School context statement

Blacktown South Public School is a large primary school located in the western suburbs of Sydney. The school was established in 1959. In 2014, there were 865 students enrolled in 33 classes including 2 OC classes. Approximately 70% of students come from a non-English speaking background.

The school is set on a large block with extensive grass and asphalt areas for play and sporting activities. With 29 permanent classrooms, four demountable classrooms, computer room, a large hall, modern library and enormous covered outdoor learning area (COLA) the school is well equipped for a range of learning activities.

The school and community value our motto of ‘Strive to Achieve’, and the school rules of ‘Respect, Care and Achieve’ working together to promote quality education and a caring school culture.

Principal’s message

Blacktown South Public School has enjoyed an exciting, challenging and rewarding 2014 school year. It is with much pleasure as the new Principal that I present the 2014 Annual School Report.

The School has an excellent reputation within the Blacktown District and broader community. This has been achieved through strong academic, sporting, cultural and welfare programs. The achievements can be attributed to the school’s dedicated staff, supportive parents and enthusiastic students.

An extensive range of extra-curricular activities are offered at Blacktown South Public School including vocal ensemble, choirs, dance groups, drumming group, debating, public speaking, chess and a range of interschool sporting competitions. Students have excelled in the Premier’s Reading Challenge and Spelling Bee, as well as various external competitions.

We encourage all students to ‘Strive to Achieve’ to always seek to do their personal best, to be dedicated to their studies and to show compassion and concern for their fellow students.

Our school has continued to enjoy support from the school community. Parents willingly assist in classrooms, at sporting events, on excursions, and in a variety of ways for special school activities. The P&C and K-6 Club have worked tirelessly supporting school programs, representing the opinions and interests of the parent body and raising much needed financial support.

I look forward to the challenges of 2015 and beyond, building on strong foundations to ensure that Blacktown South Public School meets the needs of all students.

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.

Andrew Bowmer, Principal
P&C message

The P & C extends its sincere appreciation to all those who helped at the various activities and fundraising events throughout the year. When lots of people offer to help it really makes a difference in spreading the workload. It is also lots of fun to get together with other parents to help the children.

The P & C (parents and citizens) remains one of the main parent bodies working hand in hand with other school groups, the staff and its agents to achieve a common outcome for the benefit of all students.

The purpose of the P & C is to:

- Be involved in current school issues, policies and upcoming events.
- Provide a forum for suggestions, questions and strategies to improve the welfare and opportunities for all students.
- To provide opportunities for parents to meet and be involved with aspects of school life.
- Provide social interaction for children and families.
- Raise funds for the purchase of materials and equipment to further enhance the education of all students.
- Liaise between the parents and school administration.

The P & C also runs the school canteen – we are one of the few schools to still have our own P & C run canteen which means that ALL of the profits go back to the school. Rhonda Fogg, assisted by Sandra Green, has run this canteen for many years and are always happy to hear from anyone who wants to give a few hours a week or month to help them in the canteen.

The Uniform Shop is another subcommittee controlled by the P & C which is run by a group of volunteers who strive to ensure our uniforms are available at the lowest possible prices to parents, and that a standard of quality and durability is maintained.

The P & C, in conjunction with the K-6 Club, also organize and run social events such as school discos.

We urge parents and citizens to give support to the various events throughout the year, either by volunteering your time when requested, donating goods and/or services, supporting our sponsors such as the Good Guys Prospect and Charlie's Family Restaurant at Blacktown City Bowling Club, and by purchasing raffle tickets and chocolates in our various fundraising activities during the year.

The P & C meets at 7pm on the first Tuesday of each month in the library, all are welcome.

