Blacktown West Public School

Annual Report

2018

4116

Introduction

The Annual Report for **2018** is provided to the community of Blacktown West Public School as an account of the school's operations and achievements throughout the year.

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

Meg Peel

Principal

School contact details

Blacktown West Public School

Lancaster St

Blacktown, 2148

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

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

9622 2285

Message from the Principal

The 2018 Annual School Report for Blacktown West Public School measures our progress and achievements against the goals and targets as outlined in the 2016–2018 strategic directions.

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, to succeed and to develop emotional intelligence and resilience. Research has shown that a whole school approach to teaching and learning with a set of strategies across all classes and teachers is highlighted as the most effective means to achieve higher levels of academic outcomes.

Data is used as a learning narrative and staff work as a collaborative team with parents and community to provide learning opportunities where all students can succeed.

Blacktown West has developed and continues to develop:
- a common language of learning
- students who can clearly articulate their learning goals
- students who identify mistakes as opportunities to deepen their learning
- students who are exceeding expectations in their growth in school assessments
- staff who know they are accountable for all students' growth and
- staff who can articulate where all students are and where to move them next.

Students have progressed in embedding the use of learning intentions and success criteria to bridge their learning gaps and support the effective use of feedback. It is exciting to see the students engaged in their learning and talking about it – " visible learning".

The percentage of students from a Background other than English continues to grow and enrich the cohort of students at Blacktown West. The percentage has increased from 47% in 2012 to 63% in 2018.

At Blacktown West, it has been important to base programs and strategies on the fact that children learn about language by using language in contexts that are not only authentic and purposeful but fun. Blacktown West has involved strategies of visible learning to enhance every learning opportunity and staff have focused their energy on evidence and deliberate instructional practices that make a real difference.

There has been a focus on STEM (Science, Technology, Engineering and Mathematics) for future focused learners where the skills of collaboration, problem solving, critical and creative thinking are being developed.

Students are encouraged to be key drivers in their learning and to learn to think critically and reflectively. In 2018, the students have demonstrated the school values of responsibility, respect and high achievement. The teachers have demonstrated their professionalism and commitment to the school throughout the year evidenced by the many hours spent on professional learning to deepen and consolidate their teaching skills and to support the school's strategic directions.

Our school has maintained clear targets for 2018: 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.

The school's success has been made possible by the high standards of staff professionalism and innovative teaching practices implemented in the classrooms. Staff training and the purchase of resources and technology have all been implemented in line with these focus areas.

Our Year 3 and Year 5 sat the NAPLAN test.

In 2018, on the value added graphs, Blacktown West **excelled** in their growth from Best Start in Kindergarten to Year 3 and **excelled** again with the growth made from Year 3 to Year 5.

The results of the growth from Year 3 to Year 5 were above State in Writing, Numeracy, Reading and Spelling.

The percentage of students at or above expected growth was above State and the group of similar schools in all four domains**.**

The school receives supplementary funding to assist in implementing additional strategies to improve student outcomes.

Our strategies to improve student learning in literacy and numeracy are having a significant impact.

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

School background

School vision statement

Blacktown West Public School is committed to providing high quality teaching and learning programs that encourage students to become critical thinkers, be motivated to do their best and continually improve.

Our motto is "Together We Grow". We aim for all students to experience success in literacy and numeracy and across all key learning areas, to enhance their contribution to society as responsible citizens while developing their social and emotional wellbeing.

We are committed to academic excellence and the 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 Macquarie Park network of schools. The school has an enrolment of 405 students which includes 17 mainstream classes and 3 support classes. 62.4% of the students have a Language Background other than English and 4% are Aboriginal. Cultural diversity is acknowledged and celebrated to encompass the 49 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 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 2018, Blacktown West has continued with the employment of an Instructional Leader through the Department's Early Action For Success Program. This strategy involves an Instructional Leader and a school funded additional early intervention teacher to provide tiered intervention in numeracy and literacy for students K to Year 2.

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 Blacktown Learning Community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In all three areas, Blacktown West Public School continues to rate at the sustaining and growing level.

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 and Learning Progressions, 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. These data chats have meant teachers are able to respond to trends in student achievement at individual, group and school level.

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). Teachers continued to establish strong links with parents of students whose continuity of learning was at risk. 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 learning progressions 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 process assists 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

Building Quality Teaching and Learning Programs

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.

Overall summary of progress

Blacktown West had significant growth from Year 3 to Year 5. These results were above State growth: in Numeracy where the growth was 22.9 above state (116.3 compared with 93.1), in Reading the growth was 18.5 above state, in Spelling 14.4 and in Writing the average scaled growth rate was 11.2 above state. Blacktown West's average scaled score for growth was also above the Similar School Group in four out of the five areas. On the value added graphs, Blacktown West excelled in their growth from the Best Start in Kindergarten to Year 3 and again excelled from Year 3 to Year 5 in 2018. Processes were in place to track and evaluate progress using analysis of NAPLAN, curriculum based assessments , targeted interventions stage and grade meetings to analyse data and plan directions and next steps.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase percentage of students in the top two bands in literacy and numeracy. Positive growth for all students Year 3 to Year 5 in all aspects of the value added component in NAPLAN. Positive growth from K to Year 3 demonstrated in NAPLAN value added component. Increase in growth and achievement in all aspects of student learning as demonstrated in school based assessments and learning progressions. Improved percentage of K–2 students who are at or above stage expectations.	Writing program $83,290 Low socio–economic funds $52,290 SLSO $16,160 Tiered intervention K–2 $104,113	In Year 3, 48% of students achieved in top 2 bands in reading, 56% in writing and 26% in numeracy. In reading this is a 14% growth in reading and 77% in writing. In Year 5, 24% students achieved in the top 2 bands in reading, a growth of 9%; 10% of students achieved in the top 2 bands in writing, an 80% growth; and 19% of students achieved in the top 2 bands in numeracy. In writing, 38% of students achieved in the top 3 bands. Blacktown West continues to excel in value added from Kindergarten Best Start Assessment to Year 3 Naplan assessment and from Year 3 to Year 5 Naplan. In school–based writing benchmarking, explicit targeted teaching and student individual goals continue to facilitate growth as outlined in school–based assessment data. In Kindergarten, 67% of students are reading at or above expected reading level; 62% in Year 1 and 79% in Year 2, with 14% of students just "off the boil".

