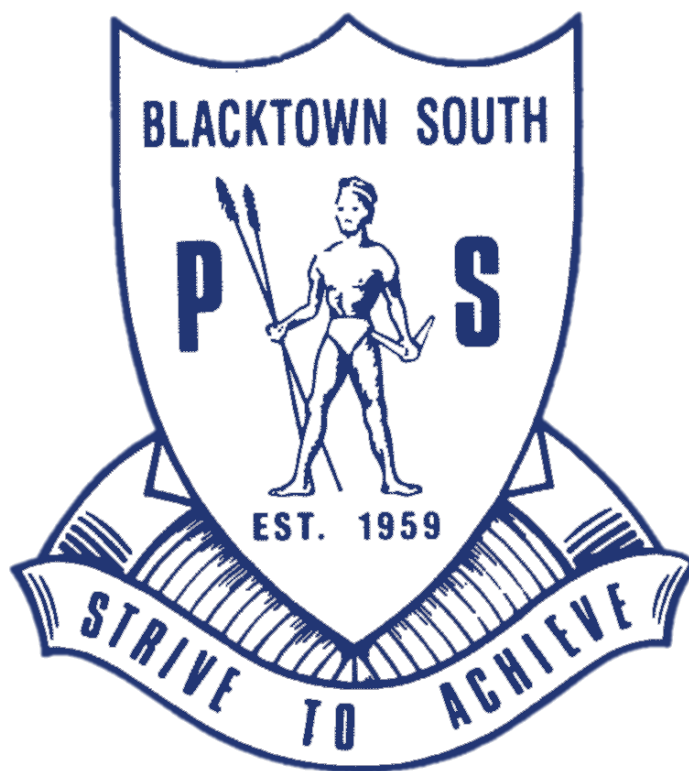


2023 Annual Report

Blacktown South Public School



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Introduction

The Annual Report for 2023 is provided to the community of Blacktown South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Blacktown South Public School

183 Flushcombe Rd

Blacktown, 2148

<https://blacktowns-p.schools.nsw.gov.au>

blacktowns-p.school@det.nsw.edu.au

9622 2449

School vision

At Blacktown South Public School, we believe in creating an environment that is engaging, inclusive and nurturing to develop safe, respectful learners. We aim to inspire students to develop a passion for learning and actively strive for success in all endeavours. We are committed to ensuring all students become curious, creative and reflective lifelong learners.

School context

Blacktown South Public School is a large primary school located in the Western Suburbs of Sydney. The school was established in 1959. In 2023, 1035 students are enrolled in 40 classes, including two Opportunity Classes (O.C.). Approximately 85% of the students come from a non-English speaking background. Twenty-six students identify as Aboriginal or Torres Strait Islander (ATSI). Blacktown South Public School serves an increasingly diverse local community and provides a range of educational opportunities for students from Kindergarten to Year 6.

The school is well-resourced with a range of technology including a 1:2 ratio of mobile devices to students. There is an emphasis on effective Literacy and Numeracy instruction, Technology and STEM (Science, Technology Engineering and Mathematics) teaching. A range of extracurricular programs are provided including, interschool sport, debating, public speaking, dance and choir. Blacktown South Public School is a member of the Blacktown Learning Community. The school has a dedicated P&C Association.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle. The AECG was consulted in this process and this feedback has helped shape the school's Strategic Improvement Plan.

Strategic Direction 1: Student Growth and Attainment

Blacktown South Public School prioritises student academic achievement with a particular focus on Literacy and Numeracy. In the area of Literacy, the school has identified the need to improve teachers' abilities to deliver explicit quality literacy instruction. The area of comprehension skills will be a focus. In the area of Numeracy, the school has identified the need to improve teachers' abilities to deliver explicit quality numeracy instruction. The development of quality differentiated programs and lesson sequences that have been informed by effective assessment and data will be a focus.

Strategic Direction 2: Assessment for Learning

Blacktown South Public School has identified that effective assessment for learning and the use of data is a significant area for development. There is a need to develop all teachers' abilities in the use of assessment strategies and data to drive effective programming, improve explicit teaching and to underpin the teaching and learning cycle. Initially the work in this area will support and compliment improvement in strategic area one.

Strategic Direction 3: Effective Classroom Practice

Over the last three years Blacktown South Public School has started the implementation of Visible Learning practices. The situational analysis has identified that the areas of Explicit Teaching and Feedback, as described in the 'What Works Best: 2020 Update', continue to be areas that require significant development.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student outcomes with a focus on Literacy and Numeracy. All teachers at Blacktown South Public School will explicitly teach students using research-based pedagogy. Effective assessment practices will monitor student progress, drive the teaching and learning cycle, inform teaching direction and differentiation to meet student individual learning needs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Quality Teaching
- Differentiation
- Wellbeing: A Planned Approach

Resources allocated to this strategic direction

AP Curriculum & Instruction
Socio-economic background
Professional learning

Summary of progress

In 2023, Blacktown South Public School significantly engaged with the New Curriculum. Early foundational literacy and mathematical skills were a focus for K-2 teachers, embedding research-based pedagogies into their teaching practices. The school leadership team will continue to build Years 3-6 teachers' understanding of the evidence-base for curriculum reform and the new syllabus documents in 2024.

A data-driven approach was undertaken to seamlessly integrate assessment into the teaching and learning cycle, serving as a guide for educators to differentiate their instruction. These assessments have not only informed the direction of teaching, but also enabled educators to adjust teaching and learning programs, catering to the diverse learning needs of individual students.

Continual engagement in dialogue and targeted professional development sessions, including Spirals of Inquiry, Stage meetings, peer observations, coaching visits, and demonstration lessons, improved teachers' understanding and confidence in enhancing students' reading comprehension and numeracy skills. The data collected from both external and internal assessments consistently showcased a steady growth in student achievement. Moving forward, the focus remains on sustaining momentum to ensure quality practices are employed to support the explicit teaching of literacy and numeracy, differentiation and continuous growth in student achievement.

In 2023, Blacktown South Public School aimed to increase the rate of student attendance. Systems were developed to track and monitor attendance by teachers and stage supervisors, with follow up by the Deputy Principal and HSLO.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An increase in Check-in Assessment mean scaled score for Reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Reading in Year 3 has increased. The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Reading in Year 5 has increased.
An increase in Check-in Assessment mean scaled score for Numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Numeracy in Year 3 has increased. The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Numeracy in Year 5 has increased.

<p>Increase the proportion of students attending school 90% of the time by 6.7%.</p>	<p>The number of students attending greater than 90% of the time or more has increased by 12.1% .</p>
<p>School Excellence Framework assessment of Learning Domains of Curriculum ('Teaching and Learning' and 'Differentiation') and Assessment ('Formative Assessment') indicates that the on-balance judgement is moving towards 'Sustaining and Growing'.</p>	<p>Self-assessment against the School Excellence framework shows the themes of Teaching and Learning, Differentiation and Formative Assessment to be Sustaining and Growing.</p>

Strategic Direction 2: Assessment for Learning

Purpose

To maximise student outcomes through a focus on quality assessment and data practices. Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom to inform quality programming. Teachers' skills in the use of data will inform teaching and learning in all classrooms.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Assessment
- Data Skills and Use

Resources allocated to this strategic direction

Summary of progress

In 2023, Blacktown South participated in professional learning to support teachers to effectively assess and analyse data with the goal of improving teaching practice and student outcomes. Years 1 to 6 teachers continued to utilise Essential Assessment as a tool to pre-assess student understanding in Mathematics. With enhanced familiarity and confidence in navigating the platform, teachers effectively engaged with the collected data, using it more efficiently for instructional purposes.

Kindergarten teachers met regularly for Stage Professional Learning focused on formative assessment in Mathematics. They actively engaged in consistent teacher judgment sessions, employing triangulation of data to gain a comprehensive view of student achievement. Collaboratively developed assessment monitoring tools, such as assessment grids, were created to streamline the collection of data, ensuring consistency across the grade. Subsequently, due to positive teacher feedback, these tools were introduced to all teams, aiming to further improve effective assessment practices and streamline data collection processes across the school.

High-impact professional learning led by Assistant Principals Curriculum and Instruction (AP C&Is) was aimed at enhancing teacher capacity to effectively analyse both internal and external assessment data in Reading. Teachers were able to pinpoint precise areas of student proficiency and areas requiring improvement to inform teaching and allow for differentiated learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
50% of teachers (who have taught at BSPS for 12 months or more) know and implement effective assessment practices in their classrooms.	Staff self-assessment against the School Excellence Framework in the domain of Assessment shows significant improvement with greater than 50% of the staff ranking the school at Sustaining and Growing.
50% of teachers (who have taught at BSPS for 12 months or more) have a sound knowledge of assessment and data analysis to improve teaching practices.	Staff surveys indicate greater than 50% of teachers possess a sound understanding of assessment and data analysis.

Strategic Direction 3: Effective Classroom Practice

Purpose

To develop curious, creative and reflective lifelong learners at Blacktown South Public School through embedding a student-centred learning culture and classroom practice that promotes high expectations. In order for Blacktown South Public School students to connect, thrive and learn, the learning culture will be underpinned by a shared understanding of explicit teaching principles and effective student feedback.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching- Visible Learning
- Effective Student Feedback

Resources allocated to this strategic direction

Professional learning

Summary of progress

In 2023, Blacktown South continued to develop a shared understanding of explicit teaching principles and effective student feedback. With the New Curriculum implementation, explicit teaching emerged as a pivotal focus area, extensively explored through Spirals of Inquiry during Terms 1 and 2 for K-2, and in Terms 3 and 4 for 3-6. This was enhanced by regular coaching visits from the Assistant Principals Curriculum and Instruction (AP C&Is), and the opportunity to participate in peer observations.

Lessons that were observed in the second half of the year demonstrated improved clarity and focus, guiding students' attention towards the intended Learning Intentions and Success Criteria (LI & SC). All teachers benefitted from the sharing of best practice in Spirals of Inquiry and Stage Professional Learning, fostering a culture of collaboration and continuous improvement.

In 2024, in this initiative, Years 3-6 teachers will engage further with LI & SC embedded within the Department's units of work, developing teacher confidence in explicit teaching, aligning with the ongoing commitment towards enhancing instructional practices.

Teachers of Years 3-6 made commendable strides in enhancing their feedback practices in 2023, integrating a combination of feedback strategies explored during Spirals of Inquiry into their teaching, cultivating an environment which encourages students' self-regulation. There remains a need for focused attention in this area in 2024, especially amongst K-2 teachers, and ongoing support and professional development for Years 3-6 educators. This emphasis aims to safeguard the progress achieved to date from potential setbacks due to the adjustment period for teachers with the introduction of the New Curriculum.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
50% of teachers (who have taught at BSPS for twelve months or more) have embedded explicit teaching principles into programs and use them effectively in daily lessons to support student learning.	Document analysis of learning programs indicate greater than 50% of staff have embedded explicit teaching principles, and use them effectively in daily lessons to support student learning.
50% of teachers (who have taught at BSPS for twelve months or more) effectively use feedback daily in lessons to support student learning.	Staff and student surveys conducted in early and late 2023 indicate the percentage of teachers effectively using feedback to support student learning has increased by 30% from the baseline measure.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$8,431.21</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds • supporting students and families with school related costs such as uniforms and excursions <p>The allocation of this funding has resulted in the following impact: Significant support provided to these students and their families to help transition to school. Support has been provided in material items such as uniforms, lunches and the payment of excursion costs and in addition, EAL/D teacher and SLSO support.</p> <p>After evaluation, the next steps to support our students will be: Provide staff with targeted professional learning to improved their knowledge in supporting/teaching students from a refugee background.</p>
<p>New Arrivals Program</p> <p>\$50,352.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Blacktown South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Targeted small group withdrawal support and in class support provided for all identified new arrival program (NAP) students at a minimum of a one hour session, four days a week. This targeted intervention was provided by a highly trained EAL/D teacher, focusing on students individual learning needs and transition to Australian schools, using DoE endorsed programs to support language learning and the school social experience.</p> <p>After evaluation, the next steps to support our students will be: Ongoing professional learning to upskill all classroom teachers to continue to improve support in classroom settings for NAP students. The continuation of mentoring and training for all new EAL/D teachers in assessing, programming and supporting NAP students.</p>
<p>Integration funding support</p> <p>\$137,461.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blacktown South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Integration funding support</p> <p>\$137,461.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: The employment of SLSOs to support students in accessing the curriculum. The allocation of Integration Funding Support has resulted in all eligible students demonstrating progress towards their personalised learning goals. PLSPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within the learning space and the playground.</p> <p>After evaluation, the next steps to support our students will be: Provide additional professional learning to all School Learning Support Officers.</p>
<p>Socio-economic background</p> <p>\$99,569.23</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blacktown South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Teaching of Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Spirals of Inquiry to support student learning • employment of additional staff to support the Spirals of Inquiry program implementation <p>The allocation of this funding has resulted in the following impact: High Impact Professional Learning was provided through the Spirals of Inquiry program. Additional staff were employed to provide release time for seven grade teams and the enrichment team to attend Spirals of Inquiry on a fortnightly basis. This resulted in significant improvement in teachers' ability to implement the new curriculum, develop effective programs, implement explicit teaching practices and the use of effective assessment practices to inform teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Spirals of Inquiry has proven to be highly effective professional learning. In 2024, the Assistant Principals Curriculum and Instruction (AP-CIs) will continue to lead and be responsible for the implementation and delivery of Spirals of Inquiry professional learning.</p>
<p>Aboriginal background</p> <p>\$23,081.39</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blacktown South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Aboriginal background</p> <p>\$23,081.39</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Continuation of Koori Club for Aboriginal and non-Aboriginal students to engage in and learn about culture • Employment of a specialist Aboriginal Education Company to provide cultural professional learning to the staff • The purchase of teaching resources for the Term 2 Staff Development Day, dedicated to Aboriginal Education • Two teams of eight teachers were trained in 8 Ways pedagogy • Aboriginal students attend an excursion to Australia Zoo, to engage in cultural activities <p>The allocation of this funding has resulted in the following impact: The implementation process of Personalised Learning Pathways was consolidated in 2023. Koori Club continued to be very popular as an avenue for all students to learn about and share culture. Aboriginal students attended an excursion to Australia Zoo, to engage in cultural activities. The Term 2 Staff Development Day and the staff twilight professional learning (provided by an Aboriginal Education Company) were highly successfully. The continuation of the training of staff in 8 Ways pedagogy was extended to a further 16 teachers over two, two-day training sessions. This has proven to have successfully progressed the embedding of Aboriginal Perspectives within teaching and learning programs. The school also published its Reconciliation Action Plan (RAP).</p> <p>After evaluation, the next steps to support our students will be: The continuation in professional learning of all staff in 8 Ways pedagogy. To continue to embed and expand Aboriginal Perspectives in all programs. To develop more meaningful and authentic ways to engage parents in the PLP process. To develop connections with the local Aboriginal community and provide additional opportunities for Aboriginal students to engage in cultural activities.</p>
<p>English language proficiency</p> <p>\$465,316.59</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blacktown South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phases of the EAL/D progressions • establish a core practice for supporting students learning English as an Additional Language or Dialect • the employment of an Assistant Principal - Support, to supervise the EAL/D staff and to provide effective professional learning <p>The allocation of this funding has resulted in the following impact: Significant timetabled support for classes with students needing EAL/D support. The improved coordination of support through the employment of an Assistant Principal to manage the EAL/D team. Improved professional development opportunities for both EAL/D teachers and classroom teachers.</p> <p>After evaluation, the next steps to support our students will be: Ongoing professional development for all K-6 Staff, will identify language and cultural demands across the curriculum. Targeted professional learning for the EAL/D team to ensure best teaching practice.</p>
<p>Low level adjustment for disability</p> <p>\$334,429.30</p>	<p>Low level adjustment for disability equity loading provides support for students at Blacktown South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment</p>

<p>Low level adjustment for disability</p> <p>\$334,429.30</p>	<p>to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of a Speech Pathologist to develop phonological awareness, articulation, receptive language, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: In class support offered by the LaST teachers and SLSOs has been more effectively utilised in classrooms through efficient timetabling. SLSOs timetabled support has been more effective in engaging students with quality adjustments. The Learning and Support Team has coordinated student referrals and interventions more effectively.</p> <p>After evaluation, the next steps to support our students will be: To upskill more key staff in the operation of the Learning and Support team.</p>
<p>Professional learning</p> <p>\$66,142.03</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Blacktown South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Teaching of Reading • Explicit Teaching- Visible Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • providing staff with additional release time for professional learning and collaboration • providing staff with opportunities to engage in Peer Observations <p>The allocation of this funding has resulted in the following impact: Funds were used to support additional release time for teachers to attend Spirals of Inquiry. All seven grade teams and the enrichment team were provided with two hours of Spirals Professional Learning time per fortnight for terms 1 to term 4. The implementation of Spirals of Inquiry for all teams resulted in significant improvement in teachers' practice in effective programming, explicit teaching, and the use of effective assessment practice to inform teaching and learning. It also provided quality time for staff to engage in and plan for the implementation of the new K-6 English and Numeracy Syllabus. This program was highly rated on staff reviews. Peer Observations provided staff with opportunities to observe high quality lessons of colleagues. Each observation was accompanied by a coach/mentor to facilitate discussion and deep reflection on the lesson and practice observed.</p> <p>After evaluation, the next steps to support our students will be: The implementation of Spirals will continue to be led by the Assistant Principals - Curriculum and Instruction. The school professional learning will be managed by the Lead AP-CI and the Principal. Peer observations will continue but more on a needs basis as identified by the AP-CIs.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$204,776.64</p>	<p>improve teacher quality and enhance professional practice at Blacktown South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support classroom programs • staffing release to align professional learning to the strategic improvement plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: All Assistant Principals were provided with 2 hours of additional release time, to administer the PDP program, for teacher observations and provide teachers with support. Assistant Principals were allocated a further 2 hours (K-2) and 1 hour (3-6) to support the implementation of the K-6 English and Numeracy Syllabus. Funds were also used to cover the costs of releasing teachers for Spirals of Inquiry, professional learning time. Please see Professional Learning.</p> <p>After evaluation, the next steps to support our students will be: Ensuring that the additional executive release time is more strategically timetabled, ensuring the most effective teachers are used to provide this additional release time. Ensuring leadership support and opportunities are provide to all executive.</p>
<p>COVID ILSP</p> <p>\$122,978.25</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups <p>The allocation of this funding has resulted in the following impact: Teachers, worked with small groups of withdrawn students for 20 minutes three times a week providing intensive instruction in Reading or Numeracy. The Assistant Principal Support collaborated closely with the Assistant Principals to ensure all intervention programs met the specific needs of targeted students. All Students' progress was tracked using PLAN2.</p> <p>After evaluation, the next steps to support our students will be: This program will continue for targeted students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	584	580	563	555
Girls	507	487	482	481

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.3	92.0	87.8	88.8
1	91.9	93.1	86.0	89.0
2	91.8	91.6	87.3	89.7
3	93.2	92.9	88.4	91.3
4	92.3	94.4	87.6	90.9
5	94.1	94.1	88.9	91.9
6	92.6	92.1	86.5	91.7
All Years	92.8	92.9	87.5	90.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7.8
Classroom Teacher(s)	38.19
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.6
Teacher EAL/D	3.2
School Counsellor	1
School Administration and Support Staff	6.07

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,040,187.04
Revenue	10,021,585.63
Appropriation	9,716,573.61
Sale of Goods and Services	31,061.04
Grants and contributions	232,861.33
Investment income	34,075.90
Other revenue	7,013.75
Expenses	-10,139,774.46
Employee related	-8,784,808.11
Operating expenses	-1,354,966.35
Surplus / deficit for the year	-118,188.83
Closing Balance	921,998.21

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 SBAR Adjustments (\$)
Targeted Total	145,892
Equity Total	922,397
Equity - Aboriginal	23,081
Equity - Socio-economic	99,569
Equity - Language	465,317
Equity - Disability	334,429
Base Total	7,178,132
Base - Per Capita	271,972
Base - Location	0
Base - Other	6,906,160
Other Total	860,781
Grand Total	9,107,202

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year the key stakeholders of the school - teachers, parents and students, are provided with the opportunity to provide feedback and their opinions about Blacktown South Public School. In 2023, Blacktown South Public School utilised Tell Them From Me (TTFM) for student, teacher and parent/carer feedback. The following results were obtained:

Key findings from students (TTFM) where results were at or above State Mean. Students at Blacktown South indicated that:

- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- They try hard to succeed in their learning.
- They feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- When they finish high school, they expect to go to University.
- They feel proud of their school.
- Teachers take the time in class to ask us to remember and explain things we have been taught before.
- They set challenging goals for themselves in their schoolwork and aim to do their best.
- They are treated with fairness and respect by their teachers in regard to their cultural background.
- They can pursue their goals to completion, even when faced with obstacles.
- Aboriginal students feel good about their culture when at school.
- Aboriginal students feel their teachers have a good understanding of their culture.

Key Findings from Teachers (TTFM) where results are above the State Mean. Teachers felt:

- They set high expectations for student learning.
- They regularly use data from formal assessment tasks to decide whether a concept should be taught another way.
- They monitor the progress of individual students.
- That when they present a new concept they try to link it to previously mastered skills and knowledge.
- They discuss the learning goals for the lesson in most of their classes.
- They provide students feedback on how to improve their performance on formal assessment tasks.
- They provide students with feedback on their work that brings them closer to achieving their goals.
- They establish clear expectations for classroom behaviour.

Teachers also believed that:

- School leaders clearly communicate their strategic vision and values for our school.
- School leaders have helped them create new learning opportunities for students.
- School leaders have helped them improve their teaching.
- School leaders have supported them during stressful times.
- Teachers in our school share their lesson plans and other materials with each other.
- They can talk with other teachers about strategies that increase student engagement.

Key finding from parents (TTFM) showed that parents believed:

- Teachers show an interest in their child's learning.
- Their child/children are encouraged to do their best work.
- Their child/children are clear about the expectations for school behaviour.
- Their child/children feel safe at school.
- Blacktown South Public School staff take an active role in making sure all students are included in school activities.

- Teachers help students develop positive friendships.
- Blacktown South Public School is a culturally safe place for all students.
- Their child/children's reports provide them with information on how to best support their child/children in their learning.
- Formal interviews to be very useful in communicating student learning needs and growth to parents.
- 3-way conferences are a very productive process for providing insight into their child/children's learning.
- Written information from the school is in clear, plain language.
- The School Newsletter is an informative type of communication for finding out news about the school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.