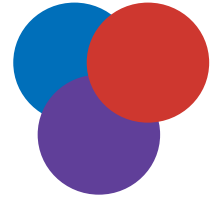


# Bathurst West Public School Annual Report



2015



3824

## Introduction

The Annual Report for 2015 is provided to the community of Bathurst West Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Darren Denmead  
Principal (Relieving)

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## Message from the Principal

Bathurst West Public School is a remarkably resilient community that wholeheartedly embraces and celebrates difference, change and opportunity. This ethos has seen the school grow throughout the year, academically, socially and emotionally. All members of our community enjoy being here, and feel that this is a safe and happy place to be. For me, this is what makes our school great. I see it, hear it and feel it every day as I spend time in classrooms or on the playground. I would not want to be anywhere else.

Children and their needs are at the heart of what we do, so we are particularly proud of our achievements throughout the year that have enhanced each child's experience of school and helped them to reach their full potential. Some of the highlights have been: the playtime interest groups, including circus, that have engaged children and reduced the level of negative incidents on the playground; improved student engagement through better access to technology, including new laptops and every classroom now having interactive whiteboards; updated and enhanced wellbeing policies and procedures for supporting children with extra needs; and teacher professional development around technology and curriculum to improve student engagement and outcomes.

As with all schools, we are now using and implementing the new English, Maths and Science curriculums. Staff development has ensured that we are also ready for the introduction of the new History curriculum next year. All our staff have been actively engaged in professional development and we have and will continue to challenge and excite our students with engaging pedagogy.

I would like to take this opportunity to thank all of our wonderful staff, volunteers, families and students for a lovely year. You are what make our school so special.

Darren Denmead

Relieving Principal

## Message from the P & C

The Bathurst West Public School P & C is a group of parents, grandparents and carers who have been working hard to support the teaching community of our school. This year the P & C have continued to focus on helping provide resources for the school as well as helping to build a sense of community. Thank you to all of the parents, teachers and students who helped the P & C in 2015.

We had quite a few fundraisers throughout the year with a great response. We were able to buy the canteen a Thermomix which enables us to provide even more healthy, fresh food choices for our children. We also purchased class resources such as an Interactive Whiteboard and projector, science equipment and books.

Some of the fundraising that occurred included:

- two barbecues at Bunnings which raised in excess of \$1000
- a cupcake day which raised \$568
- family portrait sittings with a local photographer, raising over \$1000
- a Mother's Day stall which raised \$691
- kids' art tea towels and a raffle which raised over \$500
- our popular walkathon which raised \$3182

This gave us a total of nearly \$7000 which is a wonderful effort.

We also tried something new in 2015. We held a Father's Day breakfast and it was lovely to see all of the dads and grandads coming into our school and spending time with their children. The P & C also provided drinks and snacks for the Student Representative Council school disco.

It has been a wonderful effort by all and a wonderful year. A huge thank you to all P & C members for their time and effort throughout the year. We look forward to next year.

MaryAnn Gould

P & C President



## School background

### School vision statement

A commitment to quality education, inclusive learning and community engagement that embraces individuality and difference.

### School context

Bathurst West Public School is a PP3 located at the Eastern end of Western NSW. It is a modern well-resourced school with large grounds and playing fields. It has highly professional staff with a mix of experienced and new career teachers and a very supportive community.

Enrolment is zoned, with the student population being drawn from West Bathurst, Edgell Heights, Stewart, Windradyne, Llanarth, Riverview and Abercrombie. The school population is currently 425 students, 21% of which is Aboriginal and 4% from an ethnic background. The school comprises 16 classes K-6, a 5/6 Opportunity Class and 4 Special Education classes (K-2 BD class, IO/AU class, AU class and a MC class).

Bathurst West is one of several large public schools in the Bathurst community and is a committed participant of the Bathurst Primary Schools' Alliance.

Programs that emphasise citizenship assist students from diverse backgrounds to access quality learning and a diverse Creative Arts program provides excellent opportunities for all students to perform and to achieve personal success.

A strong, dedicated P & C supports the school in achieving its goals through an open and consultative partnership.

The school is in the first year of involvement with the Early Action for Success funding program which concentrates resources in the early years of schooling.

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

During 2015, our staff at Bathurst West Public School used the School Excellence Framework as a tool to inform, monitor and evaluate our teaching practice. As part of professional learning sessions during Term 4, teams of teachers examined the School Excellence Framework and School Plan 2015-17 to determine areas of strength and development as we continue on our journey of excellence.

### Learning

In the domain of Learning, our school has a strong learning culture supported by an integrated approach to quality teaching, curriculum planning and delivery. As such, our primary focus was on the elements of Wellbeing, and Assessment and Reporting to help improve practice and our scores on student performance measures.

The wellbeing of students is a priority for all members of the Bathurst West Public School community with the understanding that a happy and safe school produces happy and engaged students. This year, the school reviewed, strengthened and implemented new procedures for dealing with both inappropriate and positive behaviours, including a new Anti-Bullying policy, reward system and communication of positive behaviours. We have also initiated new interest-based activities during playtimes, including partnerships with the PCYC and CSU, which have



had a profoundly positive effect on student behaviour at play times and flow-on to classroom behaviour. The revised rules and policies have had a demonstrated positive influence on students with measured decreases in inappropriate behaviour and an increase in the opportunities for students to be recognised for positive behaviour choices which has been well received by families.

Commencing in Term 1, we reviewed student reports issued at the end of Semesters One and Two. This review led to professional learning to support consistency of assessment judgement within stages and across the school, as well as better continuity of language and assessment measures used across the school. Staff worked diligently to provide parents with consistent documents that were easy to read and in a timely manner. Teachers also used processes to come from that professional learning, to better reflect on learning and assessment with students.

## Teaching

The domain of Teaching was a big focus in 2015, using our strength in collaborative practice to build capacity and success in all other elements.

For the first time, our school participated in the Early Action for Success (EAfS) program across K-2 classrooms. This initiative provides strategic resources, staffing and professional development for all staff to improve classroom practice and skills around data collection and use. All K-2 students showed improved results through this program in Literacy this year and we look forward to expanding to take in Numeracy in 2016. Teachers became even more skilled in collecting, analysing and using data to guide targeted teaching and learning. In the future, we hope to use the successful structure of this program to help guide effective classroom practice in 3-6 classrooms as well.

Our staff participated in a great deal of professional learning throughout the year aimed at developing a better understanding of Professional Standards. Using the new Professional Development Framework, all staff were observed and guided to align personal learning goals more closely with school goals and the needs of students.

## Leading

In the domain of Leading, our school used its sound management practices and communication, coupled with informed and sensible distribution of school resources, to help us focus on leadership planning and the reporting of school planning to all staff.

With several changes in school leadership in recent years, our school identified the need to provide leadership skills to staff and to plan a leadership succession strategy. To this end, one staff member was supported to complete the Principal's Credential program, while selected staff were provided with a range of professional learning opportunities aimed at increasing their leadership capacity and work place wellbeing.

During a staff feedback session in Term 2, it was identified that whilst staff felt they had considerable input into school goals and planning, they did not receive effective feedback on the achievement of milestones on a regular basis. The school leadership team worked together to develop better procedures for reporting, including providing allocated time at Executive and Staff meetings for this to happen, as well as developing a coordinated approach to ensure the Executive team reported progress at regular stage meetings.

This new method of planning and assessing our school achievements has had a substantial, positive impact on our school. Details of our achievements in 2015 and next steps in 2016 for our School Plan 2015-17 goals are outlined on the following pages. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

Quality teaching

### Purpose

Improved teacher professional development and student learning by implementing strategies that cater for their individual learning needs.

Innovative educational experiences engage all students in meaningful, deep learning.

The entire community maintains an expectation of success and individual excellence.

### Overall summary of progress

During 2015 we made excellent progress and achieved all milestones for the year in this Strategic Direction. Improved technological infrastructure was put in place to support new hardware purchased, which allowed all children and staff to access high quality, engaging technologies. Training was provided to staff to put technology to better use. We are on track to have all hardware purchases completed and in place well before the end of next year, leaving good time within the scope of the plan to provide further opportunities for staff professional development in this area.

Early Action for Success is in full swing, with all milestones achieved for the year. This has meant that all K-2 children are more closely monitored and catered for through careful collection and analysis of data on a five week cycle. Whilst reading results remained strong, excellent growth was achieved in comprehension results, as well as good growth in writing skills.

The Personal Development Plan (PDP) process for all staff was fully implemented so that the school plan and teacher development became central to professional learning and teachers received timely, supportive feedback from peers about their teaching practice.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Implement quality ICT programs through the provision of ICT infrastructure and hardware.	<p>New improved wireless infrastructure to support technology in place.</p> <p>The purchase of mobile computer labs begun and three of five blocks completed. Purchase of interactive whiteboards for all classrooms completed and upgrade program begun.</p> <p>Teachers participated in professional learning around basic use of new technology and how to effectively use the technology in classroom practice.</p>	<p>\$65, 988</p> <p>Including infrastructure, hardware and support, and professional learning costs</p>
Early Action for Success Program implemented across K-2 with Principal extending to 3-6	<p>Full-time Instructional Leader and two interventionist staff employed to support classroom practice.</p> <p>Reading Recovery position increased to 1 FTE position.</p> <p>All K-2 staff commenced L3 training and completed full year, and all school staff received professional learning on program.</p> <p>Resources purchased to support practice.</p> <p>Data collected on a five-weekly cycle is reviewed,</p>	<p>Staffing allocation \$108,000 for Instructional Leader position</p> <p>Staffing allocation \$129,000 for interventionist positions</p> <p>\$40,000 for Reading Recovery</p>

## Strategic Direction 1

	<p>analysed and guides teaching. All children mapped on the Literacy and Numeracy Continuums.</p> <p>EAFS parent information sessions held.</p>	<p>increase</p> <p>\$95,000 for training and resources</p>
<p>Implement and evaluate Professional Development Plans (PDPs) for teachers.</p>	<p>Process completed for half-year cycle, with all staff practices observed and feedback provided, including school leaders.</p> <p>All staff involved in stage planning days to improve curriculum delivery, assessment consistency and data collection and use.</p> <p>All staff provided professional learning on Professional Development Framework (PDF) and teacher accreditation.</p>	<p>\$6,000 for casual teaching staff to support planning days</p>

## Next steps

- Hardware upgrades and professional learning for technology continue (with more emphasis on in-school sharing);
- EAfS continues with greater emphasis on Numeracy next year (TEN);
- PDP process removed from School Plan documents as now part of school procedures, replaced by new Lesson Study program;
- more focus on school wide differentiation for more students as part of a long term goal to improve teaching and learning outcomes for all;
- Stage 2 enrichment added as a new focus area– in-house pre and post assessment, NAPLAN, improved percentage of students in top two bands for reading and numeracy; and
- Multi-and-Mini-Lit, Speech Pathology in school, and extra Reading Recovery to support students having difficulties, as well as examining other support programs such as Rip It Up Reading and Focus on Reading.



## Strategic Direction 2

Implementing the curriculum.

### Purpose

Ensuring each teacher is well equipped to successfully implement the curriculum over the next three years.

Each student is in a class where the curriculum is implemented in an exciting, meaningful and purposeful manner to ensure each reaches their full potential. Resources are managed to maximise the learning opportunities for each child.

The community engages positively in the school experience at Bathurst West Public School.

### Overall summary of progress

The extra class allowed for smaller class sizes and removed the need for across stage, multi-composite classes. After reviewing student engagement, pedagogy and learning conditions, this measure in combination with other initiatives, reduced negative incidents and increased teacher time with individual students.

Through the PDP process and shoulder-to-shoulder mentoring from the school Executive team, teacher quality and professional delivery of curriculum became part of each teacher's developmental process. This improved classroom practice and across stage collaboration.

Although we offered a range of parent forums throughout the year, these were not well attended. The school leadership team has reviewed how these were run and communicated to improve the success of this program next year and to continue to upskill parents on curriculum delivery.

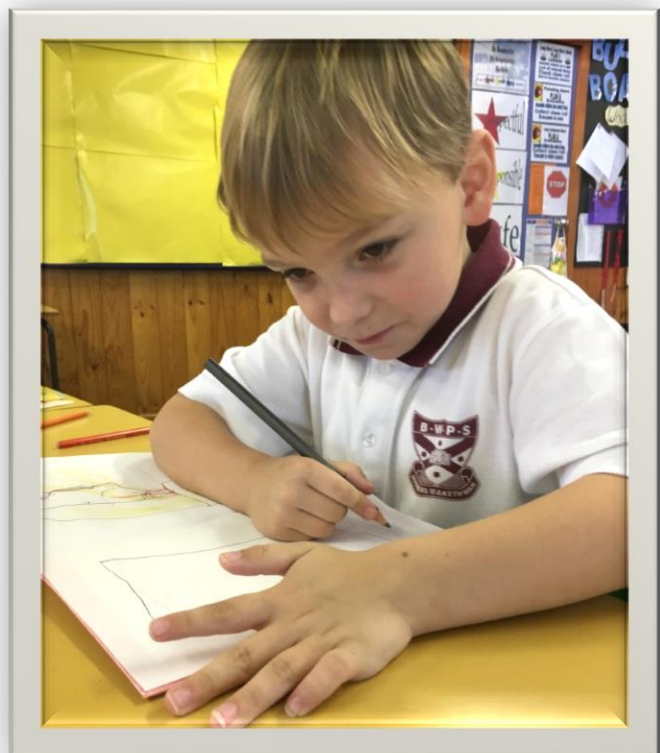
Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Classes are formed to maximise the learning opportunities for each child.	An extra mainstream class formed to reduce student numbers in each class and remove multiple class composites.  Full review of student engagement and pedagogy and learning conditions in classrooms.	\$90,000
Staff collaboratively develop teaching and learning programs and lessons that reflect the content and intent of the syllabus.	Executive receive extra release to enable effective teaching/ learning leadership and support.  Our school collaborated with the Bathurst Alliance of Schools to participate in curriculum professional learning and development of quality units of work.	\$24,000 for extra Executive release  \$3000 for professional learning and collaboration
Parents and the community have access to development activities that develop understanding of current practice.	Parent /teacher meetings held to establish Individual Education Plans, Personalised Learning Plans and involve parents in Teaching/Learning process.  Parent information sessions held throughout the year on EAFS, the Literacy and Numeracy Continuums, the school welfare policy and History Syllabus.	\$1,000 for parent resources



## Strategic Direction 2

### Next steps

- Extra Executive RFF maintained to help guide lesson studies and PDPs;
- Curriculum team formed and goals/parameters provided;
- support for Curriculum team – development of whole school scope and sequence documents and implementation of new curriculum (Geography focus) through programming, lesson studies and PDPs;
- Review of how we deliver parent forums and how they are communicated; and
- Introduction of long term plan/goals for better differentiation across the school – individual planning and teaching, and data driven practice.



## Strategic Direction 3

Positive partnerships with all stakeholders for improved learning.

### Purpose

Improve positive partnerships and communication with all stakeholders to enhance student learning, by creating a cohesive and productive interaction between all members of the school community.

Positive Behaviour for Learning is the basis for respectful interaction within the school community.

All stakeholders have an enhanced understanding and acceptance of our culturally diverse community.

### Overall summary of progress

In this Strategic Direction, we had great success with two elements, but failed to reach the set milestones for the two other areas by the end of the year.

Improved LST processes led to a more refined system where differentiation and adjustments were better recorded and in a consistent manner across the school. The complete review and update of welfare policies led to some great initiatives and a reduction in negative incidents and suspension data, as well as parents being regularly and systematically informed of a child's positive behaviour. Our entry into the world of social media (Facebook page) has been a resounding success with considerable positive community feedback and improvement of the school's overall profile.

Unfortunately, our PBL program stalled somewhat and although still very strong across the school, we were unable to achieve our goal of moving into classrooms. PBL still shapes all that we do in the wider school community and new procedures have been put in place to better manage this program next year. Similarly, we had difficulty in delivering our Wiradjuri program. The room and resources were put in place, however difficulty with obtaining appropriate permissions and training meant that this program was delayed until 2016.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Positive Behaviour for Learning (PBL) processes move into classroom stage.	A new PBL team was formed and trained. Full staff self-assessment survey conducted and analysed.	\$5,000
Learning and Support Team (LST) processes refined.	Learning plans developed with parental input and consultation. School processes reviewed and updated, including refining record keeping. Whole school professional learning on LST processes and functions, effective personalisation of learning and using adjustments for students with disabilities, the Disability Act and Melbourne Declaration, and the Nationally Consistent Collection of Data (NCCD). New processes implemented across the school.	\$1,000 for resources
Review welfare policy and improve digital communication.	Detention procedures reviewed and updated – now Reflection Time. Student behaviour plans reviewed; Anti-Bullying policy	\$20,000 Including Facebook consultant, FRIENDS program and

### Strategic Direction 3

	<p>updated.</p> <p>All staff participated in professional learning in the FRIENDS social skills program ready for implementation across K-2 in 2016.</p> <p>Playtime interest group program developed and implemented, including partnerships with external agencies such as the PCYC.</p> <p>Community surveyed to guide best digital media platform.</p> <p>Positive incident process introduced to inform parents regularly of “good” behaviour.</p> <p>School Facebook page launched and maintained by newly formed Communication and Community Engagement team with help from expert consultant.</p> <p>Tell Them From Me survey completed by all community members.</p>	support for children in need.
Wiradjuri program taught across school.	<p>New Community Room established and resourced.</p> <p>Aboriginal dance group (Wagganah) supported by the school and through Bathurst Alliance of Schools.</p>	\$3,000

