

2020 Annual Report

Blacktown West Public School



4116

Introduction

The Annual Report for 2020 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 where every student is known, valued and cared for. At Blacktown West we have worked towards developing strong foundation skills in literacy and numeracy and developing 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. Staff worked as a collaborative team with parents and the community to provide learning opportunities where all students could succeed and parents and carers could be involved in their children's learning. In 2020 students demonstrated the school values of respect, responsibility and high achievement even against the trajectory of 2020.

The staff have developed teaching strategies which are evidence-based in order to improve student learning which has included analysis of student engagement and learning growth and outcomes.

In depth analysis has provided evidence for staff to be able 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 and
- 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 maintained clear targets for 2020: 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 strong growth in literacy and numeracy.

In Kindergarten, we started the year with 77% of the students reading at 2 or less WPM to reach 60% reading between 7 and 82 WPM in September. In Year 1 in February 6% of students were reading at 60 or more WPM and by September 61% were reading at 60 or greater WPM. In Year 2 in February 15% of students were reading at 100 or more WPM and by September 62% were reading at 100 or greater WPM. Fourteen students were close to their goal and by the end of Term 4 86% of students were reading at 100 or more WPM. The impact of specific targeted programs and intensive support has had a marked effect on growth.

The school receives supplementary funding to assist in targeted programs and under the Early Action for Success program (EAfS) employed 6 days of Instructional leader time.

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



Year 2 students engaged in differentiated reading groups

School vision

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 2020, 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.



Students enjoying recess break in our Memorial Garden

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In depth assessment 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 excelling in four elements and performing at the sustaining and growing level across ten of the elements across the domains of learning, teaching and leading.

Learning:

In the learning domain, we are excelling in the element of assessment and performing at the sustaining and growing level in five other elements of the Learning Domain. The school analyses student progress and achievement data and responds to trends in student achievement at individual, group and school levels. Assessment is used flexibly and responsively as an integral part of daily classroom instruction as well as the feedback from students informing further teaching.

The school has processes in place to evaluate assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement so all students can connect, succeed, thrive and learn.

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 assessment.

Teaching:

In the teaching domain, we are performing at the sustaining and growing level across three of the elements and excelling in "Data skills and Use". Teachers use data effectively to determine teacher directions, monitor and assess student progress and achievement and reflect on teacher effectiveness. The learning goals for students are informed by analysis of internal and external student progress and achievement data. Strategies implemented reflect research on best practice, include ongoing monitoring and are used for future improvement.

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' 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 and drives planning in place to build capabilities and expertise to improve student learning outcomes. All teachers use the professional standards and PDPs to identify and monitor specific areas for development and continual improvement.

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 learning tasks. 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, monitoring our successes and 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.

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)
<p>In-depth Analysis of writing:</p> <ul style="list-style-type: none">• ES1 teachers identified that students are starting to use sounds in their writing and planned to extend modelled writing, praise all efforts and encourage greater risk taking when writing.• S1 (Year 1) teachers identified that students are showing greater stamina in writing and planned to focus on extending use of punctuation other than sentence punctuation and to continue focus on building use of precise vocabulary.• S1 (Year 2) teachers identified growth in use of a variety of sentence types and planned to focus on conferencing with students to improve self-editing skills.• S2 (Year 3) teachers identified improvement in paragraphing and planned to focus on more effective use of cohesive language and on improving ideas and development of complications in their writing.• S2 (Year 4) identified growth across all criteria, particularly in sentence structure and use of precise vocabulary and planned to focus on improved self-editing skills.• S3 (Year 5) teachers identified growth in sentence structure and use of precise vocabulary and planned to focus on explicit teaching of different types of sentence starters and correct punctuation and effectiveness when incorporating speech in their writing.	<p>Grade spreadsheets</p> <p>Writing worksamples</p> <p>2 x staff meetings</p> <p>Implementation of writing project at 4 days a week</p> <p>Time for criterion based marking and analysis</p> <p>Extra staffing for intensive support groups 4 days a week K-2</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$57427.00)• Writing Project (\$88000.00)• Socio-economic background (\$4400.00)

Progress towards achieving improvement measures

- S3 (Year 6) teachers identified an upward trend in writing for audience and in text structure and planned to focus on vocabulary building, sentence structure and time management when writing. Instructional leaders, executive staff and teachers worked collaboratively to evaluate internal assessments and evidence based teaching practice across the school.

Due to COVID19, NAPLAN data was not available; however, Check-in assessment data along with extensive internal data was used to monitor student progress. The percentage of Year 3 and Year 5 students in the top 2 bands in the Check-in NAPLAN increased in both the numeracy and reading results.

The collaborative discussion sessions around the data have encapsulated the power and potential of the shared professional engagement and its impact on classroom environment. Staff are supportive and focused. on what matters most in aspects of learning, teaching and leading.

Next Steps

The next steps are to maximise student learning outcomes in literacy and numeracy and to further scrutinise data to take precise action that is differentiated to the needs of each student; in so doing, to provide explicit performance targets and put in place unrelenting differentiated support and data driven teaching practices that are responsive to the learning needs of individual students. Processes will be in place to reflect continuously on data to inform collaborative inquiry that is grounded in evidence of student learning to progress the teaching.

Instructional Leaders will continue to drive intensive tiered intervention in literacy and numeracy. The Leadership team will continue to access up-to-date research and provide professional development based on analysis of the need of both students and teachers. The data will be used to assess impact and help celebrate small wins every day.

Collaborative professional development will help create a greater awareness of the power of the teaching and learning environment where learning spaces become a strategic tool in promoting creativity, risk taking perseverance, problem solving, resolving conflict, collaboration and critical thinking. The classroom walls will become more of an interactive learning space and show evidence of use: such as co-created Anchor charts, deconstructed Learning Intentions and co-constructed Success Criteria.

Students will be further guided in the development of strategies to articulate where they in their learning on the learning progression and where and how they move to their next goal.

Student learning will be further enhanced with strategies where descriptive and collective feedback will be shared and explored so that feedback becomes a powerful driver of improvement and growth.

Teachers, parents and students will forge a strong partnership to maintain high expectations and empower students to grow into confident, resilient and successful learners.



Year 2 Maths Group practising their number knowledge

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.

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)
<p>Impacts of Learning from Home</p> <ul style="list-style-type: none">Teachers experienced various challenges and emotions during the learning from home periodThey found it a very valuable time to collaborate with colleagues in extensive planningThey engaged in a variety of professional learning to support high quality explicit teaching in all key learning areasThey sought and acquired additional skills to meet the demands of online learning, and reflected on effective practices employed during 2020 which could be adopted in future. <p>Leaders and teachers continue to maintain focus on evidence-based teaching and ongoing improvement. Extensive data collection and analysis ensures that every student makes measurable progress.</p>	<p>Check-in results in SCOUT and Plan2.</p> <p>BWPS internal grade benchmarking spreadsheet data</p> <p>Staff meeting time for analysis.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">casual teacher (\$110000.00)Professional learning (\$5500.00)

Next Steps

The next step will be to maintain the emphasis on Instructional Leadership where the focus is on improving teaching and

learning. Professional development based on research for staff and parents will ensure all stakeholders share a vision and are well-skilled in integrating digital technologies to establish a high level of connectedness.

The Leadership team will continue to access research to provide professional development based on analysis of the needs of both students, teachers and parents and use the data to assess impact, with teachers, leaders and parents celebrating the small wins every day.

Instructional leaders will choose a focus that matters, model risk taking, use examples of lessons that don't go well for rich conversations and use classroom observation to gather descriptive evidence of student learning to shift teacher practice and personal professional expectations.

Leadership through an equity lens will drive authentic, student-centred learning.

School improvement will require a strong focus on literacy and critical thinking across all key learning areas and with cognitively demanding performance tasks playing an integral part. Explicit teaching and opportunities to develop creative and critical thinking in problem solving will lead to a higher level of engagement, foster a culture of high expectation and continuous improvement.



Celebration of student achievement

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.

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)
<p>Environmental Projects: We were successful in acquiring 129 plants from council to improve student link with nature and enhance school grounds with school allocation of 30 and 99 parent donations (to be ratified by council).</p> <p>Parent support was strong with several parents in rental accommodation donating a plant to support the program. Plants will be received in April / May 2021 and planted just prior to winter to increase chance of survival.</p> <p>Community Connection</p> <p>Ed Week videos were enjoyed by the community as evidenced in Brightcove viewing statistics and Facebook data..</p> <p>Kinder Orientation online orientation presentations and enrolment packages were very beneficial and well-received.</p> <p>Connections with students and families at school gates throughout the year has been very effective and will be continued in 2021.</p>	<p>Ongoing research projects by students and SRC, particularly the need to improve food and homes for bird life.</p> <p>Teacher time to complete submissions</p> <p>Teacher time for parent interviews with interpreters</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• teacher time for projects (\$33000.00)• English language proficiency (\$1100.00)

Next Steps

An increase in student engagement and sense of belonging will impact on academic achievement and wellbeing.

Strategies to improve attendance, encourage positive relationships and increase engagement will improve students' achievement. In Term 4, teachers employed different programs and strategies to improve daily attendance. This was highly successful and along with the playground challenges, student leadership projects and environmental projects saw a consistent rise in attendance. Teachers have explored and shared different ways of heightening students' interest and improving on both attendance and reducing partial attendance.

Social and Emotional Learning (SEL) programs will be a school focus to further develop student knowledge, motivation and confidence to take action to protect and enhance their own and others' health and wellbeing. TTFM surveys and

school survey reports will be analysed for sense of belonging, expectations of success, engagement in learning, advocacy at school and positivity in student-teacher relationships.

There will be a focus on further developing student voice and leadership skills.



Year 4 students being filmed during creation of EdWeek videos

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support	<p>Support from offsite professionals involved in individual cases.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Integration funding support (\$45 662.00) 	<p>Reviews were held for needs of students for renewal of ongoing Integration funding for 2021.</p> <p>Students for new applications for funding for 2021 were discussed with parents, school counsellor and information and reports gathered.</p> <p>Picture diagrams for operation of hoist made available. Waiting for 2021 for person to demonstrate operation.</p> <p>Assessment of ramps to be used in 2021 class revealed missing bollards at top of two ramps.</p> <p>Submission to rectify fault in Christmas holidays to make safe for student with Duchennes Muscular Dystrophy.</p>
Literacy and numeracy	<p>Resources in ILs resource room</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Literacy and numeracy (\$57 427.00) 	<p>Evaluation of success of quality assessment and success of differentiated learning in numeracy and literacy.</p> <p>Understanding of what high expectations looked like in all settings.</p>
Professional learning	<p>Instructional Leaders and Executive teachers inservicing staff</p> <p>Online inservices</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Professional learning (\$29 997.00) 	<p>Staff accessed online inservices this year and shared knowledge. Staff found ease of online inservices and number and quality more prevalent in 2020.</p> <p>Instructional Leaders and APs covered on site sessions: phonemic awareness, quantifying numbers, running reading groups, fluency passages and strategies for implementation, phonics, use of decodable readers, reading logs and holiday journals, Lyn Young sentences and parsing sentences, handwriting, number talks and rich maths tasks, explicit vocabulary teaching,</p>
Targeted support for refugees and new arrivals	<p>Packages of resources to target specific need provided to classroom teachers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Targeted support for refugees and new arrivals (\$4 087.00) 	<p>Funding for refugee students used to support student in class for 2 half hour slots a week. Resources were provided by Instructional leaders after assessment of benchmarking and their needs.</p>
Aboriginal background loading	<p>Data chats timetabled to include staff and parents for data chats.</p> <p>Training sessions on learning progressions and for resources from Instructional leaders in literacy strategies.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$12 720.00) 	<p>Progress of all Aboriginal students was analysed with their age cohorts to establish growth and final assessment against the learning progressions in literacy and in numeracy. All students recorded growth in 2020.</p> <p>Effectiveness of intensive support with future suggestions for improvement were taken into account for 2021.</p>

English language proficiency	<p>Learning progressions</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$21 877.00) Socio-economic background (\$71 593.00) 	<p>This funding along with 0.2 FTE staffing and 0.4 flexible staffing has resulted in significant improvements for EAL/D students. This funding supported EAL/D learners who required additional support to assist them to develop English language proficiency. EAL/D teachers worked with class teachers to implement differentiated curricula through scaffolding, targeted teaching, and interventions involving small groups. The number of EAL/D students has grown in the last year.</p>
Low level adjustment for disability	<p>SLSO sessions with Instructional leaders.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$228.00) 	<p>This funding was used to ensure all students with additional learning and support needs received targeted interventions. The funding enabled support staff and SLSOs to support students with additional needs in class. Intensive targeted intervention was implemented in small group intervention in literacy and numeracy. The smaller groups ensured the students were engaged in working towards individual goals.</p>
Quality Teaching, Successful Students (QTSS)	<p>Timetabling to release Executive members of staff for analysis of data, planning learning strategies, mentoring for accreditation.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$80 725.00) 	<p>This funding was used to release executive staff to coach, mentor, team teach and demonstrate lessons and strategies. The leadership team strengthened practice and targeted areas of need.</p>
Socio-economic background	<p>Class teachers working in a team teacher mode to improve writing skills.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$226 920.00) 	<p>Analysis of writing has demonstrated significant growth in use of vocabulary to enrich writing across KLAs. An increase in stamina was supported by the increase of holiday journals as well as in class writing tasks. With increased authentic feedback, students had a better understanding of "where to next" to improve their skills.</p> <p>"Drawing to write " program ready for implementation in 2021.</p>
Support for beginning teachers	<p>Time for data chats and time to discuss and review accreditation.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$18 856.00) 	<p>Beginning teacher funding was used to support additional release time for beginning teachers' second year of teaching. Teacher was able to collaborate with Instructional leader and finalise accreditation.</p>
EAFS	<p>Professional learning sessions on a regular basis.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Early action for success (\$200 803.00) 	<p>All funds were expended as they cater for salary of 1.2 staffing as Instructional Leaders. (Equivalent of 6 days.)</p> <ul style="list-style-type: none"> In depth collaborative discussion and ideas shared in final data chat sessions. K-2 staff feedback about impact from intensive groups: improved phonological awareness; improved oral reading fluency; increased confidence in skills and need to continue intensive targeted support for 2021 3-6 staff appreciative of Instructional leadership across the school.

EAFS	<p>Professional learning sessions on a regular basis.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Early action for success (\$200 803.00)	<ul style="list-style-type: none">• Instructional Leaders sharing of new research has led to targeted programs on fluency, phonemic awareness and phonics as well as specific problem solving strategies in numeracy.
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BWPS students assemble after a great "fun day" of face painting, hair spraying, games and lots more!

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	218	212	223	206
Girls	194	202	213	199

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93	91.4	93.1	84.4
1	91.6	92.2	91.9	85.3
2	92.3	91.2	92	84
3	90.7	92.5	90.9	87.8
4	93.7	91.8	90.4	85.8
5	93	94	92.6	84
6	93.3	92.6	92.2	88.3
All Years	92.5	92.2	91.9	85.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.



Students working in vegetable garden

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.74
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher ESL	0.2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	735,368
Revenue	4,409,775
Appropriation	4,338,323
Sale of Goods and Services	26,936
Grants and contributions	39,658
Investment income	1,108
Other revenue	3,750
Expenses	-4,422,006
Employee related	-4,122,500
Operating expenses	-299,506
Surplus / deficit for the year	-12,231
Closing Balance	723,137

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.



Year 1 morning fitness routine

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	49,749
Equity Total	561,135
Equity - Aboriginal	12,720
Equity - Socio-economic	226,920
Equity - Language	93,470
Equity - Disability	228,024
Base Total	3,178,245
Base - Per Capita	109,203
Base - Location	0
Base - Other	3,069,042
Other Total	463,527
Grand Total	4,252,656

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.



Students enjoying themed activities run by SRC members on Pirate Day

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Students engaged in reading groups

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey was conducted in 2020 to seek the opinions of parents, students and teachers about various aspects of our school. The following is a summary of responses.

Parent Survey:

Forty-five parents responded to questions about their perception of their children's experiences at home and school, the extent to which they feel the school supports learning and positive behaviour and the promotion of a safe and inclusive school. Parents surveyed feel welcome (school mean=7.6; NSW Govt Norm=7.4) and informed (school mean=7.0; NSW Govt=6.6). In a year that was strongly impacted by COVID19, 78% of parents surveyed have talked with their child's teacher since the beginning of the year with 30% having been in contact more than 3 times. Between 62% and 76% of parents surveyed agreed that support and resources provided for students during learning at home were positive.

Between 87% and 98% of parents surveyed find the different types of communication used by the school to be useful or very useful. Between 66% and 91% of parents surveyed think that our newsletters are useful for finding about school news.

Parents surveyed believe that BWPS is an inclusive school that supports individual needs and helps students develop friendships (school mean=7.7; NSW Govt=6.7). Parents are confident that the school supports positive behaviour (school mean=7.9; NSW Govt=7.7) and that their children are in a safe environment (school mean=8.1; NSW Govt=7.4).

In excess of 85% of parents surveyed would recommend our school to other parents, perceiving our school to be well maintained, welcoming and well equipped to assist students in their learning.

Student Survey:

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, engagement with school and their experience during learning from home. One hundred and thirty-two students participated in March and one hundred and forty-eight students participated in September. In a year impacted by COVID19, some results in semester 1 fell below state results while it is pleasing to see many of the results in semester 2 show an increase in positive responses in comparison to semester 1.

79% (NSW Govt 81%) of students surveyed identified that they feel a positive sense of belonging and 86% (NSW Govt 85%), up from 76% in semester 1, enjoy positive relationships with peers. 74% (NSW State 78%) of students are interested and motivated in their learning, while 87% (NSW State 88%) of students report that they try hard to succeed in their learning.

In both semester 1 and semester 2, 92% (NSW Govt 96%) of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. Mean of 8.5 (NSW State 8.2) students report that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. Mean of 8.0 (NSW State 7.9) students find classroom instruction relevant to their everyday lives.

In semester 2, 90% of students stated that they pursue their goals to completion, even when faced with obstacles, which was up 4% from semester 1. Additional focus was included in semester 2 to gather data about experience during learning from home. 79% of students reported that during learning from home they experienced a positive learning experience with adequate resources and clear instructions, while 57% reported that they received adequate feedback and felt connected during learning from home.

Teacher Survey:

Twenty-seven responses were received from teachers. The survey questions were based on research paradigms of effective schools: "drivers of student outcomes" and "dimensions of classroom and school practices". The responses have been converted to a 10-point scale where a score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

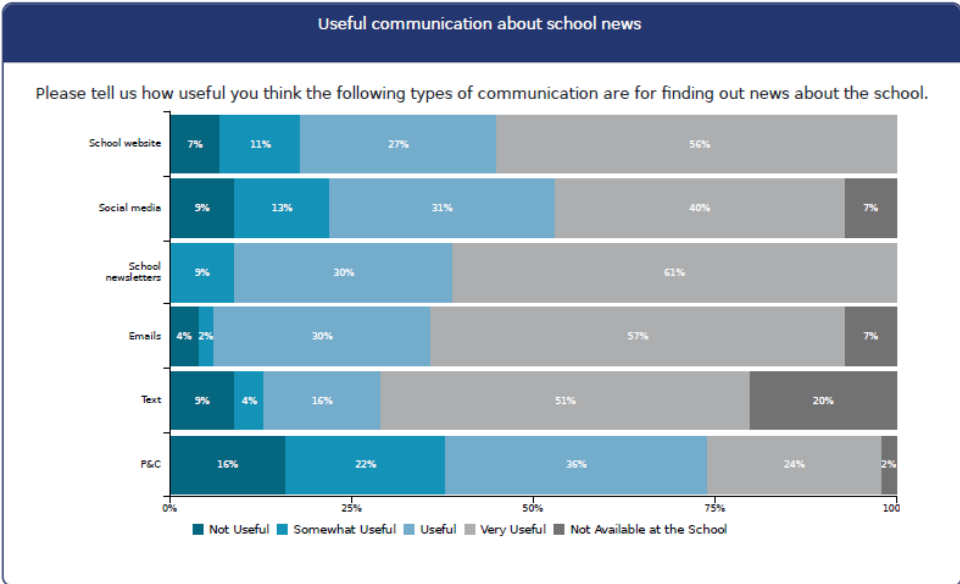
Teachers surveyed believe that school leaders support them in a variety of ways (mean result of 8.2; NSW Govt Norm 7.1). Examples include: support to establish visible learning goals for students; support to create opportunities for students; support to monitor student progress; providing feedback on teaching; helping to improve their teaching; and by creating a safe and orderly school environment.

With a mean of 8.5 (NSW Govt Norm 7.8), teachers acknowledge that they regularly collaborate with colleagues in a variety of ways including: in the development of cross-curricular and common learning opportunities; receiving feedback about their teaching; discussion of strategies to increase student engagement; to share lesson plans and other materials;

to discuss assessment strategies, learning problems of individual students and their own learning goals.

Teachers believe that a strong learning culture is developed at BWPS (mean of 8.4; NSW Govt Norm 8.0) through different strategies including: providing students with feedback; discussing learning goals for most lessons; student engagement in activities; monitoring of student progress; effective classroom management; setting high expectations; and relevance of lessons to student experience.

Teachers rated their use of data to inform practice (mean 8.3; NSW Govt Norm 7.8) reporting that: assessments are used to help to understand where students are having difficulty; they use formal assessment tasks to help students set challenging goals, to discuss with students where common mistakes are made and to inform lesson planning; and that they give students feedback on how to improve their performance on formal assessment tasks.



A high percentage of parents surveyed find the different types of communication used by the school to be useful or very useful.

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.

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.

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.

Other School Programs (optional)

Environmental Projects

Blacktown West students and teachers continue to be actively involved in a variety of cross-curriculum environmental programs which incorporate sustainability, wellbeing, healthy lifestyle and nutrition while enhancing school grounds, improving students' active research skills and providing us with valuable community connections.

This year, Stage 1 teachers have developed and commenced implementing a scope and sequence for nutrition lessons in line with PDHPE syllabus, which utilises kitchen equipment purchased through Stephanie Alexander Kitchen grant (obtained in 2019) and uses "homegrown" ingredients from our vegetable garden. This nutrition program involves students in experiencing first-hand how "homegrown" ingredients can be used; developing their understanding of how to make healthy food choices; and assisting to develop an understanding of how healthy eating contributes to growth and a healthy mindset.

BWPS connection with Stephanie Alexander Kitchen and Diabetes Australia has led to or involvement with Western Sydney Alliance, a group of councils, state government groups, businesses, universities, schools and medical companies who work together to help improve lifestyle and eating habits. Western Sydney Alliance contributed to research for The Greening our City Premier's Priority which aims to increase the tree canopy and green cover across Greater Sydney by planting one million trees by 2022 (to calm down of the ground by reducing heat). Greening Australia identified Blacktown West PS as a green space in our LGA, qualifying us to lodge a submission to be part of the project. We were successful in acquiring 120 trees, shrubs and ground covers, specifically chosen to suit our environment, which will provide shade and reduce erosion. Arrival and planting will take place in 2021, following a school audit.

We were successful in acquiring an additional 129 plants from Blacktown Council to further improve student link with nature and enhance school grounds. We are extremely grateful for parent support in this project, with 99 families signing over their tree allocation to the school and additional donations from parents, who could not access the council grant,

donating plants to support the program. Plants will be received in April /May 2021 and planted just prior to winter to increase chance of survival.

Students from all stages across the school have worked in conjunction with teachers, SRC members and Gardening Club workers in active research to solve the identified problem of the limited availability of our grass playgrounds to be used for learning and play activities, due to erosion and drought.

Early Stage One conducted an historical research project using photographic evidence; Stage One students researched the quality of the soil and made suggestions to improve soil health and reduce compaction; Stage 2 students surveyed K-6 classes to understand when the grass areas were used, the purpose of the activity and tracked the length of time areas were unavailable for planned activities; Stage 3 students monitored daily usage of water using online data from our water meter usage and analysed water usage over a period of time.

Using students data, a grant to Sustainability NSW was submitted. We were successful in gaining 3 x 20,000 litre tanks plus hoses and pumps. The grant included installation of base, tanks, pumps, hoses and pipes as well as top soil, aerating and grass on parts of the oval. Students were able to see direct results from their ongoing research which contributed to the successful grant. Tanks were installed in June.

Upgrade of grass playgrounds will continue to improve student's physical and social wellbeing. This project, along with a community donation of turf, has resulted in noticeably improved grass areas and teachers able to plan activities to increase outdoor learning opportunities.



Newly installed water tank obtained through Sustainability NSW grant