Blacktown South Public School

Annual School Report

2012
Principal’s message

Students from Kindergarten to Year 6 achieved well in the Key Learning Areas (KLAs) throughout 2012 at Blacktown South Public School. Our major focus has remained on Literacy and Numeracy, with annual targets set in both these subject areas. Many of our targets were reached, as demonstrated by the results in school assessments and the National Assessment Program in Literacy and Numeracy (NAPLAN). Teachers and parents, working in partnership, are the keys to children ‘striving to achieve’ their best and being encouraged to read and learn, both at school and at home.

The school has continued to provide high quality learning opportunities for all students in Science and Technology, Human Society and Its Environment, as well as in Creative and Performing Arts and in Personal Development, Health and Physical Education. Participation in District and Regional dance, music, public speaking, debating, chess and sporting competitions and performances has given many children the opportunity to develop their skills and enjoy their interests in these areas. We have performed well in inter-school Primary Schools Sports Association (PSSA) competitions, cross country, swimming and athletics carnivals.

The school has provided learning experiences through both excursions and incursions related to subjects being studied and we have expanded the number of interactive whiteboards to enable online learning in classrooms. In 2013, our aim is to have either these interactive boards or interactive touchscreens in every classroom. The ‘Best Start’ early assessment program for incoming Kindergarten students continues to help us cater for individual children’s needs, as they start their first years of formal schooling.

In our main priority areas of English and Mathematics, the school has achieved good results in the Year 3 and Year 5 NAPLAN in Literacy (English) and Numeracy (Mathematics). By accessing the ‘My School’ website, our school’s performances in both these subject areas, as a whole, are able to be assessed against schools across Australia, against schools in the local area and against ‘similar schools’, that is, schools serving similar family populations. Every school is grouped with ‘similar schools’ based on the Index of Community Socio-Educational Advantage (ICSEA). This Index is calculated using information provided by parents on enrolment applications, relating to their family’s educational and employment status.

Our school is committed to continually striving to achieve the highest quality teaching and the most supportive learning environment possible. We will continue to provide outstanding educational opportunities for our current and future students. In 2013, Ms. Pat Robinson will be serving as Relieving Principal, to ensure strong and caring leadership continues to be an integral part of our school and to enable me to perform the duties of State President of the NSW Primary Principals’ Association. I will remain as substantive Principal of the school and continue to participate in school activities and support the students, staff and parent community of Blacktown South.

I wish to thank, on behalf of the school, the P&C Association, K-6 Parent Club, Canteen and Uniform Committees for their support, input to school directions and hard work in enabling funds to be raised for expenditure on students’ learning facilities. Thanks are also extended to all parents and carers who have helped by giving their time to assist on school excursions, activities such as Cultural Days, Disco Nights, as well as acting as classroom helpers and on excursions. I am very proud to be Principal of this great State School and I commend our staff, parents and members of the wider community for their continuing commitment to Blacktown South.

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**

2012 was another productive year for your P&C. We continued to improve the facilities and resources for the students of Blacktown South. We were successful in raising funds to provide new interactive whiteboards for the school. We supported several students who achieved State representation and at a school level sponsored the Year 6 Peer Support program.

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 7pm. 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**

2012 was a busy and successful year for the K-6 Club. Thanks to all the parents and friends who helped at our discos, Mother’s and Father’s day stall and sausage sizzles. Your assistance was greatly appreciated. As always, a very big thank you to the committee members who worked behind the scenes to purchase the gifts for the Mother’s and Father’s Day stalls, lucky dips, sausages, glow sticks, Easter eggs and iceblocks for the kindergarten children. A special thanks goes to Teresa who stamps and puts together our raffle tickets – over 12000 tickets are stamped in a year.

Thank you to everyone who supported the K-6 Club by buying a raffle ticket, attending a disco, attending a meeting or by helping wrap gifts at one of our stalls. This year with your help the K-6 Club raised $7000 for the purchase of valuable resources for the school.

The 5c drive collected over $2000 which was used to purchase new home readers. Each class who raised the most money in the grade was rewarded with ice-blocks. The competition was fierce between some classes to raise the most money.