Paul Wynne, J.P.  P & C President

K-6 Club message

2014 was once again a very busy and successful year for the K-6 Club. The fundraising activities for the year included:

- Welcome Disco
- Easter Raffle
- End of term sausage sizzle and donut day
- Mothers’ Day Stall and Raffle
- Five Cent Drive
- Athletics Carnival Canteen
- Fathers’ Day Stall and Raffle
- Family Portraits
- Christmas Raffle
- Christmas Disco

Thank you to everyone who supported the K-6 Club activities. This year, with your help, the K-6 Club has been able to donate $7000 to the school, which has been used to purchase valuable resources for use by all students in the school. In addition to this, the Five Cent Drive collected over $1800 which was used to purchase new home readers.

The K-6 Club has also supported the school, students and parents by providing the following special events:

- A welcome to all Kindergarten children with an ice block.
- Easter Bunny visit to all classes with Easter eggs and lollies.
- Coffee, tea and cupcakes for parents at Showcase and Kindergarten orientation day.
- Thanking our teachers with a special morning tea for ‘World Teacher’s Day’.
- Santa visit and ice blocks for all students.

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 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.

We have been fortunate enough to have some great support from local businesses who have provided us with prizes and donations. I would like to acknowledge the support of:

- Coles, Blacktown
- Woolworths, Blacktown
- Atura Hotel, Blacktown
- Maze Restaurant – Fox Hills Golf Club
- AMF Bowling, Blacktown
- Fresh Break Café, Blacktown
- Panarotti’s, Blacktown
- Eastern Creek Go Karts
- K-Mart, Blacktown
- The Good Guys at Prospect

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 $8800 to our school to provide a fantastic education for all the students of Blacktown South Public School. A special thank you goes to Carrie Warncken, Theresa Fearne and Sara Fior for all their help and support of the K-6 Club over the last decade. You will all be sadly missed from the K-6 Club as your last child finishes at Blacktown South and starts high school. I look forward to another great year of parent involvement in 2015.

Kerrie Barton, K-6 Club President

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**Student representative’s message**

Blacktown South Public School elects student representatives from all classes to serve on the Student Representative Council (SRC). The school leaders, the President and Vice Presidents help conduct the SRC meeting and special events.

Throughout 2014, the SRC worked diligently to improve student behaviour and introduced new resources to help advance the students’ learning. The SRC point system and SRC angels, was continued to be used to encouraged students to do the right thing.

Earlier in the year, the leaders went to the National Young Leader’s Day Conference where we heard many inspirational speakers such as Andy Griffiths and Bob Carr. We learnt new skills to improve our leadership abilities. Also, four SRC representatives from Year 6 attended the Grip Leadership Conference.

This year the students of Blacktown South enjoyed many of the fundraisers, which the SRC helped to coordinate.

Overall the SRC had a great time working together and we wish the leaders for 2015 good luck.

*Natalie M, President*  
Yadhavi V, Ella B, Rishay R, Vice Presidents
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

The start of 2014 saw continued strong student enrolments with over 120 kindergarten students enrolled. The school formed 33 classes.

Student attendance profile

Management of non-attendance

Students with a poor attendance record are followed up through letter and interview with the Deputy Principals where necessary.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2014 Class Size Audit conducted in March 2014.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K BLUE</td>
<td>K</td>
<td>18</td>
<td>18</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>20</td>
<td>20</td>
</tr>
<tr>
<td>K PURPLE</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K WATERMELON</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K YELLOW</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1 CRIMSON</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1 MAGENTA</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1 PINK</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1 RAINBOW</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1 SILVER</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1/2 EMERALD</td>
<td>1</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>1/2 EMERALD</td>
<td>2</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>2 AQUA</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2 GOLD</td>
<td>2</td>
<td>24</td>
<td>24</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>25</td>
<td>25</td>
</tr>
<tr>
<td>3L</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3WS</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3X</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4Z</td>
<td>3</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4K</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4N</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5H</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5V</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>6A</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>31</td>
<td>31</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>
**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>29</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.71</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3.4</td>
</tr>
<tr>
<td>Release from Face to Face Teachers</td>
<td>1.67</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.172</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50.752</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff members at Blacktown South Public School identify as Aboriginal.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

All teaching and administrative staff participated in a range of professional learning activities throughout the year. The professional learning activities included staff meetings, school development days, funded courses and online learning.

In 2014, the most significant area of professional development was preparation for the introduction of the New NSW Mathematics and Science Syllabuses and the implementation of Focus on Reading training.

In 2014, the school expended $13, 897 of the professional development budget as well as $31,157 allocated for the implementation RAM Literacy and Numeracy used to support the implementation of the Focus on Reading program.

In 2014, two teachers submitted their application for accreditation while another two early career teachers worked on preparing their application for 2015.

**Beginning Teachers**

In 2014, two new permanent beginning teachers were appointed. These teachers were provided with an extra two hours of release from class working with a teacher mentor to support their programming and lesson planning.

**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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>285,617.83</td>
</tr>
<tr>
<td>Global funds</td>
<td>484,714.10</td>
</tr>
<tr>
<td>Tied funds</td>
<td>352,117.89</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>250,077.13</td>
</tr>
<tr>
<td>Interest</td>
<td>12,047.51</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>29,878.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,414,452.81</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>46,651.40</td>
</tr>
<tr>
<td>Excursions</td>
<td>72,709.02</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>55,423.77</td>
</tr>
<tr>
<td>Library</td>
<td>12,228.88</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,360.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>355,964.31</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>176,769.11</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>121,848.62</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>68,714.87</td>
</tr>
<tr>
<td>Maintenance</td>
<td>55,374.37</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>34,702.61</td>
</tr>
<tr>
<td>Capital programs</td>
<td>21,191.60</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1,022,939.02</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>391,513.79</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

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)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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 and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3

One hundred and nine Year 3 students completed National Assessment in Literacy and Numeracy.

In Reading, 44.9% of students were placed in the top two bands. This was above the school average of 43.3% but below our Statistically Similar Group of schools (SSG), 50.5%.

In Writing, 59.7% of students were placed in the top two bands. This was below the school average of 62.1% and above our Statistically Similar Group of schools (SSG), 45.6%.

In Numeracy, 44% of students were placed in the top two bands. This was above the school average of 35.9% and the Statistically Similar Group of schools, of 42.7%.

NAPLAN Year 5

One hundred and thirty Year 5 students completed the National Assessment in Literacy and Numeracy.

In Reading, 40% of students were placed in the top two bands. This was above the school average of 39.5% and our Statistically Similar Group of schools (SSG), of 36.1%.

In Writing, 21.5% of students were placed in the top two bands. This was below the school average of 31.4% and above our Statistically Similar Group of schools (SSG), of 16.2%.

In Numeracy, 39.2% of students were placed in the top two bands. This was below the school average of 40.5% and above the Statistically Similar Group of schools, of 30.1%.

Progress in literacy and numeracy between Year 3 and Year 5

In Reading, the average growth of students was 77.2 points compared with 77.7 points for the Statistically Similar Group of schools, and 78.8 points for the State DEC.

In Numeracy, the average growth of students was 102.8 points compared with 84.8 points for the Statistically Similar Group of schools, and 89.1 points for the State DEC.
Other achievements

Art
High quality artworks are produced in classrooms across the school throughout the year. Many students participated in the Operation Art Competition. Entries by Misri K and Brett V were selected for inclusion in Operation Art Exhibition at the Armory Gallery, Sydney Olympic Park.

Drumming Group
The school’s drumming group consisted of sixteen students from Years 3-6. They rehearsed each Wednesday during lunch time guided by Miss Miletic and Mrs Boules. The group performed a variety of African beats using African Djembe drums, traditional Middle-Eastern Tablas, Cajun drums and tambourines. Many of the drummers had no musical background or experience. The students worked together to perfect both group and solo performances. The drumming group proudly represented Blacktown South Public School at Westpoint Shopping Centre during Education Week, at the Blacktown Music Festival and at the school’s Showcase Performance.

Guitar Group
The school’s guitar group, led by Mr Mortillero, practised every Monday at lunchtime. They performed at the school’s ‘Showcase’ and at special events such as the Annual Sports Assembly, Mrs Robinsons and Mrs Hatty’s Farewell Assembly and various 3-6 Assemblies.

K-2 Choir
The K-2 Choir is made up of the young singers of our school, who are both talented and enthusiastic. The children take great pride in singing together and strive for a joyful sound. As part of our preparations, the boys and girls meet together each Wednesday, first half of lunch. In an atmosphere of fun and encouragement, children learn music and performance skills under the care of Mrs Carey and Mrs Catalano. Their major performances included the school’s Showcase and the K-2 Presentation Assembly.

The Festival Choir
Students from Years 3 to 6 rehearsed at lunch times as part of the Festival Choir. This choir was led by Mrs Boyle and Miss Basladynski and performed as part of the massed choir at the Blacktown Music Festival and at various school celebrations.

Vocal Ensemble
Students are auditioned to become part of this choir. This choir was led by Miss Magtibay and Miss Rillera.

![Image of students performing](image-url)
K-2 Dance Group
The K-2 Dance Group consisted of 25 boys and girls from Kindy, Year 1 and 2 and was organised by Mrs Mussolum and Mrs Puri. The students practiced the dance at weekly lunch times during Term 2 and Term 3. They performed an energetic dance to ‘Happy’ by Pharrell Williams at the Showcase in Education Week.

The Senior Dance
The Senior Dance group consisted of 24 girls from Years 5 and 6, lead by Miss Cremona. The students participated in weekly rehearsals to learn and revise the choreography. The Senior Dance group participated in performances at the school’s Showcase and during Education Week at Westpoint Blacktown. An evening performance at Blacktown Music Festival was the highlight performance for the group.

Sport
Blacktown South Public School once more achieved excellence on the sports field throughout 2014.

All students from Kindergarten through to Year 6 participated actively in weekly sports and PE programs. Competitive and non-competitive sporting opportunities are available to students.

The School Sport program targeted the skills required for playing a variety of sports. In addition Cricket, Rugby League and AFL clinics were offered.

Students successfully participated in Swimming, Athletics and Cross Country Carnivals.

Our carnival winners were:
- Swimming – Nicholls
- Cross Country – Nicholls
- Athletics – Nicholls

The champion house for 2014 was Nicholls

The House Spirit Award:
- Swimming – Balsdon
- Cross Country – Nicholls
- Athletics – Moore

Many children experienced success and went on to represent Blacktown South at Zone and Area Carnivals.

Team and individual sporting achievements include:
- The following teams were Joint Premiers in their PSSA Competitions; Senior Cricket, Junior AFL, Senior AFL, Boys T-Ball, Senior Football (Soccer), Junior B Netball. Other Grand Finalist teams include Junior White Handball, and Junior Rugby League.
- The Senior Rugby League team participated in the Greg Alexander Shield.
- Blacktown South Public School entered a team in the AFL Paul Kelly Cup which was played at the International Sports Park over two days. The team performed very well winning 3 games but eventually lost to the grand finalist, Saint Paul’s Bathurst.
- Year 6 girls competed in the Girls’ Football Gala Day. The team won 3 games. They lost to Hambledon Public School in the semi-final.
The school entered teams into both the junior and senior T20 Milo Cricket competition. The senior boys team won the local competition and competed in the Sydney West Regional Final, coming 3rd overall.

Forty students were honored to be involved in the Socceroo’s March Past at the ANZ Stadium at Olympic Park.

Nine students competed in Blacktown Zone Teams at Sydney West Championships for Rugby League, Football and Softball.

Nineteen students represented our school and Sydney West Area at State Championships in Swimming, Athletics and Cross Country.

Ayla T was NSW State Judo Champion, Australian National Judo Champion and Sydney International Competition Champion.

Rauiri E placing 2nd in the NSW Judo Championships and competed at the Australian National Judo Championships.

Cambell B, Deklyn N and Sebastien M were all selected to be part of the GWS Giants Development Squad.

Swim School

In Term 3, eighty students attended the Intensive Swimming Scheme. The students displayed a wide variety of swimming abilities from complete beginners to those who just needed to improve their strokes. Every student who attended showed great improvement in their swimming ability.

Speaking and Debating

Students in Years 3 to 6 entered the Multiculturalism Public Speaking Competition. Four students, Yatha S and Vishesh G for the Years 3/4 competition and Yadhavi V and Rajsi V for the Years 5/6 competition were chosen to represent the school at the District Finals held at Doonside Public School in June. Apart from their prepared speeches, children also had to deliver impromptu speeches on topics given to them on the day. All 4 children performed well. Yatha S and Yadhavi V both received a Highly Commended from the adjudicators.

The School Debating Team was made up of six students in 2014. The students rotated roles for each debate winning six of their seven debates and making it to the semifinals for the Blacktown District. The team was coached by Mrs Boules.

Chess

Chess Club runs every Monday for the first half of lunch in Mrs Kimbley’s room. Students have the opportunity to learn to play chess and to improve their skills by playing against other students of different skill levels.
The School Chess Team
Students are invited to try out for School Chess Team to represent the school at the Primary Schools’ One-Day Chess Teams Tournament held at Hassall Grove Public School in September. Fifteen students were chosen to represent the school in five teams. Among the students chosen was James M from Kindergarten. He was the youngest student to represent the school in chess and was the youngest child at the tournament.

Our school performed well, with two teams placing in the top ten (7th and 9th) out of forty-eight teams.

Mathematics Olympiad
In 2014, thirty selected children from our Year 5 and Year 6 OC classes represented Blacktown South in the Mathematics Olympiad. The team placed 29th overall, in the top 10% of the State. Our top scorer was Vyom P, achieving 24 marks out of a possible 25.

Premier’s Spelling Bee
Ninety-four juniors and eighty-four seniors competed in the written component of the Premier’s Spelling Bee with fifteen juniors and fourteen seniors progressing to the oral rounds.

Shelley M, Isaac B (seniors), Tanvi P, Emerald L (juniors) progressed to the Regional Final. Emerald won the Junior Regional Final and came 5th at the State Final.

Premier’s Reading Challenge
494 students participated in the Premier’s Reading Challenge in 2014. Fifty-seven students were awarded a Gold Certificate for completing four challenges. Brooke C, Sudiksha H and Asvika U received Platinum Certificates for completing seven challenges.

ICAS Competitions
Participation in the International Competitions and Assessments for Schools (ICAS) is an option for students and provides them with an opportunity to challenge themselves and compare their performance with students from NSW and ACT. The competitions are supervised by teachers after school for those wishing to participate. Over 140 students participated in 2014.

<table>
<thead>
<tr>
<th></th>
<th>High Distinctions</th>
<th>Distinctions</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>0</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>Writing</td>
<td>2</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Spelling</td>
<td>5</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Maths</td>
<td>4</td>
<td>54</td>
<td>33</td>
</tr>
</tbody>
</table>

The image shows students from Italy participating in an event.
Significant programs and initiatives

Aboriginal education

Through the implementation of Aboriginal perspectives across the Key Learning Areas an awareness of Aboriginal Australia and acknowledgement of the original indigenous culture was fostered in all students. The school achievements include:

- Personalised Learning Plans (PLPs) were developed with input from parents, students and teachers.
- In 2014 NAIDOC week celebrations included a colouring competition for K-2 students and a RESPECT rap competition for Years 3-6 students. Boomerangs were painted in classes and a School Assembly was planned and conducted by Aboriginal Students. It featured a performance of a RESPECT rap as well as ‘Inanay’, a song in Yorta Yorta, sung by the Vocal Ensemble.
- Aboriginal students also performed Dreamtime stories written and narrated by Years 5 and 6 students.
- Years 5 and 6 Aboriginal students competed at the Koori Bridges Education Carnival at University of Western Sydney, Parramatta Campus.
- Volunteers maintained the Aboriginal Garden.

Blacktown South Public School remains committed to providing quality Aboriginal Education throughout the school.

Multicultural education and anti-racism

At Blacktown South Public School 77%, of students are of non-English speaking backgrounds, with more than 60 languages and dialects spoken by our families. A percentage of these students are also refugees who in some situations are attending school for the first time. Interpreters from the Multicultural Unit are often utilised to assist with keeping open communication with our families. There are two full time and 3 part-time EAL/D teachers working in collaboration with classroom teachers to develop Oral Communication, Reading and Writing amongst our EAL/D students. Students have access to individual, group and class support as a holistic approach to promoting successful learning. Our ocean of colourful and dynamic cultures, come together in an enriching environment to learn and play in peace and harmony.

As well as supporting students with limited or no English, we promote the sharing and learning of cultures within our school. Students are encouraged to talk about their traditions as well as participating and studying significant Australian traditions and indigenous customs and beliefs.
Harmony Day is a day celebrated as a whole school and gives us all the opportunity to come together in goodwill and friendship.

Technology

Our primary goal is to give our students the opportunity to embrace 21st Century learning. Embedding technology into the curriculum provides engaging teaching and learning activities for all students.

Every classroom has either an Interactive Whiteboard or a Interactive Panel to provide students with engaging learning activities. Additionally, each class has access to the Computer Lab where students are able to practise their computer skills, use various software applications and Web 2 Tools to produce work.

In 2014, the school installed wireless internet throughout the school and purchased thirty iPads to be utilised in Kindergarten.

The continued upgrade of the school’s technology and the ability to provide students with more access to a range of mobile devices is the school’s focus for 2015.

Peer Support

Peer Support is a whole school program that is held on Tuesday during Term 2. The Year 6 students led the groups focused on the values of care, compassion, respect and responsibility.

Special School Events

Token Fun Day was held in September to raise funds for the school. Over $10,000 was raised to support the purchase of educational resources. Teachers organised many great stalls, which the students thoroughly enjoyed.

World Cup A-thon. This major fundraiser was held in June as part of the Football World Cup. A Brazilian party theme parade was held as part of the opening ceremony with classes dressing up in their assigned country colours. Students completed activities on a rotational basis which included football skills, craft activities, salsa and dancing. Over $12,000 was raised.

Grandparents Day. The day celebrates the significant contribution that grandparents make to their families and our school community. A delightful morning tea, in the library, followed open classrooms. Thank you to all the grandparents for sharing their stories.

Learning and Support

The Blacktown South Public School Learning and Support Team meet weekly to discuss the specific learning needs of students who are experiencing difficulties in learning.

The team focuses on addressing the learning needs of students by working collaboratively with classroom teachers. This ensures that effective implementation strategies are in place and that available and appropriate school resources are utilised. It also allows for the ongoing monitoring and assessment of students and programs.

The Learning and Support Team considers the type and level of support students with learning difficulties require in addressing their academic, social and emotional needs.

The Learning Support Team identifies and brings together parents and specialist personnel within the school community to support classroom teachers to meet the students’ learning requirements. They include:

Learning and Support Teachers

Two Learning and Support Teachers (LaST) worked collaboratively with classroom teachers to support students with additional educational needs. A range of strategies are utilised including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress.

The Learning and Support Teachers works closely with the Learning Support Team and the school executive to ensure all appropriate services are made available to students who require additional support.

