**School context**

Serving the local community since 1959, Blacktown South has seen major changes in its profile during that time. The main changes have occurred in the size of the school (over 830 in 2013) and the variety of language backgrounds of the students - over 77% of students are from a language background other than English and 23 students are from an Aboriginal and Torres Strait Island (ATSI) background.

Blacktown South Public School serves an increasingly diverse local community and provides a range of educational opportunities for students from Kindergarten to Year 6. In catering for the diversity of student needs, the school provides support for students with English as a second language and students with learning difficulties. An Opportunity Class (O.C.) Unit for academically gifted children in Years 5 and 6, from our own school as well as other District schools, produces outstanding student outcomes. The school has 31 mainstream parallel classes in addition to two Opportunity Classes.

Digital technology in the form of a whole school computer network servicing two computer labs, in class computers, interactive whiteboards and interactive touchscreen TVs enable students to engage in 21st Century learning.

Our main focus is on student competencies in the six Key Learning Areas of English, Mathematics, Science and Technology, Human Society and Its Environment, Creative and Practical Arts, as well as Personal Development, Health and Physical Education. Teachers at the school have been completing training in preparation for the implementation of the new Australian English curriculum in 2014. In addition, the school also has a strong emphasis on student welfare and leadership, through pupil participation in a Peer Support Program and the Student Representative Council, as well as Library Monitors and Sporting House Captains.

The school is a member of the Wirali Wali Learning Community that emphasizes cooperative approaches to learning between local Primary and Secondary schools.

Blacktown South received the majority of its funding through the Global Grant from the NSW DEC, with some additional funding generated by the voluntary work of the school P&C Association and the K-6 Club. The school does not receive any funding through National Partnerships or from State Equity Programs.

**Principal’s message**

During 2013, Blacktown South students from Kindergarten to Year 6 have achieved well in the Key Learning Areas (KLAs), with the focus remaining on Literacy and Numeracy with annual targets set in both these subject areas. Many of our targets were reached, as reflected by the results in school assessments and the National Assessment Program in Literacy and Numeracy (NAPLAN) results.

In partnership with parents, teachers have provided students with many opportunities to “strive to achieve” with children being encouraged to learn both at home and at school.

In addition there have been many high quality opportunities for enriched learning in all KLAs with participation in district and regional dance festivals, Primary Schools Sports Association (PSSA) competitions, inter-school debating, chess tournaments, public speaking events and Premier’s challenges in Spelling, Reading and Sport.

2013 saw digital learning devices established in all classrooms. Every classroom now has an interactive whiteboard or interactive touchscreen to enhance student learning and to engage all students. Both excursions and incursions related to curriculum studies enriched the students’ learning experiences.
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, were 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.

2013 saw the end of an era when Mr Geoff Scott, relinquished his position in Term 3, as Principal of Blacktown South, to enable him to concentrate on his duties as State President of the NSW Primary Principal’s Association. Geoff was only the third principal of the school following Doug Moore and Ted Powell in 1988. Mr Scott donated a perpetual shield and scholarship to be presented each year to the student who has excelled in debating and/or public speaking. He returned on Presentation Day 2013 for the first presentation of his award.

I have continued to ensure Blacktown South’s commitment to providing a quality and supportive learning environment for all students. Our school is also committed to continually striving to achieve the highest quality teaching and the most supportive learning environment possible.

I wish to thank, on behalf of the school, our two parent bodies, the P&C (incorporating the Canteen and Uniform committees) and the K-6 Club for their ongoing support. I extend those thanks to all parents and carers who have given of their valuable time to provide input into school directions, to help in the classrooms and on excursions and to raise funds to support student learning. I commend the many community members who no longer have children or grandchildren at the school for their dedication to and continuing support of Blacktown South – a great State school.

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

Pat Robinson (Relieving Principal)
P & C message

The P & C is a group of Parents & Citizens who volunteer to assist the school community in various ways. The P & C:

- Operates the Canteen (many schools have now privatised their Canteens). Our Canteen is run in accordance with the Healthy Kids Association’s guidelines and standards.
- Operates the Uniform Shop which makes available a high quality school uniform at affordable prices. It keeps up to date with the changing needs and fashions to ensure our students look their best when wearing our Blacktown South school uniform.
- Financially assists students who, through their sporting achievements, are selected for representative honours.
- Actively assists the Peer Support Programme.
- In partnership with the K-6 Club conducted two “fun” discos for the whole school during the year.
- Conducts the Chocolate Drive and “Easy” Auction.
- Recognises the contribution of the Teachers by supplying a huge “Thank You Teachers” cake on International Teachers’ Day.
- Farewells our Year 6 students by supplying a “Goodbye & Good-luck” cake at their graduation.
- Participates in the Planning Committee with the School Executive
- Raises funds for equipment and facilities for all students. In 2013 we gave our normal annual financial contribution to the school, we provided additional funds for the purchase of extra computers and together with the K-6 Club & School, the P & C made a substantial financial contribution to the purchase and installation of Electronic Signage for the front entrance of the school (to be erected in 2014).

Of course, all of these achievements would not be possible without the assistance of the teachers, staff, parents, P & C committee, students and those business houses and other members of our Community who give generously towards our fund raising efforts.