Students love to see their parents supporting their education by attending events, purchasing raffle ticket and by supporting fundraising. Seeing parents helping out at school is very important to children and this is evident when you see the smiles of the children.

All parents are most welcome to come along to our meetings which are held on the first Friday of the month at 9.30am in the Before and After School Care building. Find out what is happening in our school and be involved. You will find that some wonderful friendships are built whilst helping our students. Come along and help to make a great school even better.

Julie Dean  
K-6 Club President

*Year 3 excursion*
Student representative’s message

2012 was a very successful year for the SRC. Representatives were elected from every class (two from senior classes) to lead the school and to help with fundraising.

SRC members helped to present the school rules at Monday morning assemblies and left students with a weekly challenge to follow our three core rules; Achieve, Care and Respect.

Our fundraisers were very successful and a lot of fun. We raised over $1000 for Stewart House.

We would like to thank Mrs Atfield for taking us to the National Young Leaders Day conference for 2012 where we learnt valuable leadership skills.

We are very sad to be leaving Blacktown South and our roles with the SRC but we know that the 2013 students will take up the challenge and have great times ahead of them.

Kaan Salicioglu  Ishan Puri/Tomas Medimurac  
SRC President 2012  Vice Presidents

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 2012 the student population increased slightly resulting in the formation of a new class. The school community continued to be highly mobile with a high turnover of students during the year. Only 70% of the students who completed the NAPLAN assessments in Year 3 in 2010 were still students at Blacktown South in Year 5 in 2012.

The graph and table below illustrate the enrolment trends for the years 2007 to 2012.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>399</td>
<td>402</td>
<td>395</td>
<td>406</td>
<td>430</td>
<td>426</td>
</tr>
<tr>
<td>Female</td>
<td>402</td>
<td>388</td>
<td>363</td>
<td>366</td>
<td>363</td>
<td>376</td>
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</tbody>
</table>

![Graph](bioimage.png)

Year 6 enjoying their time at Point Wolstoncraft
Student attendance profile

School attendance rates have remained consistently above the averages of both State and Region despite a slight decline from the 2011 average.

The following table compares the attendance rates in each grade over the five year period from 2008 to 2012.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.9</td>
<td>96.2</td>
<td>95.4</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.8</td>
<td>95.4</td>
<td>94.2</td>
<td>94.7</td>
<td></td>
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<tr>
<td>2</td>
<td>94.7</td>
<td>96.3</td>
<td>94.2</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.3</td>
<td>97.0</td>
<td>96.2</td>
<td>93.7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.2</td>
<td>95.9</td>
<td>96.0</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.0</td>
<td>96.5</td>
<td>95.7</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.8</td>
<td>96.2</td>
<td>95.5</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.4</td>
<td>94.7</td>
<td>96.2</td>
<td>95.3</td>
<td>94.6</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school undertook regular monitoring of attendance especially of children at risk (below 90% attendance) and rewarded children who improved their attendance. This monitoring was initially undertaken by the classroom teacher and then by the executive staff. Additional support for students and families was provided by the School Liaison Officer.

Early identification of students with attendance concerns enabled the school to contact and to work with parents to develop strategies to improve attendance. Four week monitoring programs were put in place to encourage improved attendance.

Extended absences up to 50 days were approved by the principal after application by parents. Applications for periods longer than this were sent to the School Education Director for approval.

Class Sizes

<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>19</td>
<td>19</td>
</tr>
<tr>
<td>K GREEN</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K ORANGE</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K PURPLE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K RED</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K YELLOW</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1 AQUA</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 HAZEL</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1 LILAC</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 RAINBOW</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1 SILVER</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1/2 CRIMSON</td>
<td>1</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>1/2 CRIMSON</td>
<td>2</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>2 EMERALD</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2 MAUVE</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2 SAPPHIRE</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3K</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3LB</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3/4HT</td>
<td>3</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>3/4HT</td>
<td>4</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>4P</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5G</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5V</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5Z</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>6A</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6N</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6P</td>
<td>6</td>
<td>30</td>
<td>30</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. Teachers are committed to improving their teaching skills through professional learning.

**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>28.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.3</td>
</tr>
<tr>
<td>Mobile</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.848</td>
</tr>
</tbody>
</table>

Total 48.548

**Staff retention**

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012, there were no indigenous staff members at Blacktown South. There was little change from the 2011 staffing with several teachers remaining on maternity leave.

