Blacktown West Public School

2019 Annual Report

4116

Introduction

The Annual Report for 2019 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.

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Message from the principal

Blacktown West Public School has continued to create a challenging learning environment that encourages high expectations and develops students' emotional intelligence and resilience. We are proud of the achievements and progress made as measured against the goals and targets outlined in the 2018–2020 School Plan. Data is used as a learning narrative and staff work as a collaborative team with parents and the community to provide learning opportunities where all students can succeed. Staff have worked with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning. In 2019 students demonstrated the school values of respect, responsibility and high achievement.

Blacktown West has developed strategies:

- to articulate where all students are and where to move them next
- for students to identify their mistakes and use these as opportunities to deepen their learning
- so that students can clearly articulate their learning goals.

There continues to be a strong focus on STEM (Science, Technology, Engineering and Mathematics) where the skills of problem solving and critical and creative thinking are developed. Students are encouraged to be key drivers in their learning.

The teachers have implemented the Creative and Critical Thinking (CCT) program throughout the key learning areas. The common language of the seven dispositions was found to be powerful across the school. The program is led by Captain Disposition and his seven dispositions: open–minded, flexible, risk taker, resourceful, patient and persistent and ubiquitous (where students realise that thinking, learning and creating can take place anywhere, anyhow and anytime). As the K–6 students grow to understand the seven dispositions, the students are starting to use their mistakes more frequently as opportunities. Students are becoming more open–minded and adventurous with their learning as well as making more connections during their learning.

Our school has maintained clear targets for 2019: 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 a strong link between parents, staff and students to enable students to achieve their goals.

Our strategies to improve student learning in literacy and numeracy have had a significant impact. 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 to support the strategic directions.

Curriculum based assessment across the year has demonstrated the strong growth in literacy and numeracy. In Kindergarten, we started the year with 64% of the students reading 0 WPM (words per minute) and 90% reading at 2 or less WPM to reach 68% reading 20+ WPM in September.

In comprehension, in Kindergarten, 78% demonstrated substantial growth with 22% of students still needing a high level

of support.

In Year 2, the number of students reading at 80 WPM doubled between February and September.

Our Year 3 and Year 5 students sat the NAPLAN tests in 2019 both online and using paper tests.

Based on the results of NAPLAN, the percentage of students at or above expected growth was above State level and the group of similar schools in all four domains: reading, writing, language conventions and numeracy.

The Premier's Priority is to increase the percentage of students in the top 2 bands in literacy and numeracy. Year 3 students at Blacktown West had nearly 50% (49.87%) in the top 2 bands up from in 37% in 2018 and Year 5 demonstrated a significant growth from 21% to 32.21% in the top 2 bands in literacy and numeracy.

In 2019, on the value added graphs, Blacktown West excelled in their growth from Kindergarten to Year 3 and excelled again with the growth made from Year 3 to Year 5.

The school receives supplementary funding to assist in targeted programs and also under the Early Action for Success program (EAfS).

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.

Meg Peel

Principal

Blacktown West Public School

Creative drawing, experimenting with different tools in the Sketches iPad app, to sketch a ship from The First Fleet.

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 Bungarribee network of schools. The school has an enrolment of 405 students which includes 17 mainstream classes and 2 support classes. 67.1% of the students have a Language Background other than English and 4% are Aboriginal. Cultural diversity is acknowledged and celebrated to encompass the 52 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 2019, 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 from Kindergarten 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.
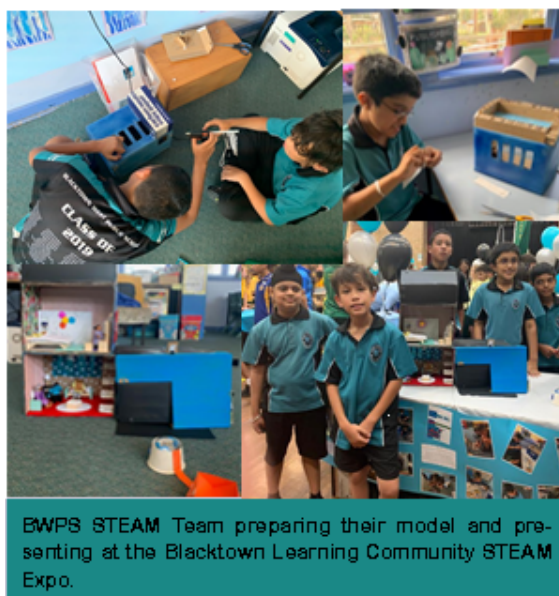
BWPS STEAM Team preparing their model and presenting at the Blacktown Learning Community STEAM Expo.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Stringent examination of quality practices at Blacktown West, using the values and expectations outlined in the School Excellence Framework, has resulted in the judgement that at Blacktown West we are performing at the sustaining and growing level across eleven of the elements and excelling in three elements across the domains of learning, teaching and leading.