The P & C meets at 7.00pm in the Library on the first Tuesday of each month (except January and school holidays). If you would like to join us on the P & C committee or help out at one of our functions, just contact the school. You are most welcome.

Paul G. Wynne, J.P.
P & C President

K-6 Club message

2013 was a very busy and successful year for the K-6 Club. Thank you to everyone who supported us by buying a raffle ticket, attending a disco, purchasing gifts from our stalls etc. This year with your help the K-6 Club raised just over $8500 which has been used to purchase valuable resources for use by all students in the school.

The 5c drive collected over $1500 which was used to purchase new home readers. From each grade the class who raised the most money was rewarded with special treats. The competition was fierce between some classes to win.

Students love to see their parents supporting their education by attending events, purchasing raffle tickets and supporting fundraisers. Seeing parents helping out at school is very important to children and this is evident when you see the beaming smiles on the children’s faces!

All parents are most welcome to come along to our meetings which are held on the 1st Friday of the month at 9.30am in the Before and After School Care Building. Come along and find out

Kindergarten visited Calmsley Hill City Farm
what is happening in our school and meet some new parents while you have a chat over coffee and cake. The more people we can have supporting our K-6 club the more money that is invested back into your child’s education.

Lastly, I would like to take this opportunity to thank all the parents, friends and staff members who helped at our discos, Mother’s Day and Father’s day stalls and sausage sizzles. A big thank you goes to all the committee members who have given up so much of their time to invest in making it a great year in fundraising for the K-6 Club. Without all your commitment, ongoing help and support we wouldn’t have been able to contribute the $8500 to our school to provide a fantastic education for all the students of Blacktown South Public School. I look forward to another great year of parent involvement in 2014!

Kerrie Barton
K-6 Secretary

Student representative’s message

During 2013 the SRC accomplished many things. We improved school behavior by introducing SRC points and SRC angels.

We have raised funds by organizing mufti days, discos and fun days.

The captains went to the National Young Leaders Day where we met lots of role models to help us to improve our leadership skills.

We also attended the very first district Leadership Expo, along with ten other schools. There were three major presenters and Blacktown South was lucky enough to be one of them.

We have had a great year working with each other and the school. We wish the new leaders good luck for 2014.

President
Danny Makhoul

Vice Presidents
Hohepa Puru, Pavitraa Hathi, Luc Sta Elena

Mr Mortillero has given up his plans to play for the Greater Western Sydney Giants

Luc, Hohepa, Danny and Pavitraa – Our 2013 school leaders

2013 House Captains
Student information

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

Student enrolment profile

In 2013 the student population increased 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 67% of the students who completed the NAPLAN assessments in Year 3 in 2011 were still students at Blacktown South in Year 5 in 2013.

The graph and table below illustrate the enrolment trends for the years 2007 to 2013.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</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>
<td>421</td>
</tr>
<tr>
<td>Female</td>
<td>402</td>
<td>388</td>
<td>363</td>
<td>366</td>
<td>363</td>
<td>376</td>
<td>398</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance rates at Blacktown South have remained consistently above both those of the Region and State for the past six years.

The following table compares the attendance rates in each grade over the six 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>
<th>2013</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>95.6</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>95.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.7</td>
<td>96.3</td>
<td>94.2</td>
<td>94.3</td>
<td>95.0</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>96.7</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>96.3</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>97.2</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>96.1</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>
<td>96.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school has a regular monitoring process for attendance especially for those children who have been identified as at risk (below 90% attendance). This monitoring is initially undertaken by the classroom teacher and then by an executive member of staff.

Early identification of students with attendance concerns enables the school to contact and to work with parents to develop strategies to improve attendance. Children at risk are placed on an improvement program and monitored for four weeks. They are encouraged to reach weekly goals and are rewarded for improved attendance.

Applications for exemption from attendance for extended periods of leave are considered and approved by the Principal.
### Class Sizes
This table reflects the class sizes as reported at the class size audit conducted in March 2013.

<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>20</td>
<td>20</td>
</tr>
<tr>
<td>K ORANGE</td>
<td>K</td>
<td>18</td>
<td>18</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>19</td>
<td>19</td>
</tr>
<tr>
<td>K YELLOW</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>K TURQUOISE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1 CRIMSON</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1 MAGENTA</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1 PINK</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1 RAINBOW</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1 SILVER</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2 AQUA</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2 EMERALD</td>
<td>2</td>
<td>25</td>
<td>25</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>25</td>
<td>25</td>
</tr>
<tr>
<td>2/3 S</td>
<td>2</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>2/3S</td>
<td>3</td>
<td>11</td>
<td>24</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>3M</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3/4H</td>
<td>3</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>3/4H</td>
<td>4</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4Z</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5HT</td>
<td>4</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>4/5HT</td>
<td>5</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>5B</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5P</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6L</td>
<td>5</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>5/6L</td>
<td>6</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>6A</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6N</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6V</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

### Workforce composition

<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 Teacher(s)</td>
<td>28.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.8</td>
</tr>
<tr>
<td>Release from Face to Face teachers</td>
<td>2.87</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.872</td>
</tr>
<tr>
<td>Total</td>
<td>50.967</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There were no indigenous staff members at Blacktown South during 2013. Staffing on the whole remained static with only one teacher transferring to another school.
Teacher qualifications

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

Teachers at Blacktown South update their skills regularly through attendance at 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>24</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>267843.05</td>
</tr>
<tr>
<td>Global funds</td>
<td>459883.53</td>
</tr>
<tr>
<td>Tied funds</td>
<td>274017.42</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>273337.68</td>
</tr>
<tr>
<td>Interest</td>
<td>8691.27</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>33752.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1317524.95</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 50283.80   |
| Excursions                | 71468.27   |
| Extracurricular dissections| 59786.31   |
| Library                   | 10254.45   |
| Training & development    | 1030.92    |
| Tied funds                | 245423.99  |
| Casual relief teachers    | 173274.18  |
| Administration & office   | 147573.18  |
| School-operated canteen   | 0.00       |
| Utilities                 | 79392.96   |
| Maintenance               | 51556.80   |
| Trust accounts            | 30697.16   |
| Capital programs          | 111165.10  |
| **Total expenditure**     | 1031907.12 |
| **Balance carried forward**| 285617.83  |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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

Academic achievements

NAPLAN

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

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

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)

In 2013, 117 Year 3 and 129 Year 5 students completed the National Assessment Program for Literacy and Numeracy (NAPLAN). Three Year 3 and five Year 5 aboriginal students completed the assessment. In Reading, all of the Year 3 Aboriginal students achieved Band 3 or higher and in Year 5, the aboriginal student achieved Band 4. In Numeracy,

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 to access the school data.
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Reading

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

16.3% of Year 3 students achieved Bands 1 or 2. There was a 3.7% decrease in the number of students in Band 1. This was a pleasing improvement on the 2012 results. 47% of Year 3 students achieved Bands 5 or Band 6 comparing favourably with the State percentage of 43.7%

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Reading</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>420.0</td>
<td>419.3</td>
<td>418.7</td>
</tr>
<tr>
<td>Skill Band Distribution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>5</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>4.3</td>
<td>12.0</td>
<td>12.8</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>5.1</td>
<td>10.4</td>
<td>20.2</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>3.9</td>
<td>9.1</td>
<td>16.8</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5</td>
<td>11.2</td>
<td>17.3</td>
</tr>
</tbody>
</table>

Writing

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

Only 4.3% of Year 3 students achieved Bands 1 or 2 compared to 9.3% of the State DEC schools. 58.1% of Year 3 students achieved Bands 5 or Band 6 comparing favourably with the State percentage of 50.2%

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Writing</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>437.7</td>
<td>416.9</td>
<td>416.0</td>
</tr>
<tr>
<td>Skill Band Distribution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.9</td>
<td>3.4</td>
<td>12.8</td>
</tr>
<tr>
<td>School Average 2011-2013</td>
<td>1.6</td>
<td>3.5</td>
<td>11.4</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>2.7</td>
<td>4.6</td>
<td>15.9</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>2.6</td>
<td>6.7</td>
<td>16.9</td>
</tr>
</tbody>
</table>

![Percentage in bands: Year 3 Reading](image)

![Percentage in bands: Year 3 Writing](image)
Spelling

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

14.5% of Year 3 students achieved Bands 1 or 2 compared to 9.9% of the State DEC schools. 59% of Year 3 students achieved Bands 5 or Band 6 comparing favourably with the State percentage of 48%.

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Spelling</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>440.7</td>
<td>421.7</td>
<td>418.1</td>
</tr>
<tr>
<td>Skill Band Distribution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>7</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>6.0</td>
<td>8.5</td>
<td>8.5</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>5.3</td>
<td>8.1</td>
<td>12.5</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>4.7</td>
<td>5.2</td>
<td>16.6</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>5.4</td>
<td>6.4</td>
<td>18.4</td>
</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.

13.7% of Year 3 students achieved Bands 1 or 2 compared to 12.5% of the State DEC schools. 56.4% of Year 3 students achieved Bands 5 or Band 6 comparing favourably with the State percentage of 47.2%.

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Grammar and Punctuation</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>441.1</td>
<td>436.1</td>
<td>430.3</td>
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<tr>
<td>Skill Band Distribution</td>
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</tr>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>4</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>3.4</td>
<td>10.3</td>
<td>10.3</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>6.2</td>
<td>10.0</td>
<td>14.3</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>3.3</td>
<td>7.9</td>
<td>12.9</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.9</td>
<td>8.6</td>
<td>15.3</td>
</tr>
</tbody>
</table>
NAPLAN Year 3 - Numeracy

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

12.9% of students in Year 3 achieved Band 1 or Band 2 compared to 13.2% of State DEC schools. 40.6% of students achieved Band 5 or Band 6 compared to 36.3% of State DEC schools.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Reading

The graph and table below show the percentage of Year 5 students in each band in Reading.

11.7% of Year 5 students achieved Bands 3 or 4 with a 5.1% improvement in Band 1 compared to the 2012 results. 36.4% of Year 5 students achieved Bands 7 or Band 8 comparing favourably with the State percentage of 26%.
Writing

The graph and table below show the percentage of Year 5 students in each band in Writing.