Reading Recovery

Reading Recovery identifies students experiencing difficulties in Reading and Writing after their first year of school. It provides an intensive, individually designed and delivered series of lessons for a duration of up to 20 weeks. The Reading Recovery program in 2014 was taught by Mrs Hayes and Miss Rillera.
School planning and evaluation
2012—2014

School evaluation processes

NSW Public Schools conduct evaluations to support the effective implementation of the school plan. In 2014, our school carried out evaluations of the school’s communication and the effectiveness of the school’s technology program.

Background

Surveys were developed for these two areas and were distributed to all families requesting their opinion. 94 surveys were completed.

Future Directions- School Communication

An analysis of the information gathered indicated a number of areas for attention and improvement in 2015 and beyond.

The key areas for improvement in 2015/16 include:

- Improve the number of parents regularly accessing the school newsletter.
- Introduce a School App to be able to improve distribution of information and notes.
- Place all notes on to the website so parents can easily download additional copies if needed.
- Provide Eftpos/credit card facilities at the school office and uniform shop.

Future Directions- School Technology Programs

An analysis of the information gathered indicated a number of areas for attention and improvement in 2015 and beyond.

The key areas for improvement in 2015/16 include:

- To ensure all classrooms have interactive panels or boards that work.
- Extend the school wireless capabilities to the whole school.
- Invest in mobile devices to increase student access to technology in their classrooms.
### Findings as percentages

#### School Communication Survey

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I believe that SNIP (the School Newsletter) is an effective form of communication.</td>
<td>54</td>
<td>35</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2. I regularly read the SNIP.</td>
<td>49</td>
<td>38</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>3. I am satisfied with the range and type of information available on the school website.</td>
<td>31</td>
<td>51</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>4. Notes for excursions, special activities, school celebrations and sporting activities are clearly communicated and distributed early enough.</td>
<td>53</td>
<td>37</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>5. I am satisfied that the student reports provides clear information about my child's progress.</td>
<td>36</td>
<td>49</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>6. I am satisfied that the formal Parent-Teacher interview (Term 2) provides valuable information about my child's progress.</td>
<td>47</td>
<td>45</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Technology Survey

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My child enjoys the use of computers at school.</td>
<td>54</td>
<td>37</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2. My child uses the Department of Education Student Portal and email at home.</td>
<td>9</td>
<td>35</td>
<td>37</td>
<td>15</td>
</tr>
<tr>
<td>3. It is noticeable that my child is developing his/her skills and confidence with the use of the computer and computer programs.</td>
<td>35</td>
<td>50</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>4. I am confident that my child is being taught a variety of skills and programs (appropriate to his/her grade level) through computer lessons.</td>
<td>21</td>
<td>56</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>5. I believe that the school places sufficient emphasis on the teaching of computer skills.</td>
<td>20</td>
<td>53</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>6. I believe that the school places sufficient emphasis on the teaching of cyber/internet safety and the responsible use of technology.</td>
<td>21</td>
<td>43</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>7. I am confident that BSPS provides enough access to computers and tablets (iPads).</td>
<td>13</td>
<td>43</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>8. I believe my child has adequate access to a computer at home to complete homework and assignments.</td>
<td>52</td>
<td>34</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>
School planning 2012-2014:

School priority 1: Literacy

Outcomes from 2012–2014

- Increase achievement levels for all students
- Achievement levels for Aboriginal students to match those of non-Aboriginal students
- Evidenced based practices, programs and professional learning
- Explicit targets in Literacy
- Explicit targets for student achievement in the top two bands in NAPLAN
- Implementation of the Government Literacy Plan

Evidence of achievement of outcomes in 2014:

- Staff provided with professional learning in quality teaching practice.
- Students were regularly benchmarked.
- The Principal’s Home Reading Program was continued.
- Students were tracked on the Literacy Continuum.
- Students were supported through the LaST and EAL/D programs.