Learning:

In the learning domain, we are performing at the sustaining and growing level in four of the elements and excelling in the fifth element of wellbeing. Staff and students alike maintain high expectations and belief that all students can and will make learning progress, which is supported by a strong, growing partnership with parents. Clear improvement aims and planning for learning are in place to achieve these outcomes.

The school collects and analyses information to inform and support students' successful transitions, collaborating with parents of students whose continuity of learning is at risk. Teachers, parents and the community work together to ensure student absences do not impact on learning outcomes. There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Positive, respectful relationships are encouraged and widespread among students and staff, providing an enviroment conducive to learning across the whole school.

The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teachers differentiate learning experiences to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

The school achieves excellent value–added results, significantly above the value added by the average school in both external and internal assessments. At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. Students are aware of – and most are showing – expected growth on internal school progress and achievement data. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Teaching:

In the teaching domain, we are performing at the sustaining and growing level across all four of the elements. All classroom environments are well managed within a consistent, school–wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a variety of strategies which ensure strong classroom management and promote student engagement and responsibility for learning.

Teachers use data effectively to evaluate student understanding of lesson content. The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of valid data. Reporting on school performance is based on reliable analysis of collected data.

Assessments are developed and used regularly across stages to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. Collected data is analysed and used to develop plans and strategies for future improvement.

Teachers' Professional Development Plans (PDPs) are supported by a coordinated whole school approach aimed at developing professional practice. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. All teachers use professional standards and PDPs to identify and monitor specific areas for development and continual improvement. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes and year groups.

Leading:

In the leading domain, we are performing at the sustaining and growing level in two of the elements and excelling in two of the elements. The leadership team maintains a focus on instructional leadership to sustain a culture of effective, evidence–based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

School resources are strategically used to achieve improved student outcomes and high quality delivery of learing tasks. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is effectively used to enhance learning and to streamline the administrative practices of the school.

We are continually evaluating our school plan and vision, seeking feedback from the community and monitoring our successes, measuring the impact of the plan in terms of student learning progress. Financial planning addresses school strategic priorities and meets identified improvement goals.

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.

Improvement Measures

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.

Overall summary of progress

In 2019, Blacktown West students on the value added graph excelled in their growth from K to 2 and in their growth from Year 3 to Year 5.

In 2019, the percentage of students in the top two bands in literacy and numeracy for Year 3 and Year 5 was 41.89% up from 28.96% in 2018. The growth is attributed to targeted programs and explicit professional development; development of daily practice in counting; number talks K to 6; setting of rich maths tasks. Resources were designed and readily available for staff. There has been an emphasis on vocabulary building in literacy and numeracy; development and awareness of explicit questioning; an understanding of the part that graphics play in both literacy and numeracy; emphasis on setting fluency targets; and regular graphing of fluency levels to assist in the development of comprehension.

Progress towards achieving improvement measures

Process 1: Students articulate and set their learning goals and understand the next steps to enable growth. Clear expectations of what it "looks like" are set. Feedback from students informs further teaching.

Staff develop a deep understanding of quality teaching and assessment to measure student achievement; and plan differentiated programs for individual students and student cohorts.

In depth analysis of student performance in literacy and numeracy, especially the writing benchmarking assessment data.

Parents gain an understanding of the learning tasks and view successful examples of student learning.

Leaders implement rigorous practices in supporting teaching staff to achieve the milestones in the school plan.

Evaluation	Funds Expended (Resources)
In depth Analysis of Student Performance Literacy and Writing Benchmarking Analysis: In stage teams, staff pinpointed strengths, challenges and focus areas and shared successful strategies which had resulted in growth. Shared brainstorming resulted in stages deciding on future actions to implement to	Stage maths benchmarking spreadsheets Staff meeting time **Funding Sources:** • Socio–economic background

Progress towards achieving improvement measures

improve student performance. Sessions led by stage supervisors assisted staff in deepening their understanding of how to use assessment data to plan differentiated programs for individual students and student cohorts. Team teaching and analysis of data, has led to teachers focusing on more explicit questioning skills. Using the spiral of inquiry and the learning progressions, teachers were more able to pinpoint exactly what was needed and how to go about it. Maths Benchmarking Analysis: ES1: Identified focus areas as reversals, number before and after and poor grasp and usage of mathematical vocabulary. S1: Identified focus areas as time, data, understanding of practical maths and mathematical language. Discussed revision of benchmarking assessment questions. S2: Identified focus areas as measurement and geometry and higher order thinking skills. Discussed revising program and refine sharing of practical maths resources. S3: Identified focus areas as place value and word problem solving. Discussed creating a Year A and a Year B benchmarking assessment.	($165433.00) • Tiered intervention K–2 ($93000.00) • Professional Learning ($5500.00)

Next Steps

Continue targeted professional development from Instructional Leaders, Assistant Principals and appropriate online courses to improve explicit teaching. Continue analysing and exploring the students who are struggling with particular aspects, for example phonemic awareness, and implement targeted intervention. Extend writing extension groups from K to 2 to include Y3 groups. Increase the emphasis and understanding of the tiers of vocabulary and the difference the quality of literature plays on improving writing. Further explore the planning process with writing and match to different text types. Continue successful use of impact wall, matching goals to learning progressions in writing groups.

Link resources and teaching strategies to high achievement in numeracy. Use of K–6 collaborative planning to analyse data to inform evidence–based decision making and resource allocation for improved student progress and high achievement.

Year 1 students building their numeracy skills using directional language to move beebot to specific numbers.

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.

Improvement Measures

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.

Overall summary of progress

The school structure is underpinned by strong professional relationships and evidence based accountability. The executive team provided leadership ensuring high standards of student progress and achievement. Leaders implemented effective processes for developing and providing feedback for Performance and Development Plans and supporting levels of accreditation.

The leadership team continued to develop productive and collaborative working relationships across the school in different teams.

Progress towards achieving improvement measures

Process 1: Differentiated professional learning is delivered to support high quality explicit teaching in all key learning areas and to build staff capacity to achieve targets in literacy and numeracy.

Teaching and learning activities are differentiated to cater for all learners and creative higher order thinking skills are evident in all activities.

Staff utilise and model higher order thinking skills.

Increase staff capacity to teach and assess current NSW syllabus documents utilising innovative practices in all key learning areas.

By using the National Standards, systems are embedded in the school to constantly improve teacher quality and enable all staff to work through the accreditation process, working towards higher levels of accreditation or the next level of knowledge, practice and professional engagement to maintain their accreditation level.

The leadership team maintains a focus on evidence–based teaching and ongoing improvement so that every student makes measureable learning progress.

Evaluation	Funds Expended (Resources)
Staff Survey to ascertain Future Directions for Integrating Digital Technologies: • Staff outlined their thoughts, successes, concerns and areas for further professional learning and team teaching to help them extend their expertise and confidence in teaching digital technologies. • Team teaching sessions for computer lessons were scheduled for each stage during term 1 and term 2. Content was discussed and planned to meet	NAPLAN results, benchmarking results and SEF 2 **Funding Sources:** • Professional Learning ($4272.00) • Quality Teaching, Successful Students (QTSS) ($70753.00)

Progress towards achieving improvement measures	
teacher areas for development and to integrate with stage units of work. **Team Teaching During Computer Lessons:** • Stage 1 group roles during robotics team teaching lessons were very effective and assisted students to develop collaborative skills. Students enjoyed their given roles (ie problem solver). Staff plan to use more of the ICT activities in the classroom as well as roles in group work. • Staff enjoyed team teaching experiences and gained valuable insight into ways of integrating digital technologies into class units of work. • Students were engaged in tasks and developed their collaborative skills.. • Students were able to discuss links between content explored during rotational activities in team teaching sessions and science work in class. **Integrating Creativity Across KLAs:** • Staff participated in hands–on workshops on SDD and at a K–6 staff meeting highlighting the use of multiple tools and ideas to integrate creativity in Science, English and History using the iPad, run by staff who attended the STEM workshop. • Rotational workshops provided staff with innovative ideas and hands–on experience in integrating creative tasks across multiple KLAs. **Future directions:** • Time for stage teams to sit down and look at units to plan relevant and engaging digital & technology activities to write into units, developng additional ways to set and communicate tasks using ICT. • To program further work using Google maps and plotting with whole class. • Continue to incorporate team teaching opportunities. **Stage One Innovative Teaching Across KLAs** • Stage One innovative practical tasks across KLAs provided opportunities for students to develop questioning techniques and provide feedback about their experiences during group conversations and writing tasks.	• Support for beginning teachers ($4450.00)

Next Steps

Leadership team continues to develop the level of expertise with the spiral of inquiry and learning progressions. In this way, teachers increase expertise in targeting teaching to support the next step in the learning process for individual students. Students become more aware and able to verbalise their goals and recognise the links and connections between their learning.

Kindergarten students using the Blockly app on iPads to program Dash robots to come alive, transforming their robots into different vehicles and animals, by adding appropriate colours, sounds and movements.

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.

Improvement Measures

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.

Overall summary of progress

A growing number of parents are engaged in their child's learning. With parent workshops implemented twice a term, the Maths Games being sent home on a rotating basis three times a term, the holiday journals sent home every holiday and then the celebration of the journals on the student's return, there is a strong interest in learning how their children learn the necessary literacy and numeracy skills and how they can help engage their children.

The students shared Captain Disposition and his seven dispositions and what this means for their learning with a K–6 performance to help parents understand the concepts.

The garden has drawn in parents to share experiences and the products with their children. It is outside the Early Bird club which runs every Wednesday and Friday for students and / or parents for help with homework or to read and play Maths games before school from 8:30 to 9:00. It is growing with often 30 parents and students involved.

Progress towards achieving improvement measures

Process 1: Staff have a deep understanding of the processes and procedures in identifying and providing supportive frameworks internally and externally for following up on issues relating to "at risk" and "high need" students.

Staff provide additional parent sessions in response to parent requests which outline social, emotional, academic and wellbeing programs being implemented.

Evaluation	Funds Expended (Resources)
Safer Internet Day Webinars: • Stage 3 students enjoyed the Safer Internet Day (SID) interactive online webinars hosted by Aurora College stiudents, engaging with presenters and responding to quiz questions. • In follow–up lessons during commputer time, students displayed their understanding and knowledge of the role and impact of the 4Rs (resilience, reasoning, responsibility and respect) when interacting with peers online and face–to–face. **Gardening Activities and School Kitchen Garden** • Students learnt about maintenance of gardens during drought conditions and collaborated to produce attractive mural on toilet block which can be viewed and appreciated on entry into the school from Lancaster Street and from many postions in the top playground. • Using the funding provided by Stephanie Alexander Kitchen Garden Foundation, we purchased kitchen equipment to support nutrition lessons at school using our garden produce and other locally grown foods. Classes began using the equipment in Term 4.	Early Bird club, Maths equipment, free borrowing library from the Early Bird Club. The garden. **Funding Sources:** • Socio–economic background ($1800.00) • Stephanie Alexander Grant ($3800.00)

Next Steps

Maintain and enhance highly effective relationships with parents by surveying for areas of need and interest and increasing opportunities to work together on programs and initiatives.

Training parents to assist with specific skills in the classrooms and increase parent involvement in the learning process.

Creations made by year 6 using kitchen resources obtained through Stephanie Alexander Kitchen Garden project.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Time to document class and NAPLAN results onto 2019 excel sheet. Training sessions for SLSOs by Instructional Leaders in strategies in literacy and numeracy and exploring the resources available to assist with implementing the strategies. **Funding Sources:** • Aboriginal background loading ($14 361.00)	Progress of all Aboriginal students was monitored at 5 weekly intervals using learning progressions and class fluency assessments. All students recorded growth in reading levels throughout 2019. Sections of meetings were allocated for analysis of strategies for Aboriginal literacy program and professional inservices of SLSOs.
English language proficiency	**Funding Sources:** • English language proficiency ($42 953.00)	This funding along with 0.4 FTE staffing resulted in significant improvements for these students.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($229 805.00)	This funding enabled Student Learning Support Officers to support students with additional needs in class. Intensive targeted intervention was implemented with support staff in small group intervention in literacy and numeracy. The smaller groups ensured that students were involved in rigorous, individual plans.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($70 753.00)	This funding was used to release executive staff members to coach, mentor, team teach and demonstrate lessons and strategies to both early career and experienced teachers. This funding was used to support the strategies developed under the leadership of the Instructional Leaders. The strategies were implemented across the school to strengthen practice and target areas of need.
Socio–economic background	Staff member working in a team teaching situation on specific writing program. **Funding Sources:** • Socio–economic background ($165 433.00) • 0.5 FTE staffing ($53 358.00)	Analysis of writing achievement has demonstrated significant growth in use of vocabulary to enrich writing across key learning areas. An increase in stamina whereby students are able to write more correct simple and complex sentences while understanding the format required in the task. Students have a better understanding of their goals and "where to next" to improve their skills.
Support for beginning teachers	Release time for beginning teachers and mentors. Extra resources to support strategies. **Funding Sources:** • Support for beginning teachers ($32 529.00)	Beginning teacher funding was used to support additional release time for beginning teachers to collaborate with mentors and Assistant Principals and to enhance their pedagogical practices. The funding was also used to support their participation in a broad range of professional learning opportunities that aligned with their PDP goals eg visiting and collaborating with another similar support class in a local school.
Targeted student support for refugees and new arrivals	EAL/D packages for in class support. **Funding Sources:** • Refugee Student support ($4 404.00)	EAL/D staff assisted classroom teachers in supporting refugee students and sourced extra resources for identified areas of need.

| EAFS | Time and money for photocopying of notes, games. Maths trolleys equipped with hands on equipment and other resources.

Funding Sources:
 • EAfS Instructional Leaders 1.2 ($195 905.00) | 1. All K–2 staff work well with ILs in their classroom. Teachers use the syllabus, progressions spiral of inquiry and student learning goals to program targeted lessons.

2. Staff in–servicing has supported teachers in continuing to develop their understanding of literacy and numeracy learning for students.

3. Parent meetings have helped us to continue to develop relationships with members of our community and has allowed us to share ideas with parents about how they can help their children develop strong literacy and numeracy skills.

4. Data has helped us make decisions about what we need to teach next, what programs have worked, which students need extra support, which students need to be extended etc.

5. Resources in the EAfS rooms have been used by many K–3 teachers on a regular basis.

6. Holiday journals is a very successful program. It helps prevent holiday setbacks. Parents are spending time with their children and the writing in the journals are wonderful. The students enjoy sharing their stories with their peers. Reading logs have been included with the writing journals for the summer holidays.

7. Early Bird has been a successful initiative. Approximately 30 students come to the EAfS room each Wednesday and Friday morning before school to play literacy and numeracy games, to read, play with puppets, do jigsaws, get help with homework and interact with their peers. Some Stage 2 students have started to attend. A few students have borrowed books to take home and read. We would like to extend this program so more students can borrow books next year.

8. Maths homework games are well liked by teachers, students and parents. Many parents have commented that they like playing these games with their children. |
| EAFS | | |

BWPS students join in a handshake led by Tjupurru. Tjupurru, a descendant of the Djabera Djabera Tribe of the Western Australian Kimberlies, entertained students playing the didjeribone and sharing his culture.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	224	218	212	223
Girls	206	194	202	213

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.1	93	91.4	93.1
1	90.3	91.6	92.2	91.9
2	92.4	92.3	91.2	92
3	93.8	90.7	92.5	90.9
4	92.8	93.7	91.8	90.4
5	90.7	93	94	92.6
6	91.1	93.3	92.6	92.2
All Years	92.3	92.5	92.2	91.9
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Arrival times of students are monitored each day. Reducing the number of students arriving late has been an ongoing target for 2019. This has been difficult to make a significant impact even though we know it is impacting on student achievement. Class teachers follow up a drop in attendance to assist parents where it is possible to alleviate anxiety or problems causing absenteeism. The Home School Liaison officer works with the school on a regular basis and assists following up with families when attendance rate drops below 85 percent.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Stage 3 students used the Sphero Edu app to program Sphero robots, drawing conclusions from the data collected about the relationship between the variables of time, speed and distance travelled.

Blacktown West Public School 4116 (2019)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.75
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	5.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

All staff members participated in a wide range of professional learning throughout 2019 to support the school's strategic directions and individual goals as articulated through their Performance and Development Plans (PDPs). The school's total expenditure on professional learning was $30,583.00 and this funding supported a range of initiatives including Early Action for Success, early intervention support, and expertise in numeracy. The school also provided extensive professional learning for School Learning Support Officers (SLSOs) to support the implementation of intensive strategies

in numeracy and literacy and school administrative staff to implement efficient processes according to DoE policies in Individual Heath Plans and the use of EBS and financial records. Professional learning was undertaken in the following areas: English, Mathematics, Science, Technology, Engineering and Maths (STEM), Learning Progressions, Student Wellbeing and NESA accreditation.

Our prefect team conducted a moving remembrance ceremony to pay respect to our ANZAC heroes.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	545,840
Revenue	4,592,379
Appropriation	4,448,615
Sale of Goods and Services	26,884
Grants and contributions	110,135
Investment income	3,345
Other revenue	3,400
Expenses	-4,402,852
Employee related	-4,110,866
Operating expenses	-291,986
Surplus / deficit for the year	189,527

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.

Blacktown West Public School Finance committee consists of Principal, School Administrative Manager, Instructional Leaders, Assistant Principals and Key Learning Committee Leaders. The team meets frequently in Term 1 and then on a regular basis as needed to monitor budgets. The school's financial information is reported through the P & C Association. School teams are responsible for Key Learning Areas budgets. Budgets are aligned with the School Plan and associated with the milestones and key initiatives.

The available funds were utilised in 2019 to support the continuing improvement of student learning outcomes. The school employed an Early Intervention teacher and an Occupational Therapist to work intensively with Kindergarten and Year 1 students. Funds were employed for air conditioners and interactive whiteboards to be replaced. Funds were accrued to build an extra COLA and seating area.

Stage 2 and 3 students participating in a "classroom from the past" at Old Government House in Parramatta.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	447,776
Equity Total	548,597
Equity - Aboriginal	14,361
Equity - Socio-economic	218,791
Equity - Language	85,639
Equity - Disability	229,805
Base Total	2,956,203
Base - Per Capita	101,580
Base - Location	0
Base - Other	2,854,623
Other Total	476,000
Grand Total	4,428,575

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.

Senior students eagerly set out on the Cross Country course around the school grounds.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

Significant gains were made in 2019 in the NAPLAN writing assessment. In Year 3, 66% of students were in the top 2 bands compared with 56% in 2018.

Year 5 students more than doubled the percentage of students in top 2 bands from 9% in 2018 to 25%. In writing in 2019 in both Year 3 and Year 5, Blacktown West students average score in writing was above State average.

In reading, significant gains were made. In Year 5 the percentage of students in the top two bands grew from 24% to 36% and in Year 3 from 48% to 58%. The Year 3 average NAPAN score was above the State average.

In 2019, 73% of Year 5 students were at or above expected growth in writing and 79% of Year 5 students were at or above expected growth in Spelling.

Numeracy

In Numeracy, Year 3 students in the top 2 bands grew from 26% to 42% and in Year 5 from 19% to 28%.

In 2019, 65% of Year 5 students were at or above expected growth in numeracy.

Year 2 students participating in rotational robotics activities in computer lab.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey was conducted between 03 Sep 2019 and 13 Oct 2019 to seek the opinions of parents, students and teachers about various aspects of our school. The following is a summary of responses.

Parents / Caregivers: Twenty–nine 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 most 2018 scores. There has been a pleasing increase in parents supporting student learning at home up from rating of 7.1 in 2018 to 8.1 in 2019, which is well above the NSW norm of 6.3.

Parents / caregivers:

- feel that teachers are welcoming (rating 8.2) and they can easily speak with their child's teacher (rating 8.3). The overall school rating for communication with parents was 7.8 compared to NSW norm of 7.4
- believe teachers support student learning and have high expectations for students (school rating = 8.0 / 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 positive school environment (school rating = 8.1 / NSW norm = 7.7)
- believe that Blacktown West promotes an inclusive environment where students' individual learning needs are met (school rating = 8.4 / NSW norm = 6.7)
- support student learning at home (school rating =8.1 / NSW norm = 6.3)
- parents displayed an increased awareness of the impact of student learning goals with 86% of respondents agreeing or strongly agreeing that learning goals have greatly impacted on their child's learning
- 81% of respondents agree or strongly agree that they would recommend our school to others.

Students: Students in years 4 to 6 completed the survey in March and September, responding to questions about teaching practices and planning, wellbeing, participation in extra–curricular activities, relationships and engagement with school. One hundred and fifty–one students participated in March and one hundred and forty–six students participated in September. Trends display a positive increase on 2018 data with a 4% increase of students displaying a strong sense of belonging at school and a 5% increase in participation in extra–curricular activities. Homework participation increased by 8%, positive behaviour at school increased by 9% and interest and motivation has increased by 10%.

Students:

- believe that concepts are taught well, class time is used efficiently and homework and evaluations support their learning (school rating = 8.2 / NSW norm =8.2)
- find classroom instruction relevant to their everyday lives (school rating = 7.7 / NSW norm =8.2)
- feel classroom instruction is well–organised, with a clear purpose, and with immediate feedback that helps them learn (school rating = 8.0 / NSW norm =8.2)
- believe staff emphasise academic skills and hold high expectations for all students to succeed (school rating = 8.6 / NSW norm =8.7)
- understand there are clear rules and expectations for classroom behaviour (school rating = 6.8 /NSW norm = 7.2)
- 73% of students feel accepted and valued by their peers (NSW norm = 81%)
- 74% of students feel interested and motivated in their learning (NSW norm = 78%)
- 79% of students believe explicit teaching practices, such as setting clear goals and asking them to explain their answers, assist them in their learning
- 90% of students can pursue their goals to completion, even when faced with obstacles (NSW norm 90%)
- 69% of students believe that setting their own learning goals has helped to improve their learning
- 85% of students report that they always try hard to succeed in their learning (NSW norm = 88%).
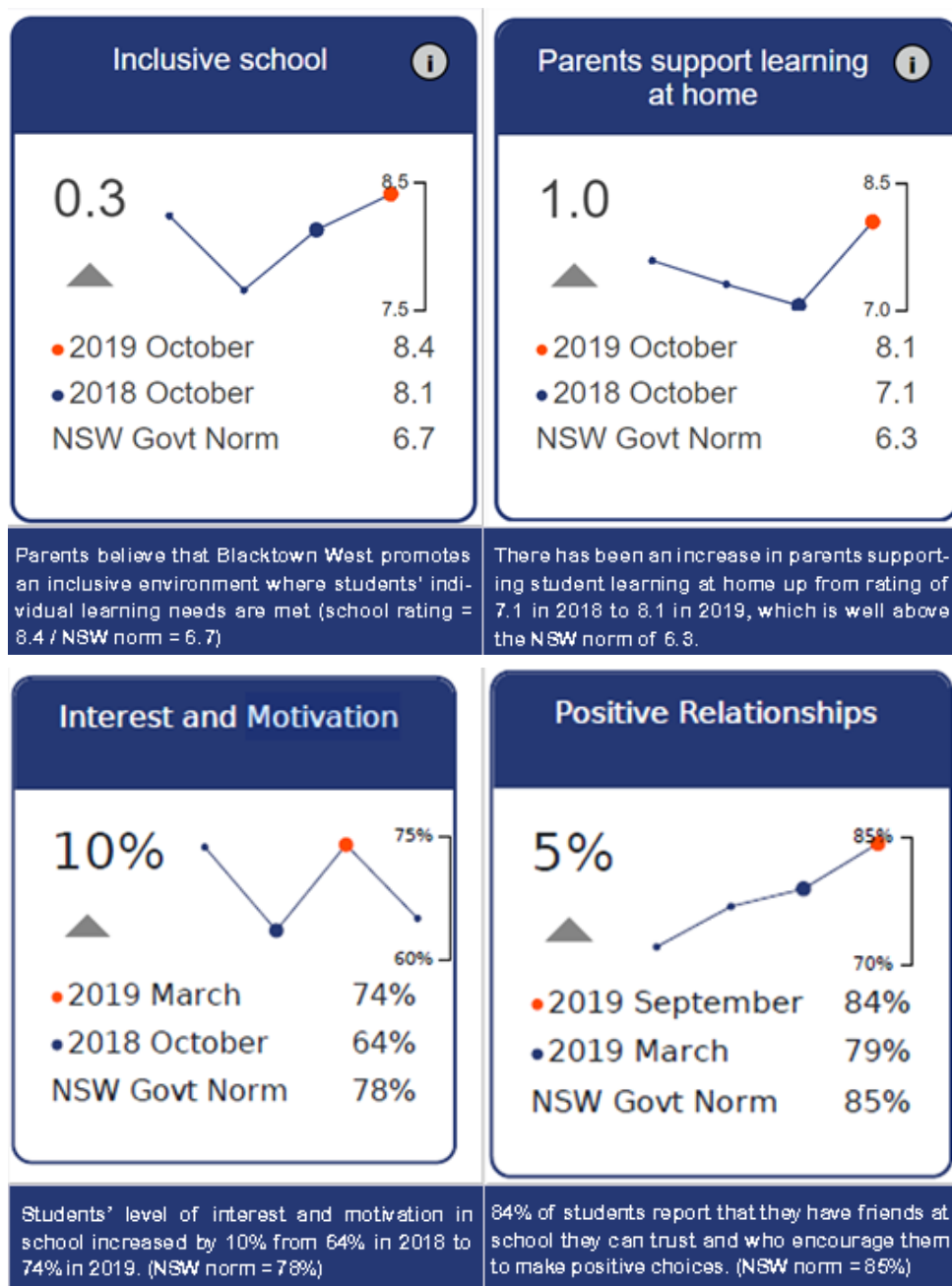
Teachers: Twenty–nine teachers responded to questions about effective classroom and school practices in learning, teaching and assessment which drive student learning outcomes, with ratings above NSW norms and displaying positive trends in both school and classroom contexts compared with 2018 results.

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 = 8.0 / 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 = 8.4 / 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 = 8.5 / NSW norm = 8.0)
- use assessment data to inform planning and practice and discuss results with students (school rating = 8.4 / NSW

norm = 7.8)
- employ multiple strategies including written feedback, clear goal setting and expectations, challenging learning tasks and curriculum links to enhance student outcomes (school rating = 8.5 / NSW norm = 7.9)
- 82% of teachers believe that school leaders clearly communicate strategic vision and are leading improvement and change.

Inclusive school ⓘ

0.3 ▲

• 2019 October	8.4
• 2018 October	8.1
NSW Govt Norm	6.7

Parents believe that Blacktown West promotes an inclusive environment where students' individual learning needs are met (school rating = 8.4 / NSW norm = 6.7)

Parents support learning at home ⓘ

1.0 ▲

• 2019 October	8.1
• 2018 October	7.1
NSW Govt Norm	6.3

There has been an increase in parents supporting student learning at home up from rating of 7.1 in 2018 to 8.1 in 2019, which is well above the NSW norm of 6.3.

Interest and Motivation

10% ▲

• 2019 March	74%
• 2018 October	64%
NSW Govt Norm	78%

Students' level of interest and motivation in school increased by 10% from 64% in 2018 to 74% in 2019. (NSW norm = 78%)

Positive Relationships

5% ▲

• 2019 September	84%
• 2019 March	79%
NSW Govt Norm	85%

84% of students report that they have friends at school they can trust and who encourage them to make positive choices. (NSW norm = 85%)

Explicit Teaching Practices II

The extent to which students agree regarding the following teaching practices. Students were asked if their teachers':

	Never or hardly ever	In some lessons	In most lessons	In all lessons
Sets clear goals	10%	21%	35%	34%
Tells us what is expected		16%	24%	56%
Asks me questions		16%	29%	50%
Asks us to explain answers	6%	16%	30%	48%

Legend: Never or hardly ever · In some lessons · In most lessons · In all lessons

79% of students believe explicit teaching practices, such as setting clear goals and asking them to explain their answers, assist them in their learning.