Only 7.7% of Year 5 students achieved Bands 3 or 4 compared to 18.3% of the State DEC schools. 32.6% of Year 5 students achieved Bands 7 or Band 8 comparing favourably with the State percentage of 20.3%.

Spelling

The graph and table below show the percentage of Year 5 students in each band in Spelling.

Only 5.5% of Year 5 students achieved Bands 3 or 4 compared to 16.1% of the State DEC schools. 59.7% of Year 5 students achieved Bands 7 or Band 8 exceeding the State percentage of 36%.
Grammar and Punctuation

The graph and table below show the percentage of Year 5 students in each band in Grammar and Punctuation.

Only 7% of Year 5 students achieved Bands 3 or 4 compared to 16.7% of the State DEC schools. 58.9% of Year 5 students achieved Bands 7 or Band 8 exceeding the State percentage of 38.8%

NAPLAN Year 5 - Numeracy

The graph and table below show the percentage of Year 5 students in each band in Numeracy.

14% of students in Year 5 achieved Band 3 or Band 4 compared to 23.3% of State DEC schools. 36.4% of students achieved Band 7 or Band 8 compared to 26% of State DEC schools.

Other school based assessments

School based assessment has supported these results. Best Start data was used to inform teaching practice and to provide parents with information and strategies to support their child’s learning.

Blacktown South used data gained from the Kindergarten Best Start assessment to map literacy and numeracy achievements against the literacy and numeracy continuums. This process was trialed for other grades using the Planning Literacy and Numeracy (PLAN) program.
Other achievements

A diverse range of activities provided the students of Blacktown South with many opportunities to achieve. Students participated with varying levels of success but their efforts were always enthusiastic and demonstrated excellent school spirit.

Arts

- Students were involved in the Blacktown Music Festival choir, the K-2 choir, the Senior Choir and the Cultural choir. The Festival Choir performed at the annual Blacktown Music Festival with other local schools.

- The African Beats Drumming group performed at Education Week, Showcase and the Blacktown District Music Festival. Interest in the group was keen after an incursion, Drumbeats which saw every student playing a drum.

- The 3-6 Dance Group showed off their amazing talent at the Sydney West Dance Festival, at Penrith Panthers. They also performed at Showcase.

- The guitar group had the opportunity to perform at regular Friday assemblies as well as Showcase. A group of talented musicians they played a variety of stringed and percussion instruments as well as adding vocals to enhance their performances.

- The ‘Sunset Breeze’ Belly Dancing group successfully performed at the Blacktown Music Festival and at both performances of the annual Showcase presentation. ‘Sunset Breeze’ was a slow rhythm belly dance choreographed by Mrs Fereig and Miss Seif. It consisted of 12 girls from Years 3 to 6 who came from diverse backgrounds.

- The drama group worked hard to perfect their performance for Showcase. Based on a circus theme the highly talented group produced a show that was both amusing and energetic.

- The annual Showcase presentation saw a variety of performances that reflected the diverse talents of our students. Groups that performed included the various choirs, drama groups, dance groups, the keyboard ensemble and class items.

- Students participated in Operation Art with our students’ work being displayed at the Homebush exhibition and at school.

- During Education Week our Drumming Group and dance group ‘Sunset Breeze’ performed at Westpoint Blacktown, our local shopping centre.

- Junior and Senior public speaking teams represented the school in the annual competition at Quakers Hill. Their speeches which related to multiculturalism were outstanding. Special mention goes to Yadhavi Vasanthan who received a Highly Commended award from the adjudicator.

- Over 30 students and staff took part in the Blacktown Mayoral Creative Writing Competition. The contributed a variety of writing styles including poems and short stories. Each entrant received a special certificate at a reception held by the mayor Mr Len Robinson.
'Drumbeats’ was a great incursion where every student attending got to play a drum.

Sport

- The senior AFL team participated in the Paul Kelly Cup. They amassed a 9 game winning streak before bowing out to the eventual winner of the tournament in the semi-finals.

- Ayla Tivoli is to be congratulated on her success at the Australian National Judo Championships. Representing Blacktown and NSW, she won her division, Junior under 44kg.

- On 18th June, 24 students represented Blacktown South by participating in the 2013 Socceroos March Past which was held before the Socceroos v Iraq 2014 FIFA World Cup Brazil Asian Qualifier.

PSSA Report

Our school was well represented in 2013 by many outstanding young athletes at the three Blacktown Zone carnivals (swimming, cross country and athletics) with some of our talented students qualifying for both the Blacktown Zone and Sydney West carnivals.

Our girls’ soccer team successfully competed at the Blacktown PSSA Girls’ Soccer Carnival at Marayong and the AFL teams participated in the Paul Kelly Cup.

All of the students who have represented our school did so whilst displaying great sportsmanship. Whether they won or lost every team made their coach very proud.

Congratulations to those teams who qualified for the Grand Finals of the PSSA competitions in 2013. All of these players should be very proud of their achievements. The Junior and Senior Rugby League teams, all four netball teams, Senior cricket and Junior football teams all challenged for premierships at the Zone PSSA Grand Final nights. Their sportsmanship and school spirit in all games was commendable.

PSSA Premiership Teams for 2013

Both Senior Netball teams
Senior Cricket team

Citizenship

- 5P students participated in the International School Awards Project partnering a school in India (Gujrat) with our school. Having successfully implemented units of work for Kindergarten and Stage 2 students in previous years, in 2013 we worked on a project call “Flowers – a sign of Joy, Love and Peace”. Each school enjoyed researching the other country's flowers.

- Our SRC leaders participated in the National Young Leaders Day to enhance their leadership skills and knowledge.

- The SRC were major presenters at the 2013 Student Leadership Expo which showcased
their outstanding achievements throughout 2013. The SRC strengthened the ongoing exchange of student leadership practices within the Warali Wali Education Group (WWEG).

- In 2013, the SRC created an incentive program. Every day teachers gave out points to classes who were quick to line up and also smartly sitting up. Every term a class from K-2 and 3-6 received a prize as a reward for the highest points. Every second Monday, our SRC members dressed up as angels and wore silly clothes and wigs to focus attention on the motto for the week.

The SRC organized many fundraising days including a book character day during Book Week

Other School Programs

- In 2013, 168 children (82 seniors and 86 juniors) from Years 3 to 6 participated in the Premier’s Spelling Bee. Two juniors and two seniors progressed to the Regional Final.

- Blacktown South maintained their links with Bert Oldfield PS, Metella Road PS, Shelley PS, The Meadows PS, William Rose PS, Mitchell HS and the Hills Sports HS with their participation in the Warali Wali Education Group (WWEG). Three focus groups reviewed and supported a shared understanding of the new curriculum and professional development, specifically for the English Syllabus in 2014, student leadership culminating in the organization of the first Expo and Positive Behaviour for Learning (PBL) program.

- Learning and support teachers developed a social skills program to benefit targeted students. The program was highly successful and the participants were very enthusiastic about being included.

- Throughout the 2013, many students from Years 3 to 6 participated in the International Competitions and Assessments for Schools (ICAS) competitions in Spelling, Writing, Computer, Science, English and Mathematics.

- Students from Years 5 and 6 participated in the Maths Olympiad and Survivor program to develop their problem solving, working mathematically and higher order thinking skills.

- Over 330 students attended the Principal’s Morning Tea as a reward for outstanding behaviour in 2013.

- The Home Reading Scheme was again successful in encouraging reading both at school and at home. Dedicated readers received the Principal’s Reading Award for 300 nights of home reading.

- The 2013 National Tree Planting Day was very successful. Over 200 trees, shrubs, vegetables and herbs supplied by Lander Toyota and Blacktown City Council were planted. Five raised garden beds were filled with soil by students and staff. One of the raised beds that was sponsored by Storage King, Blacktown was dedicated to the planting of Aboriginal Bush Tucker plants. Year 5 children helped with the weeding and watering. A parent made spinach dip for each class with our own spinach. The canteen used the lettuce, spring onions, celery and tomatoes and individual classes made salads, their own spinach dip and tabouli.

The new Stihl wall garden
Our new vegetable gardens were a great success

- The Stihl organization donated a vertical garden wall in which Year 3 students were able to grow a variety of vegetables. Each student received a pot to take home.

- In 2013, 484 students completed the Premier’s Reading Challenge. Six students received the Premier’s Platinum Award for involvement in the program over seven years. Sixty-six students received Gold Awards.

- One of our five teams from the Chess Club was successful against local schools coming first in the annual competition held at Hassal Grove Public School. They were excellent representatives of the school displaying good sportsmanship throughout the competition. The winning team went on to represent the school in the metropolitan and state finals.

- Our SRC raised over $1000 to support our major charity, Stewart House, by holding mufti days, discos and other fundraising activities.

- Grandparents’ Day was once again successful with an enthusiastic number of grandparents visiting classrooms and contributing their experiences to enrich the students understanding of past times. The celebratory morning tea was well attended.

- Blacktown South supported the annual Schools’ Clean-up Day and Walk Safely to School Day.

- The Cancer Council benefited from the sale of bandannas and from money raised at the Big Morning Tea.

- The fire department visited the school and demonstrated how to put out a fire and informed Year 1 students about fire safety.

- K-2 students were educated about stranger danger in a fun way through the Ditto show.

- The Fame-a-thon and Harmony Day were a lot of fun and raised much needed funds for school initiatives. Harmony Day saw many students wearing their national dress and others wearing orange, the colour of harmony.

- In October the Australian Tennis Open trophies visited the school. This was a great opportunity for our children to see these iconic trophies and to participate in activities promoting tennis.

**Excursions**

- Kindergarten went to Calmsley Hill City Farm
- Year 1 visited Featherdale
- Year 2 travelled to Sydney Aquarium by bus

**2 Gold at the Aquarium**

- Years 3 and 4 went west to the Penrith Observatory at the University of Western Sydney
- Year 4 also visited the Opera House, Botanical Gardens and the Art Gallery
- Year 5 went on an excursion to Sydney Aquarium and Wildlife Park as well as an overnight excursion to Canberra

**Canberra**

- Year 6 spent a week at Point Wolstoncroft camp where they climbed, walked, rode, swam, rowed, paddled, shot arrows, abseiled, sang, ate and generally had lots of fun.

**Point Wolstoncroft**

**Significant programs and initiatives**

**Aboriginal education**

Blacktown South proudly supports its Aboriginal students, their learning and their wellbeing. At assemblies, staff meetings and important events, the Acknowledgement of Country is read and an Aboriginal perspective is incorporated into learning activities in the classroom.

Personalised Learning Plans (PLPs) were developed in consultation with parents, students and teachers.

All students celebrated NAIDOC week activities in support of our Aboriginal students.

**Multicultural education**

The majority of Blacktown South students come from a background that speaks a language other than English. Of that majority there is a strong representation from Indian and Asian cultures with a growing number of students belonging to the Nepalese, Sri Lankan and Burmese communities.

All students have access to inclusive teaching programs to assist them to become successful and confident Australian citizens. Equally important is the contribution made by students and families from diverse cultural backgrounds to the school community.

In 2013 the Intensive English class supported students by encouraging them to be proficient users of English by developing their reading and comprehension levels and by developing their oral language and writing practices.

Interpreters from the Multicultural Unit helped to build stronger links between families and the school by providing a common understanding for both parties in both formal and informal settings.

**Harmony Day was a great day**
Throughout 2013, Blacktown South worked with students from the University of Western Sydney as part of the Refugees Assistance Support (RAS) program. Individual students from non-English speaking refugee backgrounds were given support to improve their English language and literacy skills, to develop their understanding in particular subject areas and to build their confidence to participate in the classroom.

Harmony Day 2013 at Blacktown South strengthened cultural understanding, with many students wearing their cultural dress or orange on the day and with the sharing of samples of cultural food provided by a diverse range of different cultures.

**Technology**

2013 saw all students at Blacktown South having access to digital technology with either an interactive whiteboard or interactive touchscreen panel being installed in every classroom. In conjunction with the computer lab and Library mini-lab the school is well able to address the learning needs of students.

Much of the professional learning of staff was conducted using video conferencing sessions using this technology.

External outside agencies and other schools are consulted where necessary.

The transition playground continues to cater for those children with specific issues in managing their behavior and social circumstances.

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**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan.

**Background**

In 2013 our school carried out evaluations of Learning within the school. Teachers, students and parents were invited to participate in the completion of a survey developed by the Department of Education and Communities to provide feedback to best practice statements in relation to learning.

Survey responses were collated under the broad areas of ‘almost always’, ‘usually’, ‘sometimes’ and ‘rarely’. For the purpose of analysis the ‘almost always’ and ‘usually’ responses were combined, as were the ‘sometimes’ and ‘rarely’ responses.

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**Learning Support Team**

The Learning Support Team consists of executive staff, support teachers, class teachers and the school counselor. It meets fortnightly to discuss students with specific learning needs. Students may be referred to the team for assessment, behavior management, social concerns, attendance, counseling or monitoring.
Findings

- 91% of parents and 99% of students feel that the classroom is a stimulating and interesting learning environment.
- 100% of the teachers surveyed at Blacktown South support the responses from parents and students and they believe they provide learning opportunities that are stimulating in a secure environment.
- Parents (91%) and teachers (100%) are happy with the resources that support learning. Students could see room for improvement with 14% seeing the need for better equipment.
- The expectations for learning are high. 95% of students, 96% of teachers and 96% of parents support our motto – ‘Strive to achieve’.
- 92% of students take pride in their learning.

Future Direction

Continue to deliver quality teaching to support the high learning needs and expectations of teachers, parents and students.

Ensure that resources that support learning are current and the best that are available to engage all students.

Develop a culture of reflection so students and parents are more able to recognise how over time the students have improved.

School planning 2012—2014: progress in 2013

School priority 1: Literacy

Outcomes from 2012–2014

1. Increased achievement levels for all students
2. Achievement levels of Aboriginal students match those of non-Aboriginal students
3. Evidence based practices, programs and professional learning
4. Explicit targets in Literacy
5. Explicit targets for student achievement in the higher bands in NAPLAN NSW

Evidence of progress towards outcomes in 2013:

- 3.7% decrease in the number of students in Band 1 in NAPLAN Reading and a 4% increase in Band 5
- 4.1% decrease of Year 5 students in Band 1 NAPLAN Reading with a 13% increase in Band 6 and a 7% increase in Band 7
- 4.3% decrease of Year 3 students in Bands 1 and 2 in NAPLAN Writing, a 6.8% increase in Band 4 and a 17.6% increase in Band 6
- The results of Year 5 Aboriginal students show they have met the state average in NAPLAN Spelling and Grammar and Punctuation
- Staff inserviced on the Literacy Continuum K-6 focusing on ‘Comprehension’ and ‘Reading Texts’
- NAPLAN results and Literacy Continuum K-6 tracking by teachers indicate improvements in Literacy in Years 3 and 5
- Teachers used Literacy Continuums to target, identify and plan differentiated lessons to cater for students in Reading and Writing
- Staff in-serviced by Leanne Hegarty on the use of the Super Six Metacognitive

2013 Swimming Carnival
Strategies to improve and extend student abilities in Reading and Comprehension

- Teachers engaged in collegial programming and planning with a shared understanding of expectations
- Teachers identified the percentage of students achieving exit benchmarks in Reading at the end of each year
- Students K-2 were assessed and tracked on Best Start on every aspect of the Literacy Continuum
- Identified Reading Recovery Year 1 students achieved or demonstrated a significant increase toward grade appropriate benchmark levels (Level 18)
- Benchmarking results were tracked through K-6 and those not achieving grade exit levels were identified for LaST support
- A review of whole school Spelling scope and sequence took place with training from Getting Reading Write to introduce phonemic and graphemic strategies
- Staff were inserviced in Modules 1-4 relating to the implementation of the new English K-6 outcomes C, D and E and multimodal texts
- Stage groups collaborated to create a new English scope and sequence
- Literacy team inserviced staff on conceptual and text-based planning and programming

Strategies to achieve these outcomes in 2014

- Provide teacher professional learning for staff to guide quality teacher practice
- Ongoing regular benchmarking plus class standardized and national assessment to identify students who are performing below, at and above State and Regional expectations in Literacy and Numeracy
- Continue to encourage students’ participation in the Home Reading Program by presenting the Principal's Reading Award and announcing the award winners in the school newsletter
- Assess and track student performance using the Literacy continuums
- Inform parents on how the Literacy Continuums are useful for tracking and monitoring student progress K-6
- Identify and refer where necessary, students with additional learning needs to receive direct support from the LaST/ESL teachers either by withdrawal or in the classroom
- Identify Year 1 students requiring intensive reading support from the Reading Recovery teacher
- Implement a school scope and sequence for Spelling K-6
- Identify and promote gifted and talented strategies with effective evidence based teaching practices for students

Harmony Day 2013

Some members of the drumming group posed for the local paper
School priority 2: Numeracy

Outcomes from 2012–2014
1. Increased achievement levels for all students
2. Achievement levels of Aboriginal students match those of non-Aboriginal students
3. Evidence based practices, programs and professional learning
4. Explicit targets in Numeracy
5. Explicit targets for student achievement in the higher bands in NAPLAN NSW
6. Government Literacy and Numeracy Action Plan

Evidence of progress towards outcomes in 2013:
- Less students in lower bands in Year 3 Numeracy compared to 2012, same as for the State (4.7% less)
- 10.9% more students in Band 6 in Year 3 Numeracy compared to 2012
- 2% improvement in the number of Year 5 students performing below the National Minimum Standard
- 9% improvement in the number of students achieving at proficiency level in Numeracy
- K-2 staff trained in the TEN program focusing on Early Arithmetical Strategies
- K-2 staff delivered the TEN program with differentiated activities 4 to 5 times per week after seeing demonstration lessons
- 3-6 staff trained in Count Me In Too (CMIT) focusing on Early Arithmetical Strategies (EAS), Place Value (PV) and Multiplication and Division (M&D) aspects of the Numeracy continuum
- In Stage teams, teachers engaged in collaboratively planning differentiated games for CMIT tasks in EAS, PV and M&D, enhancing their understanding of these aspects of the Numeracy continuum after watching demonstration lessons to model effective differentiation
- Students K-2 were assessed and tracked on Best Start (PLAN) on every aspect of the Numeracy continuum
- Staff were inserviced on how to access PLAN and on how to enter assessment data for Mathematics
- Data Walls were used to track EAS, PV and M&D progress of students in K-6 classrooms
- Newman’s problem solving posters were displayed in classrooms to assist with the unpacking of mathematics problems
- Thinking mats were given to staff as a resource by consultant, Leanne Hegarty, to access Super 6 and Newman’s strategies in their mathematics teaching

Cross Country 2013

Strategies to achieve these outcomes in 2014:
- Provide teacher professional learning for staff to guide quality teacher practice
- Ongoing regular benchmarking plus class, standardized and national assessments to identify students who are performing below, at and above State and Regional expectations in Numeracy
- Assess and track student performance using the Numeracy continuum
- Inform parents as to how the numeracy continuum is useful for tracking and monitoring student progress K-6
• Identify and refer students with additional learning needs in Numeracy to receive direct support from the LaST/ESL teachers in the classroom
• Develop a school scope and sequence for Mathematics
• Identify and promote gifted and talented strategies with effective evidence based teaching practices for students
• Use CMIT resource packages to consolidate teacher understanding of EAS, PV and M&D aspects of the Numeracy continuum to allow teachers to track students on PLAN
• Maintain the TEN program in K-2 classrooms to allow tracking of students in Early Arithmetical Strategies
• Train new K-2 staff in TEN to maintain the program
• Use class data walls to track, monitor and update student progress on PLAN
• Use class data walls with LaST and ESL teachers to identify students who have plateaued and to provide Individual Learning Programs (ILPs) and targeted team teaching where appropriate
• Enter student data on PLAN as required and using Learning Plans to inform teaching and to allow teachers to plan explicit and differentiated lessons
• Provide Professional Learning in the new Mathematics syllabus modules and trialling of units
• Benchmark students on all aspects of the Numeracy continuum
• Reflect on Numeracy benchmarking tasks as a staff and adapt as necessary to use with any new enrolments

Even the Easter Bunny was keen to learn at Blacktown South

School priority 3: Australian Curriculum

Outcomes from 2012–2014

1. Innovative practices for 21st Century learners and learning
2. Quality teaching framework
3. Student-centered learning with a breadth of curriculum options
4. New syllabuses incorporating the Australian curriculum
5. Quality professional support for teachers and leaders
6. Increased achievement levels for all students

Evidence of progress towards outcomes in 2013:

• Executive staff and Literacy Committee are capable and confident to lead staff familiarization with e-Syllabus format of the NSW English syllabus online
• Reviewed and implementation of PLAN – collected, recorded and analysed data in Aspects of Literacy and Numeracy with a view to ongoing planning and assessment
• Student Personalised Learning Plans (PLPs) and teaching programs are explicitly targeted to cater for learner diversity
• NSW Syllabus online professional learning modules and teaching and learning resources were reviewed in staff professional learning sessions

Showcase 2013
• ICT skills and resources were shared in Stage and staff meetings
• EAL/D inserviced staff on the new scales
• EAL/D and LaST staff consulted in all new syllabus programming and PLPs
• Most staff are now familiar with online sharing of webtools including dojo, pinterest, Edmodo, prezzi and bitstrips
• Curriculum program training for staff
• Shared with the WWEG committee professional learning with Lizzie Chase including sharing of all schools’ new programs and scope and sequences

Strategies to achieve these outcomes in 2014:
• Adapt and use online professional learning modules and teaching and learning resources to develop and consolidate teachers’ ability to use the new English syllabus to meet the needs of their students
• Adapt and use online professional learning modules and teaching and learning resources to develop teachers’ ability to implement and use the new Maths and Science syllabus to meet the needs of the students
• Provide professional learning opportunities for staff to develop school resources for the phased implementation of the Australian Curriculum
• 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 Syllabus documents with an emphasis on the middle years
• 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

Professional learning
Quality teaching and learning requires updated professional development and training. In 2013, staff members were released from their regular duties to attend training as well as attending sessions after school hours.

The focus areas for professional learning supported the school plan in 2013 and included:
• Literacy with a focus on the new English curriculum and the literacy continuum
• Numeracy with a focus on Early Arithmetical Strategies, Place Value, Multiplication and Division and Pattern and Number structure
• Preparation for the implementation of the Australian curriculum
• The nature of the 21st Century Learner
• Quality teaching
• Beginning teacher training

Showcase was an outstanding success

Mary Poppins kindly visited our Fame-athon
Parent/caregiver and teacher satisfaction

In 2013, the school sought the opinions of parents and teachers with regard to a new philosophy and new format for written reports. Subject areas changed to a statement of the content covered by the class (previously a mixture of strand outcomes and student specific comments). The student’s achievement was indicated by the tick in the appropriate column (unchanged) and their effort by a shaded effort box (unchanged). Comments and suggestions for improvement specific to each student were covered in an extended and more detailed general comment at the end of the report.

The parent responses are presented below.

99% of parents found the reports easy to read and a similar percentage (97%) thought that the report content explained what their child was learning in class.

94% of parents agreed that the report showed how well their child was doing in class but that an opportunity to communicate with teachers more often would be appreciated.

Less than 1% of parents requested a more personalized report be made available. A similar percentage offered positive suggestions for improvement in written reports. These suggestions included the addition of graphs and a comparison with the rest of the class of their child.

The teacher responses are presented below.

Teachers responded favourably to the new reports appreciating the opportunity to supply more detailed information to parents regarding the students’ strengths and weaknesses in different areas of their development.

There were time savings in the preparation of the reports which teachers believed added to the quality teaching time available in the classroom.

Future Direction

Continue to communicate to parents, specific and detailed information about their child with respect to both their effort and achievement.

Ensure that teachers realize the importance that parents place on understanding their child’s strengths and weaknesses.

Refine the descriptors that accompany the reports to ensure that parents better understand how to interpret reports in order to extract specific information about their child.

Teachers will continue to refine the comments that are specific to individual students to provide parents and caregivers with the best information possible to understand the academic and social development of their child and to provide suggestions to further develop their child’s potential.

Kindergarten visited Calmsley Hill City Farm

Showcase 2013
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.

Principal Mr Geoff Scott
Relieving Principal Ms Pat Robinson
Deputy Principal Mrs Kathy Pizzare
Rel. Deputy Principal Mrs Gail Hatty
Rel. Deputy Principal Mrs Renee Radecki
Rel. Deputy Principal Miss Fiona Pearce
Assistant Principal Mrs Karen Banting
Rel. Assistant Principal Mrs Cathy Francis
Rel. Assistant Principal Mrs Daya Naidoo
Rel. Assistant Principal Mrs Jenny Azzopardi
P&C President Mr Paul Wynne
K-6 Club President Mrs Melissa Lucas

School contact information
Blacktown South Public School
183 Flushcombe Road
Blacktown NSW 2148
Ph: 9622 2449: 9622 6034
Fax: 9831 2379
Email: blacktowns-p.school@det.nsw.edu.au
Web: www.blacktowns-p.schools.nsw.edu.au
School Code: 4193

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

Ms Pat Robinson with Mr Geoff Scott (Principal 1988 -2013), Mr Ted Powell (Principal 1968 - 87) and Mrs Laurie Boyd (Deputy Principal 1978 - 91)

Gail Hatty, Pat Robinson, Geoff Scott, Kathy Pizzare and Fiona Pearce

Farewell Mr Scott