**Teacher qualifications**

All teaching staff meets the professional requirements for teaching in NSW public schools.

Teachers at Blacktown South continually update 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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>182653.43</td>
</tr>
<tr>
<td>Global funds</td>
<td>408138.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>296645.19</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>260534.60</td>
</tr>
<tr>
<td>Interest</td>
<td>11549.15</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>41330.24</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1200851.56</td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas: 52623.46
  - Excursions: 66001.67
  - Extracurricular dissections: 53712.18
- Library: 9605.68
- Training & development: 240.00
- Tied funds: 254603.76
- Casual relief teachers: 154002.46
- Administration & office: 96530.53
- School-operated canteen: 0.00
- Utilities: 64616.74
- Maintenance: 58661.70
- Trust accounts: 42226.75
- Capital programs: 80183.58
- Total expenditure: 933008.51
- Balance carried forward: 267843.05

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

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

Achievements

Arts

Students participated in the following activities with varied levels of success but always with enthusiasm and school spirit:

- Students were involved in the Blacktown Music Festival Choir, the K-2 Choir, the Senior Choir and the Cultural Choir.
- The Kids Connect program provided students with the opportunity to participate in writing, science, mathematics, dance, drama, computer and problem-solving activities.
- The annual Showcase presentation demonstrated the many talents of the students of Blacktown South. Groups that performed included Kindergarten Yellow’s welcome, the Keyboard ensemble, the various choirs, drama groups, dance groups and class items.
- Four of our talented artists successfully entered their artworks in Operations Art 2012. Their work was displayed at the Homebush exhibition.
- During Education Week, the dance group and the junior hip-hop group performed at the Westpoint Shopping Centre at Blacktown.
- Year 6 performed an energetic and well-rehearsed item at the end of year presentation assembly.
- Years 3 and 4 celebrated the Blacktown City Festival by attending the School Bush Poet Recitals held at St Michael’s Primary School. The performance looked at early communication, rhyming slang and Australian colloquialisms.
- The Camp Quality puppets delivered a very important message to our students in a most entertaining way.
- The Bollywood Fusion Dance Group, made up of 29 girls from diverse cultural backgrounds, performed at the Sydney West Dance festival for the fourth year. Led by Mrs Puri and Mrs Kaur, the group worked hard to incorporate Bollywood, Salsa, Zumba and Belly-dancing steps into their routine.
- The Kindergarten Hat Parade demonstrated the creative talents of our Kindergarten families.

Sport

PSSA Report

2012 was a great year for Blacktown South in all PSSA 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 (swimming, cross country and athletics) in 2012. Some of our talented athletes also managed to qualify or be selected in the Blacktown Zone teams that competed in the Sydney West carnivals. Well done to all of them.

Congratulations also to those teams who qualified for the Grand Finals of the PSSA competition in 2012. All of these players should be very proud of their achievements. The Junior and Senior Football, Senior and Junior A and B Netball, Junior Blue and White Handball, Junior AFL and Junior Rugby League teams all challenged for premierships at the Blacktown Zone P.S.S.A. Grand Final nights.

PSSA Premiership/Championship Teams -2012

- Junior A Netball
- Junior B Netball
- Junior AFL
- Junior White Handball
General and Specific Initiatives
“Strive to Achieve” was a recurring theme in a wide range of activities and programs during the year.
- Our SRC raised over $1000 to support our major charity, Stewart House, by holding mufti days, discos and other fundraising activities.
- The Cancer Council benefitted from the sale of bandannas and from money raised at the Big Morning Tea.
- Throughout the year many of our students participated in the International Competitions and Assessments for Schools (ICAS) competitions in Spelling, Writing, Computer, Science, English and Mathematics.
- Our Stage 3 students participated in the Maths Olympiad which promotes problem solving, working mathematically and higher order thinking skills.
- Harmony Day saw many students wearing their national dress and others wearing orange, the colour of harmony. Activities held on the day were a lot of fun and helped to raise funds for school resources.
- Two teams of the five competing from the Chess Club were successful against local schools coming first and third in the competition. They displayed good sportsmanship during the competition.
- Our debating team reached the finals of the District Debating Competition undefeated. Unfortunately, although they performed admirably, they failed to win the final debate.
- Two students successfully reached the Regional finals of the Premier’s Spelling Bee.
- Participation in the Premier’s Reading Challenge resulted in 7 students receiving the Premier’s Platinum Award for involvement in the program over seven years. 28 students received Gold Awards. 407 students completed the challenge in 2012.
- Lander Toyota visited the school for the National Schools Tree Planting Day. Native trees were planted to add to the trees planted over the last five years of the program.
- The Storage King supported the school by sponsoring events at the school and by providing a time capsule for our 2012 Kindergarten children which will be opened when they are in Year 6. The kindergarten children enclosed cards revealing their future ambitions.
- Over 320 children attended the Principal’s Morning Tea to celebrate their outstanding behaviour over the year.
- The Home Reading Scheme was a valued program, highly regarded by students and parents alike. Dedicated readers received their award for reading for 300 nights.
- Our SRC leaders participated in the National Young Leaders Day enhancing their leadership skills and knowledge.
- Grandparents’ Day was once again successful with classroom visits being a valued part of the program.
- The Warali Wali Education Group (WWEG) consolidated our links with Bert Oldfield PS, Metella Road PS, Shelley PS, The Meadows PS, William Rose PS, Mitchell HS and the Hills Sports HS. A wiki was established to promote quality teaching and learning programs for all students.
- An Olympic-athon and Token Fun day raised much needed funds for the school whilst having fun at the same time.
- Schools’ Clean-up Day and Walk Safely to School Day were both supported by Blacktown South.
- Our Public Speaking teams, both junior and senior presented outstanding speeches when they represented the school in competition at Westmead.
- Four children from Blacktown South were selected to attend an enrichment program conducted at Longneck Lagoon Environmental Centre. The school was very appreciative that the program was offered free of charge by the Centre.
Our basket ballers competed with enthusiasm and good sportsmanship, in the Norwest Basketball competition at Castle Hill.

Peter Tongu, Honey Puru, Chogi Koko and Campbell Burgess competed at the Sydney West Cross Country carnival with Peter qualifying for the State Cross Country Carnival.

Our girls’ soccer team successfully played the Blacktown PSSA Girls Soccer Carnival at Harvey Park.

### Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

- **Year 3**: from Band 1 (lowest) to Band 6 (highest for Year 3)
- **Year 5**: from Band 3 (lowest) to Band 8 (highest for Year 5)

#### Literacy – NAPLAN Year 3

In 2012, 101 Year 3 and 119 Year 5 students completed the National Assessment Program for Literacy and Numeracy (NAPLAN). Four Year 3 and five Year 5 Aboriginal students completed the assessments. In Reading in Year 3, 75% of Aboriginal students achieved Band 3 or higher and in Year 5, 80% achieved Band 6 or higher.

#### Reading

The graph and table below shows the percentage of Year 3 students in each band in Reading. 16% of students achieved Bands 1 and 2 which was the same as the State DEC result. 92% of Year 3 students achieved Band 2 or higher compared to 95.8% of the State DEC. 42% of students achieved Bands 5 or 6 compared to 46.8% of the State DEC.

### Writing

The graph and table below show the percentage of Year 3 students in each band in Writing.

9% of students achieved Band 1 or 2 compared to 8.2% of the State DEC schools. 97% of Year 3 students achieved Band 2 or higher compared to 97.7% of the State DEC schools. 60% of students achieved Band 5 or 6 which compared favourably to 53.4% of the State DEC.

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*Cross Country Carnival 2012*
Spelling

The graph and table below show the percentage of Year 3 students in each band in Spelling.

17% of students achieved Bands 1 or 2 compared to 12.8% of the State DEC schools. 92% of Year 3 students achieved Band 2 or higher compared to 95.8% of the State DEC schools. 49% of students achieved Band 5 or 6 compared to 47.9% of State DEC schools.

Year 3 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>421.9</td>
<td>428.3</td>
<td>422.9</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2008-2012</th>
<th>SSG % in Bands 2012</th>
<th>State DEC % in Bands 2012</th>
</tr>
</thead>
<tbody>
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<td>36.6</td>
<td>28.7</td>
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</tr>
</tbody>
</table>

Grammar and Punctuation

The graph and table below show the percentage of Year 3 students in each band in Grammar and Punctuation.

18% of students achieved Bands 1 or 2 compared to 15.1% of State DEC schools. 94% of Year 3 students achieved Band 2 or higher compared to 93.6% of the State DEC schools. 51% of students achieved Band 5 or 6 compared to 51.9% of the State DEC schools.

18% of students achieved Bands 1 or 2 compared to 15.1% of State DEC schools. 94% of Year 3 students achieved Band 2 or higher compared to 93.6% of the State DEC schools. 51% of students achieved Band 5 or 6 compared to 51.9% of the State DEC schools.
Numeracy – NAPLAN Year 3

The graph and table below show the percentage of Year 3 students in each band in Numeracy. 25% of students achieved Band 1 or 2 compared to 15.6% of State DEC schools. 91% of Year 3 students achieved Band 2 or higher compared to 95.1% of the State DEC schools. 31% of students achieved Band 5 or 6 compared to 36.5% of State DEC schools.

Our Aboriginal students achieved Bands 2-6.

Literacy – NAPLAN Year 5

Reading

The graph and table below shows the percentage of Year 5 students in each band in Reading. 16% of students achieved Bands 3 and 4 compared to 20.5% of the State DEC schools. 94.3% of Year 5 students achieved Band 4 or higher compared to 90.7% of the State DEC. 41.2% of students achieved Bands 7 or 8 which was well above the 31.8% of the State DEC.
Writing

The graph and table below shows the percentage of Year 5 students in each band in Writing. 4.2% of students achieved Bands 3 and 4 compared well to 16.5% of the State DEC schools. 97.5% of Year 5 students achieved Band 4 or higher compared to 93.1% of the State DEC. 37% of students achieved Bands 7 or 8 compared to 20.7% of the State DEC. These results are well above the State DEC average.

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>SSG % in Bands 2012</th>
<th>State DEC % in Bands 2012</th>
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</thead>
<tbody>
<tr>
<td>3</td>
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<td>2.5</td>
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<tr>
<td>8</td>
<td>19</td>
<td>16.0</td>
<td>7.6</td>
</tr>
</tbody>
</table>

Spelling

The graph and table below shows the percentage of Year 5 students in each band in Spelling. 12.6% of students achieved Bands 3 and 4 compared well to 17.2% of the State DEC schools. 95.9% of Year 5 students achieved Band 4 or higher compared to 95.2% of the State DEC. 55.5% of students achieved Bands 7 or 8 which is well above the 38.8% State DEC average.

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>SSG % in Bands 2012</th>
<th>State DEC % in Bands 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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</tr>
<tr>
<td>8</td>
<td>40</td>
<td>33.6</td>
<td>36.2</td>
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</tbody>
</table>
Grammar and Punctuation

The graph and table below shows the percentage of Year 5 students in each band in Grammar and Punctuation. 23.5% of students achieved Bands 3 and 4 compared with 23.5% of the State DEC schools. 89.1% of Year 5 students achieved Band 4 or higher compared to 90.5% of the State DEC. 46.2% of students achieved Bands 7 or 8 compared to 32.5% of the State DEC.

Numeracy – NAPLAN Year 5

The graph and table below shows the percentage of Year 5 students in each band in Numeracy. 19.4% of students achieved Bands 3 and 4 compared well to 19.6% of the State DEC schools. 94.2% of Year 5 students achieved Band 4 or higher compared to 93.7% of the State DEC. 46.2% of students achieved particularly well in Band 7 or 8 compared to 29.2% of the State DEC.

Our Aboriginal students achieved Bands 4 to 8.
Progress in Reading
Blacktown South continues to achieve well above State DEC schools’ average in its students’ progress from Year 3 to Year 5 in Reading.

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>School</td>
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<td>94.8</td>
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<tr>
<td>SSG</td>
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</tr>
<tr>
<td>State DEC</td>
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<td>74.0</td>
<td>79.2</td>
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</tbody>
</table>

Progress in Numeracy
Blacktown South continues to achieve above State DEC schools’ average in its students’ progress from Year 3 to Year 5 in Numeracy.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
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<tr>
<td>SSG</td>
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<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
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</table>

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>Subject</th>
<th>Average percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92.0</td>
</tr>
<tr>
<td>Writing</td>
<td>97.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.1</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>93.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.9</td>
</tr>
</tbody>
</table>

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

Significant programs and initiatives
Aboriginal Education
Blacktown South proudly supports its Aboriginal students and their education. The Acknowledgement of Country is read at assemblies and important events. Both the Aboriginal flag and the Torres Strait Islands flag are flown daily.

The Aboriginal Dance Group performed at Showcase demonstrating their understanding of traditional steps and movements. Mrs Liang and Ms Short choreographed the dance with the assistance of the senior students.
The Muru Mittigar excursion provided the opportunity for Aboriginal students to invite a peer to share experiences based on the Aboriginal culture.

All students celebrated NAIDOC week by wearing clothes reflecting Aboriginal colours.

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

Throughout 2012, Blacktown South worked with students from the University of Western Sydney to target children from non-English speaking backgrounds as part of the Classrooms Without Borders program. Individual students from refugee backgrounds were given support to improve their English language and literacy skills, to develop their understanding in particular subject areas and to develop their confidence to participate in the classroom.

Harmony Day reflected the great diversity of cultures at Blacktown South with many students wearing their cultural dress on the day and providing samples of their cultural food.

Multicultural education

The majority of Blacktown South students come from a background that speaks a language other than English. The majority belong to the Arabic, Hindi and Mandarin groups with a growing number of students belonging to the Nepalese and Burmese communities.

All students have access to inclusive teaching programs to assist them to participate successfully as confident Australian citizens. Blacktown South recognizes the importance of the contribution made by students and families from diverse cultural backgrounds.

Achievements in the area of Multicultural Education in 2012 include:

- 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.

- Throughout 2012, Blacktown South worked with students from the University of Western Sydney to target children from non-English speaking backgrounds as part of the Classrooms Without Borders program. Individual students from refugee backgrounds were given support to improve their English language and literacy skills, to develop their understanding in particular subject areas and to develop their confidence to participate in the classroom.

- Harmony Day reflected the great diversity of cultures at Blacktown South with many students wearing their cultural dress on the day and providing samples of their cultural food.

Other programs

Technology

Interactive Whiteboards continued to enhance teaching and learning programs in 2012. Teachers used the video conferencing centre in the Library to engage in professional learning sessions. The computer lab and the Library mini-lab were fully utilized by classes.

Blacktown South investigated interactive touchscreens as an alternative to interactive whiteboards and made a commitment to purchase 15 units to provide every classroom with one form of technology or another. The 15 touchscreens are to be installed in early 2013.
Learning Support Team

Consisting of executive staff, support teachers, class teachers and the school counsellor, the Learning Support Team meets fortnightly to discuss students with specific learning needs. Students may be referred for assessment, behaviour management, social concerns, attendance, counselling or monitoring.

The transition playground continues to cater for those children who require the acquisition of social skills.

The Learning Support Team liaises with external organisations and other schools as necessary.

Progress on 2012 targets

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.

Our achievements include:

**Literacy**
- Professional learning for all staff on the Literacy Continuum ‘Aspects of Writing’.
- All students progress K-6 tracked on the Literacy Continuum for ‘Aspects of Writing’.
- Identified areas of strengths and weakness in 2012 NAPLAN to inform teaching practice.
- Implemented Best Start in Years 1 and 2.
- 50% of students targeted for participation in the Reading Recovery Program achieved 100% success.
- Utilised Support Staff and School Learning Support Officers to reduce the size of guided reading groups K-3.
- Improved results in ‘moving the middle’ showing a 12% increase in Band 6 in Grammar and Punctuation in Year 3, a 14% increase in Bands 7 and 8 in Grammar and Punctuation in Year 5, a 10% increase in Band 8 in Writing in Year 5 and a 7% increase in Band 6 in Spelling in Year 3.
- NAPLAN results were analysed and programming content developed to reflect the needs highlighted in the analysis.

**Numeracy**
- Completion of the Quality Teaching and Learning Project focusing on Numeracy.
- Professional learning for all staff on the Numeracy Continuum, Aspects 2 and 4.
- All students’ progress in Years 1 to 6 tracked on the Numeracy continuum, Kindergarten on the Best Start assessment tool.
- Identified areas of strengths and weakness in 2012 NAPLAN to inform teaching practice.
- Implemented Best Start in Years 1 and 2.
- Improved results in ‘moving the middle’ showing a 10.5% increase in Band 5 in Numeracy in Year 3 (target 2%), a 2.9% increase in Band 4 in Numeracy Year 5 (target 2%), a 6.8% increase in Band 8 in Numeracy in Year 5 (target 2%)
- NAPLAN results were analysed and programming content reflected the needs highlighted in the analysis.

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.

Our achievements include:

- Effective monitoring of student attendance by classroom teachers and executive.
- Improvement programs put in place to address the needs of students at risk
- Development of strategies with the Home School Liaison officer to improve the attendance of students with attendance of less than 90%.
- Recognition of perfect attendance.

Cross Country
School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluations of teaching and communication.

Educational and management practice - Teaching

Background

All teachers, 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 Communities.

The respondents provided feedback to best practice statements relating to the areas of teaching, learning, assessment and reporting.

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 25 teachers, 82 families and 753 students.

Teacher, student and parent responses showed a close correlation in agreeing that the curriculum is relevant. Over 90% of each group responded positively.

92% of parents feel that the school provides clear information about students’ achievements and that the reporting process is valued. All teachers responded that the reporting process was helpful in evaluating, developing and refining teaching programs. Only 84% of students thought that school reports and parent interviews provide information about their learning.

Communication between students and teachers was of concern to 13% of students, 8% of teachers and 30% of parents. This indicates that a greater focus needs to be made to convey how students are helped by teachers to parents in particular.

Over 90% of parents and teachers think that classroom management strategies meet the learning needs of students. Fewer students agreed that class management helped them to learn (83%). This is an area that will need to be addressed with students.

Future directions

Continue to deliver quality teaching of the curriculum, supported through professional development, knowledge of students and collegial support.

Continue to communicate to students what they are learning and why, clarifying outcomes to all students in language that they understand.

Ensure that all classrooms are viewed by all students as safe and encouraging learning environments that are well managed and engaging.

Curriculum

Numeracy – Continuum

The Numeracy continuum was introduced to staff as a tool to assist with quality teaching and differentiation in the area of Numeracy.

Background

The Maths committee surveyed staff to determine the level of support needed to successfully introduce the Numeracy continuum to assist with benchmarking and tracking student performance, assessing and reporting progress and planning and programing quality teaching and learning sequences in Numeracy. An initial survey was completed at the beginning of the year and a second one at the end of the year.
Findings and conclusions

- Initially most teachers were apprehensive in using the Numeracy continuum to program for differing student needs but by the end of the year, 48% of teachers were confident and 52% of teachers were more confident, in using the continuum.

- Professional learning was pivotal in increasing teacher confidence and knowledge in using the Numeracy continuum.

- Most teachers were aware of the school targets in Numeracy and were using them to inform planning and programming.

- 96% of staff had an improved understanding of the Numeracy continuum to track student growth in Number by the end of the year.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about communication within the school community. Their responses are presented below.

Students

- Most students regarded the communication between school and home positively.

- Reflecting a variance in age, there was a wide range of access to both the electronic newsletter and the school website.

Parents

- Most parents were happy with the communication between school and home.

- Most parents receive the electronic newsletter (SNIP) each fortnight.

- The majority of parents do not visit the school website regularly.

- Most parents were positive regarding communication addressed in the survey.

Teachers

- Most teachers were happy with the level of communication with parents.

- A large percentage of teachers do not receive the electronic newsletter but do visit the school website.

- Some teachers expressed concern over the difficulty some families would have understanding written communication between school and home.

Future directions

In general the level of satisfaction with communication between school and home was positive for teachers, parents and students. Of concern was the number of all parties who do not access the electronic newsletter or the school website on a regular basis. Promotion of digital communication needs to be undertaken to improve communication at Blacktown South.

Professional learning

Quality teaching and learning requires updated professional development to be effective. In 2012, the focus of professional learning was linked to the school targets and the needs of individuals and focus groups. Staff members, (including Support Staff) were released from their regular duties to allow them to attend training. Much of the training was completed after school hours.

Areas for professional learning in 2012 included:

- Literacy – with a focus on the Literacy continuum

- Numeracy- with a focus on the Numeracy continuum

- Reading Recovery

- Introduction to the Australia Curriculum

- Quality Teaching Learning Project

- Beginning teacher training

Quality learning experiences were provided on the Year 3 excursion
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.

2013 Targets to achieve this outcome include:

**Target 1 - Literacy**

*To improve students’ literacy outcomes in K-6 with particular emphasis on ‘Reading Texts’, ‘Comprehension’ and ‘Aspects of Writing’, using the Literacy Continuum K-6.*

**Target 2 - Numeracy**

*To improve students’ numeracy outcomes K-6 with a particular emphasis on Early Arithmetical Strategies, Place Value, Multiplication and Division and Pattern and Number Structure, using the Numeracy Continuum K-6. To increase the number of students who achieve in the upper bands of NAPLAN with an emphasis on moving the middle. To decrease the number of students who achieve in the lower bands of NAPLAN.*

Strategies to achieve these targets include:

- Assess and track student performance in Writing, Reading Texts and Comprehension using the Literacy Continuum K-6.
- In-service staff on the Literacy Continuum K-6 focusing on ‘Comprehension’ and ‘Reading Texts’, to support staff in the assessment and planning of explicit literacy teaching as a whole school approach.
- Ongoing regular benchmarking plus class, standardized and national assessment to identify students who are performing below, at and above State and Regional expectations.
- Use SMART data to effectively analyse student performance in Reading, Grammar and Punctuation and Spelling to inform programming and teaching practice for 2014.
- Track student progress in Years K-2 on the Literacy and Numeracy Continuum using Best Start software.
- Students to be placed in cluster groups according the Literacy Continuum K-6 which are regularly monitored and adjusted according to progress.
- Continue to identify students in Year 1 who meet the requirements of the Reading Recovery Program.
- Identify students with additional educational and ESL needs to receive direct support from the Learning and Support Teacher and the ESL Teacher in the classroom. Referral will also be made to the Learning Support Team.
- Staff to program and plan for a differentiated classroom to cater for students who differ in abilities, knowledge and skills.
Target 3

To support staff in preparing for the implementation of the Australian Curriculum in 2014 focusing on the English syllabus through professional learning opportunities, DEC and BOS resources, quality teaching and assessment practices and collegial support.

Strategies to achieve these targets include:

- Adapt and use online professional learning modules and teaching and learning resources to develop teachers’ ability to use the new English syllabus to meet the needs of their students.

- Provide opportunities for parents, and where appropriate, students to understand the purpose and benefits of the change in curriculum and the timeline for the introduction of the new Australian Curriculum/Board of Studies syllabi.

- Provide professional learning opportunities for staff to develop school resources for the phased implementation of the Australian Curriculum.

- Provide professional learning and curriculum support for leaders and staff to strengthen differentiated teaching and learning practices to meet the needs of diverse learners.

- Provide opportunities for collaboration in updating programs, units of work, teaching resources and assessment tasks.

- Strengthen evidence based practice in assessment and provide feedback to improve student learning.

- Establish links for shared professional learning and planning through the WWEG, around the new Australian Curriculum/NSW Syllabi with an emphasis on the middle years.

- To review current assessment and reporting practice to provide parents with a better understanding of the content of different subject areas and the performance of their child.
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 Gail Hatty   Rel. Deputy Principal
Mrs Claire Dobbie School Admin. Manager
Miss Fiona Pearce Assistant Principal
Mrs Renee Radecki Assistant Principal
Mrs Karen Banting Assistant Principal
Mrs Cathy Francis Rel. Assistant Principal
Mrs Wendy Annabel Rel. Assistant Principal
Mrs Daya Naidoo Rel. Assistant Principal
Mr Paul Wynn   P&C President
Mrs Julie Dean K-6 Club President

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Web: www.blacktowns-p.schools.nsw.edu.au
School Code: 4193
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: