Principal’s message

The year has seen very pleasing achievements by students from Kindergarten to Year 6 at Blacktown South. Our children have worked hard in their lessons and participated in a wide variety of learning experiences in the Key Learning Areas, both within the classroom and on organised excursions. Students have been “striving to achieve” in all aspects of their learning and have actively participated in extra activities in the areas of Creative and Performing Arts and Sport. The strong partnership between parents, carers and the school has developed and grown in strength and I continue to take pride in being Principal of this great school.

On behalf of the school, I extend a huge “thank you” to the P&C Association, K-6 Parent Club, Canteen and Uniform Committees and to all parents and carers who have helped in classrooms, on excursions and at school activities.

As we move into the school’s second 50 years of service to our community, I am confident that we will continue to provide outstanding educational opportunities for our current and future students. Those who visit the school are always impressed by the warmth and friendliness of our children and staff and we are pleased to receive many calls and letters from members of the public telling us that the students on visits and excursions were a credit to their parents and to the school.

English and Mathematics are our main priority areas and the school has achieved good results in the Year 3 and Year 5 National Assessment Program (NAPLAN) in Literacy (English) and Numeracy (Mathematics). In Year 3 Reading 96% of students achieved Band 2 or higher compared with 95.4% of the State and 44% achieved Bands 5 or 6 with the State level at 42.8%. In Writing Bands 5 and 6 we achieved 71.7% of students, with State levels at 56.5%. Year 3 Numeracy showed 99% achieving Band 2 or higher compared with 96.5% across the State.

Our Year 5 students achieved 34.8% at Bands 7 or 8 in Reading compared with the State level of 31.8%, while in Writing the results were Blacktown South students in Bands 7 or 8 - 34.8%, State - 24.1%. In Year 5 Numeracy, 40.9% achieved Bands 7 or 8 compared with 27.2% across the State. We will continue to set improvement targets for students in the two Key Learning Areas (KLAs) of Literacy and Numeracy.

The school continued the ‘Best Start’ early assessment program for incoming Kindergarten students to help us cater for individual children’s needs, as they start their first year of formal schooling. As well as the priority areas of Literacy and Numeracy, children in all years study Human Society & Its Environment (HSIE), Science & Technology, Creative and Practical Arts (CAPA) and Personal Development, Health and Physical Education (PDHPE).

We were fortunate to receive a significant donation of funds from both the Assisian Association and Blacktown Workers Club, which we used to purchase new Interactive Whiteboards (IWBs) enabling us to have one in every alternate classroom. Classes are able to share a timetable, enabling all students to work on the IWBs. In another community partnership, Lander Motor Group again supported the school’s Tree Planting Day with generous assistance.

Dance, drama, choirs, public speaking and debating groups continued in 2011 as did our participation in sports lessons and inter-school PSSA competitions, Cross Country, Swimming and Athletics Carnivals.

I certify that 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
Principal
P & C message

2011 was another great year for your P&C. We continued to improve the facilities and resources for the students of Blacktown South. We were successful in applying for funding from the Blacktown Workers’ Club, which combined with school funds, provided six new interactive whiteboards for the school. It was my pleasure to be present at the official opening of the new library as part of the BER project.

With a strong and dedicated committee and enthusiastic volunteers, fundraising (BBQs, Disco, Chocolate Drive and Auction etc.) remained a focus. The Canteen and Clothing Pool continued to provide an essential service to the school community.

We would like to extend our thanks to the business houses and other contributors who donated goods to assist in our fundraising. Without their ongoing support fundraising would be very difficult.

The P&C is one of two parent bodies within the school. Our meetings are held on the first Tuesday of the month at 6.30pm. The meetings provide a forum for parents to discuss the issues affecting their children’s education and to be involved in important decision making. We 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

Wow! 2011 has been a very busy year. Firstly let me thank all the people who helped at one of our discos, sausage sizzles, mother’s day or father’s day stalls etc. Your assistance was greatly appreciated. A really big “thank you” to all the people busy behind the scene, buying all the gifts for Mother’s day and Father’s day stalls, glow sticks, lucky dips, sausages etc. for our discos or sausage sizzles. An honourable mention goes to our terrific helper, Teresa who stamps and puts together all our raffle ticket. That’s over 12 000 tickets stamped per year! Well done!

Thanks to everyone who bought a gift, donut, and sausage sizzle or raffle ticket. This year the K-6 Club, with your help, has raised $7000 to give to the school to put towards valuable resources for our children.

The 5c drive was a big success, raising $2000 to purchase books for our lovely new library. The class who raised the most money in each grade was rewarded with paddle pops, which went down a treat.

As you can see by our activities, the K-6 Club runs a lot of fun, fundraising events. The children love to see you at school helping out and you are rewarded with many grateful smiles from them.

It helps make a difference to our school to have your help and support. This is why I’d like to invite you to come along to one of our meetings. Find out what is happening in our school and be involved. I’m glad I joined the K-6 Club as I’ve made some wonderful friends and met many people over the years. Come along and help make this great school even better. Thank you everyone; hope to see you at one of our meetings.

Julie Dean
K-6 Club President
**Student Representative’s message**

2011 was a great year for the SRC. Monday morning assemblies posed new goals for Blacktown South students to strive for, and the SRC members did a very good job presenting students with the weekly challenges that were related to our three core rules Achieve, Care and Respect.

Our fundraisers this year were very successful and our Pyjama Day was a personal favourite for me. The disco and the Guess the Teacher competition were also enormously fun.

My fellow SRC presidents and I would like to thank Mrs Atfield for taking us to the National Young Leaders Day conference for 2011 where we learnt valuable leadership skills.

2011 was an awesome year and although the SRC leaders for this year are sad to leave, the leaders for 2012 have great things ahead of them!

Aakriti Shoree

2011 SRC President

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**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 2011 the student population increased once again due to the increase in medium density housing in the area. The school community continued to be highly mobile with a high turnover of students during the year.

The graph and table below illustrate the enrolment trends for the years 2007 – 2011.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>399</td>
<td>402</td>
<td>395</td>
<td>406</td>
<td>430</td>
</tr>
<tr>
<td>Female</td>
<td>402</td>
<td>388</td>
<td>363</td>
<td>366</td>
<td>363</td>
</tr>
</tbody>
</table>

The Spooky Walkathon was lots of fun
Student attendance profile

School attendance rates have continued to exceed the averages of both State and Region despite a slight decrease from the 2010 average.

The school monitored children at risk (below 90% attendance) and rewarded children who improved their attendance.

Perfect attendance certificates were issued to student with 100% attendance.

High quality learning and transition programs, differentiated to account for the students’ individual differences, engaged students and encouraged regular attendance.

The following table and graph compare attendance rates over the four-year period from 2008 to 2011, and show the trends for the school, Region and State DEC.

Management of non-attendance

Regular monitoring of attendance was undertaken by classroom teachers in the first instance, then by team leaders, supervisors and executive staff. The Home School Liaison Officer provided additional support for students and families.

Early identification of students whose attendance was of concern saw parents being contacted to work with the school to develop strategies to improve attendance. Four week monitoring programs were implemented to reward improved attendance.

Extended absences of up to 50 days were approved by the principal after application by parents. Periods longer than this were sent to the School Education Director for approval.
Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K BLUE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K GREEN</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K PURPLE</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K RED</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K WHITE</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K YELLOW</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1 EMERALD</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1 JADE</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1 LILAC</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1 SAPPHIRE</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1/2 HAZEL</td>
<td>1</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>1/2 HAZEL</td>
<td>2</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>2 AQUA</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2 GOLD</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2 MAUVE</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2 RAINBOW</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3/4LB</td>
<td>3</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3K</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3Z</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3/4LB</td>
<td>4</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6A</td>
<td>5</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>5B</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5K</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5P</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6A</td>
<td>6</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>6G</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6V</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6Z</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

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

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</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>26.0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Relief from Face to Face</td>
<td>2.686</td>
</tr>
<tr>
<td>Mobile</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.692</td>
</tr>
<tr>
<td>Total</td>
<td>47.378</td>
</tr>
</tbody>
</table>

Staff retention
The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2011, there were no Indigenous staff members at Blacktown South. There were some changes in staffing due to teachers taking maternity or long service leave and two new appointments during the year.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

Teachers at Blacktown South continually updated their skills by attending professional learning courses throughout the year.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>28</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.

Date of financial summary: 30/11/2011

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>159,596.80</td>
</tr>
<tr>
<td>Global funds</td>
<td>406,815.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>254,240.09</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>227,411.13</td>
</tr>
<tr>
<td>Interest</td>
<td>11,727.94</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>30,840.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,090,632.04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>65,996.32</td>
</tr>
<tr>
<td>Excursions</td>
<td>66,624.82</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>63,974.27</td>
</tr>
<tr>
<td>Library</td>
<td>13,343.31</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>24,116.80</td>
</tr>
<tr>
<td>Tied funds</td>
<td>221,602.97</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>143,406.97</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>108,572.31</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>69,403.78</td>
</tr>
<tr>
<td>Maintenance</td>
<td>42,667.43</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>30,563.49</td>
</tr>
<tr>
<td>Capital programs</td>
<td>57,706.14</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>907,787.61</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>182,653.43</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the P&C and K-6 Club. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

The students of Blacktown South were provided with a diverse range of opportunities to achieve in the areas of the Arts, Sport and Citizenship.

Achievements

Arts

Students have been actively engaged in the following activities with varied levels of success but always with enthusiasm and school spirit:

- The Kids Connect program (previously Sharing) provided mainstream and talented children with the opportunity to participate in writing, art, dance, science, mathematics, computer and problem-solving activities.
- Children from K-6 were involved in the Blacktown Festival choir, the K-2 choir, the Senior Choir and the Cultural choir.
- During Education Week, the K-2 choir and the Aboriginal dance group performed at Westpoint Shopping Centre at Blacktown.
- The combined choir performed at the Blacktown Music Festival.
- The many talents of the students of Blacktown South were demonstrated at the annual Showcase presentation. Groups that performed included Kindergarten Yellow’s welcome, the Keyboard Ensemble, Kinder Blue, the Senior choir, K-2 dance group, Violin solo, the Drama Company, 2 Gold, the Festival choir, the Aboriginal dance group, Bollywood dance group, 1 Emerald and the Cultural choir.
- Many or our talented artists entered artworks in Operation Art 2011.
- Bollywood is becoming a tradition at Blacktown South. The Bollywood dance group auditioned successfully for the third consecutive year for the Sydney West Dance Festival and subsequently performed at the Hills Centre. They also displayed their talents by performing at school assemblies and Showcase.
- Year 6 presented a well-rehearsed and energetic performance at the end of year presentation assembly.
The staff flash mob was a popular item on the Talent Quest program.

Jonathan Espinas and Hannah Hayes competed in Melbourne to become the Australian Dancesport champions in their division.

As a member of the Castle Hill RSL Artistic Gymnastics High Performance Program Yiheng Wang was selected to compete with the NSW Gymnastics Team at the Australian Championships.

47 children from Kindergarten to Year 2 formed the K-2 Dance Group. They incorporated hip-hop, jazz, country and belly dancing into their item which they performed at Showcase, K-2 Assembly and Westpoint Shopping Centre.

The Drama Company comprised of 33 students from Years 3 to 6, performed at Showcase and the K-2 Assembly their version of three Roald Dahl adaptations – Cinderella, Little Red Riding Hood and Jack and the Beanstalk. The students contributed their ideas to both the characters and the staging.

**Sport**

**P.S.S.A Report**

2011 has been another fantastic year for Blacktown South P.S. in all P.S.S.A competitions. All of the students who have represented our school have done a magnificent job. The great sportsmanship they have shown throughout the year has 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 a competition between all schools in the Blacktown Zone. Blacktown South Public School was once again successful in winning the Zone Swimming carnival. It was an amazing effort from the students who participated as they only managed to win the carnival during the last event of the day.

Each year some of our talented Athletes also manage to qualify or be selected in Blacktown Zone teams that compete in Sydney West carnivals. There were 29 students that achieved that honour this year. Well done to all of them.

Congratulations also to those teams who qualified for Grand Finals this year. All of these players should be very proud of their achievements. The Junior Football, Junior A and B Netball teams all challenged for premierships in our winter competitions. The Girls Softball team competed for the title in our summer competitions.

**PSSA Premiership/Championship teams – 2011**

- Blacktown South Swimming Team
- Junior A Netball
- Junior B Netball
General and Specific Initiatives

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

- Throughout the year many of our students participated in the International Competitions and Assessments for Schools (ICAS) competition. The competitions available were Science, English, Mathematics, Spelling, Writing and Computers.
- Our Stage 3 mathematicians participated in the Maths Olympiad which promotes problem solving, working mathematically and higher order thinking skills.
- The Chess Club enjoyed their competition with many of the local schools and although they were not the winners on the day, they competed well and played with great sportsmanship.
- Our debating team was successful in the District Debating Competition finishing in first place.
- Two students successfully reached the Regional finals of the Premier’s Spelling Bee.
- Thirty students participated in the Australasian Problem Solving Mathematical Olympiads. Of those students, 17 achieved scores in the top 25% with 9 of those scores being in the top 10%.
- Harmony Day was a well organised celebration of cultural understanding and acceptance.
- Proceeds raised through the sale of bandannas through the Canteen went to the Cancer Council with funds raised at the Big Morning Tea.
- In 2011, our SRC raised over $1200 to support our major charity, Stewart House. This money was raised by holding mufti days, discos and other fundraising activities.
- Participation in the Premier’s Reading Challenge resulted in 50 students receiving the Premier’s Gold Award for involvement in the program over four years, and 387 received their Premier’s Reading Challenge certificates. All children K-2 and others from Years 3-6 completed the challenge.
- Lander Toyota visited the school for National Schools Tree Planting Day on the 29th July continuing their support of the previous four years. Sixty natives were planted and prizes were given to children for their participation.
- Over 300 children were rewarded for outstanding behaviour at the Principal’s Morning Tea.
- The Home Reading Scheme ran successfully with children being rewarded each time they achieved their target. A select number of children received their award for 300 nights reading.
- Excursions were a highlight of the year. Kindergarten visited Calmsley Hill City Farm, Year 1 went to Featherdale, Year 2 travelled to Taronga Zoo and Years 3 and 4 visited the Powerhouse Museum. Year 5 stayed overnight in Canberra and Year 6 spent the week at Point Wolstoncroft, a Sport and Recreational camp.
- 2011 we celebrated our first ever Grandparents day at Blacktown South. It was such a success we didn’t have a dry eye in the place. Year students read poems, the Festival choir sang and children from Year 1 and Year 2 read their reports on why their grandparents were so special.
- Swim School ran successfully in 2011 with two sessions being filled with children eager to learn to swim and to revise their water safety skills.
- The Warali Wali Education Group (WWEG) is a learning community formed out of a shared desire to improve the learning experiences of K-12 students in the Blacktown/Seven Hills area. Blacktown South joined with Bert Oldfield PS, Metella Rd PS, Shelley PS, The Meadows PS, William Rose SSP, Mitchell HS and the Hills Sports HS to achieve quality teaching and learning for all students.
Academic

In the National Assessment Program, the results in the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 (lowest for Year 3) to Band 6 (highest for Year 3) and from Band 3 (lowest for Year 5) to Band 8 (highest for Year 5).

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2011, 103 Year 3 and 134 Year 5 students completed the National Assessment Program for Reading.

Only 2 aboriginal students sat for Year 3 NAPLAN and 2 aboriginal students for Year 5 NAPLAN in Reading. In Year 3 50% of aboriginal students achieved Band 3 or higher and in Year 5 50% achieved Band 6 or higher.

Literacy – NAPLAN Year 3

Reading

The graph below shows the percentage of Year 3 students in each band, in Reading. 11% of students achieved Bands 1 or 2 compared to 16.8% in the State DEC. 96% of Year 3 students achieved Band 2 or higher compared to 95.4% of the State DEC. 44% of students achieved Bands 5 or 6 compared to 42.8% of the State DEC.

Writing

The graph below shows the percentage of Year 3 students in each band, in Writing. 2% of students achieved Bands 1 or 2 compared to 7.5% in the State DEC. 99% of Year 3 students achieved Band 2 or higher compared to 97.5% of the State DEC. 71.7% of students achieved Bands 5 or 6 compared to 56.5% of the State DEC.

Spelling

The graph below shows the percentage of Year 3 students in each band, in Spelling. 7% of students achieved Bands 1 or 2 compared to 13.4% in the State DEC. 99% of Year 3 students achieved Band 2 or higher compared to 95.6% of the State DEC. 55% of students achieved Bands 5 or 6 compared to 47.9% of the State DEC.
Grammar and Punctuation

The graph below shows the percentage of Year 3 students in each band, in Grammar and Punctuation. 8% of students achieved Bands 1 or 2 compared to 13.4% in the State DEC. 99% of Year 3 students achieved Band 2 or higher compared to 94.4% of the State DEC. 38% of students achieved Bands 5 or 6 compared to 46.2% of the State DEC.

Numeracy – NAPLAN Year 3

In 2011, 99 students in Year 3 completed the National Assessment Program for Numeracy. The graph below shows the percentage of Year 3 students in each band. 17.2% of students achieved Bands 1 or 2 compared to 17.1% in the State DEC. 99% of Year 3 students achieved Band 2 or higher compared to 96.5% of the State DEC. 27.2% of students achieved Bands 5 or 6 compared to 36.4% of the State DEC.

Literacy – NAPLAN Year 5

Reading

The graph below shows the percentage of Year 5 students in each band, in Reading. 22% of students achieved Bands 3 or 4 compared to 21.4% in the State DEC. 90.9% of Year 5 students achieved Band 4 or higher compared to 91.2% of the State DEC. 34.8% of students achieved Bands 7 or 8 compared to 31.8% of the State DEC.

Writing

The graph below shows the percentage of Year 5 students in each band, in Writing. 8.4% of students achieved Bands 3 or 4 compared to 14% in the State DEC. 97.7% of Year 5 students achieved Band 4 or higher compared to 94.4% of the State DEC. 34.8% of students achieved Bands 7 or 8 compared to 24.1% of the State DEC.
Spelling

The graph below shows the percentage of Year 5 students in each band, in Spelling. 6.8% of students achieved Bands 3 or 4 compared to 15.9% in the State DEC. 95.5% of Year 5 students achieved Band 4 or higher compared to 94.2% of the State DEC. 50% of students achieved Bands 7 or 8 compared to 33.3% of the State DEC.

Grammar and Punctuation

The graph below shows the percentage of Year 5 students in each band, in Grammar and Punctuation. 18.9% of students achieved Bands 3 or 4 compared to 18% in the State DEC. 97% of Year 5 students achieved Band 4 or higher compared to 92% of the State DEC. 46.9% of students achieved Bands 7 or 8 compared to 37.4% of the State DEC.

Numeracy – NAPLAN Year 5

In 2011, 132 students in Year 5 completed the National Assessment Program for Numeracy. The graph below shows the percentage of Year 5 students in each band. 17.4% of students achieved Bands 3 or 4 compared to 16.3% in the State DEC. 93.2% of Year 5 students achieved Band 4 or higher compared to 95% of the State DEC. 40.9% of students achieved Bands 7 or 8 compared to 27.2% of the State DEC.

Minimum standards

The Commonwealth Government sets minimum standards for the different aspects of the National Assessment Program – Literacy and Numeracy for Years 3 and 5.

The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.0</td>
</tr>
<tr>
<td>Writing</td>
<td>99.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>99.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>99.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.0</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Blacktown South is committed to promoting Aboriginal education. The Aboriginal flag is flown daily and students from the Aboriginal community read the Acknowledgement of Country at assemblies and important events.

The Aboriginal Dance Group comprising 40 children from kindergarten to Year 6, met once a week to develop their performance of Tiddalik, the greedy frog who drank all the water. Ms Sandra Hickey, the Aboriginal Education Assistant from Willmot Public School, taught the children the traditional steps for the crow, brolga, emu, hopping bird, kangaroo, goanna and eel. Senior Aboriginal students took on leadership roles and looked after the younger student in the group.

For Reconciliation Week students completed an artwork designed by Mr Craig Tangye, a Community Liaison Officer for Aboriginal Education and ex-student of the school. The artwork was completed in five sections and displayed in the school hall. Aboriginal students chose a non-Aboriginal classmate to join them. White and black footprints led to a central area, or meeting place. The Aboriginal students painted this central section.

Underneath the artwork are the words *Bula Gumal Wugul Muru – Two brothers, one path.*

Students were encouraged to participate in NAIDOC Week by wearing clothes reflecting Aboriginal colours and by participating in two competitions endorsed by the Prime Minister.

Personalised Learning Plans (PLPs) were prepared for the 18 Aboriginal children from Kindergarten to Year 6 in consultation with parents and students, by their teachers.

Multicultural education

Blacktown South is a school that recognises the importance of values and the enormous benefits gained from having students from diverse cultural backgrounds. All students have access to inclusive teaching programs and practices that should enable them 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 Arabic, Mandarin and Hindi. Recently the school has accepted enrolment from Nepalese and Burmese refugees.

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

- Intensive English classes have continued to support students by 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.
- Interpreters from the Multicultural Unit have been used by the school in both formal and informal settings. Stronger links in the teacher-parent and school partnership have resulted.
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.

In 2011, Blacktown South worked with students from the University of Western Sydney as part of the Classroom without Borders program. The program targeted children from non-English speaking backgrounds, providing support for individual children from refugee backgrounds to improve their English language and literacy skills, to develop their understanding and achievement in particular subject areas and to develop their confidence to participate in the classroom. From both the school and the university perspective the program was a valuable partnership.

The Bollywood dance group involved students from varied cultural backgrounds. The dance group had the opportunity to learn traditional dances from various states of India. The dance group performed at various venues.

Respect and responsibility

In 2011 the simplified school rules were incorporated into the Year 6 Peer Support program and classroom lessons. Care, Respect and Achieve are the focus areas for our school rules. The Student Representative Council (SRC) continued to present their message at the weekly Monday morning assembly.

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 the P&C, a grant was received from Blacktown Workers Club, which combined with school funds, allowed us to order six interactive whiteboards to be installed in early 2012. Eight new computers were placed in the Library to cater for small group learning and to facilitate the Library program.

Classes made good use of classroom computers and interactive whiteboards to engage students in their learning. All classes have the opportunity to use interactive whiteboards, as rosters have been drawn up to ensure that they are fully utilized if the regular class is not in the classroom. All classes have a weekly time in the computer lab to learn computer skills and to enhance the learning outcomes of students.

Learning Support Team

The Learning Support Team consisting of executive staff, support teachers, class teachers and the school counsellor meets fortnightly. Children may be referred for assessment, behaviour management, social concerns, attendance, counselling or monitoring.

The transition playground which caters for a small group of children continues to support students who for one reason or another require the acquisition of social skills.

The Learning Support Team liaises with external organizations and other schools on a regular basis.
Progress on 2011 targets

Target 1
To improve learning outcomes in Numeracy for students K - 6.

Our achievements include:

- Training of staff on current programming and quality teaching practices in Numeracy.
- Interactive technology and other media used to engage and motivate students.
- 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 utilizing support staff and School Learning Support Officers.
- Student performance monitored and used to identify students who performed below State and Regional expectations.
- The language of Mathematics was further developed.
- The Best Start Kindergarten Assessment identified numeracy learning that children bring to school and use this information to plan and deliver quality early years numeracy teaching.
- Quality teaching and learning activities were evident in programming and practice.

- Improved interpretation of mathematical questions by utilising literacy links, ‘friends of 10’ and times table challenges strategies.

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

Our achievements include:

- Evidence of effective grammar and punctuation teaching and learning activities in programming and in classroom practice.
- Improved results in Writing, Grammar and Spelling in NAPLAN, especially in the lower bands.
- Improved writing with consistent understanding of expectations through the use of a writing rubric for persuasive texts.
- NAPLAN results were analysed and programming content reflected the needs highlighted in the analysis.
- The curriculum was differentiated to cater for students experiencing difficulty.
- Successful implementation of the Early Stage One reading and phonemic awareness program.
- Streamed Literacy groups K-3, with reduced class sizes by utilizing Support Staff and School Learning Support Officers.
Target 3:

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

Our achievements include:

- Improved behaviour in classrooms and in the playground.
- Improved positive school culture and atmosphere.
- Improved self esteem and confidence of students
- Rules are consistently applied and more easily explained
- Children can understand and discuss school rules.

Tree planting day involved the whole school community.

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 2011 our school carried out evaluations of teaching and the school rules.

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 Teaching School Map survey, which was developed by the Department of Education and Training.

The respondents provided feedback to best practice statements relating to three areas; planning and implementation, assessment and reporting, and reflection and evaluation.

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 32 teachers, 97 families and 634 students.

Analysing this data we found:

Student, teacher and parent responses showed a strong correlation. Over 95% of staff, parents and students identified strength in teaching a relevant curriculum to our students, whilst providing teaching programs which respond to student needs, abilities and interests. When looking at the communication of the purpose of intended teaching outcomes and students’ ability to talk to their teacher about their learning, 90% of students and 98% of staff felt that it was effective, as compared to 65% of parents. We feel that the question may not have been interpreted by parents in the same way, as some felt that their children only needed to communicate with the teacher about learning outcomes if they were having difficulty in an area.

Over 90% of parents, staff and students noted that classroom management strategies were effective in meeting student learning needs and providing a cohesive learning environment.

More than 96% of staff and parents agreed that assessment processes were clear and teachers provided relevant information to parents about their child’s progress. Although, there was a small decline to 86% of parents and students who stated that they understood how student learning would be assessed. This is an indication that more needs to be done to keep students informed of their own learning progress and develop self monitoring processes.
**Future directions**

Continue to enhance teaching performance through professional development, collegial support, and continued implementation of the teaching standards.

Continue to provide positive and varied learning experiences for students, following syllabus outcomes, which incorporate choice and tasks to meet the varied abilities and interests in a class.

Ensure that students are informed of the criteria used when assessing student performance. Give students the opportunity to be involved in the development of marking criteria.

- Parents responded well to the new rules and were happy that values were incorporated into them.

**Future directions**

- School rules need to be explicitly taught and reviewed to maintain effectiveness.
- Peer support is a good vehicle for teaching school rules.
- Consistency needs to be continued if the rules are to be effective.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the implementation of the school’s homework and home reading policies.

Their responses are presented below.

**Students**

- Most students valued the tasks set for homework and most children regularly handed in their homework on time.
- Most students enjoyed home reading and saw the Principal’s Reading award as important.
- Less than 10% of students failed to complete their homework and home reading. Students indicated that family situations impact considerably on completion of homework.

**Parents**

- Most parents were satisfied that the homework format met their expectations.
- Less than 5% of parents considered the homework to be not rigorous enough.
- Most parents made positive comments on the Family Choices box.

**Future directions**

In response to the survey results homework and home reading will remain in their present format but will be monitored to ensure that relevance is maintained and that classroom learning is reinforced.

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**Curriculum**

**Student Welfare – School Rules**

In 2010 Blacktown South reviewed the school rules and simplified them to three core rules: *Care, Respect and Achieve*.

**Background**

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

**Findings and conclusions**

- Teachers felt that the students had a much better knowledge of the school rules.
- Students responded well to the new rules and this was reflected in improved playground and classroom behaviour.
Professional learning

In 2011, professional learning targeted the needs of individuals, focus groups working on school targets and whole school needs. Professional learning is related to school targets and focuses on the development of quality teaching and learning. Apart from course fees expenditure includes replacing staff from their regular duties to allow them to attend training.

Areas of professional learning activities in 2011 included:

- Beginning teacher training
- Technology including Interactive Whiteboards
- Literacy
- Numeracy
- Other curriculum development and implementation
- Reading Recovery

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

Targets for 2012

Target 1

*To increase achievement levels for all students in Literacy and Numeracy: to increase the number of students achieving in the upper bands of NAPLAN with an emphasis on moving the middle.*

Strategies to achieve these targets include:

- Use SMART data to effectively analyse student performance in Literacy and Numeracy and to respond to students needs.
- Extending guided reading groups to include K-4.
- Focus on vocabulary and inference skills during explicit teaching of guided reading.
- Continue to implement Sentence a Day and Seven Super Sentence programs to improve writing.
- Extending streamed Maths groups to include Years 2 and 4.
- Focus on multi-step problem solving, the language of Maths, both written and visual, and also Working Mathematically.
- Use the Numeracy and Literacy continuum to plot students’ progress in Number and Writing to further differentiate learning.

Target 2

*To maximize opportunities for all students to engage in learning: to revise and refine the Student Attendance Policy and to develop effective strategies to monitor and improve attendance.*

Strategies to achieve these targets include:

- Utilise new technology (Web Attend) to assist with monitoring and tracking student attendance.
- Monitoring students with welfare concerns through the Learning Support Team and by referral to appropriate organisations and community groups.
- Strengthen and expand partnerships with other organisations, agencies and community groups.
- Regular contact with parents and carers through the Learning Support Team.
- Referral to the Home School Liaison Officer when necessary.
- Strengthen transition and retention programs.
- Increase use of technology to engage students and to enhance quality learning opportunities for students.
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.

Mr Geoff Scott  Principal
Ms Pat Robinson  Deputy Principal
Mrs Kathy Pizinga  Deputy Principal
Mrs Claire Dobbie  School Administrative Manager
Mrs Gail Hatty  Assistant Principal/Rel. Deputy Principal
Miss Fiona Pearce  Assistant Principal/Rel. Deputy Principal
Mrs Renee Radecki  Assistant Principal
Mrs Karen Banting  Assistant Principal/Rel. Deputy Principal
Mrs Cathy Francis  Rel. Assistant Principal
Mrs Wendy Annabel  Rel. Assistant Principal
Mr Paul Wynn  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: