

# 2021 Annual Report

## Blacktown West Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

## School contact details

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## School vision

At Blacktown West Public School we prepare students to lead rewarding lives and to be actively engaged members of the community. We support the development of students with a focus on student wellbeing, academic growth and social success. In keeping with our school motto "Together We Grow", our vision is for teachers, parents and students to work in partnership to maintain high expectations and empower students to grow into confident, creative, resilient and successful, lifelong learners.

## School context

Blacktown West is an inclusive primary school situated in Western Sydney with an enrolment of 411 students, consisting of 17 mainstream classes and 2 support classes. Cultural diversity is acknowledged and celebrated to encompass the 49 languages represented in our community. 70.5% of students come from families with a Language Background other than English and 4.1% of students identify as Aboriginal or Torres Strait Islander.

Students are supported in their learning by a highly qualified and dedicated staff who create a challenging learning environment that encourages high expectations and develops students' emotional intelligence and resilience. Data is effectively used to determine student needs and to guide programs. Our delivery of support is adjusted based on regular assessment, collaboration and consultation. The analysis determines areas of need and enables success at a class and school level.

Staff work as a collaborative team with parents, the community, the Blacktown Learning Community (BLC) and the AECG to provide learning opportunities where all students can succeed. We are working hard to provide increased types of communication with parents and the broader community via our app, website, Facebook pages and making connections at the school gates. The TTFM survey indicated an uplift of 11% from 87% to 98% of parents surveyed finding the different types of communication to be very useful.

As part of the Department's Early Action for Success Initiative, students and teachers are supported by an Instructional Leadership Team. This program provides intensive tiered intervention in literacy and numeracy for students from Kindergarten to Year 2 and the Learning Support Team drives the intervention support from Years 3 to 6. The leadership team drives the professional development based on analysis of need.

Students are guided in the development of strategies to articulate where they are in their learning and where they are moving to next. They are encouraged to identify their mistakes and to use them as opportunities to deepen their learning. Students are encouraged to be key drivers in their learning, clearly articulating their learning goals.

At Blacktown West we have a strong focus on STEM (Science, Technology, Engineering and Mathematics) where the skills of problem solving and critical and creative thinking are developed and embedded in all aspects of learning.

Our situational analysis has identified three focus areas for this Strategic Improvement Plan, building upon strategies undertaken in our previous school planning cycle.

1. **Student growth and attainment:** analysis of internal and external bench marking data has identified focus areas to improve student outcomes, resulting in system-negotiated targets for Reading and Numeracy in Strategic Direction 1. We have an ongoing focus to strengthen the engagement of parents in their child's learning and their school life and awareness of their individual learning goals.
2. **High expectations and development of capabilities:** in Strategic Direction 2 we are strengthening our focus on high expectations and continuous improvement for students, teachers and leaders. Our school-wide writing initiative promotes high expectations and explicit teaching through in-depth analysis of data which is shared with students through regular feedback and guides individual goal setting. Our Robotics / Coding and CCT - Minds Wide Open programs provide continuous improvement for students and staff as we embed the use of digital technologies and critical and creative thinking in authentic activities that create the setting for encouraging high expectations across all key learning areas. Our robotics / coding program aims to equip students to become creators of digital solutions, effective users of digital systems and critical consumers. Our CCT - Minds Wide Open program aims to equip students with the skills, strategies and disposition to think for themselves and be more resilient. We intend to develop these skills in students by providing experiences across all key learning areas which foster in students curiosity, confidence, persistence, innovation, creativity, respect and cooperation.
3. **Student wellbeing and engagement:** our whole-school wellbeing initiative will provide an overarching umbrella, inextricably linking all our strategic directions, ensuring improvement in student attendance, engagement in learning, student voice and leadership and positive relationship building. We are collaboratively updating our Personal Development, Health and Physical Education (PDHPE) programs to ensure students develop the knowledge, understanding, physical skills, motivation and confidence to take action to protect and enhance their own and others' health, safety and wellbeing in a variety of changing contexts.

We will continually monitor whole school and student performance data to determine areas of need and success at an individual, class, stage and a school level and the involvement of the whole school community in this process will be essential for success.

## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in reading and numeracy and build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading Improvement Program
- Numeracy Improvement Strategies

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$125,150.72  
**Socio-economic background:** \$191,721.48  
**Early Action for Success (EaFS):** \$205,000.00  
**English language proficiency:** \$72,596.15  
**Integration funding support:** \$42,764.00  
**Professional learning:** \$21,302.42  
**Beginning teacher support:** \$10,090.62  
**QTSS release:** \$39,381.45  
**Literacy and numeracy intervention:** \$58,581.66  
**School support allocation (principal support):** \$3,223.39  
**Refugee Student Support:** \$5,185.46  
**Aboriginal background:** \$12,473.13  
**Literacy and numeracy:** \$8,689.15

### Summary of progress

Blacktown West staff continue to implement programs to maximise student learning outcomes in reading and numeracy through an embedded whole school focus on collecting and analysing data to inform teaching practices that are responsive to the learning needs of individual students.

Teachers continually engage in collaborative analysis and planning sessions to ensure learning activities are explicit and meet individual needs of all learners, across all teams (including EAL/D, LaST and Intensive Learning Support (ILSP) groups.

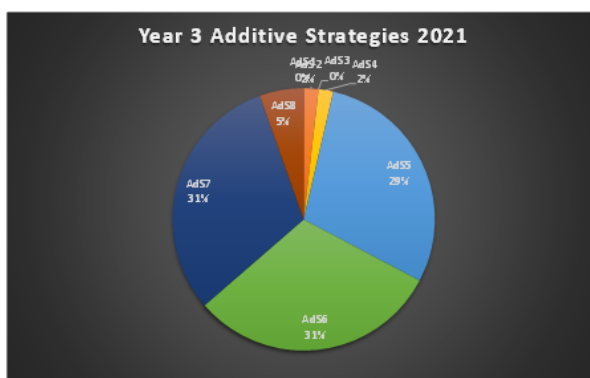
Instructional leadership from the executive team supports a culture of high expectations and has resulted in whole school improvement. We will continue to monitor both internal and external data sources to determine the selection of appropriate teaching strategies; the impact of the implemented strategies on student learning; and plan future professional learning and school resourcing.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift of 2% of students achieving in the top 2 bands in NAPLAN in reading.	<p>From 2019 to 2021, we achieved an uplift of 3% of Year 3 students achieving in the top bands in reading.</p> <p>In Year 5, students achieved an uplift of 3% in reading despite the two years of interrupted learning.</p> <p>In both Year 3 and Year 5 the average NAPLAN score in reading was above both the 2019 school score and the state average by 19 points.</p>
An uplift of 2% of Year 3 students	From 2019 to 2021, there were fewer Year 3 students achieving in the top 2

<p>achieving in the top 2 bands in NAPLAN in numeracy.</p> <p>An uplift of 2% of Year 5 students achieving in the top 2 bands in NAPLAN in numeracy.</p>	<p>bands in numeracy. It is very pertinent to note the very different entry point of this cohort into Kindergarten.</p> <p>In the 2018 AEDC school profile, 18% of these students were assessed in Kindergarten as developmentally vulnerable (children with poor communication and articulation skills, having difficulties understanding and being understood and having poor general knowledge) compared to 8% of students in the state.</p> <p>There has been an uplift of 5% of Year 5 students achieving in the top 2 bands in 2021 compared to 2019.</p> <p>The average NAPLAN score has risen by 18 points from 2019 to 2021.</p>
<p>The proportion of Year 5 students achieving expected growth in NAPLAN reading increases by 2% to the lower bound system-negotiated target.</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN reading increased by 13.6%, close to the lower bound system-negotiated target of 72.8% from the students achieving expected growth in the years from 2017 to 2019.</p>
<p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 2% to the upper bound system-negotiated target.</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy decreased by 11% below the lower bound system-negotiated target. No students made negative growth and an increased percentage of students made slightly less than expected growth.</p>
<p>At least 60% of Kindergarten students working at Level 4 of the understanding texts sub element of the Literacy Progressions.</p>	<p>63% of the Kindergarten students were working at or above Level 4 of the understanding texts sub element of the Literacy Progressions. Decodable readers were being implemented.</p>
<p>In fluency, 20% of students moving to the next quartile with 30% of students reaching the 75th percentile by Term 4 (using Hasbrouck and Tindal 2017 norms).</p>	<p>13% of Year 2 students moved to the next quartile with 30% of Year 2 students reaching the 75th percentile by Term 4.</p> <p>27% of Year 3 students moved to the next quartile with 30% of Year 3 students reaching the 75th percentile by Term 4.</p> <p>56% of Year 4 students moved to the next quartile with 40% of Year 4 students reaching the 75th percentile by Term 4.</p> <p>47% of Year 5 students moved to the next quartile with 30% of Year 5 students reaching the 75th percentile by Term 4.</p> <p>34% of Year 6 students moved to the next quartile with 14% of Year 6 students reaching the 75th percentile by Term 4.</p>
<p>At least 50% of students completing Year 3 will have achieved the learning indicators within the additive strategies sub-element of the Numeracy Progressions AdS6-AdS8.</p>	<p>67% of students completing Year 3 achieved the learning indicators within the additive strategies sub-element of the Numeracy Progressions AdS6. 31% of year 3 students achieved AdS7 and 5% achieved AdS8.</p>



Sixty-seven percent of year 3 students achieved the learning indicators within AdS6 with thirty-six percent of those students achieving beyond AdS6.

## Strategic Direction 2: High expectations and development of capabilities

### Purpose

In order to foster a culture of high expectations and continuous improvement, we will collaboratively analyse internal and external data to develop explicit and differentiated programs which challenge all students, with an emphasis on writing.

In order to empower students with a strong foundation for further learning across all key learning areas and prepare them for future success in life, we will embed programs across all KLAs which build student capabilities in critical and creative thinking, information and communication technology skills and personal and social capabilities, while maintaining a strong focus on integrating the use of digital technologies across all KLAs.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Writing Improvement Initiative
- Building Critical and Creative Thinking Capabilities

### Resources allocated to this strategic direction

**QTSS release:** \$15,276.08

**Professional learning:** \$3,083.25

**Integration funding support:** \$1,702.50

**Literacy and numeracy:** \$3,563.54

**Low level adjustment for disability:** \$92,698.09

**English language proficiency:** \$11,772.39

**Socio-economic background:** \$21,302.42

### Summary of progress

#### Writing Improvement Initiative

At Blacktown West, in keeping with our culture of high expectations and continuous improvement, we continue to use a spiral of inquiry to analyse internal and external data to determine explicit and differentiated teaching experiences which challenge all students to improve in writing.

School-wide writing benchmarking each semester has resulted in consistency of teacher judgement in marking focus criteria. In stage teams, teachers have used collaborative analysis of data and student work samples to identify where students are at and plan where to next, establishing focus areas and goals for student groups. The sharing of successful strategies has culminated in more explicit teaching and learning activities being planned for each identified group, resulting in a school-wide improvement in writing.

#### Building Critical and Creative Thinking Capabilities

Implementation of the Critical and Creative Thinking (CCT) - Minds Wide Open Program during library lessons, and reinforcement of explicit language in classrooms in relation to daily learning activities, has led to a school-wide understanding of the seven dispositions which highlight particular skills to use when faced with problems to solve, ideas to evaluate or decisions to make.

The period of home learning meant that our Robotics / Coding Program to further develop critical and creative thinking was disrupted. The program will be continued in 2022 and beyond with additional professional development to ensure all teachers are equipped to deliver content and have access to the resources required.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift of 3% of year 3 students achieving in the top 2 bands in	The proportion of Year 3 students achieving in the top two bands in NAPLAN writing has increased from 65% to 79% compared to 2019 results



<p>NAPLAN in writing.</p> <p>An uplift of 3% of year 5 students achieving in the top 2 bands in NAPLAN in writing.</p>	<p>(uplift of 14%).</p> <p>The proportion of Year 5 students achieving in the top two bands in NAPLAN writing has increased from 24% to 40% compared to 2019 results (uplift of 16%).</p>
<p>90% of students achieving individual and/or group specific success criteria in writing, created in consultation with teacher.</p>	<p>At least 90% of students have achieved their individual and/or group specific writing goals, created in consultation with their teacher. Analysis of internal writing benchmarking indicates:</p> <p>In Kindergarten: 50% of students are able to create a narrative text with 17% of students including a complication in their narrative text. 23% of students are able to independently write at least one correct sentence about a given topic.</p> <p>In Year 1: 73% of students are able to create a narrative text which includes a complication. Students are consolidating their ability to write correct sentences and correctly use sentence punctuation.</p> <p>In Year 2: 68% of students are writing narrative texts which attempt to support the reader by developing a shared understanding of context, which is up from 38% of students in semester one. 50% of students are incorporating correct text structure. There has been an 18% increase in the use of cohesive language to link sentences.</p> <p>In Year 3: 80% of year 3 students are able to include all components of a narrative text structure. 27% of students are using precise words and phrases to enhance meaning, which has increased from 9% of students in semester one.</p> <p>In Year 4: 29% of students are using precise words and phrases to enhance meaning, which has increased from 9% of students in semester one. 84% of students are correctly using cohesive devices and referring words to enhance meaning in their narrative writing, which has increased from 64% of students in semester one.</p> <p>In Year 5: 56% of year 5 students write narrative texts which support reader understanding &amp; attempt to engage the reader, which is an increase of 26% from semester one. There has been an increase of 10% of students using all sentence punctuation and incorporating most other types of correct punctuation in their writing to assist the reader's understanding.</p> <p>In Year 6: 46% of students are writing narratives which support reader understanding and attempt to engage the reader, with 22% including deliberate choice of language and use of narrative devices to enhance their writing. There has been a 20% increase in students using sustained and consistent use of precise words and phrases that enhance meaning. There has been a 29% increase in students using paragraphs that are focused on one idea or set of like ideas and enhance the narrative.</p>
<p>A 15% improvement benchmarked against success criteria on school criterion-based writing assessment from semester 1 to semester 2.</p>	<p>In Kindergarten, 73% of students made a 15% or more improvement benchmarked against success criteria on school criterion-based writing assessments from semester 1 to semester 2. The average improvement across Kindergarten was 24%.</p> <p>In Year 1, 26% of students made a 15% or more improvement benchmarked against success criteria on school criterion-based writing assessments. 40% of students in Year 1 made a 13% or more improvement. The average improvement across Year 1 was 7%.</p> <p>In Year 2, 30% of students made a 15% or more improvement benchmarked against success criteria on school criterion-based writing assessments. 44% of students in Year 3 made a 13% or more improvement. The average improvement across Year 2 was 10%.</p> <p>In Year 3, 21% of students made a 15% or more improvement benchmarked against success criteria on school criterion-based writing assessments. 40% of students in Year 3 made a 12% or more</p>

<p>A 15% improvement benchmarked against success criteria on school criterion-based writing assessment from semester 1 to semester 2.</p>	<p>improvement. The average improvement across Year 3 was 9%.</p> <p>In Year 4, 20% of students made a 15% or more improvement benchmarked against success criteria on school criterion-based writing assessments. 24% of students in Year 4 made a 12% or more improvement. The average improvement across Year 4 was 5%.</p> <p>In Year 5, 16% of students made a 15% or more improvement benchmarked against success criteria on school criterion-based writing assessments. 11% of students in Year 5 made a 12% or more improvement. The average improvement across Year 5 was 4%.</p> <p>In Year 6, 31% of students made a 15% or more improvement benchmarked against success criteria on school criterion-based writing assessments. 40% of students in Year 6 made a 13% or more improvement. The average improvement across Year 6 was 11%.</p> <p>Internal benchmarking assessment results are consistent with external assessment data.</p>
<p>Increased evidence of students' ability to identify and use creative and critical thinking skills and problem solving strategies measured through staff, student and parent surveys.</p>	<p>During online learning and on return there was an increase in the percentage of students able to identify and use creative and critical thinking skills and problem solving strategies measured through staff and student surveys.</p> <p>In the CCT program implemented in Library sessions and followed up in class programs, students learnt about the superpowers or dispositions of being: open-minded, flexible, a risk-taker, resourceful, patient and persistent, a ubiquitous learner and reflective.</p> <p>On return to school after the learning from home period in term 3, students in years 4, 5 and 6 completed the TTFM survey, where they were asked to list examples of how they use the superpowers (dispositions) at school or at home. Students were able to provide examples using the disposition vocabulary in their responses.</p>
<p>An 4% increase from 90% of students reporting in TTFM surveys that they pursue their goals even when faced with obstacles.</p>	<p>In November when students returned to face-to-face learning after a term of learning from home, students in years 4, 5 and 6 completed the TTFM survey. In spite of a difficult term learning at home, 82% of students surveyed agreed that they can pursue their goals to completion, demonstrating medium to high perseverance levels, even when faced with obstacles, with girls recording slightly higher levels of perseverance (91%) compared to boys (77%).</p>



Students articulate how they use their Critical and Creative Thinking (CCT) skills at home and at school.

## Strategic Direction 3: Student wellbeing and engagement

### Purpose

In order to empower all students to grow into confident, resilient members of society, we will implement effective strategies to improve attendance, encourage positive relationships and increase engagement in learning. We will collaboratively update PDHPE programs in accordance with the current PDHPE syllabus, to ensure all students develop the knowledge, understanding, physical skills, motivation and confidence to take action to protect and enhance their own and others' health and wellbeing and monitor improvements through in-depth analysis of the Tell Them From Me data.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Engagement
- Student Wellbeing and Social Emotional Learning (SEL) Skills

### Resources allocated to this strategic direction

**QTSS release:** \$21,368.56

**Professional learning:** \$1,121.18

**School support allocation (principal support):** \$19,620.72

**Aboriginal background:** \$1,681.77

**Low level adjustment for disability:** \$13,734.46

**Socio-economic background:** \$3,336.36

**Integration funding support:** \$1,021.50

### Summary of progress

Our whole-school wellbeing initiative provides an overarching umbrella, inextricably linking all our strategic directions, ensuring engagement in learning, improvement in student attendance, increased student voice and leadership and positive relationship building which in turn lead to improved student achievement.

Our Bounce Back (SEL) program assists students to develop strong positive character traits that are reflected in their behaviour, decision making and relationships. Students learn to regulate their own emotions and behaviours and develop the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.

We will continue to refine whole school processes to increase student agency in their learning by continuing to build a positive and welcoming school culture for all students and families so that all students connect, succeed and thrive. We will continue to implement school-wide strategies to further increase student engagement and provide targeted strategies for students and cohorts requiring additional support.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
70% of students achieve greater than 90% attendance.  Decrease by 10% students with an attendance of less than 75%.  Achieve a weekly average of school attendance of at least 90% for the year.	In 2021, the actual attendance reached 76.37%, close to the agreed lower bound system negotiated target. With targeted programs and close collaboration with parents, we have made a 7% improvement from 2019 in attendance. In Term 1, prior to online learning, we reached our target of 94% for several weeks.
Uplift of 5% of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to sit above the lower bound system negotiated target.	In 2021 we have achieved an uplift of 3% from 2020 data and 5% from 2019 results in measurement of student wellbeing, close to the agreed lower bound target of 87.13%.  Tell Them From Me data indicates 92% of students report positive

Uplift of 5% of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to sit above the lower bound system negotiated target.	<p>expectations for success which is an uplift of 2% from 2020 data.</p> <p>90% of students report a positive sense of advocacy at school which is an uplift of 7% from 2020 data.</p> <p>79% of students report a positive sense of belonging at school which is an uplift of 1% from 2020 data.</p>
'Learning Culture' in the domain of Learning in the School Excellence Framework continues to demonstrate an uplift.	<p>Staff at Blacktown West Public School perceive that the learning culture of our school is extremely high. Students are motivated to deliver their best and continually improve.</p> <p>In our SEF assessment, 61% of staff rated high expectations, transitions and continuity of learning and attendance measures as sustaining and growing and 35% rated them as excelling.</p>
An uplift of 3% from 79% of students identifying that they feel a sense of belonging and enjoy positive relationships with peers.	<p>A sense of belonging and engagement at school enhances academic motivation. It is important for students to feel accepted and valued by their peers and by others at their school. In the TTFM March survey, 80% of students reported having a positive sense of belonging and 83% of students surveyed reported having positive relationships at school.</p> <p>It was extremely difficult for students to sustain a sense of belonging in 2021 due to spending term 3 learning from home. When students returned, there was a concentrated, whole school focus on student wellbeing and helping students to adjust to school routines and rebuild their sense of belonging and interaction with peers.</p> <p>In the TTFM November survey, following return to face-to-face learning after a term at home, 66% of students reported having a positive sense of belonging and 76% of students surveyed reported having positive relationships at school.</p>
An increase of 3% of students to 93% of students with high expectations for future success.	Tell Them From Me data indicates 92% of students report positive expectations for success which is an uplift of 2% from 2020 data.
An increase in student social skills measured by <i>Be You</i> surveys (student, teacher and parent).	<p>Teachers report that since integrating Bounce Back activities, which promote Social and Emotional Learning (SEL) skills, into PDHPE lessons, they have seen an increase in student resilience and social skills.</p> <p>Students have discussed scenarios where if you get "knocked down" by what happens in your life, you can decide to BOUNCE BACK and be yourself again.</p> <p>Specific skills used by students when interacting with their peers include being a good listener, finding things in common, and being a good winner and a good loser.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$5,185.46</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Improvement Program</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• engage teacher for small intervention groups to support identified students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> identified students have improved both fluency and comprehension with increased ability in both oral and written skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to fund additional staff to support identified students.</p>
<p>Integration funding support</p> <p>\$45,488.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blacktown West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Improvement Program</li> <li>• Writing Improvement Initiative</li> <li>• Student Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with specific learning needs and increase their engagement across all key learning areas.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the employment of a SLSO to support the individual learning plans which have resulted in improved achievement of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued focus on developing engagement and meeting students' specific needs through inclusive education.</p>
<p>Socio-economic background</p> <p>\$216,360.26</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blacktown West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Improvement Program</li> <li>• Writing Improvement Initiative</li> <li>• Student Engagement</li> <li>• Numeracy Improvement Strategies</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to provide release time and teacher support to implement targeted programs that support identified students at risk and those affected by COVID and or social disadvantage.</li> </ul>

<p>Socio-economic background</p> <p>\$216,360.26</p>	<ul style="list-style-type: none"> <li>• staff release to increase parent engagement.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Year 3 and 5 NAPLAN Reading above both state and SSSG.  Year 5 demonstrated a major lift in Writing from a raw score 456 in 2018 to 491 in 2019.  Attendance rates improved until COVID lock down created an impact.  Parent feedback has been overwhelmingly supportive during lock down and on return to onsite learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  to continue to engage the literacy and numeracy additional staffing to support our trajectory towards achieving targets.  Data shows that attendance rates for students in this equity cohort is not consistent but is on the upward trend.  Staff rotate at gates and continue to engage with families on arrival and departure from school. Staff continue increased contact on a regular basis with parents around individual goals and attainment.</p>
<p>English language proficiency</p> <p>\$84,368.54</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blacktown West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Writing Improvement Initiative</li> <li>• Reading Improvement Program</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of extra staff to support delivery of targeted programs.</li> <li>• additional staffing to provide intensive support for students identified in beginning and emerging phase.</li> <li>• provision of professional learning around data and EAL/D learning progressions.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  teachers can more accurately track progress of EAL/D students and implement targeted intervention based on accurate data analysis. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. K-6 participated in Stage data chats, where the Instructional Leaders and teachers collaboratively planned integrated writing units using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression and analysed writing samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  use further analysis to design integrated writing units that reflect the needs of EAL/D learners. The identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$231,583.26</p>	<p>Low level adjustment for disability equity loading provides support for students at Blacktown West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Improvement Program</li> <li>• Writing Improvement Initiative</li> </ul>

<p>Low level adjustment for disability</p> <p>\$231,583.26</p>	<ul style="list-style-type: none"> <li>• Numeracy Improvement Strategies</li> <li>• Student Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase of students achieving at or above expected growth in school based assessment data. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the instructional leaders, executive team with the learning support team. The school will provide additional support for identified students through the employment of trained SLSOs and continue to provide relevant training to meet the specific needs of the identified students.</p>
<p>Literacy and numeracy</p> <p>\$12,252.69</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Blacktown West Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Improvement Program</li> <li>• Numeracy Improvement Strategies</li> <li>• Writing Improvement Initiative</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices.</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessments, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>Early Action for Success (EAfS)</p> <p>\$205,000.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Blacktown West Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>



<p>Early Action for Success (EAfS)</p> <p>\$205,000.00</p>	<ul style="list-style-type: none"> <li>• Reading Improvement Program</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery differentiation.</li> <li>• instructional leaders to lead analysis of student performance data with whole school and stage teams.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase in percentage of Y3 students in the top two bands in reading from 57% to 60% (an uplift of 3%). Value-added for K-3 is Excelling but there was a decrease in the percentage of Y3 students in the top two bands in numeracy of 7.9% of students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> implementing plus one growth model to identify future professional learning and actions. Intervene early and maintain clear and transparent learning goals. Formative assessment will be prioritised across the school, focusing on immediate feedback.</p>
<p>QTSS release</p> <p>\$76,026.08</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blacktown West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Improvement Program</li> <li>• Writing Improvement Initiative</li> <li>• Student Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives.</li> <li>• staffing release to align professional learning to the SIP and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 97% of teachers reported lessons differentiated according to student needs. 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> employing additional staff to enable instructional leaders to lead improvement in areas where teachers need support in literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,581.66</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Blacktown West Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Improvement Program</li> <li>• Numeracy Improvement Strategies</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>



<p>Literacy and numeracy intervention</p> <p>\$58,581.66</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices.</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples and teacher observation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$195,000.91</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators providing targeted, explicit instruction for student groups in literacy.</li> <li>• employ teachers to give one-on-one assessments to identify exact level of need for each student based on word level reading difficulties.</li> <li>• create specific resources to match needs.</li> <li>• releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieved significant progress towards their personal learning goals to improve reading skills, evidenced in multiple assessment data sources. 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN 2. 98% of students demonstrated positive growth in their reading fluency from January to October, measured against Hasbrouck and Tindal 2017 percentile norms. 83% of students moved to the next quartile with 15% of students reaching the 75th percentile by October. In January, 46% scored in the 10th percentile range, decreasing to 13% by October. 28% scored in the 11th to 25th percentile range in January, decreasing to 11% by October. 15% scored in the 26th to 50th percentile range in January, increasing to 33% by October. 9% scored in the 51st to 74th percentile range in January, increasing to 30% by October. 4% scored in the 75th percentile range in January, increasing to 15% by October. In the South Australian Spelling Test, 83% of students displayed improved results. In our school based comprehension benchmarking assessment, 61% improved.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will continue to involve regular monitoring of students as they transition back into classrooms.</p>
<p>Aboriginal background</p> <p>\$14,154.90</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blacktown West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key</p>

<p>Aboriginal background</p> <p>\$14,154.90</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy Improvement Strategies</li> <li>• Reading Improvement Program</li> <li>• Student Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement targeted interventions that support attendance and engagement for identified students from Aboriginal or Torres Strait Islander backgrounds.</li> <li>• professional development of staff to support student learning and develop explicit personalised learning pathways.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  student individual plans which increased engagement and achievement. The intervention groups, based around numeracy and Creative Arts across grades, saw a growth in engagement in numeracy and literacy achievement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  continued focused support for Aboriginal and Torres Strait Islander students to achieve excellence in both literacy and numeracy through delivery of differentiated and personalised support.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	212	223	206	207
Girls	202	213	199	195

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.4	93.1	84.4	89.6
1	92.2	91.9	85.3	91.1
2	91.2	92	84	91.9
3	92.5	90.9	87.8	92.8
4	91.8	90.4	85.8	94.3
5	94	92.6	84	93.2
6	92.6	92.2	88.3	92.5
All Years	92.2	91.9	85.6	92.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	17.79
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	723,137
<b>Revenue</b>	4,701,415
Appropriation	4,656,809
Sale of Goods and Services	25,893
Grants and contributions	17,955
Investment income	458
Other revenue	300
<b>Expenses</b>	-4,631,272
Employee related	-4,316,833
Operating expenses	-314,439
<b>Surplus / deficit for the year</b>	70,143
<b>Closing Balance</b>	793,280

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.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	39,106
<b>Equity Total</b>	547,581
Equity - Aboriginal	14,162
Equity - Socio-economic	216,642
Equity - Language	84,652
Equity - Disability	232,125
<b>Base Total</b>	3,306,071
Base - Per Capita	104,503
Base - Location	0
Base - Other	3,201,568
<b>Other Total</b>	459,647
<b>Grand Total</b>	4,352,405

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.

## 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](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey was conducted in 2021 to seek the opinions of parents, students and teachers about various aspects of our school. The following is a summary of responses.

### 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 the learning from home period. One hundred and thirty-eight students completed the Tell Them From Me Survey between 15 Mar 2021 and 19 Mar 2021, and one hundred and fifty-three students completed the Tell Them From Me Survey between 21 Nov 2021 and 24 Nov 2021, following a term of learning from home.

As anticipated, some areas of student engagement were lower in semester 2 in comparison to semester 1, following a term of learning from home due to Covid lockdown. 66% of students reported having a positive sense of belonging, down from 80% in semester 1. Due to cohorting restraints in place to reduce the spread of Covid, students were unable to participate in school sports and clubs.

Noticeably, 76% of students reported that they have positive relationships with their peers; 81% of students agreed that they value schooling outcomes; and 84% of students perceive that students demonstrate positive behaviour at school.

77% of students report that they try hard to succeed in their learning (down from 88% in semester 1). 57% of students feel interested and motivated in their learning (down from 77% in semester 1).

Students report that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives (mean 7.4). Students find classroom instruction relevant to their everyday lives (mean 7.4).

64% of students surveyed expect to go to University when they finish high school while 74% expressed a feeling of pride in their school.

Incidences of reported physical, social, or verbal bullying, or are bullied over the Internet was down from 32% to 23% (NSW Norm 36%).

Student levels of perseverance remain encouraging with 84% of students believing that they pursue their goals to completion, even when faced with obstacles.

Additional focus was included in the semester 2 survey to gather data about experience during learning from home. Understandably, some students (32%) did not feel connected during this period, in some part attributed to families limited access to the internet. 62% of students reported that during learning from home they experienced a positive learning experience with adequate resources and clear instructions, while 59% reported that they received adequate feedback.

### Parent Survey:

Thirty-nine parents submitted responses to the survey, answering 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 schools. Parents surveyed feel welcome (school mean=7.9; NSW Govt Norm=7.4) and informed (school mean=7.3; NSW Govt=6.6). Parents report that they feel welcome when I visit the school (mean 8.1) and that teachers listen to their concerns (mean 8.1).

In a year that was strongly impacted by COVID19, 97% of parents surveyed talked with their child's teacher since the beginning of the year with 21% having been in contact more than 3 times and 47% two or three times. 77% of parents surveyed agreed that support and resources provided for students during learning at home were positive. 74% believed that contact with the school during the learning from home period was positive.

Between 87% and 97% of parents surveyed find the different types of communication used by the school to be useful or very useful. Between 97% of parents surveyed think that our newsletters, which are distributed via our school app, are useful or very 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=8.3; NSW Govt=6.7). Parents believe that teachers help students who need extra support (mean 8.5); school staff create opportunities for students who are learning at a slower pace (mean 8.4); and teachers try to understand the learning needs of students with special needs (mean 8.5).

Parents are confident that the school supports positive behaviour (school mean=8.1; NSW Govt=7.7), stating that teachers expect students to pay attention in class (mean 8.3); maintain control of their classes (mean 8.0); and that

students are clear about the rules for school behaviour (mean 8.6). Parents surveyed feel that their children are in a safe environment (school mean=8.4; NSW Govt=7.4) and report that their children feel safe at school (mean 9.0).

82% 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.

### **Teacher Survey:**

Twenty-one responses were received from teachers between 09 Nov 2021 and 24 Nov 2021, upon return to face-to-face teaching after a term of Learning from Home. 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).

**Drivers of Student Learning:** Teachers surveyed believe that school leaders support them in a variety of ways (mean result of 7.7; NSW Govt Norm 7.1). Examples include: school leaders have provided guidance for monitoring student progress (mean of 8.7); teachers work with school leaders to create a safe and orderly school environment (mean of 8.7); and school leaders have helped teachers to create new learning opportunities for students (mean of 8.2).

With a mean of 7.7 (NSW Govt Norm 7.8), teachers acknowledge that they regularly collaborate with colleagues in a variety of ways including: teachers talk with other teachers about strategies that increase student engagement (Mean 8.3); teachers discuss assessment strategies and learning problems of particular students with other teachers (mean 8.3); teachers discuss learning goals with each other (mean 7.5); and teachers work together to develop cross-curricular or common learning opportunities (mean 7.1).

Teachers believe that a strong learning culture is developed at BWPS (mean of 8.0; NSW Govt Norm 8.0) through different strategies including: setting of high expectations for student learning (mean 8.8); monitoring the progress of individual students (mean 8.6); giving students written feedback on their work (mean 8.0); talking with students about the barriers to learning which was extremely important during the learning from home period (mean 7.7); discussing the learning goals for in most lessons (mean 7.5); and students becoming fully engaged in class activities (mean 7.8).

Teachers rated their use of data to inform practice (mean 7.9; NSW Govt Norm 7.8) reporting that: assessments help teachers to understand where students are having difficulty (mean 8.8); teachers use results from formal assessment tasks to inform lesson planning (mean 8.5); teachers give students feedback on how to improve their performance on formal assessment tasks (mean 8.0); and teachers use formal assessment tasks to help students set challenging goals (mean 7.8).

Teachers surveyed identified that a variety of teaching strategies are implemented to drive student learning (mean 8.2; NSW Govt Norm 7.9) including: teachers use two or more teaching strategies in most class periods (mean 8.4); students receive feedback on their work that brings them closer to achieving their goals (mean 8.2); teachers discuss with students ways of seeking help that will increase learning (mean 8.4); and teachers help students set challenging learning goals (mean 8.2).

Areas for development were identified as: increasing parent involvement (mean 6.3; NSW Govt Norm 6.8) and increasing student use of interactive technologies, particularly in setting and achieving their learning goals (mean 6.4; NSW Govt Norm 6.7).

An area in which we display high success is in creating an inclusive school environment (mean 8.3; NSW Govt Norm 8.2). In particular, teachers strive to understand the learning needs of students with special learning needs (mean 8.4); teachers establish clear expectations for classroom behaviour (mean 9.3); teachers make an effort to include students with special learning needs in class activities (mean 8.5); and teachers create opportunities for success for students who are learning at a slower pace (mean 8.4).

**Dimensions of Classroom and School Practices:** Closely linked with the data above, at Blacktown West PS survey results show that teachers provide students with challenging and visible goals (mean 7.5; NSW Govt Norm 7.5); diligently planned learning opportunities (mean 7.8; NSW Govt Norm 7.6) for example: when presenting a new concept, teachers try to link it to previously mastered skills and knowledge (mean 8.8). Teachers are endeavouring to provide quality feedback to students (mean 7.3; NSW Govt Norm 7.3) by specifically using formal assessment tasks to discuss with students where common mistakes are made (mean 7.4); and concentrate on helping students overcoming obstacles to learning (mean 7.7; NSW Govt Norm 7.7) with a focus on giving students an opportunity to improve when their formal assessment tasks or daily classroom performance don't meet expectations (mean 8.1).

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.