Strategies to achieve these outcomes in 2014:

- Provide teacher professional learning in quality teaching practice
- Regular benchmarking of students to identify students who are performing below expected grade outcomes.
- 100% of staff participated in Focus on Reading training.
- All classes implemented the new English Syllabus.

School priority 2: Numeracy

Outcomes from 2012–2014

- Increase achievement levels for all students
- Achievement levels for Aboriginal students to match those of non-Aboriginal students
- Evidenced based practices, programs and professional learning
- Explicit targets in Numeracy

Evidence of achievement of outcomes in 2014:

- Explicit targets for student achievement in the top two bands in NAPLAN
- Implementation of the Government Numeracy Action Plan

Strategies to achieve these outcomes in 2014:

- Teachers provided with professional learning to guide quality teaching practice.
- Ongoing regular benchmarking identified students performing below grade expectations.
- Numeracy continuum used to track students.
- TEN program maintained in K-2 classrooms
School priority 3: National Curriculum

Outcomes from 2012–2014

• Innovative practices for 21st Century learners and learning.
• Quality teaching framework.
• Student-centered learning with a breath of curriculum options.
• The implantation of the new syllabuses incorporating the Australian Curriculum.
• Increased achievement levels for all students.

Evidence of achievement of outcomes in 2014:

• Units of work developed for the new English syllabus were taught during 2014.
• Online professional learning modules were undertaken and school based professional learning delivered to introduce staff to the new Mathematics and Science Syllabus for 2015 implementation.
• Links established with the WWEG, the local community of schools, to share resources and knowledge around the new syllabuses.

Strategies to achieve these outcomes in 2014:

• Online professional learning modules and resources adapted and used as part of teacher professional learning.
• Opportunities for staff to collaborate to design and plan units of work.
• Links established with local Learning Communities to develop a deeper understanding of the new syllabi.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

<table>
<thead>
<tr>
<th>Statements</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child/children are always/usually happy at BSPS.</td>
<td>89%</td>
</tr>
<tr>
<td>BSPS always/usually seeks to put the interests and needs of students first.</td>
<td>88%</td>
</tr>
<tr>
<td>Always/usually satisfied with the standard of education at BSPS.</td>
<td>83%</td>
</tr>
<tr>
<td>Always/usually satisfied with the standard of care their child received at BSPS.</td>
<td>88%</td>
</tr>
</tbody>
</table>
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The 2015-2017 School Plan underwent a rigorous consultative process in order to identify and develop three strategic directions for school improvement.

The annual evaluation process was led by the school Principal and involved consultation with all key stakeholders within the Blacktown South Public School community.

The planning process involved students, staff, parents and community members to inform the planning of the three strategic directions and the shared school vision.

The community was engaged in consultation through parent forums and discussions. All parents were also surveyed about what is great at Blacktown South Public School and what they would like to see changed.

Students’ opinions were gathered through class discussions and focus groups were involved in discussions around their engagement in quality learning experiences.

The whole staff reflected on the current school plan and practices, making recommendations on areas that needed change.

Analysis of feedback from all stakeholders established an evidence base of current practices, processes and results of learning in the school. The three strategic directions are:

1. Quality Teaching and Learning
To inspire quality teaching and learning through focused professional learning that promotes personalised learning and high quality learning environments.

2. Wellbeing and Student Engagement
To foster positive and supportive relationships between students, teachers and community members through the delivery of high quality teaching and learning programs that promote a culture of high expectations.

3. Community Partnerships
To develop authentic communication and consultative decision making with the community, to drive programs that reflect improvement and innovation.
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.

Andrew Bowmer – Principal, Kathy Pizzinga - Deputy Principal, Carly Harding - Rel. Deputy Principal
Renee Radecki - Assistant Principal, Fiona Pearce - Assistant Principal
Claire Dobbie - School Administration Manager
Kerrie Barton - Parent Representative, Kim Jeffreys - Parent Representative

School contact information

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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: