2022 Annual Report

Blacktown West Public School

4116

Introduction

The Annual Report for 2022 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.

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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.

Year 4 students who participated in the AMT mathematics competition.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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

Self-assessment using the School Excellence Framework

Elements	2022 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	Sustaining and Growing
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

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

Socio-economic background: $198,476.67
Professional learning: $23,032.54
English language proficiency: $215,571.28
Low level adjustment for disability: $178,391.28
QTSS release: $59,100.00
Literacy and numeracy: $47,655.45
AP Curriculum & Instruction: $151,954.95
Integration funding support: $49,433.00
Refugee Student Support: $3,631.76
Aboriginal background: $7,687.65

Summary of progress

To drive improvement staff have successfully participated in targeted professional learning based on the the new English and Maths syllabuses and the sharing of data at regular intervals to gauge progress and sticking points and/or barriers for individual students and to design explicit intervention.

To drive improvement, K-2 students have continued to participate in daily explicit phonological awareness and phonics lessons. Students in Kindergarten and Year 1 used decodable readers as part of their daily reading lessons. 32.8% of Kindergarten students and 50% of Year 1 students achieved at or above the expected decodable reading level. Students in Year 1 participated in the DoE Phonics Assessment. 53% of students scored a result of 28 or above and were noted as 'on track'. 5 students scored a mark of 27 - one mark less than the on track target. These cohorts' starting benchmark was very low as highlighted in Kindergarten Best Start data.

Students from K-6 completed daily repeated reading of set passages to improve student word level reading, fluency and comprehension. Year 5 and Year 6 students made significant improvement in their reading fluency. In Term 1, 26.5% of Year 5 students and 56.6% of Year 6 students scored in the 50th percentile or above range. In Term 4, 56.2% of Year 5 and 84.9% of Year 6 students achieved a reading fluency rate in the 50th percentile or above. This was a gain of 29.7% and 28.3% respectively. With students K-6 participating in reading lessons based on rich literature, the students understanding of vocabulary in the NAPLAN assessment has improved.

Support teachers including LAST, ILSP and EAL/D developed effective programs to provide extra support in reading. 98% of students who participated in the ILSP program significantly improved their reading fluency at grade level and 48% of these students reached the 50th percentile or above target in Term 4 compared to 21% in Term 1.

Ten classes participated in the Reading Nights program and 185 certificates were given out to encourage students to read for at least ten minutes at home each night. K-2 students were given two phonics games each term as part of their homework.

As part of the Accelerated Adopter program, the students' mathematical vocabulary and problem solving strategies increased at a rapid rate. This was shared with K-6 staff demonstrating the changes and strengths in the new K-2 Mathematics syllabus.

Classroom teachers worked with executive staff members to create new assessments based on additive strategies (stage 2) and multiplicative thinking (stage 3) to check if students were able to solve a range of tasks using a variety of strategies. Teachers were able to assess the growth in students being able to verbalise and trial a variety of strategies in their problem solving.

In the multiplicative test in Stage 3, Year 5 demonstrated an increase of 17 from term 1 to term 3 and Year 6 achieved an average increase of 24.5.

Next steps

Our next steps will be to implement the new English and Mathematics syllabuses K to 2. Targeted professional learning and development of resources for 2023 will mean K-2 teachers develop the strategies to implement the new syllabuses. K-6 professional development will be based on: fluency, data analysis, phonics, phonological awareness, comprehension strategies and sight and heart words and orthographic mapping. The year 1 staff involved in the Accelerated Adopter Program will lead discussions on what works best, what they found difficult and how to adapt and resource the new syllabuses to assist in the K-2 implementation of the new syllabuses.

K-6 teachers will continue to develop their skills to discover what is causing students to struggle, with a focus on word level problems and target the specific skills needed to achieve their goals and continue their trajectory.

In numeracy professional development will be around rich maths tasks, data analysis of the implementation and assessment of additive strategies in Stage 2 and multiplicative thinking in Stage 3.

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 two bands in Naplan in reading.	2022 NAPLAN data indicates 39% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target; however, progressed beyond the target baseline by 7%.
An uplift of 2% of Year 3 students achieving in the top 2 bands in NAPLAN in reading. An uplift of 2% of Year 5 students achieving in the top 2 bands in NAPLAN in reading.	2022 NAPLAN data indicates 52% of Year 3 students are in the top two skill bands for reading indicating the school achieved beyond upper bound target of 44.2%. The students in the Year 3 cohort have achieved significant growth. In the fluency assessment, 51% of students moved up a percentile from term 1 to term 4, with 42% of students achieving in the 75th percentile. 2022 NAPLAN data indicates 26% of Year 5 students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target. The school achieved above the lower bound target in 2021. Focus on this target has resulted in significant achievements in fluency and in aspects of comprehension.
An uplift of 2% of Year 3 students achieving in the top 2 bands in NAPLAN in numeracy. An uplift of 2% of Year 5 students achieving in the top 2 bands in NAPLAN in numeracy.	2022 NAPLAN data indicates an uplift of 2% of Year 3 students achieved n the top two skill bands for numeracy. Year 3 students achieved beyond the upper bound target with 36% achieving in the top 2 skill bands. 2022 NAPLAN data indicates the percentage of Year 5 students in the top two skill bands for numeracy did not achieve the system negotiated target. The school achieved above the lower bound target in 2021. Focus on this target has resulted in the improvement in the school based multiplicative strategies assessment in Stage 3.
The proportion of Year 5 students achieving expected growth in NAPLAN reading increases by 2% to the lower bound system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 2% to the upper bound system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
At least 60% of Kindergarten students working at Level 4 of the understanding texts sub element of the Literacy	58% of Kindergarten students have achieved within Level 4 of the understanding texts sub element of the Literacy Progressions by beginning of term 4 and the target of 60% was achieved by mid term 4.

Progressions.	
In fluency, 22% of students moving to the next quartile with 30% of students reaching the 75th percentile by Term 4 (using Hasbrouck and Tindal 2017 norms).	22% of students moved to the next quartile in Year 1, Year 2, Year 3, Year 5 and Year 6. In 5 out of the six grades more than 30% of the students reached above the 75th percentile: 38% of Year 6 students, 35% of Year 5, 42% of Year 3, 33% of Year 2 and 36% of Year 1 all reached the 75th percentile in term 4.
At least 55% of students completing Year 3 will have achieved the learning indicators within the additive strategies sub-element of the Numeracy Progressions AdS6-AdS8.	75% of students completing Year 3 have achieved the learning indicators within the additive strategies sub-element of the Numeracy Progressions AdS6-AdS8, which is an increase of 6% of students compared to 2021 data. 23% of year 3 students achieved AdS6, 13% of year 3 students achieved AdS7 (compared to 31% in 2021) and 39% achieved AdS8 (compared to 5% in 2021).
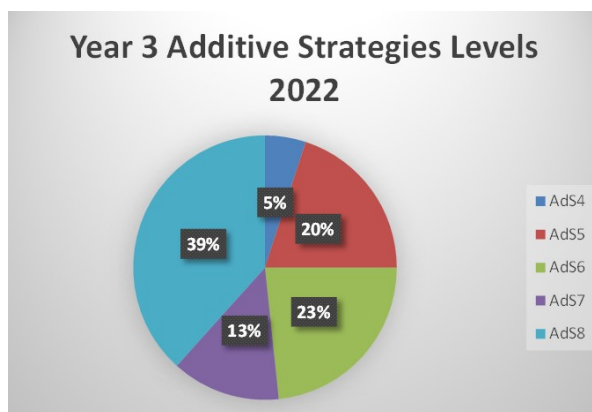
An increase of 6% of students achieved the learning indicators within the additive strategies sub-element of the Numeracy progressions.

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: $19,184.00
Professional learning: $5,920.00
English language proficiency: $35,948.00
Low level adjustment for disability: $44,344.00
Socio-economic background: $31,846.42
Literacy and numeracy: $5,746.50
Aboriginal background: $845.00
AP Curriculum & Instruction: $28,730.25

Summary of progress

Writing Improvement Initiative

Classroom programs and staff professional development sessions focused on strategies for improving students' ability to write correct simple, compound and complex sentences and how to use them effectively in their writing. Staff continued to analyse the results of our writing bench marking assessment, which was delivered twice per year across all stages, to pinpoint focus areas for classes and individual goals for students to further improve student writing skills. The analysis of the new mid year paragraph and sentence assessment, NAPLAN and check in data enabled specific focuses. Stage 3 support in writing was based on analysis of skills and the program was focused on teaching specific skills for five weeks, reassessing and moving to the next focus. In years 2, 3 and 4 the program was focused on sentence writing.

The frequency and effectiveness of the handwriting programs was assessed across the grades for the development of stamina in writing. The assistance of the occupational therapist will continue to assist in the implementation of effective handwriting programs.

Building Critical and Creative Thinking Capabilities

The Implementation of CCT program in library and classrooms assisted students to develop skills to use when faced with problems to solve, ideas to evaluate or decisions to make in learning activities and in daily interactions at home and at school.

Professional learning for staff, including ways to integrate the use of imovie into units of work and the use of ipads and associated apps, continues to provide teachers with additional strategies in ways to integrate the use of digital technologies.

Next Steps:

Teachers will continue to collaboratively analyse data and student work samples in stage teams to identify where students are at and plan where to next, using the literacy progressions to establish focus areas and individual goals.

To ensure that the CCT program is embedded across the key learning areas, the focus would be announced at morning assembly each week, the skills celebrated at stage assemblies and awareness raised across all areas including in Yoga club and sport programs.

To ensure that the activities using digital technologies integrated across all KLAs are challenging and build students capabilities.

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 NAPLAN in writing. An uplift of 3% of year 5 students achieving in the top 2 bands in NAPLAN in writing.	A decreased percentage of students achieved in the top two skills bands in NAPLAN in writing in year 3 and year 5 indicating the school did not meet the system negotiated target. A focus on specific criteria in the school based programs has resulted in the year 3 students maintaining a strength using appropriate cohesion in writing in 2022 NAPLAN data. In 2022 NAPLAN data, the percentage of year 5 students achieving a level 3 in vocabulary increased while the number of students demonstrating an accurate use of cohesion and paragraphing was maintained.
92% of students achieving individual and/or group specific success criteria in writing, created in consultation with teacher.	Students created individual goals for writing success in consultation with teachers with reference to writing benchmarking results. Areas targeted for development included: • Early Stage 1 - sentence structure • Stage 1 - sentence punctuation and paragraphing • Stage 2 - sentence structure and cohesive devices • Stage 3 - vocabulary and language to engage the audience
A 15% improvement benchmarked against success criteria on school criterion-based writing assessment from semester 1 to semester 2..	Improvement is evident across all grades in our school criterion-based writing benchmarking across focus areas for each grade: • Kindergarten - 35% of students improved their ability to write using correct sentences with 7% including compound and complex sentences • Year 1 - 31% of students have shown improvement in using sentence punctuation with 7% of students also including other punctuation in their writing • Year 2 - 21% of students have improved their use of correct paragraphing in their writing with 7% incorporating paragraphing that enhances the narrative • Year 3 - 46% of students wrote 80% or more correct sentences with 17% incorporating a variety of sentence types • Year 4 - 16% of students demonstrated improvement in the correct use of cohesive words and accurate use of referring words • Year 5 - 26% of students demonstrated an increased use of precise words and phrases that enhance meaning • Year 6 - 25% of students demonstrated improvement in use of language which supports reader understanding and attempts to engage the reader
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.	From the programs implemented within the library program and the units of work across the key learning areas, there is an increase of students recognising and using their creative and critical thinking skills and their problem solving strategies. In Mathematics, the focus has been on additive strategies in K to 4 and multiplicative strategies in Stage 3.
An 4% increase from 90% of students reporting in TTFM surveys that they pursue their goals even when faced with obstacles.	There was a 3% increase of students reporting a high level of perserverance in achieving their goals even when faced with obstacles, while the overall percentage of students reporting that they did pursue their goals even when faced with obstacles remained stable at 83%. This increase was observable and evident in daily activities in the classroom.

Students collaboratively building critical and creative thinking skills during "Hour of Code" activities.

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

Socio-economic background: $5,910.00
Professional learning: $3,551.04
Integration funding support: $1,182.00
Aboriginal background: $6,002.40
Refugee Student Support: $1,182.00
English language proficiency: $5,910.00
Low level adjustment for disability: $5,910.00
QTSS release: $2,275.62

Summary of progress

Staff continue to implement various stage / class appropriate strategies in the classroom to improve attendance and whole school special events, which provide students with something to look forward to, and are well attended. Extra curricula activities, such as Games Room open at lunch time, give students incentive to attend school each day.

Building positive relationships, increasing engagement and teaching students how to protect and enhance their own and others' health and wellbeing are all closely aligned. Staff continue to observe positive outcomes and engagement in classrooms as a result of Bounce Back activities which have been integrated into PDHPE programs across all stages and improved interaction skills used by students when talking with a partner and when listening and responding to classmates, as a direct result of teachers modelling and discussing respectful communication skills.

Staff considered stage PDHPE focus areas, when brainstorming questions to include in whole school wellbeing surveys to gauge levels of student social emotional learning (SEL) skills and wellbeing. Surveys were created and trialled in term 4 to ascertain if survey questions did in fact provide us with data to evaluate the success of our programmed activities. In stage groups, staff analysed results and survey content on SDD and revised questions for implementation in 2023.

Next Steps:

- Brainstorm and implement additional strategies to maintain increased attendance, such as certificates for 100% attendance, with a continued focus on incentives that promote and highlight good attendance.
- Continue to celebrate excellent attendance and improvement in attendance by continuing close contact with parents, promoting school attendance procedures, monitoring attendance data for signs of unexplained patterns in attendance and continuing the phone intervention program.
- Continue to share instances of successful relationship building used in classrooms with whole staff.
- Staff decided to implement revised "Health, Wellbeing and Relationships Surveys" twice per year (early in term 2 and term 4) to monitor student SEL skills and wellbeing.

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 attending greater than 90% of the time.	The number of students attending greater than 90% of the time or more increased from Semester 1 to Semester 2 by 2.8% in 2022, passing the target of an uplift of 2%. The school attendance rate was above the school target and above the state average. 81% of Aboriginal students attended greater than 80% of the time, close to upper bound target and 45% attended greater than 90% of the time.
Continue to increase level of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to sit above the lower bound system negotiated target.	Tell Them From Me data shows a 3% increase in expectations for success; a stable level of students reporting advocacy at school and having someone at school who consistently provides encouragement and can be turned to for advice; and a 5% increase in sense of belonging at school in 2022, with an overall rating of 84.5% which is progressing towards our baseline target of 85.3%.
'Learning Culture' in the domain of Learning in the School Excellence Framework demonstrates a substantial uplift.	Learning culture in the domain of Learning Excellence Framework has demonstrated an uplift. Improved attendance impacted positively on the learning culture. Students were more engaged and stronger links have been forged between students, parents and teachers. Teachers continue to develop a strong learning culture with an emphasis on setting high expectations for student learning through open ended tasks and specific feedback, resulting in increased engagement in learning.
An uplift of 4% of students identifying that they feel a sense of belonging and enjoy positive relationships with peers.	There has been a 5% increase in student sense of belonging with students feeling accepted and valued by their peers and by others at their school increasing from 66% in 2021 to 71% in 2022. There has been a 4% increase in positive relationships with the number of students who are reporting that they have friends at school who they can trust and who encourage them to make positive choices. This is an increase from 76% in 2021 to to 80% in 2022.
An increase of 3% of students with high expectations for future success.	TTFM data demonstrates an increase of 3% of students with high expectations for future success. The mean level of staff who emphasise academic skills and hold high expectations for all students to succeed has risen fom of 7.9 to 8.2. The percentage of students expressing the expectation of attending university has increased from 63% in 2021 to 73% in 2022.
An increase in student social skills measured by *Be You* surveys (student, teacher and parent).	In stage teams, staff brainstormed questions to include in a whole school wellbeing surveys to measure levels of student social emotional learning (SEL) skills, relationships, wellbeing and approaches to learning, in place of *Be You* surveys. Grade surveys created matched each grade / stage focus in PDHPE revised units. These surveys were created and trialled in 2022 to provide baseline data for improvement in 2023. Grade surveys include questions to measure the following self-management and interpersonal skills: • Positive mindset • Decision making and problem solving • Respectful relationship building • Work habits • General wellbeing • Empathy building • Resilience • Self-awareness

Students participating in SRC Building Challenge.

Funding sources	Impact achieved this year
Refugee Student Support $4,813.76	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading Improvement Program • Student Engagement **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to map individual students against the EAL/D progressions • intensive English language and learning support to increase educational outcomes for students • additional staffing for targeted interventions to support student learning • release time to engage staff in targeted professional learning **The allocation of this funding has resulted in the following impact:** * refugee students benefited from ongoing assistance in small group support tailored to their needs. **After evaluation, the next steps to support our students will be:** * continued support for staff to develop their knowledge of EAL/D progressions. * to work with interpreters to sustain relationships and support culturally and linguistically diverse parents
Integration funding support $50,615.00	Integration funding support (IFS) allocations support eligible students at Blacktown West Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading Improvement Program • Student Engagement **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with multiple external providers to cater for the needs of a non-mobile student, completely wheelchair-bound **The allocation of this funding has resulted in the following impact:** * the employment of a SLSO to support students in accessing the curriculum and assist students to progress towards their personalised learning goals within the learning space and on the playground. **After evaluation, the next steps to support our students will be:** * to review funding support for high needs students * to provide additional learning to all Learning Support Officers
Socio-economic background $236,233.09	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading Improvement Program

Socio-economic background $236,233.09	• Numeracy Improvement Strategies • Writing Improvement Initiative • Student Engagement **Overview of activities partially or fully funded with this equity loading include:** • teachers and APCI collaboratively planning to support student learning with targeted focus on reading, writing and numeracy • employment of external providers to support students with additional learning needs in gross and fine motor with an occupational therapist • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement to implement parent inservices in reading and mathematics • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** * internal data demonstrated growth in reading across all grades. This was indicated in internal bench marking assessments and regular analysis of fluency data and phonic and phonological assessments * improved attendance from semester 1 to semester 2 * improved growth in targeted aspects of writing **After evaluation, the next steps to support our students will be:** To continue to professionally develop current staff with an analysis of all data and of explicit teaching strategies in reading and numeracy that will make a difference. * to improve student reading fluency and word level reading skills particularly targeting students in the 0-50th percentile * to improve student understanding of quality texts by developing their vocabulary and grammar * to learn specific comprehension strategies and processes to improve student understanding of literature In numeracy: * to assist students in learning to use a variety of strategies to improve mathematical problem solving skills * to improve mathematical vocabulary of students
Aboriginal background $14,535.05	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 educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading Improvement Program • Numeracy Improvement Strategies • Writing Improvement Initiative • Student Engagement **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Plans • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency and authentic connectivity **The allocation of this funding has resulted in the following impact:** * staff have revised teaching and learning programs to embed aboriginal perspectives authentically * teacher time to connect on a 1 to 1 basis with parents and aboriginal students **After evaluation, the next steps to support our students will be:**

Aboriginal background $14,535.05	* staff to continue building their knowledge of Aboriginal education by completing 10 hours of professional learning on "Aboriginal Pedagogies' in 2023 * community sessions will be held to develop stronger connections with our Aboriginal families * all Aboriginal students will have personalised learning pathways that are developed and regularly reviewed with teachers and parents *all students will continue to develop their knowledge of Aboriginal culture through teaching and learning programs as well as events
English language proficiency $257,429.28	English language proficiency equity loading provides support for students at all four phases of English language learning at Blacktown West Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading Improvement Program • Writing Improvement Initiative • Student Engagement **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing for intensive support of students identified in beginning and emerging phases **The allocation of this funding has resulted in the following impact:** * provision of additional EAL/D support in the classroom and as a part of differentiation initiatives resulting in higher confidence in their abilities and increased student achievement in NAPLAN data * employment of additional to support delivery of targeted initiative **After evaluation, the next steps to support our students will be:** * to continue targeted support in literacy and numeracy in reading and numeracy developing vocabulary to assist EAL/D students to achieve their goals
Low level adjustment for disability $228,645.28	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading Improvement Program • Numeracy Improvement Strategies • Writing Improvement Initiative • Student Engagement **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention to increase learning outcomes **The allocation of this funding has resulted in the following impact:** * an increase of students achieving steady academic growth achieving at or above expected growth indicated in internal assessment data

Low level adjustment for disability $228,645.28	* improved attendance from semester 1 to semester 2 * students with a disability have benefited from targeted lessons in literacy and numeracy **After evaluation, the next steps to support our students will be:** * continued implementation of intensive support programs led by the Learning Support Team
Professional learning $32,503.58	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Blacktown West Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading Improvement Program • Writing Improvement Initiative • Student Engagement **Overview of activities partially or fully funded with this initiative funding include:** • strengthening explicit teaching, high quality teaching and ability to implement differentiation within the classroom **The allocation of this funding has resulted in the following impact:** * increased capacity of all teachers to embed effective practices in reading, writing and numeracy **After evaluation, the next steps to support our students will be:** * to continue personalised and targeted professional learning to achieve results where students achieve at or above expected growth by working out what will make the difference.
Literacy and numeracy $53,401.95	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading Improvement Program • Writing Improvement Initiative **Overview of activities partially or fully funded with this initiative funding include:** • teacher release to engage staff in writing program • literacy and numeracy programs and resources, to support teaching, learning and assessment • updating reading resources to meet the needs of students • teacher release to engage staff in consistency of teacher judgement in writing assessment **The allocation of this funding has resulted in the following impact:** * differentiated teaching through on-going assessment and data chats for identified students performing below the expected level for their stage * implementation of targeted writing, reading and numeracy programs driven by * the targeted programs has resulted in improved engagement in learning * **After evaluation, the next steps to support our students will be:** * continue in depth of analysis of all data internal and external to achieve expected growth * analysis of all resources to achieve the needed support for all students to achieve a high level of growth
QTSS release	The quality teaching, successful students (QTSS) allocation is provided to

$80,559.62	improve teacher quality and enhance professional practice at Blacktown West Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading Improvement Program • Writing Improvement Initiative • Student Wellbeing and Social Emotional Learning (SEL) Skills **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in the following impact:** * improved staff expertise in targeted strategies * increases expertise to differentiate learning tasks and pinpoint the barrier to achieving their success criteria **After evaluation, the next steps to support our students will be:** * Ensuring that the additional executive release is strategically structured to develop the capacity of all staff
COVID ILSP $231,909.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups in reading groups • providing targeted, explicit instruction for student groups in literacy/numeracy in reading, phonics and numeracy • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators **The allocation of this funding has resulted in the following impact:** * targeted students have increased their fluency in reading * students have increase their stamina in writing * comprehension was added to fluency passages with an improvement in areas of comprehension **After evaluation, the next steps to support our students will be:** * increased depth of understanding in grammar and sentence structure for both students and staff

Year 1 students dressed in national costumes for Harmony Day celebration.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	223	206	207	220
Girls	213	199	195	201

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	84.4	89.6	83.9
1	91.9	85.3	91.1	81.9
2	92.0	84.0	91.9	87.5
3	90.9	87.8	92.8	84.4
4	90.4	85.8	94.3	87.7
5	92.6	84.0	93.2	86.9
6	92.2	88.3	92.5	86.8
All Years	91.9	85.6	92.1	85.3
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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 enjoying annual walkathon and mufti day!

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	17.78
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher ESL	1.6
School Administration and Support Staff	5.42

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Students engaged in a coding lesson which was part of a unit in the Accelerated Adopter Program trialling the K-2 English and Mathematics syllabuses.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	652,737
Revenue	5,284,958
Appropriation	5,221,742
Sale of Goods and Services	30,151
Grants and contributions	28,913
Investment income	3,953
Other revenue	200
Expenses	-5,044,450
Employee related	-4,416,970
Operating expenses	-627,480
Surplus / deficit for the year	240,508
Closing Balance	893,245

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

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

	2022 **SBAR Adjustments** ($)
Targeted Total	55,414
Equity Total	736,845
Equity - Aboriginal	14,535
Equity - Socio-economic	236,233
Equity - Language	257,429
Equity - Disability	228,647
Base Total	3,555,142
Base - Per Capita	106,575
Base - Location	0
Base - Other	3,448,567
Other Total	415,287
Grand Total	4,762,688

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 to access the school data.

Students engaged in a coding lesson which was part of a unit in the Accelerated Adopter Program trialling the K-2 English and Mathematics syllabuses.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey was conducted in 2022 to seek the opinions of parents, students and teachers about various aspects of our school. The following is a summary of responses.

Parent Survey:

Fifty-one 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=7.4; NSW Govt Norm=7.4). Parents responses to feeling informed about their child's progress and behaviour was slightly down from 7.3 in 2021 (NSW Govt=6.6) to 6.4 in 2022 (NSW Govt=6.6).

71% of parents indicate that the school provides enough resources (for example, a ramp or support teacher time) to help students with disability or special needs and 73% of parents surveyed believe that the school helps students with disability or special needs to feel welcome.

Parents report that written information from the school is in clear, plain language (mean 7.7). Between 84% and 94% of parents surveyed find the different types of communication used by the school to be useful or very useful. 80% of parents surveyed think that our newsletters, which are distributed via our school app, are useful or very useful for finding out school news.

Parents surveyed believe that teachers help students who need extra support (mean 7.3); school staff create opportunities for students who are learning at a slower pace (mean 6.9); and that teachers try to understand the learning needs of students with special needs (mean 7.0).

Parents surveyed are confident that the school supports positive behaviour stating that teachers expect students to pay attention in class (mean 7.6); teachers maintain control of their classes (mean 7.1); and that students are clear about the rules for school behaviour (mean 8.4). Parents surveyed feel that their children are in a safe environment (school mean=7.2; NSW Govt=7.4) and report that their children feel safe at school (mean 7.9).

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. One hundred and fifty-seven students completed the Tell Them From Me Survey between 1 May 2022 and 26 May 2022., and one hundred and fifty-one students completed the Tell them From Me Survey between 23 Oct 2022 and 03 Nov 2022.

71% of students reported having a positive sense of belonging, compared to NSW Govt Norm of 83%. 80% of students reported that they have positive relationships with their peers; 84% of students agreed that they value schooling outcomes; 90% of students perceive that students demonstrate positive behaviour at school. 85% of students report that try hard to succeed in their learning (down from 87% in semester 1). 57% of students feel interested and motivated in their learning (down from 62% in semester 1).

Students report that important concepts are taught well, class time is used efficiently, and homework and evaluation support class objectives (mean 7.8). Students find classroom instruction relevant to their everyday lives (mean 7.1). 73% of students surveyed expect to go to University when they finish high school while 71% expressed a feeling of pride in their school. Incidences of reported physical, social, or verbal bullying, or being bullied over the Internet averaged 30% (NSW Norm 36%). 82% of students reported that they are aware of where to seek help if they see someone being bullied.

Student levels of perseverance remain encouraging with 83% of students believing that they pursue their goals to completion, even when faced with obstacles. 70% of students surveyed feel that they set challenging goals for themselves and always aim to do their best.

An area for development is to develop more positive homework behaviours, which are noticeably lower than the state norm (school average 40% - state norm 63%). 15% to 20% more girls than boys surveyed reported that they are developing more positive homework behaviours.

Teacher Survey:

Twenty-five responses were received from teachers between 28 Oct 2022 and 13 Nov 2022. 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). Overall, teacher

ratings have indicated improvement across all areas since 2021 survey.

Teachers surveyed believe that school leaders support them in a variety of ways (mean result of 7.6; NSW Govt Norm7.1). Examples include: School leaders have helped me create new learning opportunities for students. (mean of 8.0); teachers work with school leaders to create a safe and orderly school environment (mean of 8.2); and school leaders have supported me during stressful times. (mean of 8.4). 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 8.1); teachers discuss learning problems of particular students with other teachers (mean 8.2); teachers discuss learning goals with each other (mean 8.0); and teachers share their lesson plans and other materials with each other (mean 8.1).

Teachers believe that a strong learning culture is developed at BWPS (mean of 8.4; NSW Govt Norm 8.0) through different strategies including: setting of high expectations for student learning (mean 8.9); monitoring the progress of individual students (mean 9.0); giving students written feedback on their work (mean 7.9); talking with students about the barriers to learning (mean 8.3); discussing the learning goals for most lessons (mean 8.1): and students becoming fully engaged in class activities (mean 8.9).

Teachers rated their use of data to inform practice (mean 8.2; NSW Govt Norm 7.8) reporting that: assessments help teachers to understand where students are having difficulty (mean 8.9); teachers use results from formal assessment tasks to inform lesson planning (mean 8.6); teachers give students feedback on how to improve their performance on formal assessment tasks (mean 8.9); and teachers use formal assessment tasks to help students set challenging goals (mean 8.0).

Teachers surveyed identified that a variety of teaching strategies are implemented to drive student learning (mean 8.5; NSW Govt Norm 7.9) including: teachers use two or more teaching strategies in most class periods (mean 8.6); students receive feedback on their work that brings them closer to achieving their goals (mean 8.5); teachers discuss with students ways of seeking help that will increase learning (mean 8.6); and teachers help students set challenging learning goals (mean 8.0).

Teachers strive to understand the learning needs of students with special learning needs (mean 8.0); teachers establish clear expectations for classroom behaviour (mean 9.4); create individual education plans to set goals for students with special learning needs (mean 8.0); and teachers create opportunities for success for students who are learning at a slower pace (mean 8.4).

Areas for development were identified as: increasing parent involvement (mean 6.1; NSW Govt Norm 6.8); sharing students' learning goals with parents (mean 6.9); and increasing student use of interactive technologies, particularly in setting and achieving their learning goals (mean 5.4; NSW Govt Norm 6.7).

Survey results show that teachers diligently planned learning opportunities (mean 7.9; NSW Govt Norm 7.6) for example: when presenting a new concept, teachers try to link it to previously mastered skills and knowledge (mean 9.1). Teachers are endeavouring to provide quality feedback to students (mean 7.4; 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 7.9; 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 8.5).

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 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

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.

Annual Athletics Carnival participants