Collaboration

0.4 ▲

- 2019 September — 8.4
- 2018 October — 8.0
- NSW Govt Norm — 7.8

(chart range 7.5 to 8.5)

Teachers report that there is a high level of collaboration between staff members in developing programs, student and teacher learning goals, and discussion and sharing of assessment and behavioural strategies (school rating = 8.4 / NSW norm = 7.8)

Data Informs Practice

0.3 ▲

- 2019 September — 8.4
- 2018 October — 8.1
- NSW Govt Norm — 7.8

(chart range 7.5 to 8.5)

Teachers use assessment data to inform planning and practice and discuss results with students (school rating = 8.4 / NSW norm = 7.8)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal perspectives are incorporated in the teaching and learning activities of the whole school and within Stage Key Learning Area programs. Indigenous culture is reflected in the initiatives of the school through incursions, special days and NAIDOC week.

Each semester, students of Aboriginal background have Personal Learning Pathways (PLPs) created with classroom teachers, SLSOs and parents. Learning targets are identified in Term 1 and reviewed regularly. Special funding is used to implement extra support for students of Aboriginal descent. School Learning Support Officers (SLSOs) have received extra professional development from the Instructional Leaders to assist programming with Aboriginal students. Individual programs are implemented three times a week and supported with specific resources in literacy and numeracy to assist students achieve their targets.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

At Blacktown West Public School, the Anti–Racism officer (ARCO) is available to work with the school community on any issues resulting from racism. All incidents are recorded in the ARCO register. All informal complaints are put into writing and all parties talk through the incident and take part in the resolution. There were no incidents recorded in 2019.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Blacktown West student population is diverse. There are 67.1% of students coming from a LBOTE background representing 52 countries. A range of strategies have been incorporated in the school's communication with parents /carers and community members from culturally diverse backgrounds which includes the use of interpreters onsite or by phone whenever needed and direction to newsletters and information in a range of translations.

Blacktown West ensures inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds and promote an open and tolerant attitude to cultural diversity.

In 2019, EAL/D teachers supported a high number of students from a background other than English in a variety of strategies: in class support, weekly withdrawal groups, New Arrival Program (NAP), provision of extra resources for class teachers and one to one support providing intensive support where needed. The targeted refugee student support funding provided additional support for refugee students.

In 2019, Blacktown West Public School actively involved the school and community in a range of initiatives to enhance the engagement of our culturally diverse community. This was achieved in parent workshops to demonstrate learning in numeracy and literacy. Parents were involved actively to participate in these sessions. Harmony Day celebrated and embraced the diversity of cultures.

Other School Programs (optional)

ICT and Digital Technologies

ICT and digital technologies feature prominently in all teaching and planning at Blacktown West. We are well–resourced with two computer lab banks used weekly by every class, classroom computers, laptops, iPads, interactive whiteboards, robotic devices and kits, printers and wifi outlets readily available and regularly accessed by students and teachers throughout the school. We continue to upgrade our range of robotic devices, purchasing Lego Mindstorm kits this year to add to our etensive fleet of robots.

ICT and digital technologies activities are integrated across all KLAs and teachers participated in professional learning workshops and team–teaching activities during timetabled computer lessons this year to successfully integrate the digital technologies strand of the updtaed Science and Technology syllabus.

During weekly computer lessons, students have the opportunity to engage in coding and computational thinking activities using robotics equipment; complete writing tasks directly related to class units of work; and practise different methods of presenting information. 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.

Gardening Activities and School Kitchen Garden

Throughout the year students worked in the school gardens each week to maintain plants during the drought. In Term 4, as part of an ongoing commitment to enhance the school grounds, students and teachers worked on an outdoor artwork on the toilet block, creating an attractive mural which is clearly visible from many areas of the school and upon entry into the school from Lancaster Street. Further work in developing this area is planned for 2020.

Blacktown West hosted a full day of training for teachers from several Western Sydney schools who are all involved in the Stephanie Alexander Kitchen Garden Foundation (SAKGF) program in conjunction with Diabetes NSW. The aim of this program is to fight against obesity and diabetes in schools by providing teachers with exciting ways to engage students in growing, harvesting and preparing fresh produce which can then be used to create and share healthy meals.

Our garden was used as a model for successfully establishing a school kitchen garden and teachers were shown how to plant and cook produce following the SAKGF programs. This was followed up with further meetings in Terms 3 and 4 to enhance community links and understanding of government initiatives regarding community health programs and our role within those programs.

After brainstorming different ways of pulling objects, students used Lego WeDo2.0 app to code a Lego model of a robot during team teaching lesson. Students tested the capacity of the robot to pull blocks in a cart attached to the robot, experimenting with different wheel sizes and floor surfaces.