

Bankstown West Public School

Annual Report



2017



4142

Introduction

The Annual Report for **2017** is provided to the community of **Bankstown West PS** 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.

Mrs Felicity Bonello

Principal

School contact details

Bankstown West Public School

William St

Bankstown, 2200

www.bankstownw-p.schools.nsw.edu.au

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

9790 6158

Message from the Principal

2017 was a year of tremendous school achievement. Our relentless focus on learning, supported by strong student wellbeing practices, led to recognition that we excelled in student growth.

Evaluating our School Plan 2015–2017 has allowed us to improve those practices that have led to such high achievement, and to identify areas for future development. Quality instruction and teaching practice continues to be supported by a code of conduct that embeds respectful relationships and responsible behaviour. Our commitment to futures learning is reflected in the school focus on professional learning and the provision of enviable access to technology. We provide extensive transition programs to support students as they move through school.

Our extracurricular programs complement the focus in classrooms and give all children the chance to grow and excel in areas as widespread as dance, drama, percussion, computer coding, newspaper reporting, sport, art, maths, gardening and public speaking. Our annual school musical program continues to grow. To make educating our students a true partnership, parents and carers were also involved in learning, in particular the very successful PaTCH program, as well as digital citizenship workshops, NAPLAN workshops and many more. Our shared community celebrations, that fostered harmony and understanding, included an Easter Hat Parade, Mother's Day assembly, Father's Day Donuts for Dad, Simultaneous Reading, NAIDOC Week/Reconciliation Day and Spring Fair/Eid Fete.

I happily acknowledge that we would not be able to achieve a fraction of these memorable opportunities for our children if not for the outstanding efforts of our dedicated teachers, the enthusiastic participation of our students, and the wholehearted support of our families. For that, I thank you all deeply.

I am incredibly proud to be the principal of Bankstown West Public School. I am honoured to have the privilege and responsibility of leading this vibrant and exciting school where students, staff and parents work together to improve learning outcomes for all.

Message from the school community

2017 was an exciting year for our P&C at Bankstown West.

Among our annual events, Easter chocolate drive and BBQ, raffle and Mothers' Day stall, our end of year spring/Eid fete was not only our biggest money raiser, but it brought together our school and wider community. We managed to raise over \$12,000 in profits. This would not have been possible without the generous support from sponsors and assistance from our school and wider community.

The P&C have contributed towards our brand new basketball court which is vibrant and safe for our students to use.

Bankstown West P&C thrives on its school events, as they not only financially contribute towards the education of our children at school, but also highlight the positive and close interaction between staff and families.

Bankstown West P & C

School background

School vision statement

Bankstown West Public School is a vibrant learning community that fosters and nurtures the development of character, creativity, critical thinking, citizenship, collaboration and communication skills.

We are respectful, responsible, successful learners of the 21st century.

School context

Bankstown West Public School serves a low socio-economic community of 206 families. The 340 students, 92% of whom are from language backgrounds other than English, represent over 20 nationalities and 26 language backgrounds.

Quality explicit teaching takes place in well-organised, well-managed and well-resourced classes with high expectations of student achievement. High engagement of students and strong relationships with parents are important goals of the school. Technology and art programs support the goals of literacy, numeracy and citizenship.

Our students are socially and emotionally mature, showing empathy and celebrating diversity. We work together to promote resilience, perseverance and tolerance and support ethical, reflective practices.

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.

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.

The domain of Learning incorporates Learning Culture, Wellbeing, Assessment and Reporting and Student Performance Measures. Across the domain of Learning, there is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

The domain of Teaching incorporates the elements of Effective Classroom Practice, Data Skill and Use, Collaborative Practice, Learning Development and Professional Standards. Across this domain, teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Teachers draw on and implement evidence–based research to improve their performance and development.

Bankstown West PS is recognised as expert in the provision of support to beginning and early career teachers. The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence–based teaching strategies. The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school–wide improvement in teaching practice and student outcomes.

The domain of Leading incorporates the elements of Leadership, School Planning, Implementation and Reporting, Resources and Management Processes. Across this domain, leaders and staff recognise leadership development is central to school capacity building.

Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

Succession planning, leadership development and workforce planning are designed to drive whole–school improvement. Longer–term financial planning is integrated with school planning and implementation processes.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Successful 21st century learners

Purpose

To equip students with the essential skills, knowledge and understanding to thrive and compete in a globalised world through ICT focused quality teaching and learning programs.

Equipping leaders and teachers to provide a learning environment that has high expectations and adds value to all students' literacy and numeracy levels.

Overall summary of progress

We continue to embed school wide practices to support the development of 21st century learners. In 2017 we were able to utilise leadership and professional learning from key staff to support teachers in delivering quality learning programs and implementing consistent quality assessment practices. Throughout 2017 we:

- assessed students using a range of tools including Best Start, PLAN, NAPLAN, Dibels, diagnostic tests and teacher observation
- used this data to form the basis of classroom teaching and learning programs and this will be gathered at key points throughout the year to show student growth
- utilised expert LAST teacher support, both in the classroom and through Teacher Professional Learning, to implement a targeted program in comprehension

Staff were provided a range of professional learning opportunities to support the effective integration of 4C's education, STEM, Google Apps for Education and our 1:1 Technology Program 3–6. In doing so we:

- provided in-class teacher support in the form of team-teaching (AP 21st Century Learning), with a focus on 21st century teaching directions and the effective implementation of a 1–1 Chromebook program 3–6 and iPads K–2
- expanded the effective implementation of the STEM project into all science units K–6 and integrated STEM and the engineering design process into all Stage 1 classrooms.
- continued to use the IT Scope and Sequence as a planning and teaching tool K–6, sustain and grow our after school student Computer Club and provide TPL for staff (EduTech, team teaching lessons)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% growth in K–6 students achieving all markers at expected year level in Reading Texts and Comprehension (tracked via PLAN).	Employment of additional learning and support staff	Students at BWPS have made 7% growth on their 2016 average for achievement at and above the expected level in PLAN Reading Texts. Students at BWPS have maintained their 2016 average for achievement at and above the expected level in PLAN Comprehension.
5% growth in students reaching expected state level of growth from Year 3–5 in NAPLAN.	Employment of additional learning and support staff. Employment of casual teachers to support teacher collaborative planning and assessment sessions.	In 2015 and 2016 the average number of students achieving greater than or equal to expected growth in NAPLAN 3–5 was 62%. In 2017, the average number of students achieving greater than or equal to expected growth in NAPLAN 3–5 was 66%. Total of 4% growth in students reaching expected state level of growth from Year 3–5 in NAPLAN 2017.

Next Steps

In 2018, the focus of Strategic Direction 1 is shifting to 'active, resilient and successful learners'. The goal of the new 2018–2020 school plan is to create a school-wide learning environment that promotes persistence, self motivation and confidence and ensures emotional, social and academic success (with a focus on literacy and numeracy) for all students.

We have identified two key processes that will guide us in achieving this strategic direction. The school community will work collaboratively to implement the following processes:

1. Teachers gain a deep understanding of the Learning Progressions to develop and implement high quality teaching and learning programs in literacy and numeracy.

- All teaching and support staff will participate in professional learning for the Literacy and Numeracy Learning Progressions.
- All classroom teachers will participate in DoE training around the successful implementation and use of PLAN2 and Best Start 2.0.

2. Implement a whole school integrated approach to student well being and growth mindset in which students can connect, succeed and thrive at each stage of their schooling.

- All classes to implement collaboratively developed stage-based teaching programs around the concept of Growth Mindset.
- Whole school community commitment to promoting and celebrating growth mindset.
- Students K–6 participate in self reflection/evaluation practices through assessment task rubrics.



Strategic Direction 2

Active and informed citizens

Purpose

To develop in students the use of critical thinking to contextualise their learning beyond the classroom and to have the ability to work independently and in teams to make sense of their world.

To support leaders and teachers in building confidence and the capacity to manage change in pedagogies and practices.

Overall summary of progress

Throughout 2017 we have supported the development of critical thinking, speaking and listening and Web 2.0 skills in our students by:

- effectively integrating the use of the Google range of online apps into everyday teaching and learning programs through our 1–1 Chromebook program
- increasing staff capacity in delivering 21st century teaching and learning programs utilising expertise from the AP 21st century learning
- sustaining our active SRC and implementing Genius Hour across targeted classes

In order to effectively implement the Performance and Development Framework with provisions for TPL, aspiring leader and ECT support, we:

- provided training in the Performance and Development Framework to all staff to ensure the development of effective and professionally relevant Professional Development Plans
- implemented weekly 3 Minute Walk Through's as a method of classroom observation to ensure quality teaching and learning practices were embedded in everyday learning experiences
- supported all pre–2014 teachers and eligible NST's in attaining accreditation at Professional Competence level

To improve student wellbeing programs through the provision of evidence based and well resourced student focused projects, we:

- implemented the Friendly Schools Plus program from Macquarie University (K–6)
- redeveloped and fully implemented the Peer Support Australia program lead by Stage 3 students
- developed and implemented consistent stage–wide Cybersafety and Digital Citizenship learning programs, along with the provision of parent workshops

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
70% of teachers incorporating the Critical and Creative Thinking Learning Continuum (ACARA) into everyday teaching and learning practices.	Employment of an above establishment assistant principal responsible for 21st C learning	The Critical and Creative Thinking Learning Continuum (ACARA) has been embedded into the STEM (Stage 1), ICT (Year 2–6) and Genius Hour (Stage 3) programs. 84% of staff utilising the Critical and Creative Thinking Learning Continuum (ACARA) in some aspect of their teaching programs.
100% of eligible teachers accredited at Professional Competence level with the NSW Institute of Teachers.	Additional flexible staffing to facilitate the ECT accreditation process	100% of eligible teaching staff accredited (or actively seeking accreditation) at Professional Competence Level with NESA. 100% of staff completed the WWCC.

Next Steps

In 2018, the focus of Strategic Direction 2 is shifting to 'high quality, evidence–based teaching'. The goal of the new 2018–2020 school plan is to ensure teachers demonstrate personal and shared responsibility for improving their teaching practices in order to improve student learning. Teachers analyse student engagement, learning growth and

outcomes data to plan for the ongoing learning of each student.

We have identified two key processes that will guide us in achieving this strategic direction. The school community will work collaboratively to implement the following processes:

1. Draw on research to develop self directed, visible learners through a consistent, school wide approach to meaningful goal setting and the effective use of success criteria as a teaching tool.
 - Instructional Leader and stage teams collaborate to develop success criteria for assessment tasks.
 - With the support of teachers, all students set goals in the areas of literacy, numeracy and the 4Cs.
 - Maximising opportunities for quality feedback based on shared goals and understanding of success criteria.
2. Implement a whole school, integrated approach to data literacy in which all teachers develop a sound understanding of student assessment and data concepts.
 - Instructional Leader supporting teachers with full implementation of new data collection and analysis processes.
 - All staff receive professional development around data literacy concepts and their applications within education settings.



Strategic Direction 3

Collaborative, supportive and engaged school community.

Purpose

To support mutually respectful relationships with peers, teachers, parents and community. To enhance school effectiveness through an inclusive and engaging partnership with all community members.

Overall summary of progress

To improve the provision and expansion of effective community communication channels, BWPS implemented a range of programs and practices in 2017 including:

- use of School Story within ClassDojo and our school website as our primary communication platforms
- provision of a wide range of community events to encourage parent/caregiver involvement at a whole school level
- development of collegial relationships with a range of external expert providers, including Monkey Baa Theatre, CPHS, GotGames, and Bell Shakespeare Theatre

To improve the provision of inclusive community services, BWPS continued to expand our repertoire of workshops and transition programs offered to the school community, including:

- the establishment of a school readiness program in place of a playgroup to support parents and students in preparation for school
- provision and expansion of community and cultural events (Lunar New Year, Eid, Harmony Day etc)
- sustaining and growing quality student transition programs across all Stages

To improve a collegial community of practice and professionally develop staff across a wide range of areas, BWPS:

- sustained a community of collaborative practice through the provision of regular collegial planning and Consistent Teacher Judgement sessions
- provided extensive opportunity for leadership development and whole school improvement through the Bankstown Leadership Initiative
- facilitated the development of a reciprocal teaching program with local primary and high schools

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% increase in numbers attending parent/community workshops and 85% agreeing workshops have been effective in meeting their needs.	Employment of casual staff to relieve classroom teachers to prepare and deliver workshops	We have provided a far greater range and variety of parent/carer workshops throughout 2017 (12 in total– 3 more than 2016). Evaluations have indicated improved levels of attendance and high satisfaction (over 90%) with workshop content and quality.
100% of targeted students, 100 % of staff and 20% of parents completing the Tell Them From Me survey.	\$100 Coles voucher as parent prize for Survey completion.	98% of targeted students, 100% of staff and 22% of parents completed the Tell Them From Me survey in 2017. This data has been used to evaluate programs and develop projects for 2018.

Next Steps

In 2018, the focus of Strategic Direction 3 is shifting to 'leading innovation and community engagement'. The goal of the new 2018–2020 school plan is for the school to use research, evidence–based strategies and innovative thinking in designing and implementing futures learning projects. The school values and promotes active community participation in school programs to support student well–being and learning.

We have identified two key processes that will guide us in achieving this strategic direction. The school community will work collaboratively to implement the following processes:

1. Draw on research to develop and implement innovative changes in teaching and learning practices reflective of Futures Learning. Technologies are carefully selected and effectively implemented to support student learning and

engagement.

- Implementation of the Critical and Creative Thinking Framework in all classes K–6.
- Expand the successful iPad program in K–2 through professional development and resource purchasing.
- Collaborative development and implementation of future–focused programs by classroom teachers and Instructional Leader.

2. Community partnerships strengthened to support active parent and community stakeholder engagement in the student learning process.

- Parent Voice Sessions (goal setting) implemented to create partnerships that support improved student learning and well-being.
- Development of a Community Hub project where parents and caregivers can access resources to better support their child/ren's learning at home.
- Expansion of parent helper/Learning for Life projects to cater to changing community skills and needs.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$236 843	This key funding initiative funded increased staffing levels to target students who have English as a Second Language or Dialect.
Low level adjustment for disability	\$109 877	This key funding initiative funded increased staffing levels for identified students to allow for greater differentiation and adjustments for disability.
Quality Teaching, Successful Students (QTSS)	\$22 549	This key funding initiative funded Increased staffing levels to support increases in student achievement.
Socio–economic background	\$168 218	This key funding initiative funded Commboxes and associated technology in each classroom.
Support for beginning teachers	\$30 963	This key funding initiative funded mentoring for beginning teachers with experienced teachers/colleagues. It also went towards staffing to allow for extra time for beginning teachers.
Targeted student support for refugees and new arrivals	\$682	This key funding initiative funded resourcing for targeted new arrivals support.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	103	116	144	148
Girls	119	157	152	158

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95	94.3	94.6	93.5
1	96.3	95	94.1	93.8
2	96.1	96.2	92	95.3
3	97.2	93.3	93.8	92.4
4	96.8	94.2	94.8	94.3
5	97.2	95.3	95.2	93.5
6	96.9	94.7	92.4	95.3
All Years	96.5	94.7	93.9	94
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

Student attendance is closely monitored and followed up upon by individual class teachers, supervisors, the principal and the Home/School Liaison Officer, following our school attendance policy.

Teachers are responsible for monitoring the attendance patterns of all students. Resolution of attendance difficulties may require a range of additional school based strategies including:

- Conversations via the phone.
- Student and parent interviews.
- Reviewing the appropriateness of the student's educational program.
- Development of a school-based attendance

improvement plan.

- Referral to the school counsellor or outside agencies.
- Support from school based personnel.
- Monitoring using LAMP.
- Referral to the Home School Liaison Officer.

Copies of the school's Attendance Policy can be found on the school website for further clarification. See <http://www.bankstownw-p.schools.nsw.edu.au/>

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.53
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	2.2
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0.8

*Full Time Equivalent

In 2017, no staff at Bankstown West PS identified as being Aboriginal or Torres Straight Islander.

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	30

Professional learning and teacher accreditation

Our professional, university-educated teachers encourage students to develop a love of learning and a desire to succeed. They seek to develop Responsible,

Respectful and Successful Learners. They maintain the highest integrity and concern for your child's wellbeing.

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

In 2017, staff undertook a variety of Professional Learning in a wide variety of areas:

- Five staff commenced the process of teacher accreditation in 2017.
- Three staff members successfully completed teacher accreditation at various times throughout the year.
- The Executive/Leadership team once again participated in the Bankstown District Leadership program. This culminated in staff from BWPS delivering a presentation on Growth Mindset to staff from schools throughout the Sydney area.
- Staff completed mandatory Professional Learning in e-emergency care, Health and Safety Induction for Employees, Child Protection Awareness training, Code of Conduct and Disability Standards.
- Teaching and support staff successfully completed Professional Learning in CPR and emergency first aid. Anaphylaxis awareness and training was also successfully completed.
- Current school staff presented Professional Learning to colleagues in the areas of Technology, web based repositories, reporting to parents, staff and student wellbeing, Genius Hour, school attendance improvement procedures, mathematics and drama, amongst many others.
- EAL/D staff completed courses in Identifying and the Placement of EAL/D students along the Learning Progression and Learning How to be an Effective EAL/D Teacher.
- Two staff members completed mandatory NAPLAN online training.

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	101,423
Revenue	3,104,235
Appropriation	2,997,490
Sale of Goods and Services	7,782
Grants and Contributions	97,204
Gain and Loss	0
Other Revenue	0
Investment Income	1,759
Expenses	-2,919,499
Recurrent Expenses	-2,919,499
Employee Related	-2,646,308
Operating Expenses	-273,190
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	184,736
Balance Carried Forward	286,159

The school is vigilant is overseeing income and expenditure. The Principal and the School Administrative Manager conduct weekly meetings to track the budget and the Finance Committee meets regularly to oversee alignment of finances (income, allocation and expenditure) with the school plan.

In 2017 the majority of funds were used in support of the School Plan's three Strategic Directions. The main expenses were staffing and technology.

2017 also saw a marked increase in the need to expend funds on maintenance issues in order to provide a safe environment. Even with the school's regular maintenance allocation, additional funds were required.

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	2,086,695
Base Per Capita	45,237
Base Location	0
Other Base	2,041,459
Equity Total	515,572
Equity Aboriginal	634
Equity Socio economic	168,218
Equity Language	236,843
Equity Disability	109,877
Targeted Total	18,404
Other Total	137,792
Grand Total	2,758,463

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.

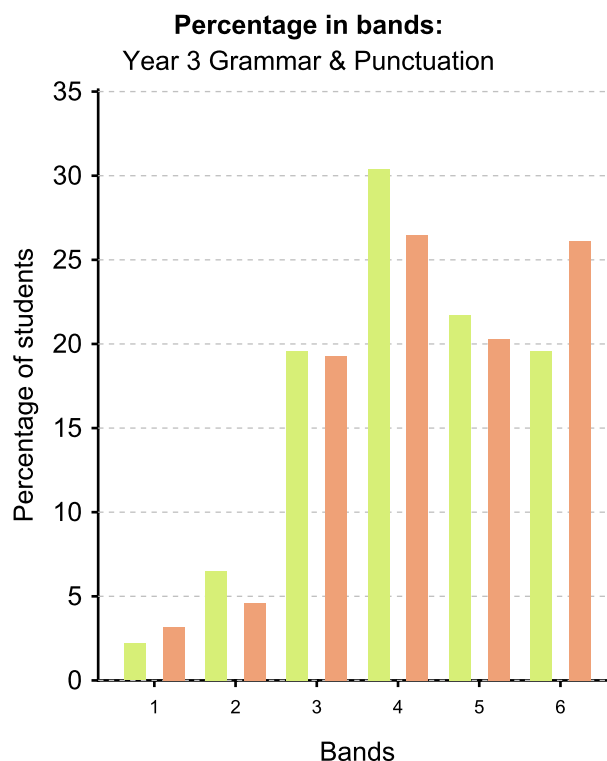
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

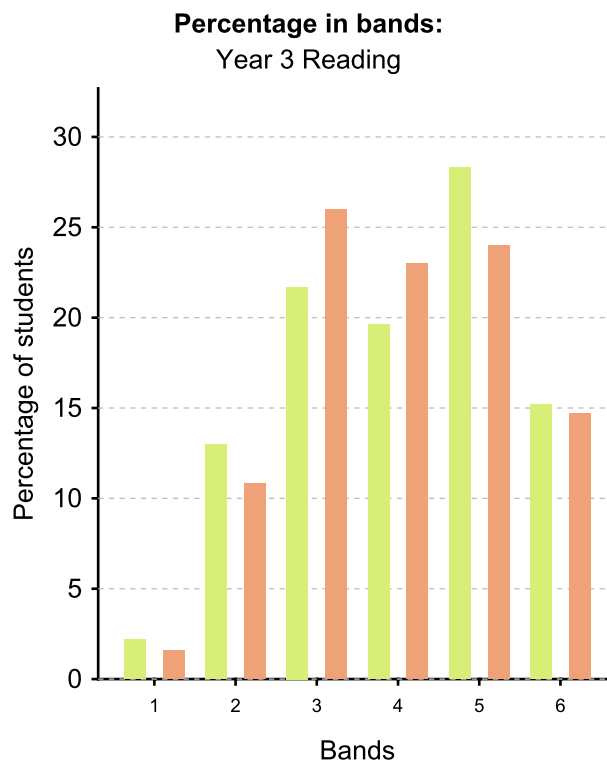
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- At BWPS, 98% of Year 3 students scored at or above the National Minimum Standard in literacy.
- In Year 5, 92% of students scored at or above the National Minimum Standard.
- As in previous years, students from this school produced good results in spelling. Year 3 students did particularly well, with their average score being 23.3 points above the average score for all NSW students.
- Year 5 students continued to achieve above state average results in writing.



Percentage in Bands
School Average 2015-2017

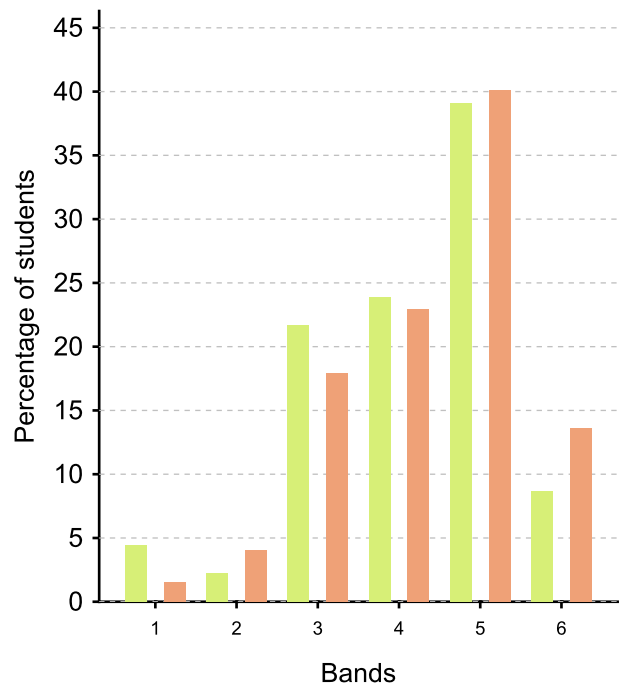
Band	1	2	3	4	5	6
Percentage of students	2.2	6.5	19.6	30.4	21.7	19.6
School avg 2015-2017	3.2	4.6	19.3	26.5	20.3	26.1



Percentage in Bands
School Average 2015-2017

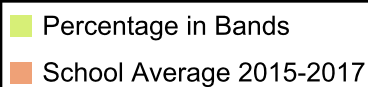
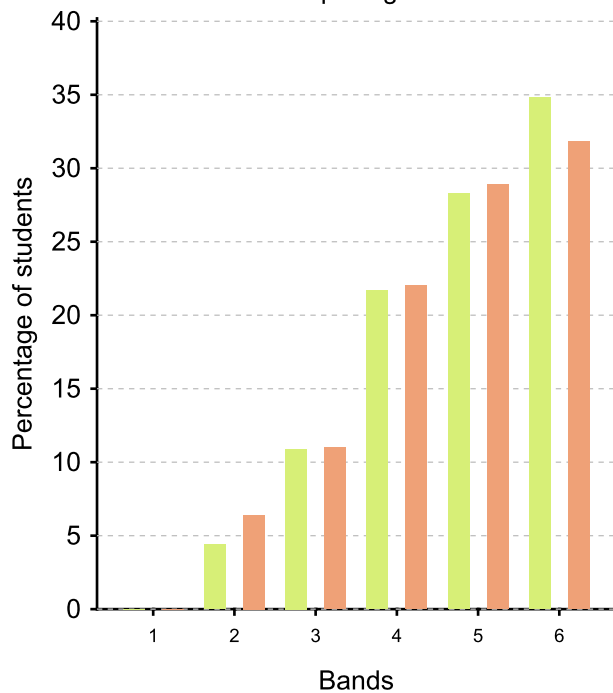
Band	1	2	3	4	5	6
Percentage of students	2.2	13.0	21.7	19.6	28.3	15.2
School avg 2015-2017	1.6	10.8	26.0	23.0	24.0	14.7

Percentage in bands:
Year 3 Writing



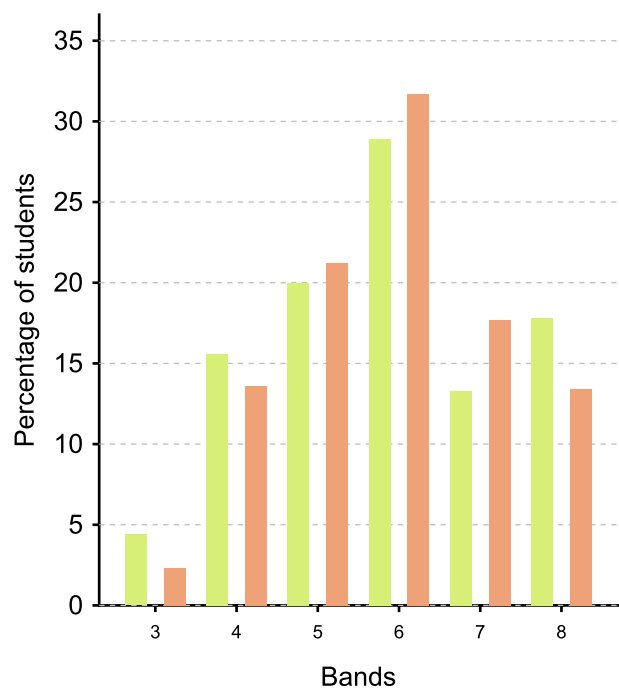
Band	1	2	3	4	5	6
Percentage of students	4.4	2.2	21.7	23.9	39.1	8.7
School avg 2015-2017	1.5	4.0	17.9	22.9	40.1	13.6

Percentage in bands:
Year 3 Spelling



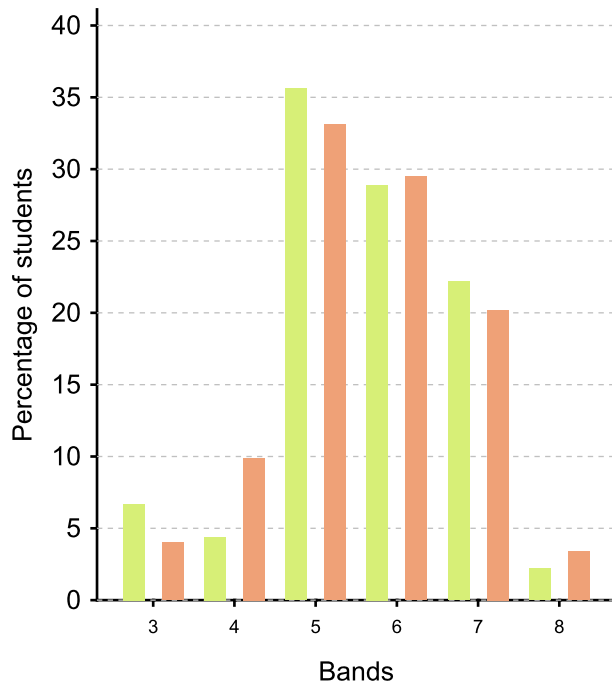
Band	1	2	3	4	5	6
Percentage of students	0.0	4.4	10.9	21.7	28.3	34.8
School avg 2015-2017	0.0	6.4	11.0	22.0	28.9	31.8

Percentage in bands:
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	4.4	15.6	20.0	28.9	13.3	17.8
School avg 2015-2017	2.3	13.6	21.2	31.7	17.7	13.4

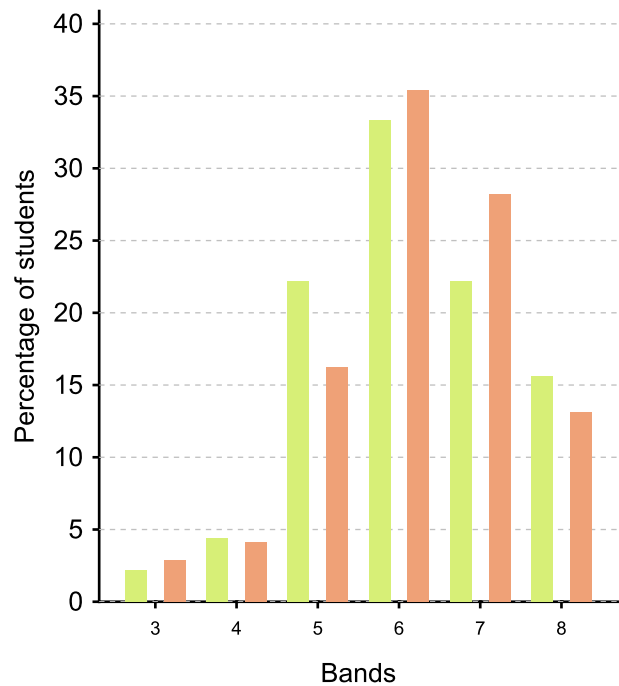
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	6.7	4.4	35.6	28.9	22.2	2.2
School avg 2015-2017	4.0	9.9	33.1	29.5	20.2	3.4

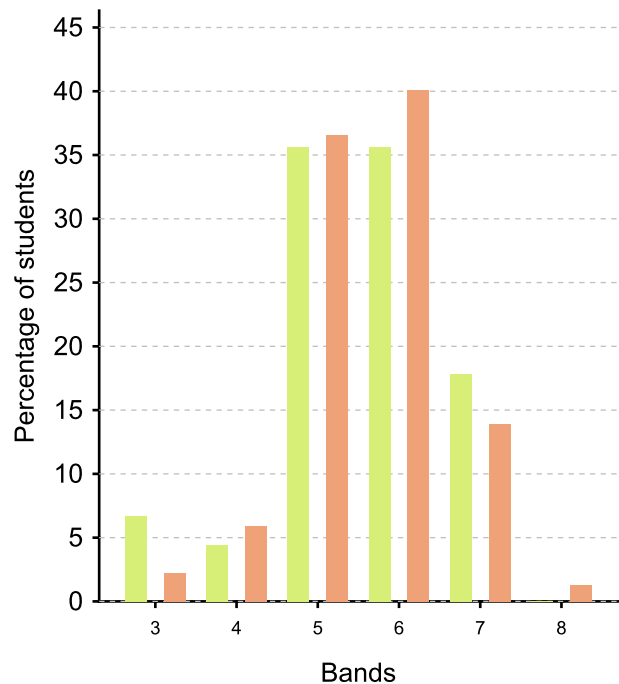
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.2	4.4	22.2	33.3	22.2	15.6
School avg 2015-2017	2.9	4.1	16.2	35.4	28.2	13.1

Percentage in bands:
Year 5 Writing

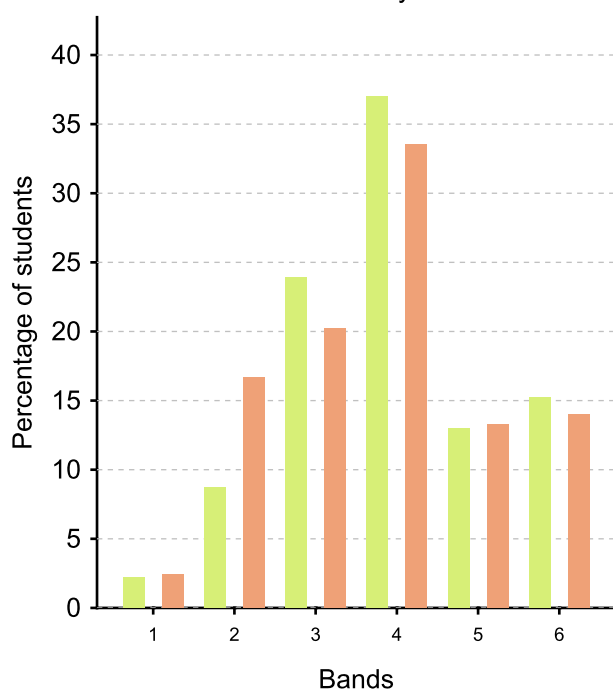


Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	6.7	4.4	35.6	35.6	17.8	0.0
School avg 2015-2017	2.2	5.9	36.6	40.1	13.9	1.3

- At BWPS, 98% of Year 3 students scored at or above the National Minimum Standard in numeracy.
- In Year 5, 96% of students scored at or above the National Minimum Standard.
- Year 5 students demonstrated significant growth from Year 3 in mathematics achievement, with over 73% of students achieving greater than, or equal to, expected growth.

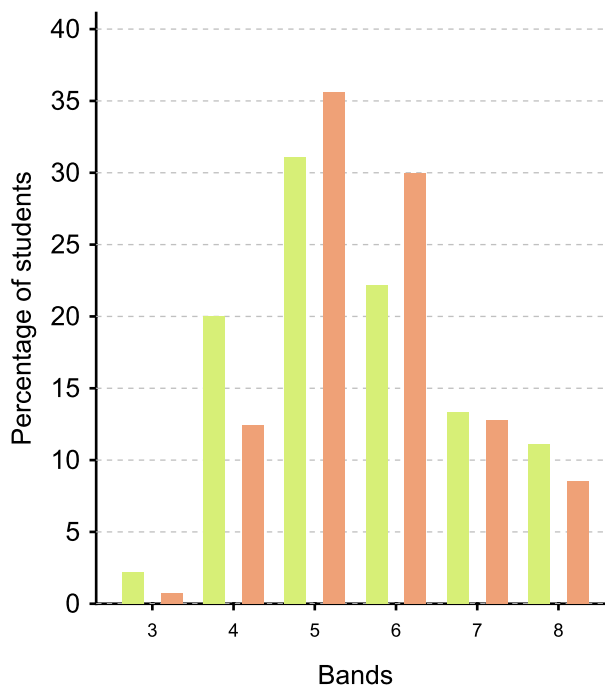
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	2.2	8.7	23.9	37.0	13.0	15.2
School avg 2015-2017	2.4	16.7	20.2	33.5	13.3	14.0

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.2	20.0	31.1	22.2	13.3	11.1
School avg 2015-2017	0.7	12.4	35.6	30.0	12.8	8.5

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.

Despite not achieving in the top 2 bands in NAPLAN, the single Aboriginal student enrolled at Bankstown West PS achieved significantly above expected growth in both NAPLAN Literacy and Numeracy from Years three to five.

Expected growth across Literacy and Numeracy was 127 points. The student achieved actual growth of 159 points.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and teachers about the school. Their responses are presented below. Students, staff and parents from Bankstown West Public School completed the Tell Them From Me survey which included nine measures of student engagement alongside the five drivers of student outcomes.

Student responses to the survey show that:

- 63% of students have a **high** rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.
- 89% of students **feel accepted** and valued by their peers and by others at their school.
- 98% of students believe that **schooling is useful** in their everyday life and will have a strong bearing on their future.
- 94% of students indicate that they **do not get in trouble** at school for disruptive or inappropriate behaviour.
- 97% of students **try hard to succeed** in their learning.

Parent responses to the survey show that:

- 84% of parents **feel welcomed** at school. (74% NSW Govt norm)
- 82% of parents **feel informed** by the school. (66% NSW Govt norm)
- 86% of parents **feel the school supports learning**. (73% NSW Govt norm)
- 88% of parents **feel the school supports positive behaviour**. (77% NSW Govt norm)
- 84% of parents feel that **the school is inclusive**. (67% NSW Govt norm)

Teacher* responses to the survey show that:

- 87% of teachers feel they **work collaboratively** with their peers. (78% NSW Govt norm)
- 88% of teachers feel the **school is inclusive**. (82% NSW Govt norm)
- 82% of teachers feel the goals set for students are **challenging and visible**. (75% NSW Govt norm)
- 84% of teachers have engaged in **planned learning opportunities** with other staff. (76% NSW Govt norm)

* Not all staff surveyed were teaching staff.



Policy requirements

Aboriginal education

In 2017, Bankstown West Public School, celebrated National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, organising a whole-school incursion for the staff and students, facilitated by Koomurri Management. The whole-school incursion allowed all K–6 students at BWPS to participate in various hands-on learning experiences run by three Aboriginal facilitators. It was a whole day event and included face painting, cultural lessons, dancing, traditional Aboriginal games and learning about Indigenous artworks, artefacts and culture.

The Incursion was organised to increase student understanding of Aboriginal Australia's history, culture, achievements and traditions. It was an opportunity to recognise the contributions that Indigenous Australians make to our country and our society. It was expected that every student participated in the incursion as it met curriculum requirements and linked with BWPS school community goals. In stage-based groups, the students engaged in three rotational activities over the course of the day. Groups began in the hall, observing a Smoking Ceremony, Welcome Song and Dance Show, presented by the facilitators. Next, the students listened intently as the facilitators shared stories about Aboriginal culture and finished off by engaging the students in an interactive Didgeridoo show. After that, the students then made their way over to the field, where they participated in traditional Aboriginal games, including boomerang throwing. As the students participated in the rotational activities, they were called over to leave an impression of their hands on a piece of canvas provided by Koomurri Management and receive some traditional face painting. To finish off what was a very enjoyable, enriching and worthwhile day, the facilitators sang traditional Aboriginal songs and taught the students a traditional Aboriginal dance that the students practised and performed as a group.

As a lovely memory to remember the day, the facilitators presented the school with the canvas the students helped in creating. The artwork represented the story of BWPS and Koomurri Management coming together to celebrate Aboriginal Australia's history, culture, achievements and traditions. It is now on display in the Art room for students, teachers, parents and the community to appreciate.

The students all enjoyed the day, as it was much more engaging for them to participate in this way, than to merely research Aboriginal Education on a computer or in a textbook. The facilitators left the incursion praising the students on the level of respect shown and high engagement levels throughout the entire day. It was great to see everyone so eager and interested in something so important and worthwhile.



Multicultural and anti-racism education

Bankstown West PS is a culturally diverse school, with 97% of students coming from an EAL/D (English as Another Language or Dialect) background. Over 30 language backgrounds are represented in the school community. In accordance with our school's Strategic Direction 3, a collaborative, supportive and engaged community, a variety of multicultural activities were arranged for students and the wider community in 2017.

The school held a spectacular Eid/Spring Fair, supported by our hardworking P and C Committee, as well as a wide variety of sponsors from the wider community. The students engaged in fun activities including rides, competitions, and were able to sample a variety of foods from other countries. This wonderful event succeeded in engaging our community, coming together to celebrate the diversity of our school.

Our annual Easter Hat Parade was held, with students making colourful hats and masks. All students participated, including younger siblings who have not yet started school.

The Lunar New Year of the Rooster was celebrated with classes learning about the significance and traditions of the New Year, as well as a school assembly which culminated in a loud performance of the lion dance! We thank the members of the Vietnamese community for donating their time and expertise to perform for our students.

Harmony Day activities were completed in each classroom, with students learning the meaning of Harmony Day and celebrating cultural diversity through the message, "Everyone belongs."

Other school programs

This year the boys and girls at Bankstown West Public School were given the opportunity to compete in PSSA Soccer, T-Ball, Softball and Netball. Along the way, the children acquired new skills and gained an appreciation for what it means to be a part of team. A special mention goes to the T-Ball girls and junior netball team, who reached the semi-finals this year.

Children who were not involved in PSSA teams this

year also learned many new skills in different sports at school.

We had children participating in our school carnivals in Swimming, Athletics and Cross Country, with many students representing our school at the next level of competition. Our District Cross Country team this year came in 1st place amongst all the school in our district, a truly impressive performance.

Special mention must also go to the following students who achieved outstanding results in either Cross Country and/or Athletics this year: Zac, Derek and Tyrell

Several students also achieved phenomenal results in Athletics Carnivals in 2017, these include:

The Boys' Senior Relay Team (consisting of Mohammed, Zac, Tyrell and Derek)

Zac, Derek and Tyrell represented our school and district at the NSW State Athletics Championships. It is worth noting, that to participate in a NSW State Championship, individuals must compete against almost 15 000 students across NSW.

Once again, the school participated in the Premier's Sporting Challenge with very successful results. Participating in this program allows the school to maintain and upgrade our sporting equipment, as well as encouraging children to be physically active.

In addition, we were privileged to have had a range of sports clinics this year. These included soccer and AFL clinics.

On behalf of all the students at Bankstown West Public School, I would like to thank all the teachers, support staff and parents for their time and effort throughout the year in supporting sport and physical education at our school.

In 2017, BWPS decided to offer the Parents as Teachers and Classroom Helpers program. The PaTCH program was created and is supported by the NSW Department of Education. It aims to equip and support parent helpers with the confidence and skills to support children's reading, writing and counting skills through a learning partnership with teachers.

At BWPS sixteen mums and dads committed to the program which ran from 3rd August through to the end of October 2017 led by Ms Hilary Webster and Ms Robyn Floyd.

There were five learning sessions in the library – how children learn / the importance of talk, how children learn to read, how children learn to write, counting, recognising numerals, problem solving, the importance of maths talk, learning to count and problem solving.

Our parents also had five sessions in classrooms putting into practice activities and games from the week before. Students from Year 6 to Kindergarten loved

having a group of parents in their room participating in games and activities that the parents supervised.

We know that students were really proud of their parents' involvement and that parents were very keen to learn about curriculum and how best to help their own child. This program was a great success and highly recommended by our PaTCH parents.

In 2017 the Drama Club performed the musical "The Grunch". After over 20 hours of rehearsals focusing on singing, dancing and acting our students confidently performed this heart-warming musical. It brought out the best in all of our students, and we were proud to share such an uplifting story with our friends, families and the local community.