

Bankstown West Public School

Annual Report



2018



4142

Introduction

The Annual Report for **2018** is provided to the community of Bankstown 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.

Mrs Nicole Benson

Acting Principal

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Message from the Principal

2018 was a year of great achievement. Our relentless pursuit of our shared vision: Respectful, Responsible and Successful learners led to recognition that we excelled in student growth across K–3 and 3–5.

Executing our School Plan 2018–2020 has allowed us to implement new programs and focus on further areas for development. Teaching growth mindset connected the concepts of hard work and persistence with improvement. Teachers and parents set SMART goals in term one through Parent Voice sessions with children working on their goal at home and at school. Children who were successful at achieving their goal were acknowledged at a ceremony at the end of the year, as were children who were still working towards their goal.

Working with our AP Futures Learning, all teachers improved their skills at data literacy as we implemented a system across K–6 of collecting and analysing students' results using a consistent approach. By tracking students in Literacy and Numeracy, in particular, teachers were able to differentiate programs and tailor instruction for individuals and small groups.

Through the analysis of children's writing samples using the learning progressions the action project in Writing was developed and will be implemented in 2019. Five teachers will explore different Writing projects and strategies with professional learning being delivered across the staff.

Transition programs continued to support children coming to school and moving from primary school to high school. The Ready, Set, Go program evolved to children coming to school in 2019 being independent of their parents in terms 3 and 4 of 2018. The program was very popular with applications exceeding positions. The Woodville Alliance supported specific children moving into high school and gave children strategies for dealing with the transition.

Professional development for teachers in the new syllabus documents; Science and Technology and PE/PD and Health, together with the introduction of the creative and critical framework, supported the implementation of new curriculum.

Our extracurricular programs gave all children the chance to grow and succeed in areas as widespread as dance, choir, computer coding, sport, maths, environmental education, chess, art, public speaking and leadership. Workout Warriors was a welcome addition to our programs training children twice a week to increase their fitness.

Our outstanding results would not have been possible without the enthusiasm, dedication and support of our teachers, parents and children and I thank you all wholeheartedly.

Our school is becoming well renowned for its excellent results and we are excited to be a part of a vibrant learning community where students, parents and staff work together to improve learning outcomes and opportunities for all.

Acting Principal

Message from the school community

2018 was a positive year for the P&C at Bankstown West. Our annual events, such as Easter chocolate drive and BBQ, raffle and Mother & Fathers' Day stalls were all very successful. We also contributed through the sale of food during the exciting performances of the Lion King which raised money for our school .

We planned activities to end the year in a fun and exciting way that the students would remember. We organised a water inflatables and BBQ day which did just that. We had a lot of positive feedback from students, staff and the community . The event brought together our school and wider community and we managed to raise over \$1500 in profits to directly benefit the students at Bankstown West. This would not have been possible without the generous support from sponsors and assistance from our school and wider community.

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.

School background

School vision statement

Bankstown West Public School is a vibrant learning community that fosters and nurtures the development of persistence, creativity, critical thinking, resilience, collaboration and communication skills in all students.

We aim to develop respectful, responsible, successful learners of the 21st century through high quality evidence based and data informed teaching practices and meaningful community engagement. Our students are self-directed, visible learners who are well prepared for their future roles as global citizens and leaders.

School context

Bankstown West Public School serves a low socio-economic community of 215 families. The 315 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, 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.

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.

In the domain of Learning and aligned with our school plan Strategic Direction 1 – active, resilient and successful learners, the school strove to create a learning environment that promotes persistence, self motivation and confidence, whilst ensuring emotional, social and academic success (with a focus on Literacy and Numeracy) for all students. Teachers were involved in Professional Learning in order to gain understanding of the Learning Progressions to develop and implement high quality teaching and learning programs in Literacy and Numeracy. Growth Mindset award pins were initiated, with lessons delivered in all classes 3–6. A student art competition in Growth Mindset was commenced, with student art being made into permanent window displays. Student Tell Them From Me surveys were undertaken, with Growth Mindset questions added. Reviews from these surveys will be used when planning future directions in this area.

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.

In the domain of Teaching and aligned with our school plan Strategic Direction 2 – high quality, evidence based teaching, teachers demonstrated a personal and shared responsibility for improving their own teaching practices in order to improve student learning. Teachers analysed student engagement, learning growth and outcomes data, in order to plan for the ongoing learning of each student. Teachers utilised student goals in feedback and teaching practices. Student progress was monitored and adjusted using a class display.

Specific feedback was given to teachers on selected criteria in Three Minute Walkthrough sessions. Teacher observation formed a critical component of this process.

Teachers collaboratively developed success criteria for Semester 2 assessment tasks in Consistent Teacher Judgement sessions.

Student results and growth data was made available to all staff online. This data and growth was analysed in co-operation with class teachers, support and executive staff.

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

In the domain of Leading and aligned with our school plan Strategic Direction 3 – Leading Innovation and Community Engagement, research was drawn upon to develop and implement innovative changes in teaching and learning, reflective of Futures Learning. A variety of technologies were carefully selected and effectively implemented to support student learning and engagement.

A program scaffold was included in teaching/learning programs K–6 in the area of Critical and Creative Thinking. All classrooms are now equipped with the latest technology Commbox. Parents and students were involved in the agreement and signing of the BWPS ICT agreement, setting out expectations and policy for the use of technology. A community skills audit was sent to all parents and caregivers. A Parent/Teacher Goal setting meeting scaffold was developed with parents and teachers meeting to set a Specific, Measurable, Attainable, Relevant and Timely student goal for 2018.

The Ready, Set, Go school readiness program proved extremely popular, with student places fully filled. The transition program (1–6) assisted new students to BWPS to feel comfortable and secure before attending classes.

The school continues to follow our policy of shared leadership within the school, catering to aspiring leaders with a shared vision.

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.

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

Active, resilient and successful learners

Purpose

To create a 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.

Overall summary of progress

The goal 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.

Throughout 2018 we have supported teachers in gaining a basic understanding of and familiarisation with the learning progressions through internal professional development. BWPS implemented a range of programs and practices in 2018 to develop and implement high quality teaching and learning programs in literacy and numeracy, including:

- development of a Learning Progressions committee to lead implementation and staff understanding of the literacy and numeracy learning progressions
- access to external DET training and professional learning for the school leadership team
- release from class for teachers to map student work samples against the literacy and numeracy progressions

In order to 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 we have:

- implemented collaboratively developed, 5 week growth mindset programs based on the research of Dr Carol Dweck. These programs were taught explicitly in every classroom throughout Term 1
- established growth mindset awards/badges as part of our whole school assemblies (K–2 and 3–6)
- engaged with the Tell Them From Me survey for students and teachers as a tool to measure elements of student wellbeing and growth mindset

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving expected growth in literacy.	Employment of additional expert teachers to support targeted literacy programs. Employment of additional SLSOs to support early intervention programs.	In 2016 and 2017 the average number of students achieving greater than or equal to expected growth in NAPLAN Literacy 3–5 was 64%. In 2018, the number of students achieving greater than or equal to expected growth in NAPLAN Literacy 3–5 was 59%.
Increased proportion of students achieving expected growth in numeracy.	Employment of additional expert teachers to support targeted numeracy programs. Employment of additional SLSOs to support early intervention programs.	In 2016 and 2017 the average number of students achieving greater than or equal to expected growth in NAPLAN Numeracy 3–5 was 70%. In 2018, the number of students achieving greater than or equal to expected growth in NAPLAN Numeracy 3–5 was 65%.
Increase in the percentage of students achieving in the top 2 bands in NAPLAN literacy and numeracy.	Employment of additional staff to support targeted extension withdrawal groups.	In 2016 and 2017 the average percentage of students achieving in the top 2 bands in NAPLAN Literacy and Numeracy was 31%. In 2018 the percentage of students achieving in the top 2 bands in NAPLAN Literacy and Numeracy was 33%.
Maintain high levels of student wellbeing as measured through	Employment of LST and EAL/D specialists and	BWPS consistently out performed the NSW Government norms in the 2018 Tell Them From Me

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM.	highly skilled SLSO's to support student wellbeing programs.	<p>survey, which measures wellbeing and learning from the student perspective.</p> <p>81% of students surveyed say they are interested and motivated in their learning at BWPS.</p> <p>Students rated BWPS an 8.9 out of 10 for positive teacher/student relationships and an 8.0 for positive learning climates.</p>
All classroom teaching programs utilise internal school data to support effective student learning programs.	Employment of additional teacher 1x day per week to support data literacy program school wide.	<p>100% of students accessed differentiated teaching and learning programs in literacy and numeracy in 2018.</p> <p>All students are working within ability based literacy and number groups organised from consistent internal data sources.</p>

Next Steps

The goal in 2019 is for teachers to implement high quality teaching and learning programs that reflect current research.

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: Teacher understanding of current best –practice pedagogy in literacy and numeracy.

- establishment of an action research team to investigate current best–practice pedagogy in the area of writing. Representatives from each stage will collaborate to develop a whole–school approach to teaching writing and build a cohesive and graduated K–6 scope and sequence.
- research into quality assessment practices in mathematics and how assessment can be utilised as a tool as learning, of learning and for learning.

2: BWPS will continue to 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. This will be supported through:

- continued involvement with the Tell Them From Me survey and responsiveness to student, staff and parent feedback
- expansion of the growth mindset philosophy within our teaching and learning programs.



Strategic Direction 2

High quality, evidence based teaching

Purpose

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.

Overall summary of progress

In 2018, the focus of Strategic Direction 2 shifted to 'high quality, evidence-based teaching'. The goal was to ensure teachers demonstrate personal and shared responsibility for improving their teaching practices in order to improve student learning. Teachers analysed student engagement, learning growth and outcomes data to plan for the ongoing learning of each student.

Teachers drew 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.

- AP Futures Learning and stage teams collaborated to develop success criteria for assessment tasks in writing
- all students set goals in the areas of literacy and writing, supported by teachers
- quality feedback based on shared goals and understanding of success criteria
- provision of a whole school, integrated approach to data literacy in which all teachers developed a sound understanding of student assessment and data concepts we implemented the following practices and process:
- AP Futures Learning supported teachers with full implementation of new data collection and analysis processes
- all staff received professional development on data literacy concepts and their applications within education settings
- all teaching staff successfully completed the 'Using Data With Confidence' course through CESE

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers utilising success criteria in writing assessment tasks.	Casual relief to support teacher collaborative planning and assessment sessions.	100% of teachers utilised jointly constructed, stage-based success criteria in all writing assessment tasks.
All teachers set and monitor visible goals for students in Literacy and Numeracy.	Internal and external TPL provided to teaching staff on visible learning practices.	100% of students participated in goal setting within writing. Student goal and 'Bump it Up' displays utilised in all classrooms K-6.
Increased number of students achieving better than expected growth as shown through school and external data sources.	Employment of additional expert teachers to support targeted literacy/numeracy programs. Employment of additional SLSOs to support early intervention programs.	Internal school data shows considerable growth in reading fluency in Years 1-6. In Term 1, 8% of students from Years 1-6 were reading in the blue zone level (high). This was increased to 37% of students reading in the blue zone level by Term 4.
Increase in teacher's confidence and ability to analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practice.	Employment of above establishment assistant principal to support 1:1 data literacy TPL program.	In Term 1 only 26% of staff felt 'confident' in their ability to analyse, interpret and extrapolate data to inform their teaching programs. By Term 4, 53% of teachers were 'confident' in their data literacy skills and 47% of teachers stated they felt 'very confident'
Fewer students in the Data RED	Employment of additional	In Term 1, 23% of students from Years 1-6 were

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Zones.	quality teachers to support targeted literacy/numeracy programs. Employment of additional SLSOs to support early intervention programs.	reading in the red zone level (low). This was reduced to only 8% of students reading in the red zone level by Term 4.

Next Steps

In 2019 the goal is to embed personal and shared responsibility for improving their teaching practices in order to increase student learning outcomes.

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 will 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.

- expansion of writing assessment task success criteria into other KLA's
- development of numeracy goals for all students
- introduction of learning intentions into teaching/learning programs

2: Teachers will be confident in their ability to independently analyse student engagement, learning growth and outcomes data to plan for the ongoing learning of each student within their care. This will be achieved by:

- school wide consistent collection and analysis of data
- release time to regularly update and reflect on student learning data to identify needs and drive future teaching/learning programs
- develop a community of schools to support local schools in improving their internal data literacy systems



Strategic Direction 3

Leading innovation and community engagement

Purpose

The school uses 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.

Overall summary of progress

In 2018, the focus of Strategic Direction 3 is shifted to 'leading innovation and community engagement'. The goal was 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.

The school drew on research to develop and implement innovative changes in teaching and learning practices reflective of Futures Learning. Technologies were carefully selected and effectively implemented to support student learning and engagement. To achieve these goals we implemented the following practices and processes:

- implementation of the Critical and Creative Thinking Framework in all classes K–6
- development and implementation of a whole school ICT skills scope and sequence
- collaborative development and implementation of future-focused programs by classroom teachers and Instructional Leader – with support from the DET STEMShare program.

Community partnerships were strengthened to support active parent and community stakeholder engagement in the student learning process through the following:

- 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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching programs reflect quality futures learning pedagogies and fluencies.	Employment of an above establishment assistant principal responsible for Futures Learning.	100% of teachers have incorporated 4C's skills development into their teaching/learning programs. All teaching programs show evidence of incorporating futures learning pedagogies and fluencies. New ICT scope and sequence integrated into planning documents.
Students demonstrate increased skills across 4Cs and futures fluencies.	Additional flexible staffing to facilitate futures learning projects.	All students K–6 involved in a futures learning project with the AP and their classroom teacher. 4C skills reported on for first time in Semester 1 and 2 Reports. 83% of parents attended futures learning + online safety workshops in Term 1. 100% of students and parents Yr 3–6 signed ICT user agreements.
Increased parent practices supporting teaching and learning	Student achievement wristbands ordered for	66% of parents at BWPS attended Parent Voice sessions and set individual learning goals for their

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
programs.	students who achieve their parent voice goal.	children. 99% of parents who participated in the Parent Voice program felt it was 'well worth their time'.
Improved community satisfaction. – sense of belonging, valued and appreciated, engagement and communication	\$100 Coles voucher as a parent prize for TTFM survey completion. \$50 Smiggle voucher as student prize for parent survey completion.	TTFM Parent Survey showed high levels of community engagement and satisfaction, well above the NSW norms. <ul style="list-style-type: none"> • Parents feel welcome: 8.5/10 (NSW norm 7.5) • Parents feel informed: 8.2/10 (NSW norm 6.6) • Parents feel BWPS is an inclusive school: 8.6/10 (NSW norm 6.7)
All eligible students engaged in transition programs to and from BWPS.	Employment of additional teacher/learning and support staff to facilitate multiple transition programs across the year.	87% of students enrolled in Kindergarten 2019 attended the Headstart transition program in Term 4 2018. Ready, Set, Go! (school readiness program) operated at 100% capacity in Term 3 and Term 4 2018. All students attending NSW government high schools attended orientation day. Students with identified needs involved in additional transition to high school programs.

Next Steps

In 2019 the goal is for the school to continue to use research, evidence-based strategies and innovative thinking in designing and implementing futures learning projects. BWPS will promote greater levels of 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 new technologies and pedagogies as a result of attending EduTECH 2019.
- expand ICT resources to support full implementation of the ICT scope and sequence.
- deepen staff understanding and inclusion of critical and Creative Thinking framework as a tool to develop the 4Cs.

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

- expand the Ready, Set Go! school readiness program across Terms 2&3 in response to overwhelming demand in 2018 Semester 2.
- Parent Voice project to reflect staff and parent feedback from 2018.
- expand our relationships with other community groups to support student wellbeing and learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$650.00	This key funding initiative supported projects which enhanced culturally responsive programs and support Aboriginal Education Policy guidelines.
English language proficiency	\$30 732	This key funding initiative increased staffing levels to target students who have English as a Second Language or Dialect.
Low level adjustment for disability	\$30 763	This key funding initiative funded increased staffing levels to support identified students by allowing for greater differentiation and adjustments for disability.
Quality Teaching, Successful Students (QTSS)	\$54 868	This key funding initiative funded increased staffing levels to support increases in student achievement.
Socio-economic background	\$124 812	This key funding initiative funded increased staffing levels to support increases in student achievement and funded Commboxes and associated technology in each classroom.
Support for beginning teachers	\$8 328	This key funding initiative funded additional staffing to support beginning teachers with time and expertise. Beginning teachers were mentored by experienced, expert teachers.
Targeted student support for refugees and new arrivals	\$3 468	This key funding initiative funded resourcing for targeted new arrivals support.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	116	144	148	160
Girls	157	152	158	153

Student enrolment at Bankstown West has continued to increase. Demountable classrooms have been erected to facilitate the extra numbers of students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.3	94.6	93.5	94.9
1	95	94.1	93.8	93
2	96.2	92	95.3	95.1
3	93.3	93.8	92.4	93.4
4	94.2	94.8	94.3	93.1
5	95.3	95.2	93.5	94.2
6	94.7	92.4	95.3	93.7
All Years	94.7	93.9	94	94
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

Student attendance is closely monitored and followed up 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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.87
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher ESL	2.4
School Administration and Support Staff	2.82
Other Positions	0.8

*Full Time Equivalent

Staff at Bankstown West PS comprises a mix of experienced and New Scheme teachers.

In 2018, no staff at Bankstown West PS identified as being of Aboriginal or Torres Strait Islander descent.

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

Throughout 2018, teaching and support staff attended numerous Professional Learning opportunities.

A new financial system was introduced, with the principal, SAM and SAO attending a wide variety of Professional Learning to familiarise staff with the new system.

Teachers K–6 were inserviced in Visible Learning.

Executive staff attended TPL in the implementation of the new Learning Progressions in Literacy and Numeracy.

Six staff attended EduTech and brought back many new ideas to staff. Professional Learning was delivered to all staff from this International conference.

Selected staff attended TPL in the area of the new Science and Technology syllabus, both in content and implementation. TPL from this course was then presented to all staff.

Selected staff attended TPL in the area of the new PDHPE syllabus, both in content and implementation. TPL from this course was subsequently delivered to all staff.

Teachers from K–2 attended TPL in the area of Best Start – assessment and implementation.

Two teachers attended courses in Problematic and Harmful Behaviours in Students and also, Headspace – an Introduction to Mental Health Programs in Schools.

As is the policy at Bankstown West PS, specific staff members gave TPL to other staff at timetabled meetings back at school across the staff.

Four staff members successfully completed teacher accreditation at the Proficient level. Two staff members completed the five year maintenance cycle of teacher accreditation.

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	286,159
Revenue	3,233,653
Appropriation	3,070,462
Sale of Goods and Services	10,243
Grants and Contributions	150,287
Gain and Loss	0
Other Revenue	200
Investment Income	2,460
Expenses	-3,096,211
Recurrent Expenses	-3,096,211
Employee Related	-2,771,875
Operating Expenses	-324,336
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	137,442
Balance Carried Forward	423,601

The majority of the funds expended over the 2018 year were spent on staffing. This included funding an AP Futures Learning who provided teacher professional development targeting evidence based practice. In addition extra support was given to targeted children by SLSOs (Student Learning Support Officers) and additional teacher support to provide one to one support, small group mastery of learning and program differentiation.

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	2,286,088
Base Per Capita	59,171
Base Location	0
Other Base	2,226,917
Equity Total	540,941
Equity Aboriginal	650
Equity Socio economic	156,046
Equity Language	280,603
Equity Disability	103,642
Targeted Total	21,492
Other Total	172,864
Grand Total	3,021,385

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.

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.

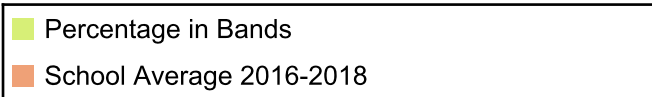
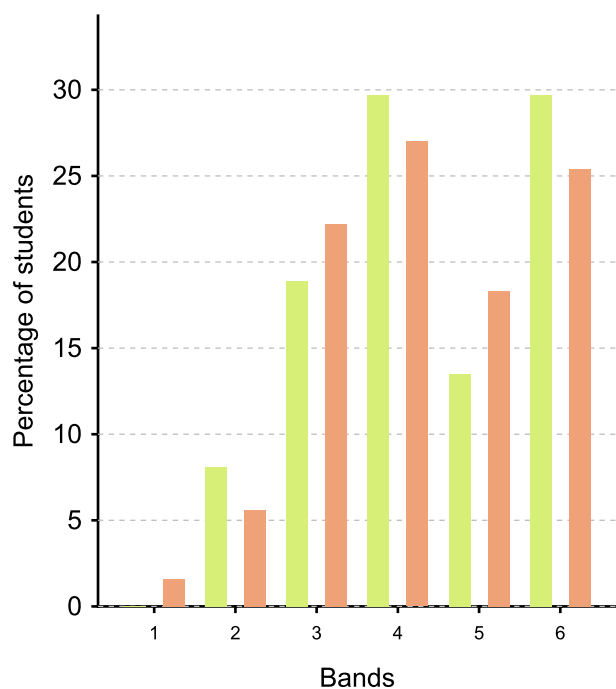
At Bankstown West PS:

- 98% of students in Year 3 achieved at or above the National Minimum Standard in Literacy.
- 98% of students in Year 5 achieved at or above the National Minimum Standard in Literacy.

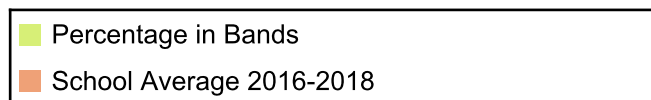
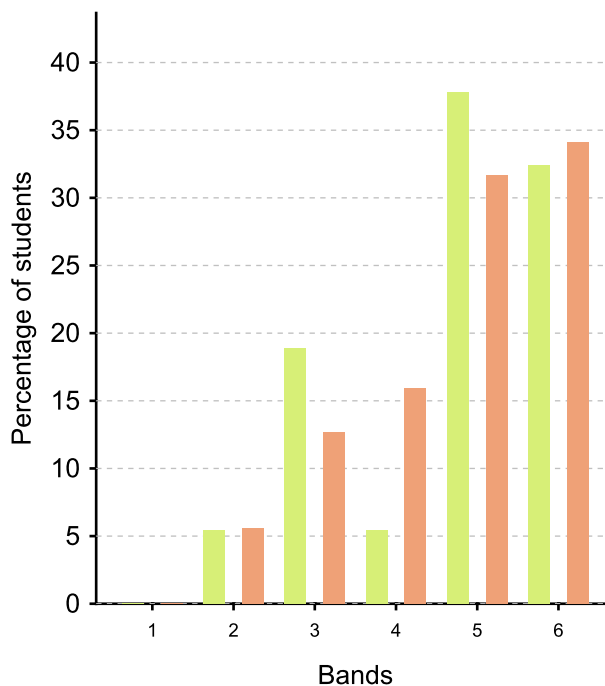
School spelling results show:

- 70% of Year 3 students scored in the top 2 bands – 23 points above State average
- 40% of Year 5 students scored in the top 2 bands – 33 points above State average.
- Year 5 students continued to achieve above State average results in Writing.

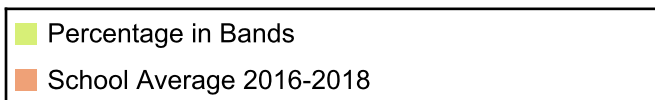
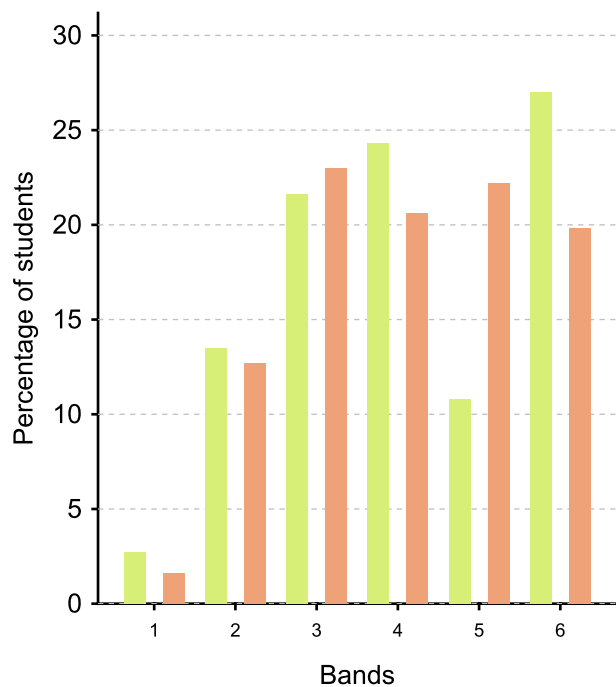
Percentage in bands:
Year 3 Grammar & Punctuation



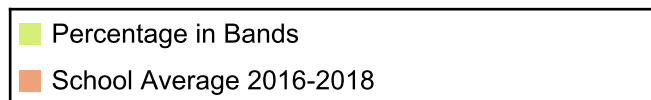
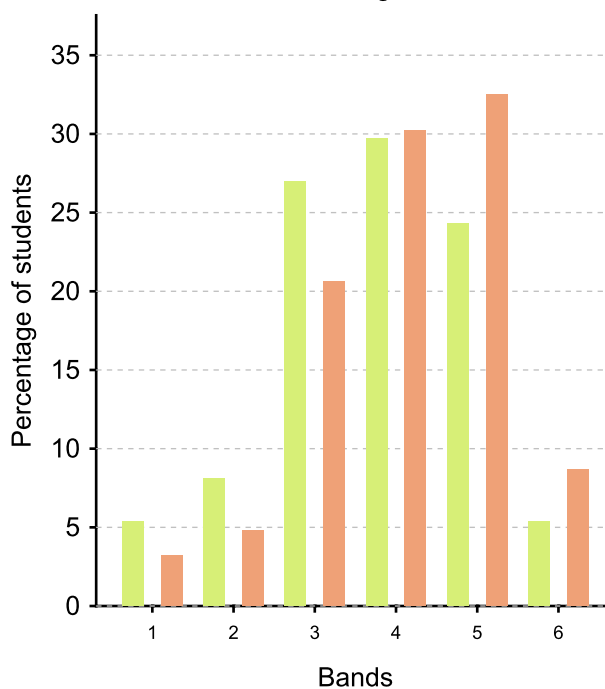
Percentage in bands:
Year 3 Spelling



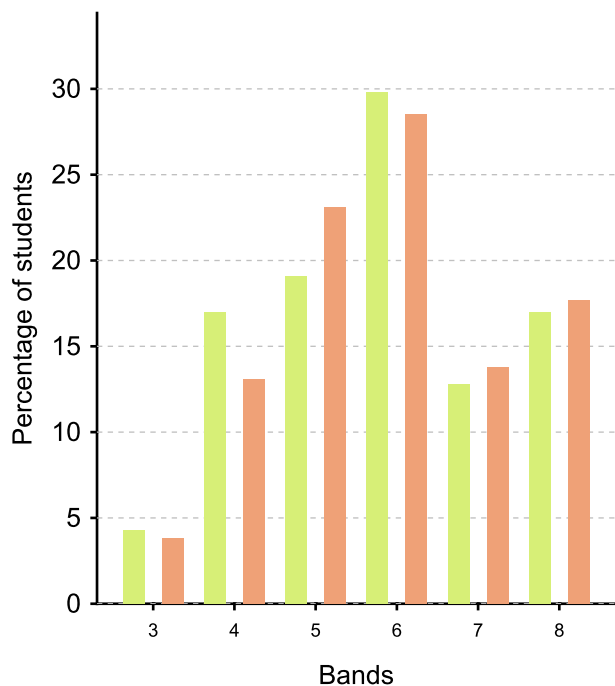
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Year 3 Reading



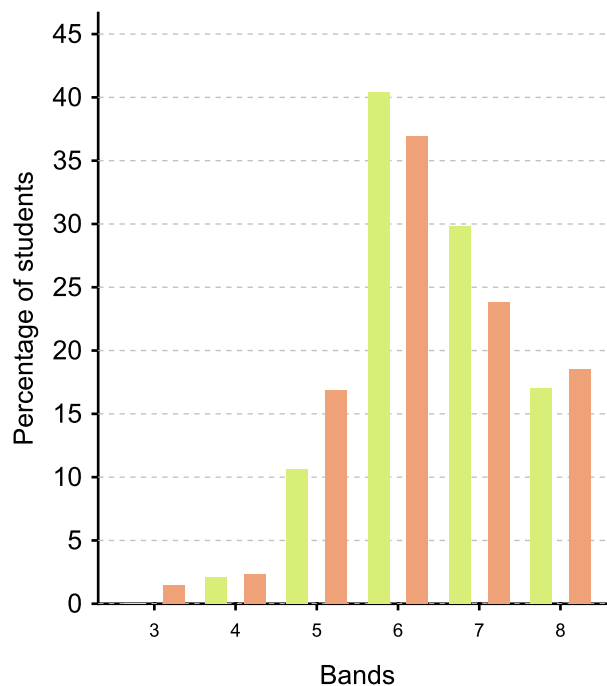
Percentage in bands:
Year 3 Writing



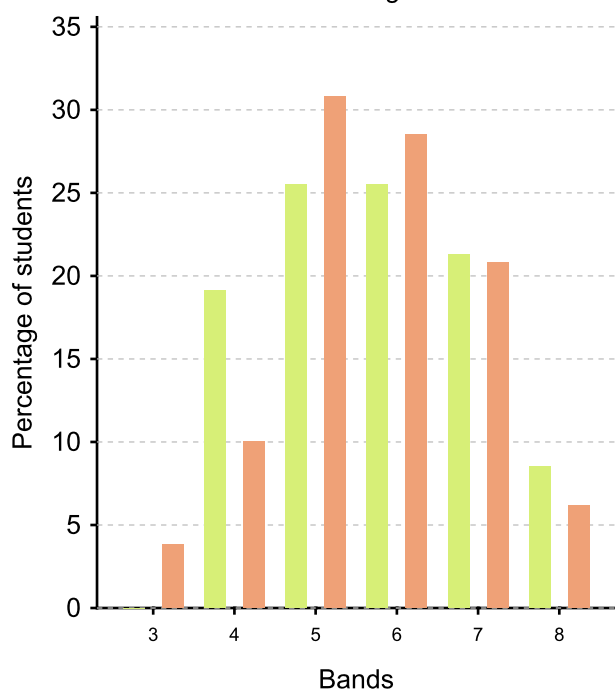
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Year 5 Grammar & Punctuation



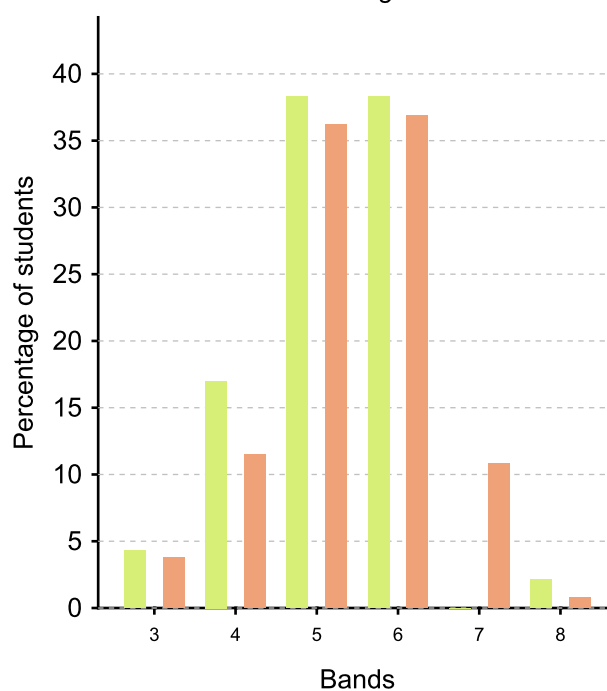
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

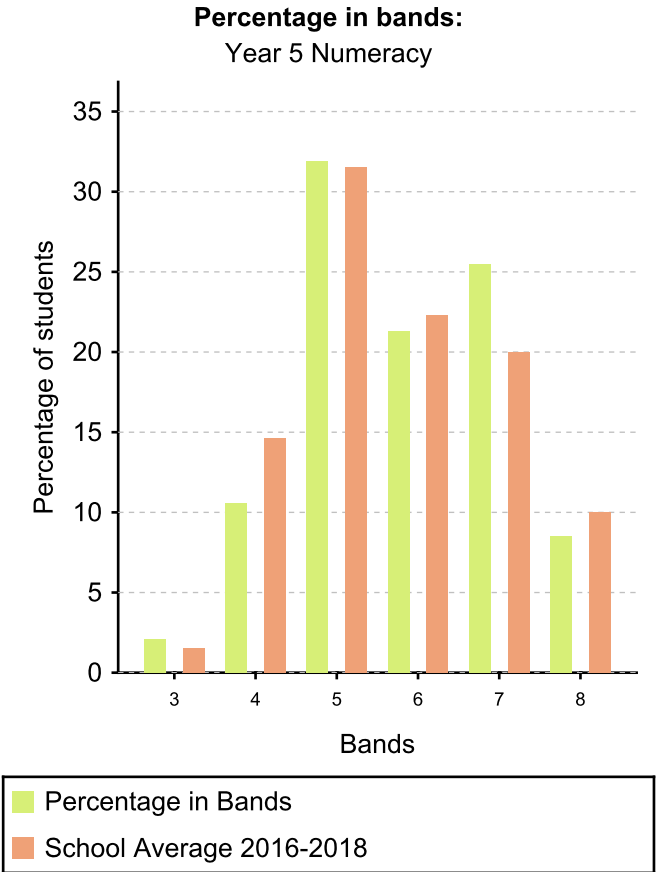
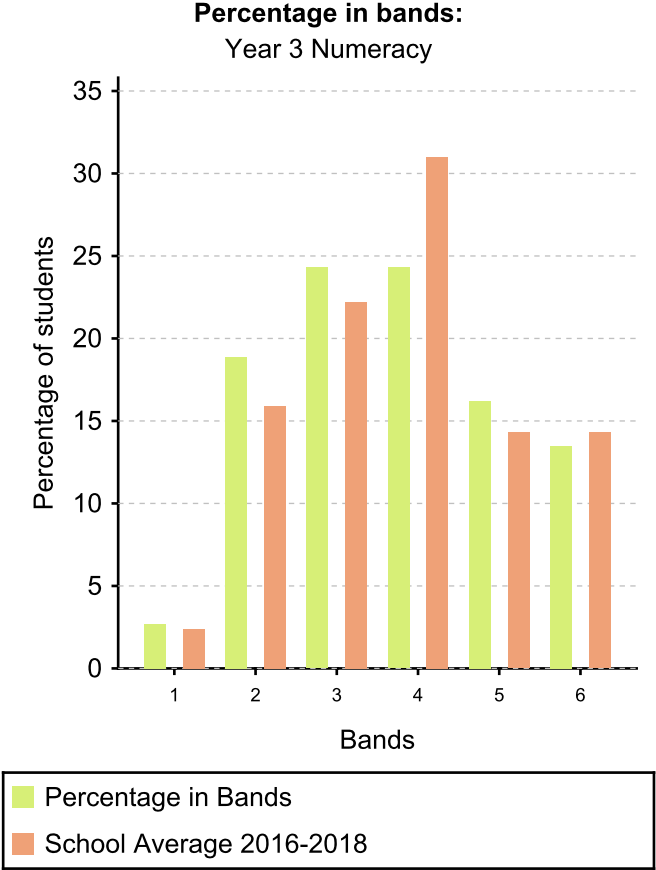


At Bankstown West PS:

- 97% of students in Year 3 achieved at or above the National Minimum Standard in Numeracy.
- 98% of students in Year 5 achieved at or above the National Minimum Standard in Numeracy.

Year 5 student Numeracy scores were 6 points above State average.

Year 5 students demonstrated significant growth from Year 3. 65% of students achieved equal to, or greater than, expected growth in this area.



The My School website provides detailed information and data for national literacy and numeracy testing.

- Student growth (value added) from Years 3 to Year 5 at BWPS is in the excelling range as measured by the School Excellence Framework.

Go to <http://www.myschool.edu.au> to access the school

data.

The NSW Premier has set a target for all NSW public schools of Increasing the proportion of students in the top two NAPLAN bands by eight per cent by 2019.

In 2016 and 2017 the average percentage of students at BWPS achieving in the top 2 bands in NAPLAN Literacy and Numeracy was 31%.

In 2018 the percentage of students achieving in the top 2 bands in NAPLAN Literacy and Numeracy was 33%.



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 indicate that:

- 70% of students have a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.
- 80% of students feel accepted and valued by their peers and by others at their school.
- 97% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 99% of students indicate that they do not get into 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)

- 88% of parents feel the school supports learning. (73% NSW Govt norm)
- 89% of parents feel the school supports positive behaviour. (77% NSW Govt norm)
- 86% of parents feel that the school is inclusive. (67% NSW Govt norm)

Teacher* responses to the survey show that:

- 89% 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)
- 86% of teachers feel the goals set for students are challenging and visible. (75% NSW Govt norm)
- 89% 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 2018, Bankstown West Public School, celebrated National Aborigines and Islanders Day Observance Committee (NAIDOC) Week by participating in a whole school NAIDOC themed Scavenger Hunt, organised by several staff members.

In the lead up to the Scavenger Hunt, classroom teachers facilitated several hands-on, Inquiry Based learning experiences within the classroom to ensure students developed a deep understanding of Aboriginal Australia's history, culture, achievements and traditions. These lessons provided students with the opportunity to recognise the contributions that Indigenous Australians make to our country and our society.

During Art lessons, students were able to transfer their knowledge about Aboriginal Australians and NAIDOC Week by creating pieces of art that represented their understanding of what NAIDOC week meant to them. The artworks were displayed in classrooms all around the school. Students also designed a NAIDOC Week banner that was displayed outside the staffroom for students, staff and parents to appreciate.

On the day of the Scavenger Hunt, classroom teachers took their class out at different times in the day, to a starting point in the playground. Each student was then

presented with their first clue, written on a piece of paper. Students were required to write their answer on their paper, hand it to the class teacher, and if the answer was correct, they were provided with the location of their next clue. The students worked collaboratively in small groups to work through all the clues and be the first group in their class to complete the Scavenger Hunt.

The clues included were questions related to NAIDOC Week, to test the students' understanding of Aboriginal Australian History. Once all classes had completed the Scavenger Hunt, a small assembly was held to announce the winners from each class/stage. Every student participated in the Scavenger Hunt, as it met curriculum requirements and linked with BWPS school community goals.



Multicultural and anti-racism education

Bankstown West PS is actively involved in multicultural events throughout the school year. In addition to the Easter Hat parade and Eid, each year the school comes together to celebrate the cultural diversity of the school's demographic. We pride ourselves on being ethically inclusive and sensitive and celebrate various cultural calendar events, to provide students opportunities to discover and explore multiculturalism. For example, Lunar New Year is a whole school event, where students dress in red (culturally appropriate colour) and are taught the stories behind the celebration. Along with a special Dragon Dance performance from our Sunday Vietnamese School, our students experienced the traditions and culture of our Asian community. Students drew links between their own culture and traditions with that of the Lunar New Year.

Harmony Day is yet another important event that is celebrated each year at our school. Students are invited to wear cultural outfits or orange (official colour of harmony) and join in a class "feast" featuring sample plates of food, cooked by parents to represent their cultural identity. It is a festive day, where students embrace one another's cultural diversity and celebrate their differences.

Such events have brought our school community closer and are successful in creating cultural awareness, tolerance and acceptance.

In accordance with the objectives of the NSW Government's anti-racism policy:

1.2 No student, employee, parent, caregiver or community member should experience racism within the learning or working environment and,

1.4 All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

One teacher completed ARCO training in 2018 and is the school's Anti-Racism coordinator.

Other school programs

Bankstown West students, community and staff were involved in a wide variety of school events and programs throughout 2018.

Our Parent Voice initiative, whereby parents and teachers jointly constructed a specific, measurable, achievable, relevant, and time-based goal for students proved to be very successful. Positive feedback was received from both parents and students. A special assembly was held with students receiving awards and certificates with their parents attending. Thank you to parents and caregivers for their input and for working with their child on meeting the goal throughout the year.

In 2018, Bankstown West Public School, performed Disney's The Lion King. The school musical saw 30 students perform onstage while five students worked as backstage, curtain and sound and lighting technicians. Students performed for both local schools as well as the local and school community. Over 3 nights of performances, 432 community members viewed the musical, not including the staff who assisted.

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 part of a team. A special mention goes to all T-ball and softball teams, who successfully reached the grand final, and the junior girls' T-ball, senior boys' softball and junior girls' netball teams who all won their competitions. A truly fantastic year for team sports at Bankstown West Public School.

Children not involved in PSSA teams this year practiced a range of fundamental movement skills in a variety of sports at school.

All students were provided with the opportunity to participate in our Swimming, Athletics and Cross Country school carnivals. Many students also represented our school at the District level in these sports.

A special mention goes to the following students who achieved outstanding results, competing at the

Regional level in the following sports in 2018:

Swimming: Maddison F, Michelle S, Bo-Hae N, Zayn H, Zane A, Troy V and Isaac E.

Cross Country: Lana A, Zaynab E, Mariam W, Sofia E, Mya A, Zane K and Zaine A.

Athletics: Lana, Zaynab E, Mariam W, Azeez O and Zane K.

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 dance, rugby league and gymnastics.