
Mrs Claire Dobbie School Administrative Manager
Mrs Gail Hatty Assistant Principal
Mrs Renee Radecki Assistant Principal
Miss Fiona Pearce Assistant Principal
Mrs Karen Banting Assistant Principal
Mr Paul Wynne P&C President
Mrs Julie Dean K-6 Club President

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: