Blacktown West Public School

Annual Report

2017

4116

Introduction

The Annual Report for 2017 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

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Message from the Principal

We are proud of the academic growth and achievement of our students and of a school that has a commitment to provide high quality and challenging programs to encourage students to achieve and succeed and to develop each child's emotional intelligence and their resilience. The 2017 Annual School Report for Blacktown West Public School measures our progress and achievements against the goals and targets as outlined in the 2015–2017 strategic directions.

In 2017, Blacktown West 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. In 2017, the students have demonstrated the school values of responsibility, respect and high achievement. The teachers have demonstrated their professionalism, pastoral care and commitment to the school throughout the year. This has been evident by the many hours spent on professional learning, consolidating their teaching skills to support the strategic directions of the school. The school's success has been made possible by the high standards of staff professionalism and innovative teaching.

Our school has maintained clear targets for 2017: improving the achievements of all students in literacy and numeracy, developing students' 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.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning:

The results of this process indicated in the domain of Learning: we are rated as Sustaining and Growing against all five elements. There is a commitment to developing students socially, emotionally and academically and developing positive respectful relationships to ensure students are engaged in learning. The school implements consistent and well defined behavioural expectations creating a positive teaching environment. Wellbeing programs and BWPS behaviour management systems operate across the school with clear and explicit expectations to ensure students are on task and engaged in learning. This is evident from the significant reduction in suspension data and behaviour incidences which has enabled classrooms to be productive spaces for learning.

 Programs and teaching practices effectively develop knowledge, understanding and skills to cater for individual learning

needs with differentiated learning activities and tiered intervention. Student progress is recorded in detail, regular feedback is given, targets reset and documented and Individual Learning Plans (ILPs) renegotiated. ILPs are shared with key staff and, where needed, the learning support team. There is a commitment to authentic collaboration with peers across the school and the parent community which results in differentiated and targeted learning. The staff have systems in place to review, plan and reflect on learning using the Data Wall, formal and informal assessments, PLAN data, curriculum based data and NAPLAN results.

Learning is reviewed every 5 weeks and often more frequently to develop strategies for students "off the boil". Results of parent / student / teacher interviews show that more than 50% of students are able to speak about their goals and what it will take to improve.

Staff are increasingly able to actively engage parents by the sharing of student performance data and setting visible learning tasks for homework (eg Year 1 Maths games, tasks using technology and Class Dojo). Continued development of parent expertise through parent sessions (to develop an understanding of the learning process in literacy and numeracy) twice a term will expand BWPS' ability to fully support the wellbeing of the students and their ability to learn. To be rated as excelling, a greater percentage of students will achieve at a higher than expected growth on internal measures.

Teaching

The results of this process indicated that in the School Excellence Framework in the domain of Teaching: we are rated as Sustaining and Growing against all five elements. The school's analysis shows that the use of evidence–based instructional practice is a regular feature of classroom practice, and that decisions are being made based on both student data and feedback. Learning intentions with success criteria are in place and teachers are providing immediate feedback to students on how to improve. The school prioritises embedding evidence–based teaching practice and teachers are using data to inform programming, reflect on practice, and to review and implement required intervention. PLAN data has guided professional learning and the purchasing and developing of resources.

In every stage, teachers have used student data to create learning cycles (plan, teach, reflect). The data is recorded on data analysis sheets, and is used by teachers to shape programming. Data is used to discuss student progress through data chats, peer observations, and stage meetings. ILPs exist for 29% of students and student goals are regularly tracked and adjusted. There is varied achievement of student goals which is being addressed through ongoing learning and support and professional learning.

The school has in place well established practices of gathering and reviewing student performance data for teachers to evaluate their own teaching practice. Lesson observations also provide feedback to teachers on the implementation of a range of strategies being targeted across the school. There is evidence of ongoing priority being given to the use of explicit evidence–based strategies across the school. Formative assessment exists across the school and both lesson observations and student interviews demonstrate that teachers are providing feedback to students. Time to collaboratively analyse is embedded into the school plan. Teachers actively engage directly in mentoring and coaching as part of a regular reporting process. There is strong evidence that the school reviews and revises teaching and learning programs. The school's regular data collection processes and collaborative planning demonstrate that these are practices that demonstrate staff as responsive facilitators of learning.

The well–established analysis of data means that classrooms are places of learning, that staff collaborate to solve problems and design new strategies as well as evaluate the effectiveness of their strategies Processes are in place for coaching and mentoring for K–3 explicitly. Teachers collaborate across stages to ensure consistency including consistency of teacher judgement. Teachers actively share learning from professional development.

Leading

The results of the self–evaluation process indicated that in the domain of Leading: we are rated as Sustaining and Growing. At BWPS, the school leadership team supports a culture of high expectations. Behaviour management and systems, the level of engagement, attendance and suspension data are regularly reviewed by the school executive. The school is committed to the development of leadership skills in staff and students. To excel, the school leadership needs to continue to develop a deep understanding of the literacy and numeracy continuums and further develop consistency of teacher judgement in assessment in all areas. The school leadership team will continue to build the collective capacity of teachers and the community to use data to direct improvement. A greater incidence of feedback to and from students will ensure students have a clearer understanding of how to improve.

The school addresses feedback on school performance (TTFM). The school is responsive to parent, community and student feedback. Processes need to be further developed to support leadership development and build in sustainability and the capacity of staff. Our self–assessment and the external validation process will assist the school to refine our school 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/sef–evidence–guide

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

EAfS Program: Individual targets are displayed in perspex stands, homework books, in writing books and on data walls in all K–2 classes and an increased number of 3–6 classes. Teachers and students are able to discuss and verbalise "where to next" to plan individual goals. Continuous assessment identifies students for tiered intervention and assists teachers to fine tune their teaching programs to effectively teach all areas of their programs. Strategies have been designed, shared and implemented to improve student outcomes for specific elements in clusters and for student needs.

Handwriting assessment K–6 led to development of specific strategies and developed writing stamina K–6, in Kindergarten and in an intensive Stage 1 group.

A substantial growth in attendance at parent inservices on literacy and numeracy has occurred. "What it looks like and how to assist" sessions run twice a term in school hours.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Significant growth as evidenced in PLAN data K–6, school based assessment and EAfS.	EAFS Funding ($1350.00) Staff Meeting Time ($0.00) $28,534 allocated to Teacher professional learning with a focus on improving skills in teaching literacy and numeracy.	We continue to see improvements in PLAN data. 82% of Year 2 are on target in Reading, 73% in comprehension and 57% in writing. There is still a gap between reading and comprehension skills in Kindergarten and in Yr 2. Kindergarten had a low entry point but responded to the tiered intervention. Starting with 0% on Cluster 4 in Term 1 to 74% in reading in Term 4, 50% in comprehension and 55% in writing.
Improved NAPLAN results in Literacy and Numeracy. 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%. 10% increase in number of students in NAPLAN Proficiency (top 2 bands). 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%	• Staff Meeting Time ($0.00) • NAPLAN and benchmarking data • Staff meeting	NAPLAN Growth Year 3 to Year 5: In Numeracy we achieved above the target with a 7.7% increase with students achieving equal to or greater than expected growth. In Reading, students achieved a 4% increase. In Year 5, in writing, 38% achieved in the top 2 Bands and when these students were in Year 3, 25% achieved in the top two Bands. The 10% increase in proficiency was achieved in Year 3 in Numeracy to reach 30% and in Reading a 35% increase to 42%. In Numeracy in Year 5, a 9% increase to 24% of students achieving proficiency.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Results from tiered intervention reflected in improvements in school–based assessment.	1.0 Teacher implementing tiered intervention	78% of Year 1 students are on target in reading and 79% in comprehension. The state target is to close the gap between reading and comprehension. The gap has been closed in Year 1. Growth has been analysed K–6 driving the setting of specific targets.
Improved attendance data.	Rewards for 100% attendance $100 Parent meeting nil cost	Reduction in late arrivals. Slight improvement in attendance.
The School Excellence Framework used to evaluate school performance and determine future directions.	Ongoing monitoring of milestones. Discussions around School Excellence Framework to evaluate progress aiming to excel in all aspects	Teachers were familiar with the domains and elements of the School Excellence Framework and monitored improvements through out the year. This process was part of our External Validation. Teachers worked collaboratively as teams to evaluate performance, collect data and analyse the evidence.

Next Steps

Instructional Leaders continue to inspire every student and teacher to excel and learn to their full potential.

- Implementation of a shorter cycle with assessment data will improve results. Assessment of progress closer to real time leads to being able to adjust teaching on the fly. It is a balance and trade off between creating engaging lessons and gathering information on how students are progressing. With the sharing of ideas on smart ways to assess, feedback and adjust programming gains will be made in student improvement.
- Specifically targeting critical and creative thinking.
- Continue to develop technology skills of students and staff to increase level of engagement of students and improve accuracy and immediacy of data for improvement of strategies for intervention and differentiation.
- In writing, to continue to build up stamina for writing in all KLAs through handwriting program designed by staff and occupational therapist.
- In reading to developing vocabulary: with 3 tiers of vocabulary (Tier 1 basic words used in conversations, Tier 2 high frequency words and Tier 3 words specific to a content or concept)
- In developing comprehension strategies to match skills in the literacy progression and by increasing fluency.
- To continue to focus on working mathematically with an emphasis on the workings in problems and with a problem a day to demonstrate different ways of working out solutions
- Increase the number of students in the top two bands and reduce the number of students in lower bands – in 2017 we moved students into third top band in several areas
- Further professional development and sharing of strategies with visible learning strategies in writing and mathematics
- Further upskilling of SLSOs (through PDPs) in the use of quality questions to develop vocabulary in reading and mathematical activities
- Development of working memory activities K–6 to implement during "Crunch'n'Sip" or eating time as this has been demonstrated as an area of weakness in LST
- Follow up on strategies for students where anxiety is perceived to impede progress
- Develop more strategies for giving explicit, effective and timely feedback to students on how they can improve.

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

Professional learning has developed effective leadership skills in aspiring leaders and facilitated whole school improvement. The leadership team has collaboratively developed a focus on continuous improvement and high achievement. Leaders have actively sought feedback and planned improvements in response to the findings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased percentage of staff participating in internal and external professional learning with a focus on leadership.	$14,000 in teacher days and course costs	An increased number of teachers participated in online and professional development based on extending knowledge and skills to improve teaching practice and leadership skills.
An increased percentage of roles and responsibilities undertaken by effective and active student leaders.	$1000	A slight increase in student leadership activities and responsibilities. Trialling of a smaller group to strengthen leadership skills. Students involved in assisting to implement parent surveys.
All staff have achieved accreditation and are maintaining their accreditation at proficient level.	Professional Learning QTSS Embedded in timetables– peer observations and mentoring	All staff achieved relevant level of accreditation at proficiency and maintenance of proficiency.

Next Steps

- Embed teacher professional learning connected to strategic directions to ensure all classrooms are models of innovation and Future Focused Learning where all students are challenged and excel.
- The leadership team strengthens student and staff skills by exploring the process of the spiral of inquiry
- Further professional development and the sharing of strategies with visible learning strategies in writing, reading and mathematics.
- Leaders drive upskilling of non teaching staff to implement strategies to match learning progressions.
- Continue to proactively support leadership development and the capacity of staff linking closely to the School Excellence Framework.
- Focus on teams to lead, monitor and review projects to build sustainability.
- Build teams' capacity to maintain and improve programs and policies.
- Create smarter ways to record, assess and analyse data for a shorter cycle of feedback and adjustment to meet the needs of the students.

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

Links with parents have strengthened. Attendance at parent inservices has grown from 26 to 45 (on a meeting on how to teach number). Parents were enthusiastically involved in their children's learning where packs of equipment and resources were distributed. This has resulted in a more cohesive community with a shared understanding of aspects of learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students display resilience and an awareness of learning.	Funds expended in programs to support learning: EAfS project with ILs and tiered intervention, SLSOs, Reading Recovery, Aboriginal literacy program, MultiLit.	Improvement in student engagement; improvement in achievement, analysed from school based and external assessment data; and decreased suspensions, as outlined in data collected.
20% increase in parent involvement in a variety of school programs working with the students.	Parent workshops Parent involvement in school based programs supporting students– MultiLit, speech programs, class reading and Maths groups.	Survey data indicates an increasing level of parental support and engagement.
An increased percentage of parents participating in community events, workshops and focus groups.	Workshops Vegetable garden supported by parents and local businesses.	School based initiatives are supported by an increasing number and wider cross section of the community.
An increased percentage of parents taking an active specific role in their own and their students' learning.	Training sessions for assistance in MultiLit, Reading Groups and Maths groups – Instructional leaders timetabled for training.	Parents involved in visible learning activities, challenges, hands on maths activities and problem solving to deepen their understanding and increase their active involvement in their child's learning.

Next Steps

Further improvement will occur as the links with parents and the community continue to strengthen. The target is to aim for two parent sessions a term in 2018. The content will be based on the requests via a parent survey. To continue to build strong links with home and school to facilitate emotional wellbeing. Address anxiety in students with parent sessions and targeted aspects of Bounce Back program. To continue to develop resilience in students to seek solutions and to work collaboratively. In newsletters provide short explicit tips to build on parent sessions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Excel data sheet chart growth – NAPLAN and benchmarking data. 2 SLSO days $16,618 (+ $5,280 low socio–economic > $21,898) Teacher entry of data –$250 • Socio–economic background ($5 500.00)	The Reading program to support Aboriginal students K–6 is based on a MultiLit format. Growth in NAPLAN for the Aboriginal student in Year 5 was from Band 1 to Band 4 in Grammar and Punctuation and one band in Numeracy. Comprehending texts is an area for improvement.
English language proficiency	Collaboratively assess intervention for EAL/D students. 0.4 entitlement $73,520 0.7 school funded	Comparative data from 2016 to 2017 NAPLAN for EAL/D students: In top two bands, in Y3 in Reading there was a growth of 8%, in Numeracy 13.9% and in Grammar and Punctuation 2.8%. In Year 5, with EAL/D students, the 10% gain in proficiency was not reached; however, in numeracy there was a significant shift of 21.9% from Band 5 to Band 6.
Low level adjustment for disability	1.5 teacher support 1.0 early intervention school funded on EAfS tiered intervention 0.525 entitlement Reading Recovery	Learning and Support teachers focused on explicit strategies to differentiate the program in literacy and numeracy. Reading Recovery, through explicit teaching, has supported 14 students to reach level 18 from a level 1 or 2 in 10 weeks – supporting them in a life long journey.
Quality Teaching, Successful Students (QTSS)	QTSS $33,012 • QTSS ($1 625.00)	Leadership team evaluated professional development and capacity building across the staff. Released mentors and supervisors for analysis of data, feedback and strategies for students with gaps or a "block".
Socio–economic background	1 teacher early intervention $105,500 4 x SLSO (1.8 days a week) One SLSO implementing Mulitlit for Year 3 students $42,000. 0.2 Consolidating students coming off Reading Recovery program. $10,640 0.8 support for students with high needs $42,560 • RAM equity ($1 500.00)	Mulitlit for Y3 (+ parent tutors) resulted in significant gains in literacy. 0.2 consolidating students coming off Reading Recovery program demonstrated successful support (9 Year 2 students and 5 Year 3 students supported.) 0.8 SLSO supporting students with high needs in reading and Maths groups. SLSOs using Literacy packs put together by instructional leaders made an impact.
Support for beginning teachers	Inservices after school for Early Career (BLC) , online and off site. $506	Collaboratively explored available online and face–to–face professional development opportunities. Shared expertise in group.

Support for beginning teachers	inservices $12,900 Release time • Support for beginning teachers ($0.00)	Timetabled for mentoring, observing, team teaching sessions for professional development.
Targeted student support for refugees and new arrivals	Refugee support $4,700 School funded New Arrival program	Refugee support was built into EAL/D timetable. New Arrival group was included in Term 2 to cater for student needs.
EAfS	1.2 Instructional leaders under Early Action for Success program ILs $186,465 OT sessions with Kindergarten and intensive Y1 and Y2 group OT & Speech Pathologist provided professional development for staff • EafS OT ($6 000.00) • EAfS speech ($12 000.00)	With ILs, teachers have developed greater expertise in analysing data, for strengths, gaps and blocks in student learning, in developing strategies to meet differentiated learning needs and implementing 3 tiered intervention. Extension of holiday journals to all holiday breaks. Journals successfully strengthened links with parents. Occupational Therapy has enhanced student writing stamina and teacher understanding of developing fine and gross motor skills. Speech therapy involved group and individual sessions. In Term 4, students demonstrated marked improvements. Parents were involved in individual sessions. Targeted improvements in writing through explicit teaching strategies eg improved precise vocabulary, improvements in sentence structure. ILs assessed future directions for 2018. and began planning for changeover to learning progressions in 2018.

Students controlling a beebot floor robot to navigate a map of Australia, testing their directional language and programming skills, during a coding unit of work. Additional group activities included reflection tasks in Google Classroom and building coding skills using online applications.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	222	212	224	218
Girls	211	213	206	194

The enrolment at Blacktown West is highly mobile. In 2017, the numbers fluctuated greatly with a starting point of 423 but dropping in Term 4 to 412. The surrounding single dwellings are being vacated and slowly being replaced by low density units.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.1	92.5	94.1	93
1	92.6	90.1	90.3	91.6
2	92.8	93.3	92.4	92.3
3	92.9	90.8	93.8	90.7
4	92	92	92.8	93.7
5	92.2	90.5	90.7	93
6	94.4	92.3	91.1	93.3
All Years	92.9	91.6	92.3	92.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Management of whole school attendance is monitored by both teaching and administrative staff. A strong supportive link was built between staff and parents. Staff proactively monitored student attendance, contacting parents to discuss reasons for absence from school.

Attendance concerns were discussed and a plan

developed at weekly Learning Support Team meetings. A system was in process where the families of students with attendance issues were rung when absent and meetings were held if required to assist families in improving their child's attendance. 100% attendance was celebrated every term at assemblies, as well as incentives at end of year celebrations. While overall attendance statistics are slightly below state averages, 2017 saw a continuing upward trend. A slight improvement in overall school attendance was achieved.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	16.49
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.8
Teacher Librarian	0.8
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	5.42
Other Positions	0

*Full Time Equivalent

There was one permanent staff member of Aboriginal and Torres Strait Islander descent employed at Blacktown West in 2017.

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

Teachers want their current practice to be relevant and

effective. In order to do this they have kept abreast of educational research findings. The budget of $28,538 was expended for ongoing professional development.

Throughout the year, teachers, support staff and administrative staff have participated in 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, on Visible Learning, Guided reading, the learning continuums, cybersafety, student wellbeing, technology and coaching skills, observation and feedback strategies.

In 2017, five teachers achieved accreditation with NESA (NSW Education Standards Authority) at Proficiency level. Sixteen teachers have attained accreditation at Proficiency level and two teachers achieved Maintenance of Accreditation at Proficiency level. Six staff have attended professional development to develop leadership skills.

All staff members participated in a wide range of professional learning to support their goals as outlined in their Performance and Development Plans. There was a greater involvement in professional learning this year driven by being life long learners and providing quality teaching through a differentiated curriculum.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 **Actual** ($)
Opening Balance	592,575
Revenue	4,373,478
Appropriation	4,262,367
Sale of Goods and Services	28,199
Grants and Contributions	77,485
Gain and Loss	0
Other Revenue	0
Investment Income	5,428
Expenses	-4,676,964
Recurrent Expenses	-4,676,964
Employee Related	-4,355,671
Operating Expenses	-321,293
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-303,486
Balance Carried Forward	289,089

- The school's finance committee worked collaboratively to plan for resourcing the school's strategic directions. The committee met in Term 1 and a sub committee monitored and reviewed the progress of the school's commitments and projects.
- The maintenance budget was supported by general school finance as $10,000 did not cover the necessary maintenance of buildings, ongoing repairs, blocked pipes, the tree audit, urgent tree removal and the replacement of air conditioners and projectors.
- There was a greater call to accommodate leave in 2017.

Financial summary equity funding

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

	2017 **Actual** ($)
Base Total	2,727,528
Base Per Capita	70,841
Base Location	0
Other Base	2,656,686
Equity Total	606,761
Equity Aboriginal	16,618
Equity Socio economic	267,021
Equity Language	73,520
Equity Disability	249,602
Targeted Total	506,568
Other Total	313,932
Grand Total	4,154,788

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.

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 the students including students with a mild intellectual disability (20% of Year 5 students and 7% of Year 3 students) sat the NAPLAN, except one student with a parent exemption.

Blacktown West had significant growth from Year 3 to Year 5. These results were above State growth: in Numeracy 20.2% above state, in Reading 16.5% above state and in Grammar and Punctuation 21.6% above state. Blacktown West's average scaled score for growth was also above the Similar School Group. This was demonstrated on the value added graphs which record Blacktown West as excelling from the Best Start to Year 3 and again as excelling from Year 3 to Year 5 in 2017.

The growth displayed from Best Start in Kindergarten to Year 3 level were significant, considering the starting point of the majority of the Kindergarten students. 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: 85% in reading, 77% in phonemic awareness, 82% on concepts of print and 80% for Early Arithmetic Strategies (EAS).

In Year 3 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 on the quality of student writing. Occupational Therapy sessions and teacher training has impacted on students fine motor control and assisted in greater sustained writing.

In Year 5 Reading, there was significant growth with students moving from Band 5 to Band 6 (18% to 41%). Early identification of students with learning difficulties has enabled the timely implementation of strategies designed to improve reading performance. In Spelling the shift was from Band 6 into Band 7 and Band 5 into Band 6. In writing, the shift was into Band 7 (36% from 5% in 2016).
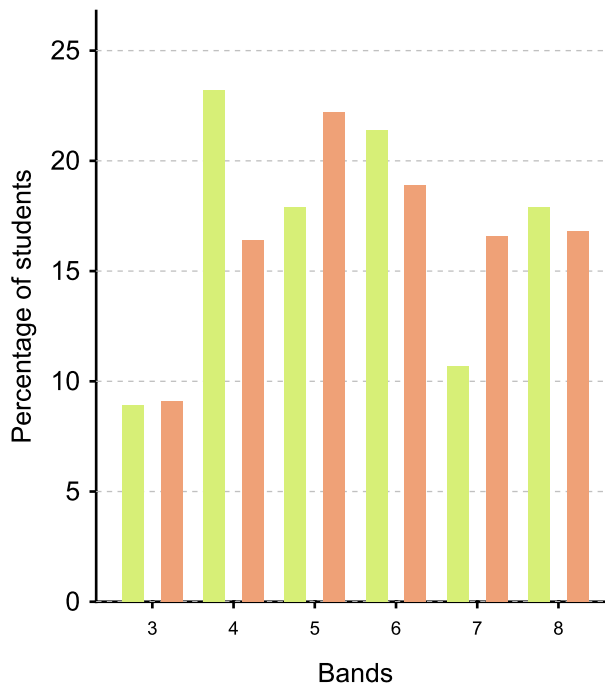
Percentage in bands:
Year 3 Reading

Legend:
- Percentage in Bands
- School Average 2015-2017
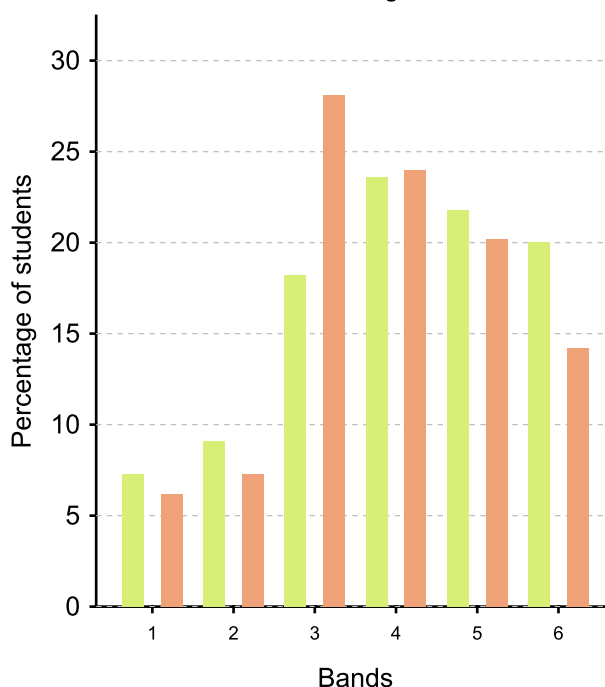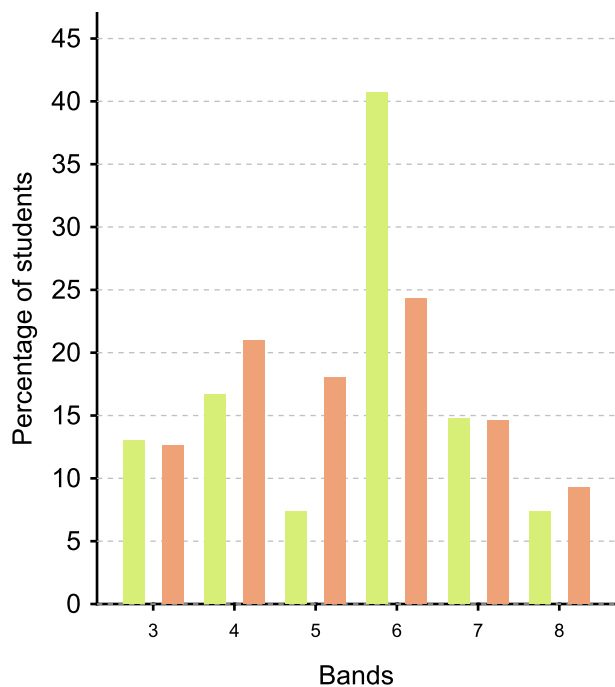
Percentage in bands:
Year 3 Grammar & Punctuation

Percentage of students / Bands
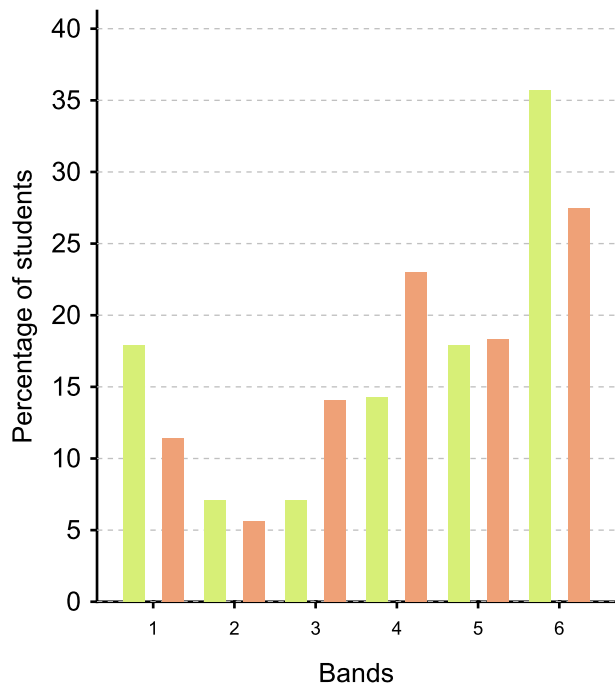
- Percentage in Bands
- School Average 2015-2017

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage of students / Bands

- Percentage in Bands
- School Average 2015-2017

Percentage in bands:
Year 5 Reading
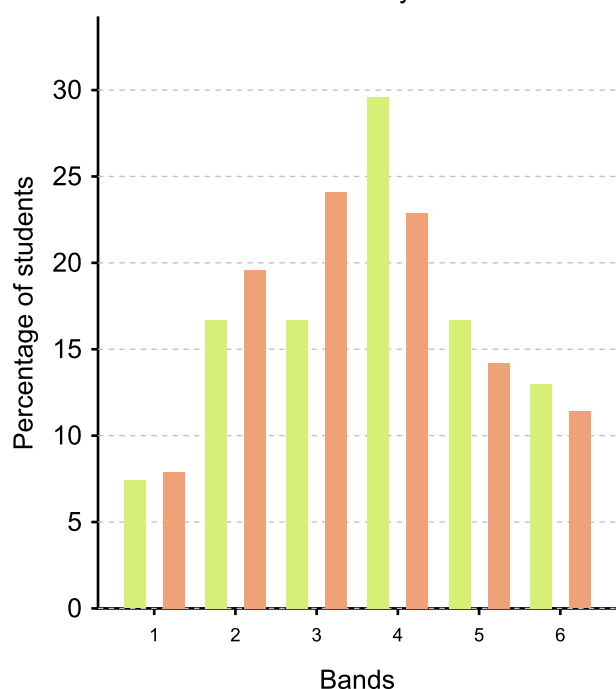

Percentage of students / Bands

- Percentage in Bands
- School Average 2015-2017

In NAPLAN: In Year 3, 30% of students in the top two bands up 9% from 2016. There was a huge shift from up from Band 3 to Band 4. In 2017, 60% of the students have achieved in the top three bands compared with 35% in 2016. The detailed analysis of data between instructional leaders and teachers has led to further improvement in explicit strategies and design of specific teaching and learning activities.
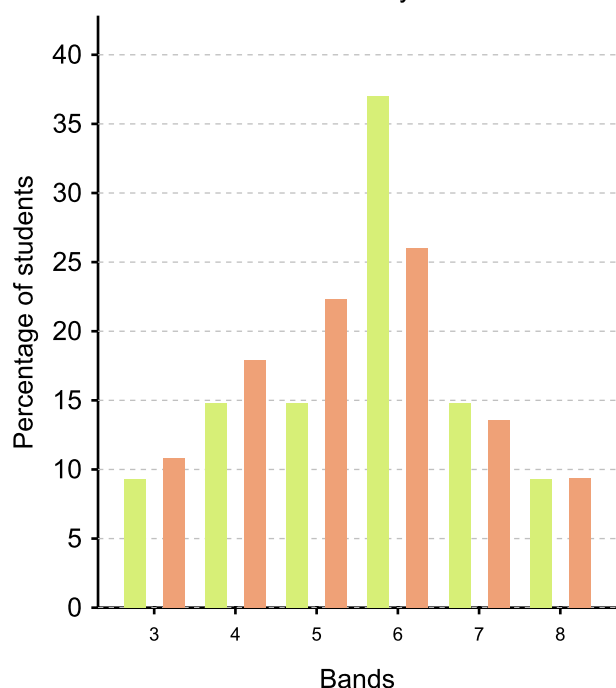
Year 5, 24% of students achieved in the top two bands up from 22% in 2016. In Year 5 there was also a significant shift from Band 5 to Band 6. In 2017, 61% of the students have achieved in the top three bands compared with 42% in 2016. The focus has been on problem solving and understanding what strategies students use.

Percentage in bands:
Year 3 Numeracy

Legend:
- Percentage in Bands
- School Average 2015-2017

Percentage in bands:
Year 5 Numeracy

Legend:
- Percentage in Bands
- School Average 2015-2017

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

Premier's Priorities is to increase the percentage of students in the top two bands. The school target was to effect a 10% increase in these two bands.

From 2016 to 2017 there has been significant improvement in most aspects of learning.

In Year 3: there was an 11% increase in Reading, a 13% increase in Grammar and Punctuation and an 8% increase in Numeracy. In writing and spelling the growth was into the third top band.

In Year 5: there was a 5% increase in Reading, a 9% increase in writing, an 18% increase in Spelling and a 2% in Numeracy. Early identification of difficulties and immediate implementation of strategies is improving student outcomes. The skills and understanding of the process of the spiral of inquiry is improving student outcomes.

Improving Aboriginal education outcomes for students in the top two NAPLAN bands: three Aboriginal students sat the NAPLAN test. Programs are in place to assist all three students. The student in Year 5 made a growth of one band in four out of the five areas.

Extensive planning, involvement and hard work by students, teachers, parents and community support led to the creation of our vegetable garden which continues to provide many learning opportunities for students.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey was conducted to seek the opinions of parents, students and teachers about various aspects of our school. The following is a summary of responses.

Parents / Caregivers:

Fifty–one parents responded to questions about their perception of their children's experiences at home and school, and the extent to which they feel the school supports learning and positive behaviour and the promotion of a safe and inclusive school.

Parents / caregivers:
- feel that teachers are welcoming and communication with parents is relevant (school rating = 8.0. NSW norm = 7.4).
- believe teachers support student learning and have high expectations for students (school rating = 7.8. NSW norm = 7.3).
- agree that our school supports positive behaviours (school rating = 7.9. NSW norm = 7.7).
- report that teachers promote and maintain a safe, inclusive school environment (school rating = 7.7. NSW norm = 6.7).
- support student learning at home (school rating = 7.3. NSW norm = 6.3).

Students:

One hundred and fifty–four students from years 4 to 6 responded to questions about teaching practices and planning, wellbeing, participation in extra–curricular activities, relationships and engagement with school.
- 76% of students feel accepted and valued by their peers (NSW norm = 81%).
- 70% of students complete homework with a positive attitude and in a timely manner (NSW norm = 63%).
- 76% of students feel interested and motivated in their learning (NSW norm = 78%).
- students believe that lessons are well organised, with clear purpose and immediate feedback, which helps them to learn (school rating = 8.3. NSW norm = 8.2).
- students rated relevance of lessons to their everyday lives at 7.6 (NSW norm = 7.9).
- 77% of students report regular use of computer / tablet to help with learning tasks at school and at home.
- 67% of students believe that setting their own learning goals has helped to improve their learning.
- students rated their sense of belonging at 7.6 (NSW norm = 8.1)
- students reported positive behaviour of self and peers at 8.6 (NSW norm = 8.3)
- student involvement in sports and clubs was rated at 7.7 (NSW norm = 8.9)

Teachers:

Twenty–five teachers responded to questions about effective classroom and school practices which drive student learning outcomes.
- teachers believe that leadership strategies and practices assist them in providing feedback and learning opportunities for students and support them in maintaining a safe and orderly environment (school rating = 8.0. NSW norm = 7.1).
- teachers report that there is a high level of collaboration between staff members in developing programs, student and teacher learning goals, and discussion and sharing of assessment and behavioural strategies (school rating = 8.3. NSW norm = 7.8).
- teachers rated their use of data to inform planning and practice at 8.0 (NSW norm = 7.8).
- 100% of teachers believe that the setting of student learning goals has impacted greatly on student achievement.
- teachers report using a wide variety of strategies to support student learning and overcome obstacles for students. Some strategies used are: analysis of assessment data; discussions with students and parents; collegial discussion; support from colleagues / leaders; use of technology to track progress; identification of unproductive teaching strategies; effective behavioural strategies and setting of challenging and visible learning goals (school rating = 8.0. NSW norm = 7.7).

Policy requirements

Aboriginal education

Blacktown West is committed to the continual improvement of the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. In 2017, 4.4% of students are Aboriginal or Torres Strait islanders.

Blacktown West reviewed units of work so that Aboriginal Education was meaningfully embedded into all curriculum content and embedded across the key learning areas and all students developed a deep knowledge of Australia's first peoples. Enrichment was provided by a visiting elder and performer. Teachers have evaluated the concepts and understandings covered in their units of work and their practices and processes across the school.

School Learning Support Officers supported Aboriginal and Torres Strait Islander students in line with their Personalised Learning Pathway goals developed in consultation with the student, families and teachers and reviewed every five weeks. Each student receives support two to three times a week.

Students coding robot using block-based iPad app to control movement, actions, appearance, sounds and animations of the robot.

Multicultural and anti-racism education

The Anti Racism Contact Officer has implemented the new school policy and assists in monitoring school practices and the new methods of recording and reflecting any incidences of racism.

Blacktown West has reviewed the teaching and learning programs to ensure that culturally inclusive practices are embedded for all students. The students are encouraged to learn about cultures, cultural diversity, racism and what it means to be an active and respectful citizen in a multicultural society. Harmony Day was held in Term 2 and showcased the cultural backgrounds of the students. Blacktown West has 38 different languages spoken amongst the families and 61% of the students come from a Language Background other than English. The main languages spoken are Tagalog, Tongan, Hindi, Tamil, Samoan, Urdu, Maori, Arabic and Gujarati.

Other school programs

Integrating Technology

Technology underpins all aspects of our teaching and planning, and many administrative processes at BWPS. We are well resourced with 250 computers, 110 iPads, 22 IWBs and 32 printers throughout the school readily available for the use of students and teachers. All classes are timetabled to use the computer lab, which has 30 computers, weekly during teacher RFF. All classes also have weekly access to library mini–lab with 15 computers which are used for research purposes during library lessons. Thirty iPads are available in two portable suitcases which teachers book for hour sessions using online register. Six mobile laptops are also available for booking. Every classroom has permanent access to three mini iPads at all times with the option to share permanent mini iPads shared in adjoining classrooms (with up to 9 available in some blocks).

Staff possess a wide range of experience in the use of technology and are provided with various professional development opportunities, relevant to their experience, to upskill them. Focus during weekly computer lessons is a writing focus, with students completing tasks directly related to class units of work, practising different methods of presenting information using a variety of applications. Imbedded in lessons is word processing using a range of applications; manipulation of graphics and multimedia; use of spreadsheets; internet research; use of email (with attachments); internet safety and online responsibility; use of G Suite and Office 365 to create documents and collaborate with classmates; coding and computational thinking; and use of correct computer terminology.

Staff regularly use technology daily in their classrooms, across all KLAs, in a variety of ways including: Google docs to distribute class assignments; laptops and Arduino app for robotics; IWB for delivery of all lesson content; online homework; mental maths starters; reading programs; to publish writing; to "google" information; to find correct spelling of words; PM readers; Targeting Maths; to access and analyse information; plotting student addresses on Google maps to compare distances students live from school (furthest and closest); Class Dojo for reward points and wellbeing clips for students to think about bullying issues and meditate; IWB to research class unit topics; Google Classroom for assignments and communication.

Class and crate iPads are used extensively for a variety of purposes such as: to create short tutorials (using app of choice) to consolidate learnt concepts; to create videos to explain concepts (eg solar system, tectonic plates); to take photos of class experiments and to record their observations; guided reading; research; word processing in Pages app and Story Creator; transform stories into multimedia using Chatterpix and Sock Puppets; record maths concepts and science observations; photograph student writing to use for class editing tasks on IWB; iPad apps for language barrier games; aging booth app to create personal

timeline in history; apps to make Mother's and Father's Day cards; maths groups using geoboard app and number games; Seesaw app.

Staff plan individually and collaboratively using online facilities including G Suite and Office 365. Many staff take advantage of online storage to have all their programs and assessment data available at all times. Teachers share docs online with supervisors and colleagues. Stages have shared online folders to house units of work and resources. Whole staff has access to "BWPS iPads and More" shared folder where booking registers are located along with many resources and administrative documentation.

Robotics

In response to 2016 TTFM survey, staff discussed the need for additional extra–curricula activities. A Robotics club was commenced in conjunction with Blacktown Learning Committee. Our Robotics Team members attended sessions to learn more about programming and building Arduino robots. Members of our team persevered to make our Arduino robot functional. The team also presented various STEM projects at a Blacktown Learning Community sharing afternoon.

Gardening Club

The formation of a Gardening Club for interested students has resulted in the creation of a vegetable garden which has afforded many opportunities for students to explore maths, sustainability concepts, and an understanding of nutrition. Local businesses provided supplies, manpower and support to improve and enlarge our garden. In addition, community support for the garden was shown through families forwarding the donation of council sponsored plants. Parents also supported the development of the vegetable garden by buying crops as they became available. They donated seeds and began to spend time after school discussing the plants and reading student posters with their children.

Extra–Curricular Activities

Interest groups such as Yoga, Robotics, Glee, Junior and Senior Dance, Junior and Senior Choir, Lunchtime Games, Homework Club and SRC were all run voluntarily by staff during recess and lunchtime breaks providing opportunities for students with a range of extra–curricula activities and allowing them to pursue their personal interests and improve their skills while interacting with peers.

Some of these interest groups also had the chance to perform before audiences such as Blacktown Music Festival and at school functions. The SRC provided opportunities for students to discuss and recommend changes and improvements to school practice and procedures to promote a healthy and safe learning and playing environment for all.