Next Steps

Continue to delve into learning progressions to increase teacher expertise in ascertaining student levels on progressions and in using data and evidence to build teacher expertise in creating explicit learning experiences and pinpointing student goals.

Improve feedback to enable all students to understand and articulate characteristics of an effective learner, to

understand what learning is, how to get there and where to next.

Develop and implement a K–6 vocabulary program to facilitate continued growth across all key learning areas.

Explore further programs on Creative and Critical Thinking which can be embedded across the key learning areas K–6.

Redesign assessment strategies in stage groups.

Equipping students with necessary skills to complete online assessments by providing them with opportunities to simultaneously combine work on paper and onscreen.
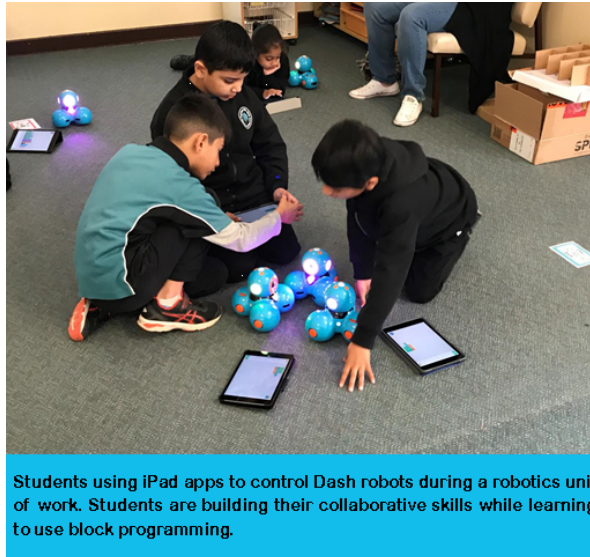
Students using iPad apps to control Dash robots during a robotics unit of work. Students are building their collaborative skills while learning to use block programming.

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 and promote excellence based around the implementation of the spiral of inquiry.

Overall summary of progress

Professional learning has facilitated whole school improvement and collaborative practices. An emphasis on spiral of inquiry has assisted staff in identifying student achievements and next steps to facilitate continued learning. Sharing of effective strategies in stage groups has further developed teacher expertise.

Student roles in leadership continue to be developed and acknowledged. Students are continually encouraged to develop their skills and take initiative in a variety of projects across the school including Gardening Club, Return and Earn collection, SRC Trivia events and fundraisers, assemblies and presentations, iPad monitoring, buddy class activities and library assistance.

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 to facilitate whole school improvement and their increased capacity as leaders. An increased percentage of roles and responsibilities undertaken by effective and active student leaders who assist in gathering and addressing feedback from students and parents for improvement. Increased percentage of effective practices embedded in programs to improve student learning.	68% of staff accessed professional learning off site. 100% of teaching staff, SASS and SAO staff participated in online and internal professional learning. $28,538.00 In 2018, the emphasis was on upskilling SRC leaders to create, plan, run and evaluate fund raising events and activities to keep students active. Nil cost	Staff have experienced extensive internal, external and online professional learning aimed at improving school excellence. Staff attending external courses, shared their knowledge with colleagues at stage and whole school meetings. Students enthusiastically embraced all leadership opportunities and continually improve performance, responding to peer and teacher feedback. SRC leaders have been given greater responsibilities in the organisation of fundraising events and are developing their skills, culminating in a record contribution to school funds of $8000 in 2018, which contributed to our Wifi upgrade. Year 2 SRC leaders are assisting with the K–2 assembly.

Next Steps

Staff continue to participate in professional development which relates to school excellence and share skills and knowledge with colleagues to improve teaching practice and leadership skills.

Continue to embed effective feedback into classroom programs so that all students can articulate characteristics of an effective learner, understand what learning entails, how to get there and where to next.

Continue to develop student leadership and opportunities for students to lead and take initiative in programs across the school.

Broadening of student roles and opportunities for leadership through Gardening Club, SRC fundraising organisation, Return and Earn collection and running lunchtime activities.

As part of our Tree Day celebrations, students from all classes created artworks on paper tiles using different techniques, culminating in a whole school mosaic.

Strategic Direction 3

Community Engagement and Participation

Purpose

Develop strong collaboration between the key stakeholders to support the students to 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 created through a shared vision and a shared responsibility. To work together as a learning community to provide the students with the knowledge, skills and experiences to achieve their personal goals.

Overall summary of progress

Blacktown West has made significant progress in engaging the parents to participate in their child's learning. A greater understanding of the key learning areas has developed as staff, students and parents work together to achieve specific learning goals. Various events have been implemented across the key learning areas to facilitate learning such as regular parent workshops, Early Bird club, Maths games afternoons, holiday journals, robotics demonstration, cybersafety inservice, Steam Expo and Commonwealth Games full day event, nutrition inservice by Cancer Council and parent in class support.

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 increased engagement in learning across all key learning areas. An increased number of parents participating in workshops, focus groups and community events. Increased percentage of parents involved in the learning in the classroom and at home to support students in achieving their goals.	Extra resources for parent activities in workshops and for take home resource packages: $58.00 Replacement of items in Maths games homework packs: $75.00 Provision of refreshments for workshops (9 in total): $270.00	Learning Support Team works to evaluate need and allocate way forward to assist students and staff. Free eye and dental checks were booked to promote student overall wellbeing resulting in a high number of students receiving free follow up care. Meetings with preschools and high schools to assist in transitioning students. Strong link with speech therapist to assist parents and school to determine need and action. Link with external agencies for students with medical, learning and behavioural needs. Liaising with ISTV and ISTH, HSLO and ASLO for support. Stage 2 and 3 students were inserviced in basic first aid. At Kindergarten Orientation, prospective Kindergarten parents were made aware of appropriate fine and gross motor activities to prepare students for school. Implementation of a greater variety of lunchtime activities has provided opportunities for students to be actively involved and to develop students' social skills. Activities included quiet indoor activities, robotics, dance, outside games, choir and reading club. Multiple parent workshops throughout the year have resulted in increased numbers of parents participating. Workshops have covered may topics of interest to parents including: writing, number talks, phonics, fine motor skills, nutrition, robotics

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 increased engagement in learning across all key learning areas. An increased number of parents participating in workshops, focus groups and community events. Increased percentage of parents involved in the learning in the classroom and at home to support students in achieving their goals.		and cyber safety. Parent attendance at workshops has continued to increase. Increased percentage of parents involved in classroom learning as a result of multiple parent workshops and classroom activities involving parent participation. Implementation of Early Bird Club has increased student and parent engagement in learning.

Next Steps

Continue to inservice parents about how students learn and on explicit teaching strategies to assist students to achieve their goals.

Survey parents on areas of need and interest.

Implement refresher courses in Multilit and how to support students in the classroom in Maths and reading groups and in so doing, strengthen community engagement and understanding.

Develop common language of learning with students, staff and parents. As a team, parents, students and staff identify mistakes as an opportunity for deeper learning.

Create visible learning where students have a greater engagement in learning and are able to talk about it.

Continue to develop programs and policies to build an environment where respect, resilience, responsibility and reasoning are the four major underlying concepts.

Students enjoying novelty events at 3-6 annual athletics carnival.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO delivering reading program (3 days and then 2 days a week Aboriginal funding and the remainder from socio–economic flexible funding) • Flexible aboriginal funding ($10 183.00) • Socio–economic funding ($9 200.00) • Flexible aboriginal funding ($10 183.00) • socio–economic funding ($9 200.00)	All students developed personalised learning plans and explicit learning goals in literacy. 30% have made significant gains in reading and comprehension, 47% made good progress and 23% have complex needs and are making slow but steady progress.. Analysis of resources and strategies employed.
English language proficiency	• 0.4 – 2 days from FTE and 2 days from flexible funding. • Refugee funding ($5 205.00) • English Language funding 0.4 ($4 1645.00) • socio–economic funding 0.4 ($4 1645.00) • Refugee funding ($5 205.00) • English Language funding 0.4 ($41 645.00) • socio–economic funding 0.4 ($41 645.00)	We had a significant increase over the year in EAL/D students not reflected in the funding provided. Collaboratively assessed intervention for EAL/D students. EAL/D students have made gains in all areas of NAPLAN and school based assessment. Difficulty providing support needed due to high mobility of EAL/D students.
Low level adjustment for disability	SENA test and results. Resources for "Amazing Race" for parent workshop. Class and Stage excel sheets with data from school based assessment. • Low level adjustment for disability ($156 170.00) • Low level adjustment for disability ($156 170.00)	K–6 staff analyse and discuss to determine next steps to cater for all students in 2019. LaST support for both literacy and numeracy. Tiered intervention teacher support K–2. Explicit evidence from benchmarking used for planning on regular basis. Successful "Early Bird Program" before school twice a week.
Quality Teaching, Successful Students (QTSS)	$77,910.00	Teacher employed to release teachers to mentor with leadership team to evaluate professional development and capacity building across the staff. Effectiveness of regular data chats in grades and peer observations. Planning based on gaps in learning and next step in learning progressions. Ongoing professional development of SLSOs improving quality of teaching practice.
Socio–economic background	Multilit package, new package for Year 6 tutors in place.	Writing assessment analysed to plan for next steps. Effect of improved planning with support from extra staff in each class. Success of students on Multilit program celebrated. Effectiveness of Year 6 tutors assessed. Evaluate "number talks" and phonics programs and resources. Parent attendance at workshops continues to grow.
Support for beginning teachers	Professional development courses.	Analysis of individual growth in 2018 and areas for development in 2019. Process towards accreditation noted.

Targeted student support for refugees and new arrivals	$5 205.00 allocated from SBAR.	Growth of newly arrived and refugee students in literacy and numeracy. Analysis of level of support for class teachers. Assessment of ability to cater for high mobility.
EAFS	• EAfS ($191.13) • EAfS ($21 000.00)	With Instructional leaders support under the EAfS program, intensive support was put in place for K to Year 2 in reading, writing and numeracy. Greater depth of understanding of the learning progressions was gained across the staff. Explicit teaching strategies were designed for students "just off the boil". Issued Summer reading logs and displayed posters from local library to prevent loss of skills in holidays. The OT program was implemented for Kindergarten and an intensive Year 1 group to strengthen fine motor skills and core strength. In collaboration with the OT, a handwriting program was designed, implemented and evaluated for students K to 6. Planning was begun to build in sustainability of successful strategies, processes and programs.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	212	224	218	212
Girls	213	206	194	202

In 2018, we continued to have a high mobility rate that impacts on school achievement. 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 and higher density dwellings. In August 2017, the anticipated enrolment for 2018 was 432 but the actual enrolment in February 2018 was 395. This grew by August 2018 to predicting an enrolment for 2019 of 422 and an actual enrolment in 2019 of 434. A considerable percentage of students move from and to interstate, to and from schools in Mt Druitt district and the country.

Management of whole school attendance is monitored by executive, teaching staff, administrative staff and a HSLO. A strong supportive link is built between staff and parents. Staff proactively monitor student attendance, contacting parents to discuss absences from school. Attendance concerns are discussed and a support plan is developed at weekly Learning Support Team meetings and with parents. A system is in process where the families of students with attendance issues are rung and meetings are held if required to assist families in improving their child's attendance. 100% attendance is celebrated every term at assemblies, as well as incentives which are in place at end of year celebrations. Overall, attendance statistics are slightly below state averages. 2018 saw a slight decrease in overall school attendance. Attendance dropped a little in Term 4. Attendance of a few students has impacted on the attendance profile. These students have intensive support from the school, the Home School Liaison Officer and other agencies as applicable.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.5	94.1	93	91.4
1	90.1	90.3	91.6	92.2
2	93.3	92.4	92.3	91.2
3	90.8	93.8	90.7	92.5
4	92	92.8	93.7	91.8
5	90.5	90.7	93	94
6	92.3	91.1	93.3	92.6
All Years	91.6	92.3	92.5	92.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	15.86
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher ESL	0.4
School Administration and Support Staff	6.22

*Full Time Equivalent

Aboriginal composition of staff was 3% in Term 1 and 0% for the remainder of the year.

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 have kept abreast of educational research findings to ensure their current practice is relevant and effective. 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 and sessions on Visible Learning, Guided reading, the learning progressions, cybersafety, student wellbeing, technology and coaching skills, observation and feedback strategies.

In 2018, 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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	289,089
Revenue	4,483,758
Appropriation	4,362,163
Sale of Goods and Services	28,347
Grants and Contributions	87,434
Gain and Loss	0
Other Revenue	1,700
Investment Income	4,114
Expenses	-4,227,007
Recurrent Expenses	-4,227,007
Employee Related	-3,975,942
Operating Expenses	-251,065
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	256,751
Balance Carried Forward	545,840

Planned capital expenditure was for updating the Wi–Fi across the school. In 2019, the funds are being raised for a COLA in the bottom playground, replacement for the air–conditioners and Interactive whiteboards and projectors as they slowly fail.

Remaining EAfS funds are to support the "in school's" Occupational Therapy program for Kindergarten and Year 1 students.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	2,701,444
Base Per Capita	84,990
Base Location	0
Other Base	2,616,454
Equity Total	542,953
Equity Aboriginal	10,183
Equity Socio economic	223,279
Equity Language	83,591
Equity Disability	225,901
Targeted Total	612,243
Other Total	363,940
Grand Total	4,220,580

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

School-based assessment

School–based assessment data is collected each semester to monitor student achievement and pinpoint areas for improvement in reading fluency, comprehension, spelling and writing.

Literacy Benchmarking

In benchmarking assessments in reading fluency, comprehension and spelling:

- students have achieved an average increase of 22 words or more in reading fluency across all grades
- an average growth of 18% in reading comprehension across all grades
- an average growth of 33% of students in each grade achieving at or above grade standard in reading comprehension
- an average of 69% of students in each grade have achieved a spelling age greater than or equal to their chronological age

Writing Benchmarking:

Writing benchmarking data indicates:

- 81% of Kindergarten students using mostly correct use of capital letters and / or full stops in independent narrative tasks
- 67% of Year 1 students independently incorporating correct cohesive links between sentences
- 74% of Year 2 students independently including paragraphs in their writing and experimenting with topic sentences within paragraphs
- 71% of Year 3 students incorporating correct text structure components in their narrative writing
- 30% or more Year 4 students achieving in the top two criteria levels in text structure, character and setting, cohesive language and paragraphing in their narrative writing
- there was a 36% increase in Year 5 students writing paragraphs which focused on one idea, enhanced their narrative writing and were logically constructed incorporating topic sentences and detail
- there was an 18% increase in Year 6 students independently producing coherent, complete narratives and an 11% increase in students incorporating effective characterisation and setting in their writing

Numeracy Benchmarking

Numeracy benchmarking data is collected each semester to ascertain placement and movement between maths groups and to guide programming and teaching and learning activities. Additional assessment is carried out to check for understanding of topics and concepts as required.

Numeracy benchmarking data indicates:

- In Kindergarten, the average score in activities demonstrating understanding of whole number concepts increased by 50%; the average score demonstrating understanding of measurement and geometry concepts increased by 38%; the average increase in understanding of patterns and algebra was 44%; and the average score demonstrating understanding of statistics and probability concepts increased by 42%.
- In Year 1, the average score in activities demonstrating understanding of whole number concepts increased by 34%; the average score demonstrating understanding of measurement and geometry concepts increased by 25%; and the average score demonstrating understanding of statistics and probability concepts increased by 30%.
- In Year 2, the average score in activities demonstrating understanding of whole number concepts increased by 19%; the average score demonstrating understanding of measurement and geometry concepts increased by 29%; and the average score demonstrating understanding of statistics and probability concepts increased by 21%.
- In Stage 2, the average score in activities demonstrating understanding of whole number concepts increased by 17%; the average score demonstrating understanding of measurement and geometry concepts increased by 23%; and the average score demonstrating understanding of statistics and probability concepts increased by 23%.
- In Stage 3, the average performance score in activities demonstrating understanding of whole number and the four operations increased by 14%; average performance in understanding of fractions increased by 16%; the average score demonstrating understanding of measurement and geometry concepts increased by 13%; and the average increase in understanding of statistics and probability concepts was 13%.

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.

On the value added graphs, Blacktown West excelled in their growth from the Best Start in Kindergarten to Year 3 and again excelled from Year 3 to Year 5 in 2018. The growth displayed from Best Start in Kindergarten to Year 3 level was significant, considering 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. The results include students with an intellectual disability and learning difficulties.

Blacktown West had significant growth from Year 3 to Year 5. These results were above State growth: in Numeracy where the average scaled growth was 23.2 points above state, in Reading the average scaled growth was 18.5 points above state, in Spelling 14.4 and in Writing the average scaled growth was 11.2 above state. Blacktown West's average scaled score for growth was also above the Similar School Group in four out of the five areas.

In Numeracy, 72.2% of students were at or above expected growth from Year 3 to Year 5 and above state at 59.8%. In writing, reading and spelling, the percentage of Blacktown West students at or above expected growth were all above the state percentages with writing 65.5%, reading at 64.2% and spelling at 61.8%. 18% of the students were just below expected growth.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In all literacy aspects Blacktown West students have demonstrated a steady growth in the percentage of students in the top two bands.

In Year 3:

In writing, the growth was in the top 2 bands from 31% in 2017 to 56% in 2018. While no girls fell in the top band Band 6 last year, in 2018, 13% of girls achieved Band 6. This year, 30% of the girls fell into the top 2 bands compared with 18% last year. In 2017 no boys achieved Band 6 and 9% achieved in the top band in 2018.

In Spelling the growth was into the top band from 21% in Band 6 in 2017 to 30% in the top band this year. In Spelling the average NAPLAN score was above state. Blacktown West on 423 compared with State on 420.

In Grammar and Punctuation and Reading, there was an increase in the number of students in Band 6, 5 and 4. In Grammar and Punctuation from 68% to 84% and in Reading from 66% to 76%. The average NAPLAN score in Grammar and Punctuation was above state – school 435.9 and state 428. In 2017 Blacktown West was 27 points below state. In reading the average NAPLAN score continues to rise from 393 in 2016 to 417 in 2018.

In Reading, 61% of the girls achieved in top 2 bands compared with 50% in 2017. The boys achieved 38% in top 2 bands in 2018 and 43% in 2017. However, in the top 3 bands the boys achieved 70% this year and 57% last year.

In Year 5:

24% of Year 5 students achieved in the top 2 bands in reading, a growth of 9%. In reading 11% of the boys achieved Band 8 compared to 4% in 2017 and 3% of the girls in 2018. there was greater percentage of girls in the second top band (11%).

There were 10% of students in the top two bands in writing, an 80% growth and 36% in the top 3 bands. There were no girls in the top 2 bands in 2017 and 15% in 2018. 54% of the girls and 17% of the boys achieved in the top 3 bands.

In Spelling the growth was in the middle bands from Band 4 to Band 5 and Band 5 to Band 6. In bands 6, 7 and 8 In 2018, 63% of students achieved in the top 3 bands compared with 52% in 2017.

In Year 5. the percentage of students in the lowest band, Band 3, decreased and moved to the middle bands. In reading the percentage decreased from 13% to 8% in the lowest band, in Spelling from 18% to 5% and in writing from 14% to 6%.

EAL/D students(English as a second language / dialect) The students in the consolidating phase of learning English achieved band 8 in Spelling, Band 6 in Writing and Grammar and Punctuation and Band 4 in comprehension where students struggle with inferential questions.

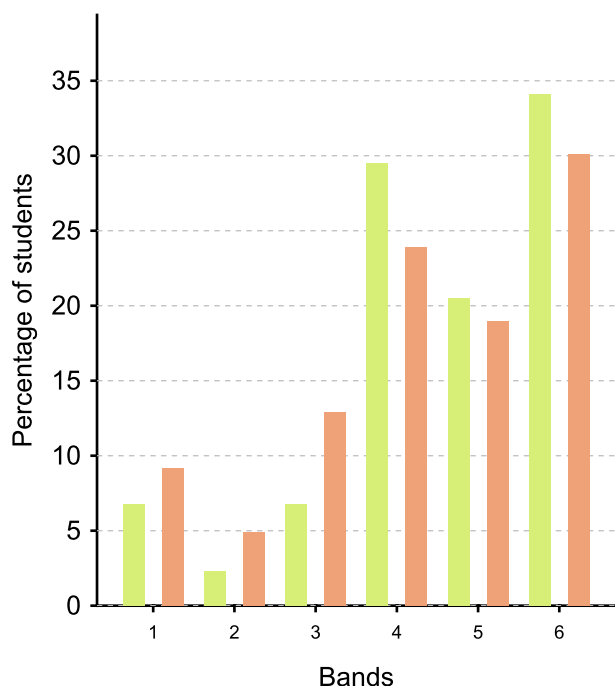## Percentage in bands:
Year 3 Writing

Percentage of students vs **Bands**

Legend:
- Percentage in Bands
- School Average 2016-2018
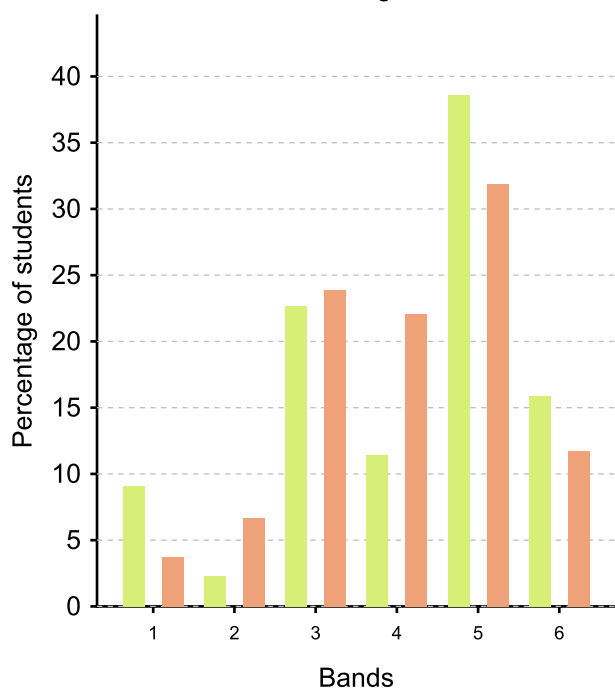
Percentage in bands:
Year 3 Reading

Percentage of students vs **Bands**

Legend:
- Percentage in Bands
- School Average 2016-2018
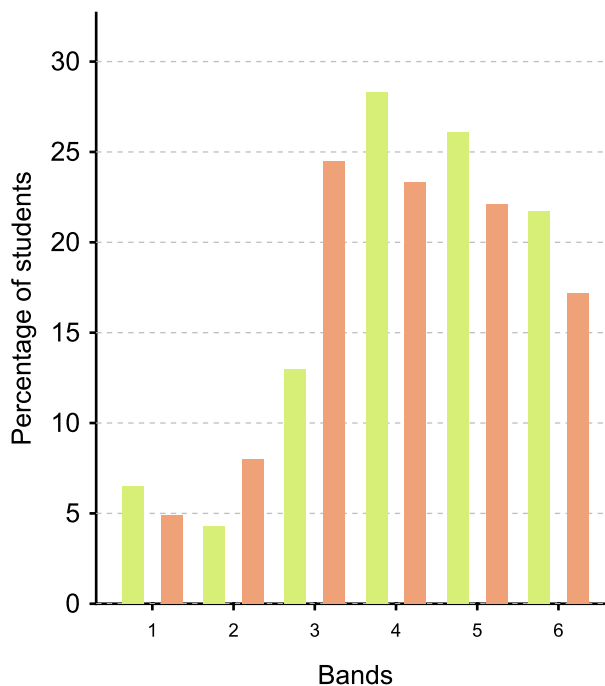
Percentage in bands:
Year 3 Grammar & Punctuation

Percentage of students vs **Bands**

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 3 Spelling

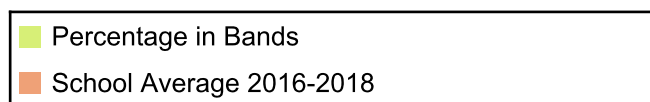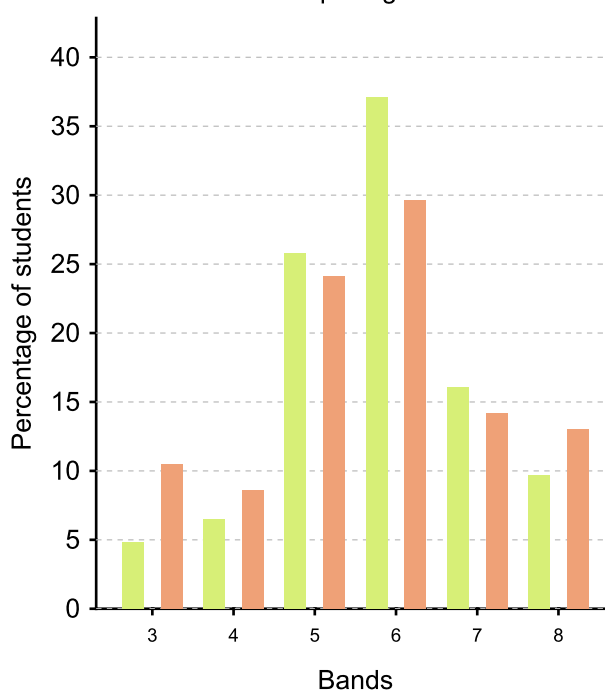**Percentage of students** vs **Bands**

Legend:
- Percentage in Bands
- School Average 2016-2018
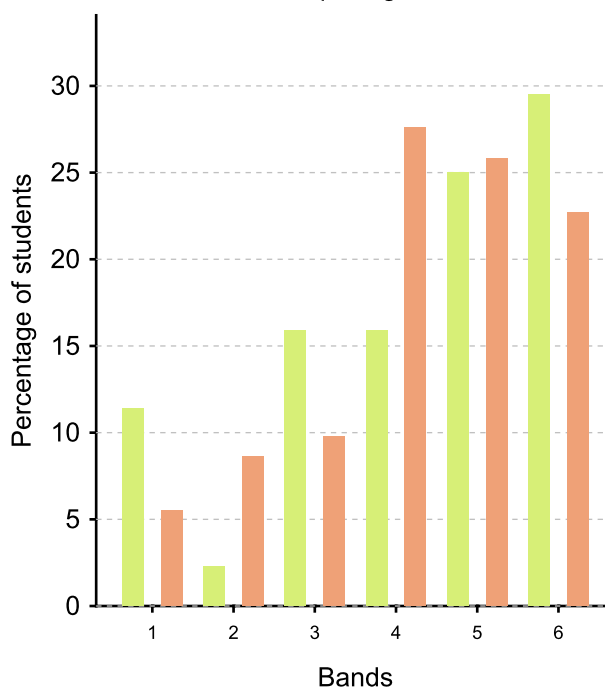
Percentage in bands: Year 5 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2016-2018
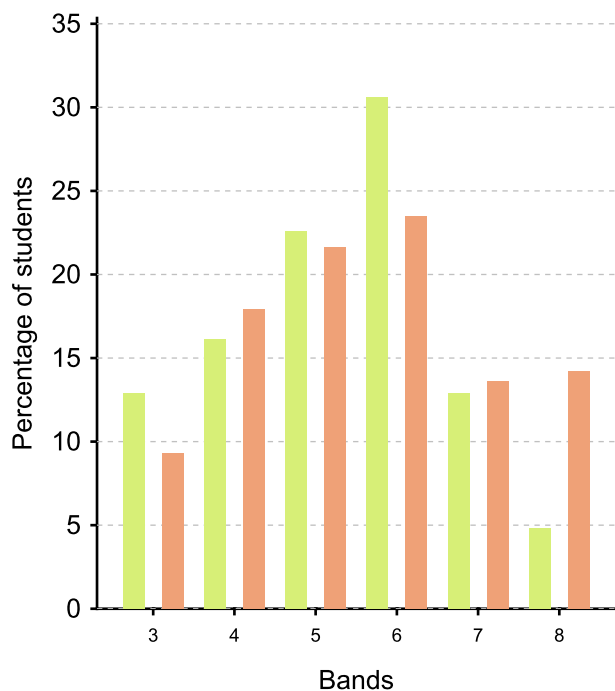
Percentage in bands: Year 5 Spelling

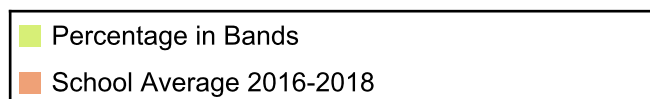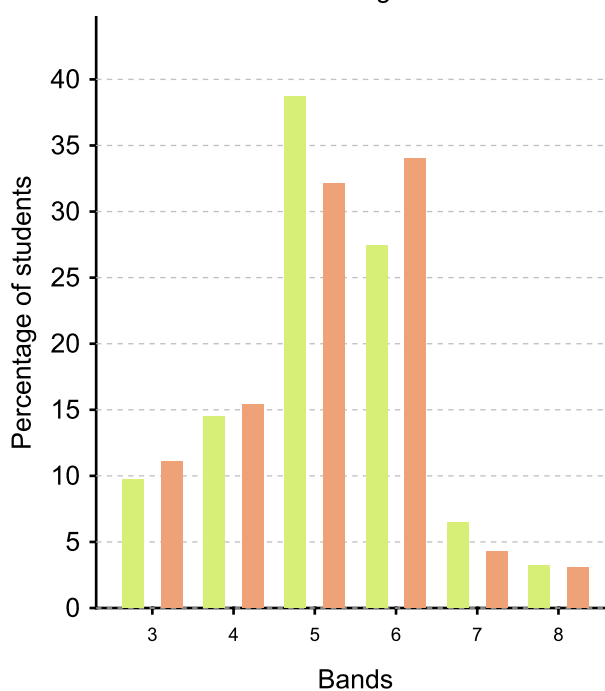**Legend:**
- Percentage in Bands
- School Average 2016-2018

Percentage in bands: Year 5 Reading

Legend:
- Percentage in Bands
- School Average 2016-2018
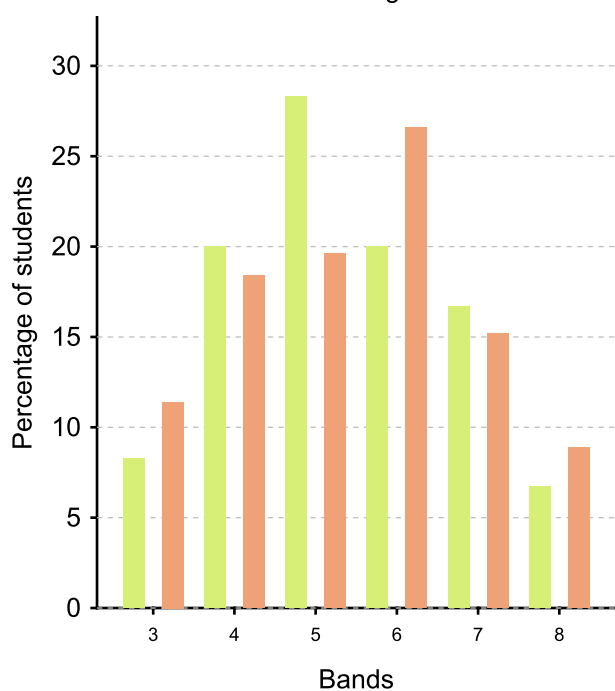
Percentage in bands: Year 5 Writing

Legend:
- Percentage in Bands
- School Average 2016-2018

In Year 3 in numeracy in 2017 there were no girls achieving the top band, Band 6. However in 2018, 13% of girls achieved Band 6, the top band. In 2018, 30% of the girls achieved in the top 2 bands compared with 18% in 2017– a 66% improvement.

In Year 5, In Numeracy 19% achieved in the top 2 bands and 38% in the top 3 bands. In the top 2 bands,

25% of the boys and 13% of the girls achieved in the top 2 bands.

The boys strength was in numeracy compared to the girls, it was about equal in reading and the girls' performance was stronger in writing.

All 13 EAL/D students in the consolidating phase, achieved Band 7 in Numeracy.

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.

In NAPLAN, the Premier's Priority target is a gain of 8% in the top two bands.

In Year 3: 48% of students achieved in top 2 bands in reading, *a 14% growth;* 57.1% in writing, *a 77% growth;* and 27.3% in numeracy. In numeracy, there was a slight drop in the percentage of students in the top 2 bands. All literacy aspects have demonstrated a steady growth in the percentage of students in the top two bands. The most outstanding growth has been in writing and reading.

Four aboriginal students sat the NAPLAN assessment in Year 5 and 2 students in Year 3.

Three out of the four students in Year 5 have achieved above expected growth and one below expected growth. One student made three times the expected growth, one made a growth of 50% higher than the expected growth and the other was also above expected growth.

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: Thirty–seven 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, with ratings equal to or above 2017 scores.

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 = 8.1 / NSW norm = 7.7)
- report that teachers promote and maintain a safe school environment (school rating = 8.1 / NSW norm = 7.4)
- believe that Blacktown West promotes an inclusive environment where students' individual learning needs are met (school rating = 8.1 / NSW norm = 6.7)
- support student learning at home (school rating = 7.1 / NSW norm = 6.3)
- 66% of respondents agree or strongly agree that learning goals have impacted greatly on their child's learning
- 69% of respondents agree or strongly agree that learning coding and robotics skills are important for their child's future career

Students: One hundred and sixty–one 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.

Students:

- believe that lessons are well organised, with clear purpose and immediate feedback, which helps them to learn (school rating = 8.0 / NSW norm = 8.2)
- feel teachers are responsive to their needs and encourage independence (school rating = 8.1 / NSW norm = 8.4)
- understand there are clear rules and expectations for classroom behaviour (school rating = 7.1 / NSW norm = 7.2)
- 75% of students feel accepted and valued by their peers (NSW norm = 81%)
- 92% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future (NSW norm = 96%)
- 74% of students feel interested and motivated in

their learning (NSW norm = 78%)
- 90% of students can pursue their goals to completion, even when faced with obstacles (NSW norm 90%)
- 70% of students believe that setting their own learning goals has helped to improve their learning

Teachers: Twenty–three teachers responded to questions about effective classroom and school practices in learning, teaching and assessment which drive student learning outcomes.

Teachers:

- believe that leadership strategies and practices assist them in establishing learning goals for students, providing feedback and learning opportunities for students and support them in maintaining a safe and orderly environment (school rating = 7.8 / NSW norm =7.1)
- 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 = 8.0 / NSW norm = 7.8)
- provide students with feedback, discuss learning goals and learning barriers with students and monitor the progress of individual students (school rating = 8.3 / NSW norm = 8.0)
- use assessment data to inform planning and practice and discuss results with students (school rating = 8.1 / NSW norm = 7.8)
- 79% of teachers believe that using maths talks has impacted greatly on student achievement
- 84% of teachers believe that school leaders clearly communicate strategic vision and are leading improvement and change

Students practising skipping skills at K-2 athletics carnival.

Policy requirements

Aboriginal education

All staff meet mandatory syllabus requirements and capabilities for Aboriginal Education. Units are planned and reassessed to incorporate links to an in depth understanding of Aboriginal people and their culture. Students who identify as ATSI have received intensive support in literacy. Each student is working towards individual goals as they plan their next steps in their personalised learning plans.

An Indigenous Day was held, where students made links to Aboriginal and Torres Straight Island cultures through storytelling, art, drama and music. Students used drama and music to retell an Indigenous story or create a story reflective of their daily routine.

Students demonstrating computational thinking using beebot robots. Initially, students planned and recorded a series of steps (creating an algorithm) to move robots from one place to another. Next they coded their algorithm into the robots, using directional buttons on the robot's back, to test their algorithm.

Multicultural and anti-racism education

Multicultural and anti–racism education

In depth studies of different cultures are included in units of work in Geography and English. The assessment of the schools' scope and sequence ensures that concepts and a growth mindset result from the experiences and activities within the units.

Staff have worked with all students in a proactive way and supported inclusive education. This year's Harmony Day and concert once again highlighted the importance of cultural inclusivity.

Our executive team and anti–racism officer work with students to facilitate learning and resolve incidences of a racism nature.

Staff implement wellbeing initiatives as part of the KidsMatter mental health and wellbeing framework. Strong social and emotional learning underpins the development of the whole child. Lessons are centred around developing self–awareness, impulse control, focus and an awareness of students' own wellbeing and that of their peers.

A highly successful initiative: '"Games", has been introduced at break times to support students outside of the classroom. Year 6 along with teaching staff, run various activities to engage students with social, emotional and behaviour needs.

EAL/D program

Within the EAL/D support program for students from a non English speaking background, students, emphasis is placed on the developing inferential comprehension skills, development of correct sentences, understanding pronoun links and correct tense.

The EAL/D teachers review and augment the resource packs in use by classroom teachers to assist EAL/D students in the classroom and collaboratively plan with staff.

Other school programs

ICT and digital technologies

Technology continues to be prominent in all teaching and planning at Blacktown West. We are well resourced with 250 computers, 118 iPads, 22 IWBs, 32 printers and 33 wifi outlets throughout the school, readily available and regularly accessed by students and teachers.

This year we purchased a range of robotic devices including Beebots, Spheros, Dash robots and Lego WeDo 2.0 kits which provide students and teachers with extensive opportunities to develop skills and reinforce concepts across a range of key learning areas. In particular, devices are being used to implement the digital technologies strand in the revised Science and Technology syllabus. Staff have participated in various professional learning workshops and commenced team teaching sessions during computer lessons this year to familiarise themselves with the functions and potential of these devices in preparation for implementation in 2019.

To facilitate our extensive use of ICT and digital technologies, an extensive upgrade of our network was carried out this year to make available a wifi outlet in each classroom / learning area and to maintain hardware at DoE standards.

All classes are timetabled to use the computer lab, which has 30 computers, weekly during teacher RFF. We have extended our library lab to house 26 computers which are available for use during library lessons or for teachers to book for online assessments or research purposes. Fifteen iPads are available in a portable suitcase which teachers book for hour sessions using online register. Our supply of mobile laptops, which are also available for booking, has been extended to 12. Every classroom now has permanent access to four mini iPads at all times with the option to share with adjoining classrooms (with up to 9 available in some blocks).

Along with the introduction of coding and computational thinking activities, weekly computer lessons continue to provide students with the opportunity to complete writing tasks directly related to class units of work and practise 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 and use of correct computer terminology.

Interest groups

A range of interest groups are run voluntarily by staff during lunchtime breaks providing opportunities for students to participate in extra–curricula activities while pursuing their personal interests, learning new skills and interacting with peers. Some interest groups

showcased their talents performing before audiences at school functions and at the Blacktown Festival of Performing Arts.

Student participation:

Robotics = 11 students

Coding = 9 students

Junior Choir = 32 students

Junior Dance = 14 students

Senior Choir = 21 students

Senior Dance = 19 students

Library Monitors = 11 students

School representatives

Students have the opportunity to represent our school at various inter–school competitions including sporting events, public speaking and spelling competitions. Sixty–seven students proudly represented Blacktown West in inter–school competitions in 2018.

Robotics and coding teams

Our Robotics Team continued to operate in 2018, with students participating in the group in conjunction with Blacktown Learning Community (BLC). Our Robotics Team members attended sessions run by BLC to learn more about programming and spent many lunchtimes preparing their model to present at the BLC STEAM sharing afternoon. They were able to join in numerous coding activities as well as present their creation.

An additional Coding Group was run during lunch times for year 3 and year 4 students to learn and practise coding skills.

Gardening

Students continue to develop the vegetable garden and the native gardens. The vegetable garden is linked to the learning in several key learning areas across the school.. The vegetables grown are sold to parents and the canteen.

The Gardening club volunteers (students from Kindergarten to Year 6) work on a weekly basis before school to improve and maintain the native gardens.

Early Bird Literacy and Numeracy Club.

Parents and students drop in at 8:30 am on a Wednesday and Friday to read, play Maths games and/or complete homework. The Instructional leaders are on hand to assist learning with both students and parents.

Students with Disabilities

Blacktown West has an inclusive policy for students with an intellectual, emotional, behavioural, social and/or physical disability. Students are fully integrated into all aspects of school life. The learning support team continues to address the needs of students with learning difficulties, disabilities and specific talents.

The following strategies have supported classroom teachers in meeting individual needs:

- a streamlined referral system
- an improved data base
- inclusion of a speech pathologist working on site
- a fine motor program for Kindergarten and Year 1 run on site by a trained Occupational Therapist
- intensive training of school learning support officers and
- an ongoing assessment of how to use resources to best meet the needs of all students.