

# Blacktown West Public School

## Annual Report



2016



4116

## Introduction

The Annual Report for 2016 is provided to the community of Blacktown West 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 school 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.

Meg Peel

Principal

## School contact details

Blacktown West Public School

Lancaster St

Blacktown, 2148

[www.blacktownw-p.schools.nsw.edu.au](http://www.blacktownw-p.schools.nsw.edu.au)

[blacktownw-p.School@det.nsw.edu.au](mailto:blacktownw-p.School@det.nsw.edu.au)

9622 2285

## Message from the Principal

Blacktown West is a school that is all inclusive and has a commitment to provide high quality and challenging programs to encourage students to be life-long learners.

In 2016, this included 18 mainstream classes, 2 classes for students with a mild intellectual disability and one class for students with an emotional disability. Students are encouraged to be key drivers in their learning and to learn to think critically and reflectively. The school's success has been made possible by the high standards of staff professionalism and innovative teaching practices implemented in the classrooms. Staff training and the purchase of resources and technology have all been implemented in line with these focus areas. Our school has maintained clear targets for 2016: improving the achievements of all students in literacy and numeracy, developing their emotional and social learning, embedding quality leadership to support innovative practices and developing collaboration between all stakeholders to provide students with the ability to achieve their personal goals.

In 2016, our Year 3 and Year 5 sat the NAPLAN test. The results of the growth from Year 3 to Year 5 were above State in Writing, Numeracy, Reading and Grammar and punctuation. This indicates that our strategies to improve student learning in literacy and numeracy are having a great impact.

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

## School background

### School vision statement

Blacktown West Public School is committed to providing high quality teaching and learning programs that encourage students to become life-long learners.

Our motto is "Together We Grow". We aim for all students to experience success in literacy and numeracy, learn technological skills which will enhance their contribution to society and engagement in their future lives while developing their social and emotional wellbeing.

We are committed to academic excellence and development of higher order cognitive skills in order to develop confident, creative and successful learners who are curious and willing to take a risk.

### School context

Blacktown West Public School is an inclusive primary school situated in Western Sydney and is part of the Nirimba network of schools. The school has an enrolment of 426 students which includes 18 mainstream classes and 3 support classes. 56.5% of the students have a Language Background other than English and 3.5% are Aboriginal. Cultural diversity is acknowledged and celebrated to encompass the 50 different languages spoken within the community.

Our core business is to improve student outcomes in literacy, numeracy and all key learning areas. Learning is supported by 21st century interactive technology to increase the significance and relevance of learning experiences and maximise student engagement. A highly qualified and dedicated staff develop strategies to build skills in critical thinking, communication, and collaboration to enable all students to reach their full potential academically, socially and emotionally.

The core values of being motivated, respectful and safe are consistently embraced by the students, staff and the community and are embedded within our student welfare policies.

In 2015, Blacktown West was granted an Instructional Leader through the Department's Early Action For Success Program. This strategy involves an Instructional Leader, an additional early intervention teacher to provide tiered intervention in numeracy and literacy for students K to Year 2 and a training grant to support targeted professional learning.

Our partnership with Blacktown Learning Community provides professional learning opportunities to improve teaching/learning practices for the staff. Our students and parents access extension and enrichment opportunities through this process of collaboration with the 28 schools.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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 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.

### In the Domain of Learning:

Within the elements of this domain, *Learning Culture*, *Wellbeing*, *Curriculum and Learning* were analysed as Sustaining and Growing. At Blacktown West positive, respectful relationships are evident among students and staff which has created a positive teaching and learning environment and promoted student wellbeing. Well developed programs and processes are in place where students take responsibility for their learning and work to achieve their own explicit goals.

The scope and sequence of units of work in all KLAs is currently being assessed to ensure quality teaching and progress to match the curricula and promote growth for all students to cater for learning.

Quality teaching is evident within an environment of inquiry and an ongoing in-depth analysis of data to assess student's success and plan for growth.

The Data Wall has been one of the very successful strategies used for analysis and problem solving how to scaffold each student to the next cluster, what specific aspect is hindering progress and collaboratively design and share strategies to promote achievement.

There are explicit processes in place for regular assessment and to analyse and report on student performance with a strong culture of collaboration, evaluation and problem solving.

### In the Domain of Teaching:

Teachers proactively share learning from professional development. The specific focus is on developing strategies to promote learning and overcome stumbling blocks to learning including designing and gathering new resources to improve literacy and numeracy. For example, the use of clear stands to display each student's specific goals. Teachers are providing explicit and specific feedback to students on how to reach their next goal.

Teachers are actively engaged in planning their own professional development to improve their performance. Professional development is aligned with the school plan and the impact on quality teaching and improvement on student outcomes.

### In the Domain of Leading:

The school leadership team supports a culture of high expectations and community engagement. The school is committed to development of leadership skills in students and staff. Blacktown West has strong links with 26 local schools within the Blacktown Learning Community (BLC).

The school's leadership team promotes organisational best practice and development of leadership skills across the staff and across all areas. The leadership team promotes and supports the new learning involved in developing expertise in new fields. All staff are involved in assessing resources including technology, staff and spaces to assess the best use of and to achieve improved student outcomes.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>



## Strategic Direction 1

### STUDENT LEARNING

#### Purpose

Develop a culture of educational innovation, creativity, high accomplishment and engagement for all students based on systems of inquiry.

To inspire every student and teacher to excel and learn to their full potential by ensuring that teaching and learning programs are personalised and differentiated. To provide a high standard of education through a culture of inquiry and curiosity and by equipping the students with the skills to be confident, critical and creative problem solvers for the 21st century.

#### Overall summary of progress

Blacktown West has made significant progress in literacy and some improvements in numeracy. Progress was tracked and evaluated to ensure that progress was on going and targeted. There were processes in place using the data wall to track and evaluate progress, school based assessments, targeted interventions, stage and grade meeting to discuss findings and plan class, stage and school strategies. Achievement levels are entered every five weeks for students K–2 into PLAN and at the end of each term for Years 3 to 6.

Professional learning is targeted and centred on teachers Personal Development Plans (PDPs).

In 2016, 62 Year 3 and 44 Year 5 students sat the NAPLAN test which included all students in the mainstream and in support. In Reading, the 46% improvement in students with greater than or equal to expected growth was evident as demonstrated from growth from 50% to 73.7%. This was a result of targeting specific comprehension skills and the development of vocabulary. Achievements in writing, grammar and punctuation and spelling met targets.

The improvement in Numeracy was not fully achieved and a continued in–depth analysis of strategies and programs will form part of the direction for 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Significant growth as evidenced in PLAN data K–6, school based assessment and EAfS.	<p>Staff diligently monitored student achievement according to PLAN data and used this data to refine teaching programs and differentiate learning.</p> <p>Literacy:</p> <p>Percentage of students reading at or above expected cluster level by end of year:</p> <ul style="list-style-type: none"><li>• Kinder–71%</li><li>• Year 1–86%</li><li>• Year 2–66%</li></ul> <p>Percentage of students meeting or exceeding required comprehension cluster markers by end of year:</p> <ul style="list-style-type: none"><li>• Kinder–56%</li><li>• Year 1–52%</li><li>• Year 2–61%</li></ul> <p>Percentage of students moving up 2 or more reading cluster levels throughout the year:</p> <ul style="list-style-type: none"><li>• Year 3–23%</li><li>• Year 4–45%</li><li>• Year 5–44%</li><li>• Year 6–19%</li></ul> <p>Percentage of students moving up 1 reading cluster levels throughout the year:</p> <ul style="list-style-type: none"><li>• Year 3–51%</li><li>• Year 4–30%</li></ul>	<p>The growth in PLAN K–2 was funded by EAfS project with an Instructional Leader and an early intervention teacher.</p> <p>The school funded the Learning and Support teachers K to 6 as per the staffing entitlement at 1.8.</p> <p>Resources from EAfS funding quality literature for K to Year 3: \$3,150 and for information texts: \$1600</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Significant growth as evidenced in PLAN data K–6, school based assessment and EAfS.	<ul style="list-style-type: none"> <li>• Year 5–51%</li> <li>• Year 6–43%</li> </ul> <p>Percentage of students moving up 2 or more comprehension cluster levels throughout the year:</p> <ul style="list-style-type: none"> <li>• Year 3–20%</li> <li>• Year 4–30%</li> <li>• Year 5–28%</li> <li>• Year 6–29%</li> </ul> <p>Percentage of students moving up 1 comprehension cluster levels throughout the year:</p> <ul style="list-style-type: none"> <li>• Year 3–51%</li> <li>• Year 4–38%</li> <li>• Year 5–58%</li> <li>• Year 6–34%</li> </ul>	
<p>Improved NAPLAN results in Literacy and Numeracy.</p> <p>7% increase in the targeted percentage of students with greater than or equal to expected growth: Year 5 Reading = 62%, Writing = 60% and Numeracy = 68%.</p> <p>10% increase in number of students in NAPLAN Proficiency (top 2 bands).</p> <p>The targeted percentage of students achieving proficiency levels to: Reading Year 3 = 26%, Year 5 = 20%. Writing Year 3 = 27%, Year 5 = 15%. Numeracy Year 3 = 23%, Year 5 = 22%</p>	<p>The target was for a 7% increase in percentage of students with greater than or equal to expected growth. The increase in Reading was from 50% to 73.7% – <b>a 46% increase</b>. In Numeracy there was a 4% decrease in the percentage from 2015.</p> <p>The target of a 10% increase in students in the proficiency bands: In Year 3: the target was surpassed in reading to 30.7% – 4.7% greater than the target. In writing, the target of 27% but was in fact far greater with 47.6% of students in the top two bands. In Numeracy, the number of students in proficiency bands fell just short of the 23% at 22.2%.</p> <p>In Year 5: in Reading, 27.2% of students reached proficiency level (target was 20%). In numeracy the target was 22% and 22.2% was the result.</p>	<p>School funded from RAM extra staffing for Maths groups at:</p> <p>0.2 a week = \$17,373</p>
Results from tiered intervention reflected in improvements in school-based assessment.	<p>School Writing Benchmarking initiative combined with delivery of tiered LaST and EAfS intervention resulted in excellent progress in writing across all grades. Students displayed improvement with reference to criteria addressed in Writing Benchmarking tasks. Students have become more proficient in setting their learning goals and monitoring their progress and their success.</p> <p>Successes include:</p> <ul style="list-style-type: none"> <li>• Kindergarten: 58% of students correctly using capital letters and full stops in independent narrative tasks.</li> <li>• Year 1: 79% of students independently incorporating correct narrative text structure in their writing.</li> <li>• Year 2: 90% of students independently including paragraphs in their writing and experimenting with topic sentences within paragraphs.</li> <li>• Year 3: A 62% increase in the number of students independently using effective vocabulary to describe characters and setting in their narrative writing.</li> <li>• Year 4: 20% of students showing improvement across all writing benchmarking criteria assessed.</li> <li>• Year 5: 30% increase in students writing paragraphs which are focused on one idea,</li> </ul>	<p>The technology/writing project comes within the staffing entitlement under RFF.</p> <p>An additional Project officer employed for 3 days a week supplying an extra hour per class:</p> <p>\$52,120 for the year.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Results from tiered intervention reflected in improvements in school-based assessment.	enhance their narrative writing and producing more paragraphs that are logically constructed incorporating topic sentences and detail. • Year 6: 14% increase in students independently producing coherent, controlled and complete narratives. 5% increase in students incorporating effective characterisation and setting through the use of effective descriptions, actions or speech.	
Improved attendance data.	Systematic monitoring and follow-up of student attendance has seen an improvement in whole school attendance. In particular, improvement has been seen in kindergarten, year 3 and year 4.	Funding of extra certificates and awards: \$500
The School Excellence Framework used to evaluate school performance and determine future directions.	We utilised Business Intelligence data to track value-added. In the areas of value-added between Year 3 and 5, we achieved sustaining and growing (as evaluated on School Excellence Framework).	Stage meetings to reflect, evaluate and plan strategies:  Sessions were planned for after school, SDD and within school hours.  Extra staffing funded at \$12,000.

## Next Steps

Future directions for 2017 were developed to ensure the three year plan targets high educational outcomes for all students. This includes a continued focus on improving comprehension levels in particular determining the main idea and developing inferential skills and the need to improve skills in skimming and scanning to attain improvement.

A continued focus on coding and an introduction to robotics will further develop a knowledge in STEM (Science, Technology, Engineering and Mathematics) to assist in developing critical, creative and problem-solving skills.

New projects in the grounds to include the re-designing of the vegetable garden and setting up of specific physical environments which will establish links with community and provide high quality experiences for students.

With the in-depth analysis of the scope and sequence in all KLA K-6, we are looking to improve the students' educational, physical and social and emotional wellbeing and provide a well sequenced development of concepts and skills.

Additional professional development for staff in plotting students on literacy and numeracy continuums and in analysing PLAN data to gain a shared understanding of cluster achievement and build the capacity of staff. .

## Strategic Direction 2

### LEADERSHIP AND SUSTAINABILITY

#### Purpose

Embed quality leadership and organisational practices to support innovative, responsive and dynamic facilitators of learning.

To build a dynamic culture of inquiry, innovation and best practice through empowered leadership, quality professional learning and collaboration. Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement based around the implementation of the spiral of inquiry.

#### Overall summary of progress

The four processes relating to the Aspiring Leaders Program: staff mentoring, growth coaching, student leadership and learning communities are areas that were monitored and tracked to build teaching and leading capacity with staff and students.

Professional development for teachers and leaders centred around effective whole class teaching strategies for teaching the 80% cohort who can shift from 'off the boil' to 'on target' and beyond and implementing quality differentiated teaching and learning programs to cater for specific needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased percentage of staff participating in internal and external professional learning with a focus on leadership.	School leaders and teachers participated in an increased number of online and face-to-face training. Professional development was based around the types of coaching: data chats, team teaching, observation and feedback. All are based on collaboration to improve teaching practice and improve student outcomes with an emphasis on leadership, including leadership skills and strategies to promote leadership within teams. Courses included Blacktown Learning Community Aspiring Leaders Project, Growth Coaching and L5 Leadership module.	Cost of inservices and casuals:  \$5,500  Collaboration in grade, stage and team meetings:  \$5,700
An increased percentage of roles and responsibilities undertaken by effective and active student leaders.	Successful leadership opportunities provided with weekly meeting as a committee and then with their own class.  Teaching activities planned and implemented to develop leadership skills: leadership excursion to Olympic Park where all SRC participated in group sessions around sustainability.	Casual: \$500
All staff have achieved accreditation and are maintaining their accreditation at proficient level.	One school leader attended <i>Managing Accreditation Across Your School</i> course which covered requirements for accreditation; maintenance of accreditation; higher levels of accreditation; and resources / websites to support accreditation. Requirements and resources were shared with whole staff at staff meeting and another staff member inserviced staff on how to log professional development.  All staff are on track with maintaining accreditation levels and logging professional development matching experiences to standards demonstrating an increased understanding of standards.	Funded Inservices: \$660



## Next Steps

Future directions were developed to ensure the three year plan remains on track and to be proactive in providing high quality educational programs and build capacity to lead. Further development of PDPs with both staff and non-teaching staff to increase capacity of the school to deliver quality teaching and learning programs and differentiated programs and achieve significant improvement in all areas.

## Strategic Direction 3

### COMMUNITY ENGAGEMENT AND PARTICIPATION

#### Purpose

Develop collaboration between the key stakeholders to ensure the students become confident, creative and successful learners.

To increase community support of the students through a school wide focus on student equity, wellbeing and welfare programs. To work together as a learning community to provide the students with the knowledge, skills and experiences to achieve their personal goals.

#### Overall summary of progress

Blacktown West has made some progress with engaging the community component of the stakeholders. Parents have been progressively involved with the project of "holiday journal writing". More parents are responding to specific goals communicated through homework avenues or in informal meetings before and after school, successfully in K–2 and with growing numbers Y3 to 6.

Parents able to give of their time to assist in classrooms fluctuate. Blacktown West has a high mobility with families moving on a frequent basis.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students display resilience and an awareness of learning.	<p>Student participation in the Bounce Back Program, which is part of our KidsMatter initiative, has assisted students to be aware of and build their resilience when facing setbacks. Student awareness of and being actively involved in setting individual learning goals has led to more visible learning and development of a growth mindset where students have a greater awareness of their learning progress. Evidence of this can be seen in our <i>Tell Them From Me</i> survey, where students in years 4 to 6 stated that:</p> <ul style="list-style-type: none"><li>• 94% of students believe that education benefits them personally.</li><li>• 82% of students surveyed try hard to succeed.</li><li>• When rating how concepts are taught, how class time is used and relevance of homework and assessments, students rated classroom learning at 8 out of 10.</li><li>• 72% of students realise that our school focus on writing has helped them improve their writing skills.</li><li>• 70% of students surveyed state that they are interested and motivated to learn.</li></ul>	<p>Resources: increase of books to support concepts in Bounce Back program &gt; \$800</p> <p>Maintenance of teaching resources to replace missing components: \$200 for photocopying</p>
20% increase in parent involvement in a variety of school programs working with the students.	<p>Inservices held throughout the year to upskill parents in delivering the MultiLit program. Numbers fluctuated with parents availability and commitments.</p> <p>Increase of parents discussing with teachers and students the students personal explicit goals. Specific goals are pasted into homework books for liaison with parents.</p> <p>Parents are involved with speech program. Parents attending individual sessions with speech pathologist and teachers to discuss weekly</p>	<p>Parent inservices: nil funds were required to achieve the associated initiative.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% increase in parent involvement in a variety of school programs working with the students.	progress.	
An increased percentage of parents participating in community events, workshops and focus groups.	<p>Parent inservices held on Open Day and Kindergarten orientation held over three weeks.</p> <p>Parents involved in making of video with Instructional Leader and Filmpond services for school website on reading.</p>	<p>Funds:</p> <p>\$270</p> <p>Holiday Journals supplied: 184 &gt; \$368</p>
An increased percentage of parents taking an active specific role in their own and their students' learning.	<p>EaFS Initiatives: Parents have been informed of student individual learning goals, giving them the knowledge to be more involved in their child's learning. Parents were very involved in working with students on their holiday journals. Parents who participated in our <i>Tell Them From Me</i> survey acknowledged that they are taking an active role in student learning.</p> <ul style="list-style-type: none"> <li>• Parents support learning at home received an overall rating of 7.6. Parents surveyed encourage their child to do well at school (rating 8.3); parents talk with their child about feelings towards other children at school (rating 7.4); parents talk about how important school work is (rating 7.4).</li> </ul>	Refreshments: \$30

## Next Steps

Continue to inservice parents about ways to be involved in their child's learning. In 2017, a more intensive approach to parent information forums and inservices on a range of areas is planned. Following on from a survey issued in Term 4: including Information on Literacy and Numeracy continuums, what learning looks like, strategies to assist your child to comprehend and to read, phonic and vocabulary games to play at home and anxiety in children. Implementation of refresher courses in MultiLit and how to support students in the classroom in Maths and reading groups and in so doing strengthen community engagement and understanding in working towards achieving school priorities.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	In 2016, Aboriginal students developed their PLPs (Personalised Learning Plans) in collaboration with the teaching staff and parents. The improvement in reading fluency and comprehension resulted from differentiated programs in class where needed and the extra daily support on a 1-to-1 basis.	Employment of SLSO to work individually with Aboriginal students 3 days a week > \$23,983  (\$4,780 and \$19,203)
<b>English language proficiency</b>	Extra group support for students with English as a Second Language or dialect (EAL/D) students was delivered through differentiated programs and specific programs.  This funding supported professional learning on the specific needs of EAL/D students.	Staffing component was 0.6 a week. Extra staffing 0.4 was funded: \$34,747 and  RAM component: \$9,561.
<b>Low level adjustment for disability</b>	This funding provided Student Learning Support Officers and a teaching component to support students with higher needs through implementing specific targeted programs.	Both extra SLSO and teaching component were provided:  SLSO \$28,350  Teacher \$31,042
<b>Quality Teaching, Successful Students (QTSS)</b>	This funding was utilised to release mentors and supervisors to collaborate with teachers to analyse data and design teaching and learning activities to strive for improvement. Data chats after plotting on the continuum were successful.	Supported through staffing and extra days for mentoring.
<b>Socio-economic background</b>	This funding provided support for identified students with a higher level of need. Extra teacher support created the opportunity for increased interaction to develop vocabulary and speech and then to assist in small groups with the writing intervention.	\$77,259
<b>Targeted student support for refugees and new arrivals</b>	Refugee support was built into the EAL/D timetable as well as extra teacher support built into the weekly timetables. Refugee students worked in smaller groups to develop the oral language at a faster pace and assist in developing individual learning plans and resources.	Refugee support: \$7,344
<b>EaFS</b>	K-2 teachers have been supported by a Instructional Leader, an early intervention teacher, funding to support professional development, speech and occupational therapy on site and funds, time and staffing to develop and design specific resources to scaffold students in reaching their next goal.	\$205,563

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	224	222	212	224
Girls	224	211	213	206

Overall school enrolment at Blacktown West remains reasonably static from year to year; however, the composition of the school community changes each year as Blacktown West has a high mobility rate affected by employment, accommodation and custody arrangements.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	93.1	92.5	94.1
1	93	92.6	90.1	90.3
2	93.5	92.8	93.3	92.4
3	93.3	92.9	90.8	93.8
4	92.3	92	92	92.8
5	95.8	92.2	90.5	90.7
6	93.6	94.4	92.3	91.1
All Years	93.7	92.9	91.6	92.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Management of whole school attendance is monitored well by both teaching and administrative staff. Attendance concerns are tabled at weekly Learning Support Team meetings. Staff proactively monitor student attendance, contacting parents to discuss reasons for absence from school with parents on a regular basis. A system is in process where the families

of students with attendance issues are rung when absent to ascertain the reason for absence and meetings are held if required to assist families in improving their child's attendance. 100% attendance is celebrated every term at assemblies, as well as incentives at end of year celebrations. While overall attendance statistics are slightly below state averages, 2016 saw improvement in overall school attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	15.67
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.8
Teacher of ESL	0.4
School Administration & Support Staff	5.42
Other Positions	0.66

\*Full Time Equivalent

There was one permanent staff member of Aboriginal and Torres Strait Islander descent employed at Blacktown West during 2016.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

In 2016, the school's expenditure was \$24,597 and \$3,300 from EAfS allocation. There was significant training involved in the implementation of the new financial system (LMBR) for leaders and administrative staff.

Throughout the year, teachers, support staff and administrative staff participated on School Development



Days, 3 hour inservices, mandatory training, 2 hour in-school stage planning sessions, data chats and peer coaching.

Inservices included: professional development from a Speech Pathologist and an Occupational Therapist, Geography, History, Mathematics, English, Learning Management and Business Reform, Reading Recovery, teaching comprehension, the continuums, Learning and Support, Beginning Teachers and Coaching, observation and feedback.

In 2016, one teacher achieved accreditation with NESAS (NSW Education Standards Authority) at Proficiency level. Fifteen teachers have attained accreditation at Proficiency level and are involved in monitoring their professional learning online. Three staff will work on Maintenance of Accreditation at Proficiency level report in 2017. Four teachers are at provisional level of accreditation and working on their documentation for accreditation at Proficiency level. No teachers are working to attain accreditation at Highly Accomplished or Lead.

All staff members participated in a wide range of professional learning to support their goals as outlined in their Performance and Development Plans.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

2016 saw extensive changes to school financial systems with training and development required by administrative staff and teaching staff. Special acknowledgement goes to the hard work and dedication of Annette Asonitis, our School Administrative Manager, for her efficient effort in the rollover to the new LMBR system.

Income	\$
<b>Balance brought forward</b>	<b>694 348.34</b>
Global funds	297 660.50
Tied funds	585 383.33
School & community sources	82 182.20
Interest	9 844.62
Trust receipts	8 248.40
Canteen	0.00
Total income	1 677 667.39
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	55 736.85
Excursions	8 182.93
Extracurricular dissections	22 717.67
Library	14 468.09
Training & development	455.46
Tied funds	469 005.43
Short term relief	45 851.07
Administration & office	62 429.15
School-operated canteen	0.00
Utilities	37 525.64
Maintenance	25 810.16
Trust accounts	6 312.04
Capital programs	12 000.00
Total expenditure	760 494.49
<b>Balance carried forward</b>	<b>917 172.90</b>

The information provided in the financial summary includes reporting from 30th August 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	966 974.91
(2a) Appropriation	928 767.56
(2b) Sale of Goods and Services	3 818.15
(2c) Grants and Contributions	32 850.81
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 538.39
<b>Expenses</b>	-374 399.73
Recurrent Expenses	-374 399.73
(3a) Employee Related	-256 950.68
(3b) Operating Expenses	-117 449.05
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	592 575.18
<b>Balance Carried Forward</b>	592 575.18

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Funds were used to upgrade asphalt surfaces and supply and lay new carpet in two classrooms. Ten new computers and six laptops were purchased.

Blacktown West P&C contributed funds to sponsor the Cross Country Carnival and help with Year 6 Farewell. Additional P&C funds were consumed by the changeover to the new school uniform.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 636 866.89
Base Per Capita	24 514.37
Base Location	0.00
Other Base	2 612 352.52
<b>Equity Total</b>	533 542.57
Equity Aboriginal	22 359.00
Equity Socio economic	205 529.93
Equity Language	59 932.05
Equity Disability	245 721.58
<b>Targeted Total</b>	498 319.83
<b>Other Total</b>	74 129.30
<b>Grand Total</b>	3 742 858.59

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### 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.

At Blacktown West all students sat the NAPLAN test including students with a mild intellectual disability. 3% of Year 3 and 7% of Year 5 students with a mild intellectual disability sat the test and are included in our results.

In Year 3, there were no students in Spelling and Writing sitting in the lowest Band. This included all students with a disability.

Blacktown West has significant growth from Year 3 to Year 5. These results are above State growth in all areas: Grammar and Punctuation 33% above state, Reading 32.4% above state, Spelling 19.9% above state and Numeracy 17.8% above state. Blacktown West's average scaled score for growth was also above the Similar School Group in all areas.

In Year 5, the average growth in Reading was 112.5 compared with State at 80.1 and the Similar School Group at 84.1. The improvement in growth for Blacktown West from 2015 to 2016 was 27.8. In

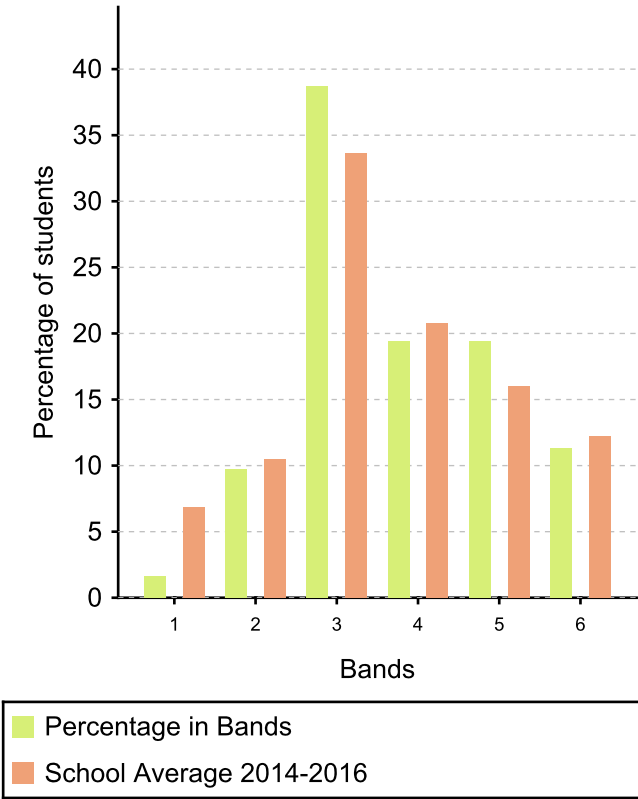
Grammar and Punctuation, the average school growth was 109.3 compared to State at 76.5 and the Similar School Group at 84.5. In Numeracy, the average school growth was 109.5 compared to State at 91.7.

When these results are compared to the results from Best Start in Kindergarten, the growth is even more significant. On entry into Kindergarten, in the Best Start analysis, a large percentage of students were assessed on the lowest level (Cluster 1) on the literacy and numeracy continuums: 83% in reading, 77% in phonemic awareness, 85% on concepts of print and 62% for Early Arithmetic Strategies (EAS).

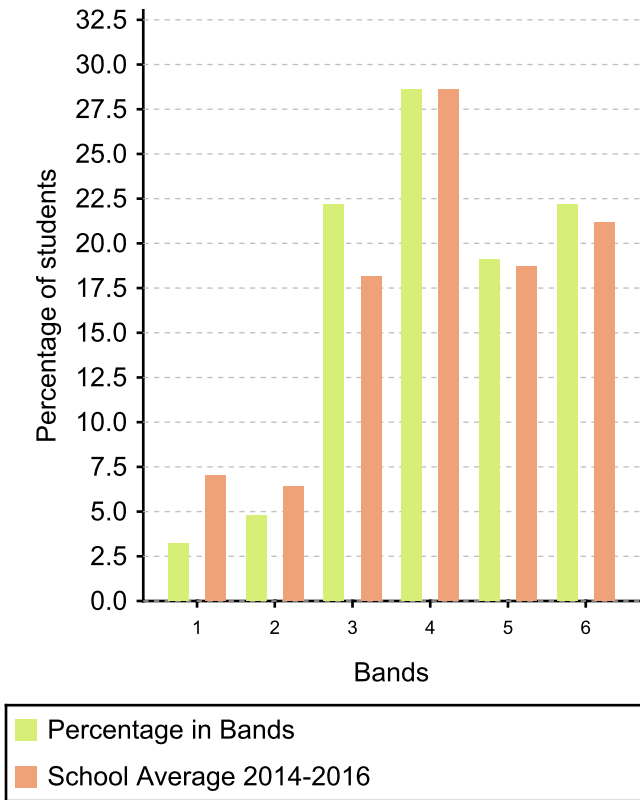
In Year 5, in Reading, Writing and Spelling there was significant growth with students moving from Band 6 to Band 7 and Band 8.

In Year 3, in Writing, 47.6% of students are in the top two bands and 76.2% are in the top 3 bands. The writing project implemented in technology sessions and the extra hour of support for writing K to 6 has made a significant impact in the quality of the writing. Occupational Therapy sessions and teacher training has impacted on students fine motor control and assisted in greater sustained writing.

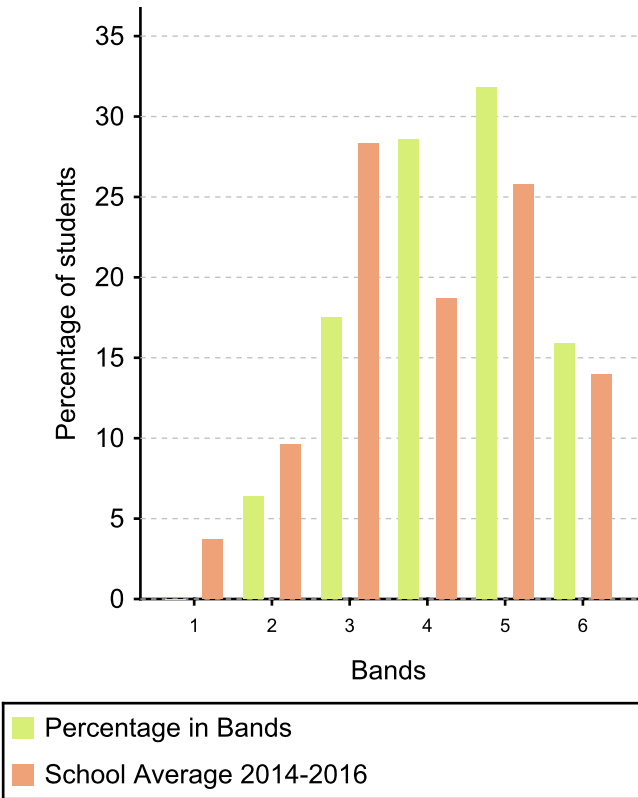
Percentage in bands:  
Year 3 Reading



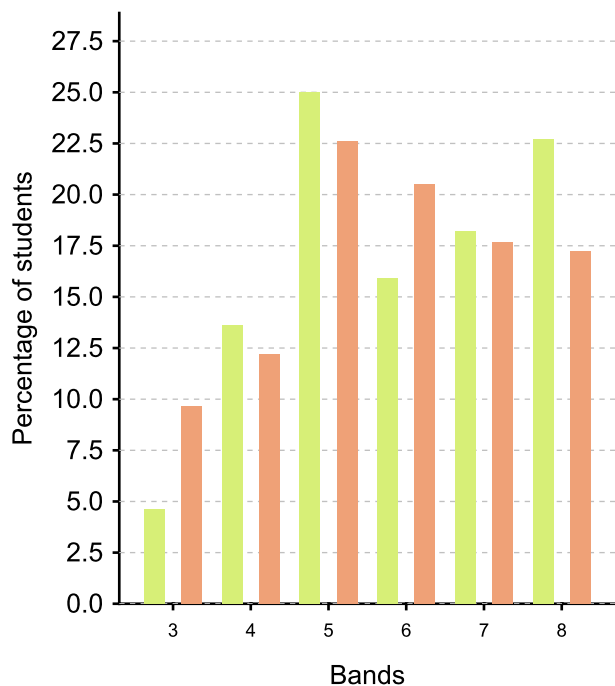
Percentage in bands:  
Year 3 Grammar & Punctuation



Percentage in bands:  
Year 3 Writing

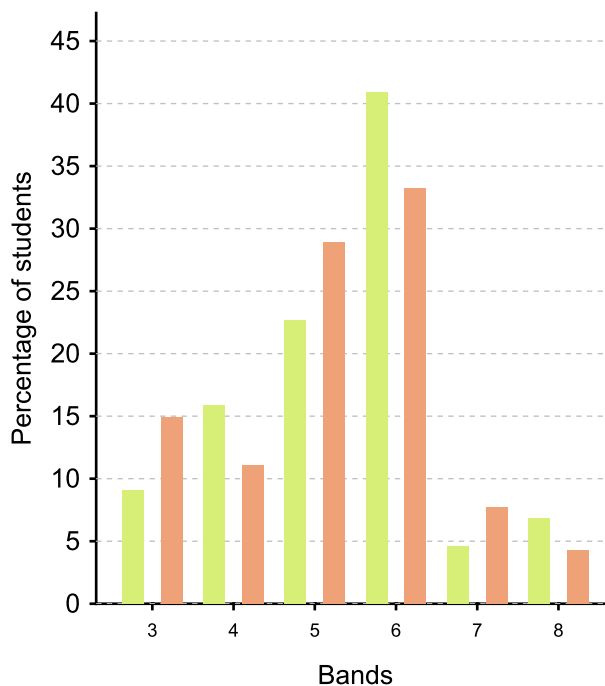


**Percentage in bands:**  
Year 5 Grammar & Punctuation



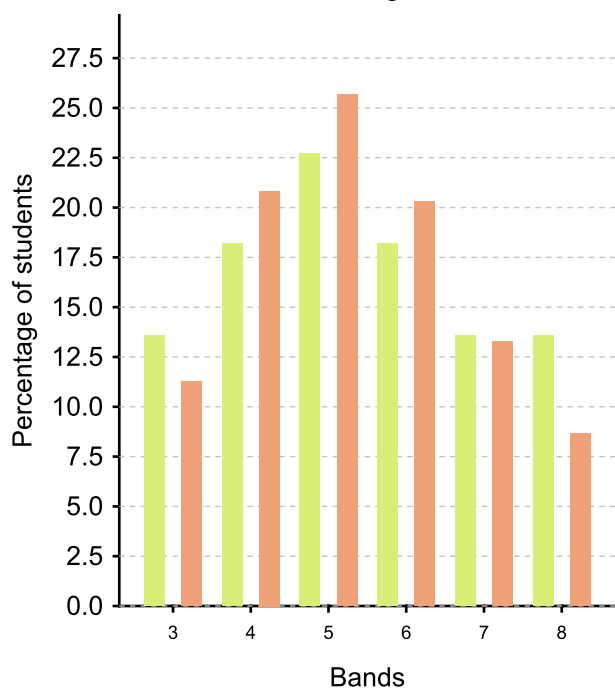
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2014-2016

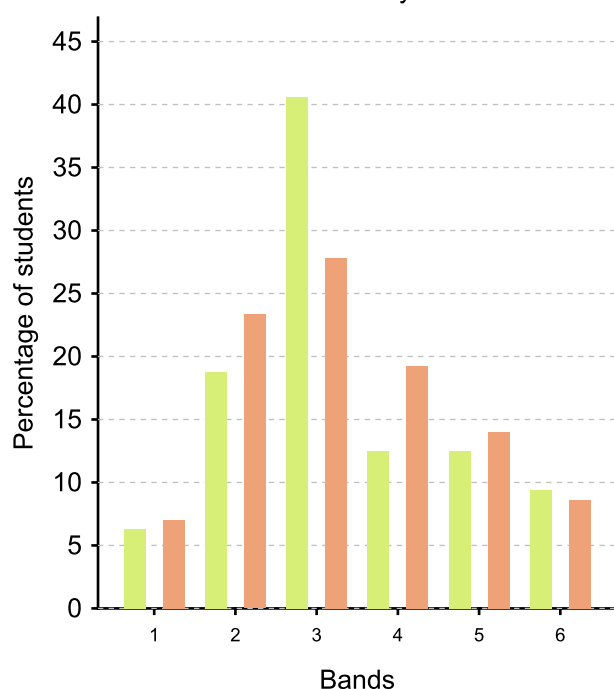
In Reading in Year 3, 30.7% of students achieved in the top two bands, 41.2% in Grammar and Punctuation.

In Writing, in Year 3, Blacktown West came very close to State. 47.6% of students achieved in the top two bands, very close to State. No students were in the lowest band and 76.2% were in the top three bands. Students in Band 1, 2 and 3 showed significant improvement into higher bands.

In Reading, in Year 5, double the percentage of students achieved Band 8 compared to 2015 and the percentage of students at Blacktown West in the top two bands was 27.2%. The growth from 2015 of students achieving in the top two bands was 4.7%. Blacktown West students struggle with finding the main idea and understanding inferential questions particularly with figurative language. This remains a goal for 2017.

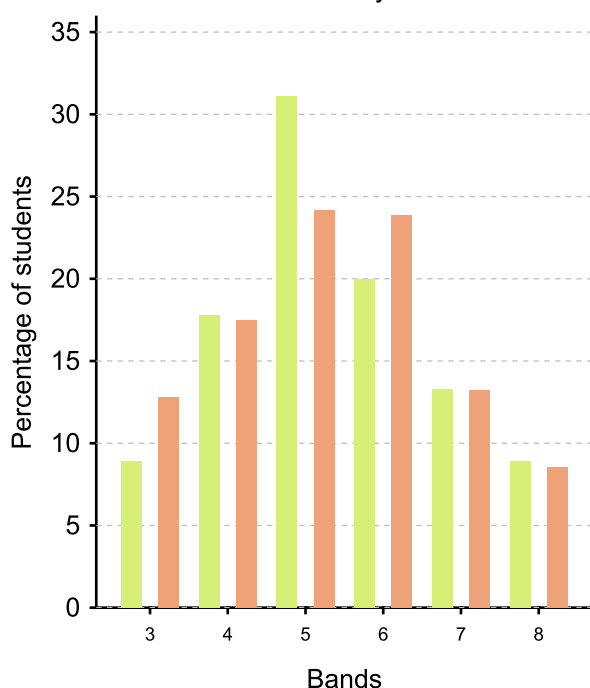
In writing, in Year 5, 52.2% of students were in the top 3 bands. 6.8% of students compared to 5.2% in State achieved Band 8. In Spelling, 13.6% achieved band 8. In Grammar and Punctuation, 22.7% of the Year 5 students achieved Band 8 compared to 9.7% in 2015. 40.9% of students achieved in the top two bands – a greater percentage than State.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

In Numeracy in Year 3, 21% achieved in the top two bands.

In Numeracy, in Year 5, 8.9% of students achieved Band 8 compared to the Similar School Group with 5.1%. 22.2% of students achieved in the top two bands.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the *Find a school* and select GO to access the school data..

The Premiers' Priority is to increase the percentage of students in the top two bands:

From 2015 to 2016:

In Year 3: in Reading and Writing, the percentage in the top two bands remained the same. In writing, the percentage in the top three bands improved by 10.7%. In numeracy, the percentage dropped slightly.

In Year 5: in Reading the percentage increase was from 22.5% to 27.2% (an improvement of 4.7). The percentage in the top band, Band 8, doubled in reading and increased in writing from 4.2% to 6.8%. In numeracy, the percentage remained the same in the top two bands.

Aboriginal students:

In Year 3, in Reading 20% of students were in the top two bands. In writing, in 2016, 50% were in the top two bands compared to 0% in 2015.

In Year 5, 33% were in Band 6 in Reading and Writing and 33% in the top two bands in Grammar and Punctuation. In Numeracy, 66% of students were in the middle band, Band 5.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, Blacktown West Public School sought the responses of the parents, students and teachers about the school using the *Tell Them From Me* online survey to gain insight into student engagement and wellbeing, and the impact of teaching practices, from the perspective of parents, students and teachers.

An important factor in student learning is to build a positive relationship between home and school. The results of the *Tell Them From Me* survey demonstrate that Blacktown West creates a partnership with parents to promote student learning, as demonstrated by the following results.

- Parents feel welcome at Blacktown West with an overall rating of 8.1. Parents surveyed strongly agreed with the following statements: *I feel welcome when I visit the school* (rating 8.7); *I can speak easily with my child's teacher* (rating 8.8); *Written information from the school is in clear, plain language* (rating 8.4); *The school's administrative staff are helpful when I have a question or problem* (rating 8.7).
- Parents are kept informed about student



performance with an overall rating of 7.8. Parents surveyed believe that progress reports are written in terms that they understand (rating 8.5); parents state that if there were concerns about their child's behaviour at school, the teachers would inform them immediately (rating 8.1); parents are informed about their child's progress in school subjects (rating 7.8); parents are informed about their child's social and emotional development (rating 7.6).

- Parents surveyed believe that the school supports their child's learning with an overall rating of 8.1. Parents believe that teachers show an interest in their child's learning (rating 8.5); parents realise that teachers expect homework to be done on time (rating 8.3); parents state that teachers expect their child to work hard (rating 7.9).
- Parents surveyed believe that Blacktown West supports positive behaviour and creates a safe environment with an overall rating of 8.3. Parents agree that teachers maintain control of their classes (rating 8.2); parents believe that behaviour issues are dealt with in a timely manner (rating ); parents believe that their child feels safe at school (rating 8.8).
- Parents believe that Blacktown West provides an inclusive environment for their children with an overall rating of 8.2. Parents agree that teachers help students who need extra support (rating 8.6); parents state that school staff take an active role in making sure all students are included in school activities (rating 8.4); parents believe that teachers help students develop positive relationships (rating 8.2).

**Students :** Student engagement is an important aspect of learning which influences academic success. The results of the *Tell Them From Me* survey demonstrate that students at Blacktown West experience a high level of engagement at school as demonstrated by the following results.

- 91% of Year 4 and 71% of Year 5 and 6 students have a positive sense of belonging.
- 86% of students have positive behaviour in school. State norm is 83%.
- Girls rated positive teacher–student relationships at 8.3 out of 10 and boys rated positive teacher–student relationships at 7.4 out of 10.
- Students realise that staff place emphasis on academic skills and hold high expectations for success, rating it at 8.6 out of 10.
- Additional results have been outlined in student awareness of their learning (strategic direction 3).

**Teachers:** Teachers reflected on effective classroom and whole school practices at Blacktown West which drive student learning outcomes. The results of the *Tell Them From Me* survey demonstrate that teachers at Blacktown West collaboratively strive to provide students with the best possible learning experiences as demonstrated by the following results.

- Teachers experience a high level of collaboration with colleagues to assist them in improving student learning with an overall rating of 8.2. Collaborative practices include: teacher

discussion about strategies to increase student engagement (rating 8.6); sharing of lesson plans and other teaching materials (rating 8.2); teacher discussion about learning problems of particular students (rating 8.5); discussion about assessment strategies (rating 8.2).

- Teachers establish a positive learning culture for students with an overall rating of 8.2. Evidence of positive learning culture is evident through: providing students with written feedback on their work (rating 8.3); setting high expectations for student learning (rating 8.8); providing students with learning goals for lessons (rating 8.); monitoring the progress of individual students (rating 8.6).
- Teachers use various types of data to guide teaching and learning programs scored an overall rating of 8.1. Examples of data obtained include: use of assessment to understand where students are having difficulty (rating 8.5); providing students with feedback on how to improve their performance on formal assessments (rating 8.1).
- Teachers establish an inclusive learning environment in their classrooms with an overall rating of 8.5. Practices which support inclusive classrooms include: teachers available to help students with special learning needs (rating 8.5); establishment of clear expectations for classroom behaviour (rating 9); use of individual education plans to set goals for students with special learning needs (rating 8.1).

## Policy requirements

### Aboriginal education

Blacktown West believes that Aboriginal Education needs to be meaningfully embedded into all curriculum content and embedded across the key learning areas.

- Teachers have evaluated the concepts and understandings covered in their units of work and practices and processes across the school.
- All Aboriginal students have active PLPs to support their learning through targeted strategies matched to their needs and developed in consultation with the student, families and teachers.
- Each student receives individual support two to three times a week.

### Multicultural and anti-racism education

Multiculturalism and anti–racism education:

Two staff members have undergone intensive training as (Anti Racism Contact Officers) ARCO officers and led the evaluation of school practices and the reviewing of the school policy. New methods of recording and reflecting on racist incidences were implemented.

Harmony Day was celebrated in Term 2 with Stage 3 collaborating with Evans High School and attending a concert at the high school.

A multicultural dance group from Doonside High School performed in two sessions for the whole school at lunch time to help build an understanding of cultural diversity with students and the community.

### Other school programs

#### Integrating Technology:

Integrated use of technology continues to be a high priority at Blacktown West to engage students in learning while equipping them with necessary skills for living and working in the 21st century. Teachers and students fully utilise available technology including the IWB in every classroom, 30 computers in computer lab, 16 computers in library, banks of 6 computers in each room, 2 x 15 iPad portable crates available through online booking system, and 2 iPad minis stationed in each classroom. In 2016, an additional 32 iPad minis were added to the fleet as well as additional apps.

Students in Year 3 to 6 enjoyed a free demonstration by Jeff from the Game Training Roadshow again in 2016, learning how to create video games and how to write code to create games. Following the free demonstration, twenty-five students opted to attend the Game Training Main Event workshop, which took the form this year of a hands-on experience in the computer lab with tuition creating their own game environment.