### Next steps

- Wiradjuri program expanded to include language and to be taught to whole school;
- playground activities further encouraged and expanded, along with the school band;
- PBL processes improved with the addition of FRIENDS program;
- digital communication process from 2015 will be an integrated communication and community engagement process;
- long term Communication and Community Engagement plan in place by the end of 2016 to include all communication channels;
- purchase and implement school communication app, improve school signage; and
- Wellbeing process included to look at better school-wide child wellbeing strategies and connection to the Wellbeing Framework.



## Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	SLSOs employed to assist Aboriginal students – Multi Lit program.  Support for Aboriginal students to attend cultural events, excursions, with uniform and food.  Community Room resourced.	\$13,850-Norta Norta \$5,920-RAM
<b>English language proficiency funding</b>	Employ teacher to provide programs for ESL students	\$2,906
<b>Targeted students support for refugees and new arrivals</b>	No funding was received in 2015	\$0
<b>Socio-economic funding</b>	Extra class formed so teacher employed.  SLSOs employed to support student learning and engagement  School to supplement costs where needed – excursions & incursions; resources & consumables; enhance belonging; ensure food & uniform.  Support resource acquisition for EAfS and all other child-focused school areas.  Used for extra targeted Multi-Lit during Semester 2.	\$186,944
<b>Low level adjustment for disability funding</b>	Teacher aids employed to work with identified students in Multi-Lit & Mini-Lit.  Identify and support children at risk in 3-6.  Identify and support children at risk in K-2.  Provide extra Reading Recovery time.	\$54,454
<b>Support for beginning teachers</b>	No funding was received in 2015	\$0
<b>Other school focus areas</b>	<b>Impact achieved this year</b>	<b>Resources (annual)</b>



<p><b>Other, including Early Action for Success</b></p> <p>[Insert text here]</p>	<p>Employ Instructional Leader.</p> <p>Begin L3 training for K-2.</p> <p>Reading Recovery to 1FTE.</p> <p>Interventionist employed 1.4FTE.</p> <p>All K-2 students' progress mapped on continuum.</p> <p>Resources purchased for K-2.</p>	<p>\$31,482</p> <p>Plus staffing allocation</p>
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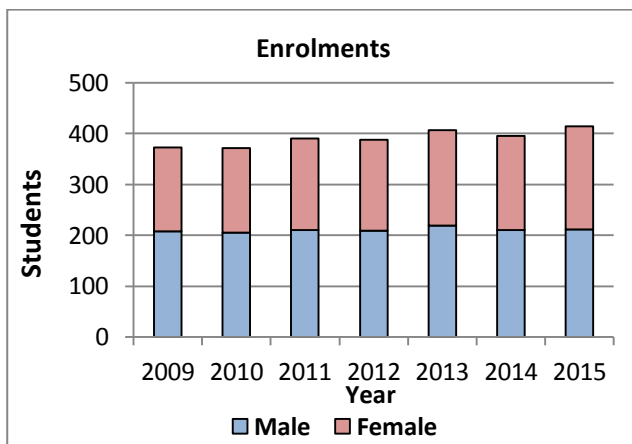
## Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

## Student enrolment profile

Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	208	205	211	209	219	210	212
Female	165	167	179	179	188	186	203



## Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	94.4	95.0	94.5	94.7	95.5	93.5
	1	92.9	93.4	93.0	92.7	94.6	93.4
	2	94.0	93.7	94.3	92.7	93.8	93.9
	3	92.0	93.8	93.8	94.4	94.7	91.8
	4	92.7	93.7	94.1	91.6	95.4	93.8
	5	91.3	94.8	92.8	94.3	95.1	93.2
	6	93.4	93.9	94.0	91.8	94.3	94.1
	<b>Total</b>	<b>92.9</b>	<b>94.1</b>	<b>93.8</b>	<b>93.2</b>	<b>94.8</b>	<b>93.3</b>
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

## Management of Non-attendance

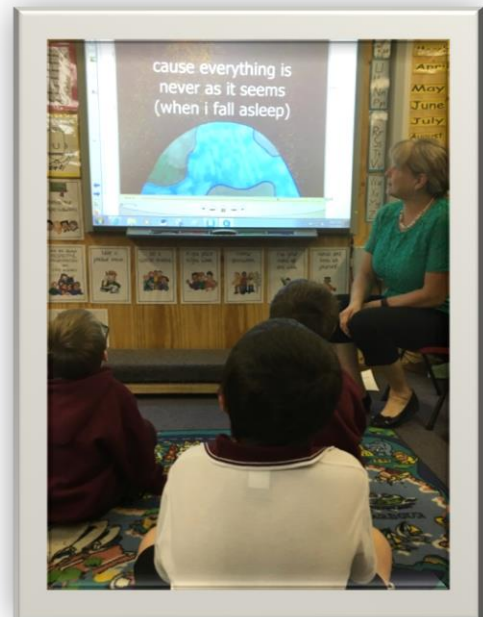
All student attendance is monitored and reported on a weekly basis. Student absences are followed through with phone calls within two consecutive days of absence. Children who return to school after an absence are expected to bring a note which

provides a specific explanation. If this is not forthcoming, phone calls home are made. Families are encouraged to complete exemption forms for some long term absences.

Children who present an unacceptable attendance pattern will be referred to the Assistant Principal Attendance and the Learning Support Team. Parents will be notified by letter. This will result in attendance plans being formulated for individual students involved. These plans provide a supportive framework for all involved with the intended outcome of improved attendance.

Individual cases that continue to not comply with attendance guidelines will be referred to the Home School Liaison Officer and may ultimately face prosecution.

Students who have outstanding levels of attendance are eligible for school based rewards and recognition of their achievement.



## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1.0
Assistant Principal - Support	1.0
Assistant Principal(s)	3.0
EAFS Instructional Leader	1.0
EAFS Teacher Interventionist(s)	1.43
Classroom Teacher(s)	16.0
Teacher of Reading Recovery	0.525
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.8
Teacher RFF	0.672
School Counsellor	1.0
School Administrative & Support Staff	2.622
Total	30.749

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Bathurst West PS has one Aboriginal Education officer and three Aboriginal Teaching staff.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10
NSW Institute of Teachers Accreditation - Initial	7
NSW Institute of Teachers Accreditation - Maintenance	37

### Pre-Service Teachers

A pre-service teacher is a student from a tertiary institution who has not completed their teaching qualifications and is completing the teaching practice requirements of the pre-service education course. The pre service professional component must include at least 30 days of supervised school teaching practice.

Bathurst West Public School has a strong partnership with Charles Sturt University and in 2015 hosted several pre-service teachers throughout the year.

Many classes benefitted from having a pre-service teacher in their classroom. Communicating with different people, being exposed to different styles of teaching and having two teachers in a classroom can have numerous advantages for students and staff.

This is an important program which all staff support either directly or indirectly. The mentoring and development of our future teachers ensures that we will have well trained practitioners now and in the future.

### Professional learning and teacher accreditation

Other than professional learning embedded within our strategic directions in the self-assessment summary (see earlier in this document), teachers and support staff participated in professional learning in the following areas:

- mandatory training completed by all staff, such as *Anaphylaxis, CPR, Child Protection*, etc.;
- whole school participated in *Understanding and Managing Behaviour*;
- 4 staff members attended the *Bridges Out of Poverty* workshop and conference;
- whole school attended workshop presented by the Australian National University on teaching music;
- our school counsellor attended a number of professional learning sessions and workshops, including *Collaborating for a Better Future*
- all teaching staff attended *History Syllabus K-10: Exploring the New Curriculum*;
- whole school attended *Teaching Students Who Have Experienced Trauma*;
- whole school completed *Administration of Prescribed Medicine at School* learning;
- Our school SAM attended a workshop on *Leading a Positive Culture*;
- all teaching staff, including regular casuals, completed training on the *Professional Development Framework* and *Teacher Accreditation*;
- two staff members attended *Building Connections to Wellbeing*;
- whole school completed the *FRIENDS K-2* social skills and resilience program;

- school Executive team participated in *Communicating and Engaging in Your School Community (Lead)*;

- one Executive member undertook the *NSW PPA Principal Credential* program;

- two teachers and one Executive member attended *Executive Leadership in Schools: Preparing for Leadership*, while that Executive member also completed the *Supervision and Support* section of that program;

- all SLSO staff participated in *Nonviolent Crisis Intervention* training;

- our Aboriginal Education Officer, two teachers and the principal participated in the *Making Tomorrows Forum – a forum on ATSI engagement, leadership and promoting higher education* at the University of Sydney;

- one staff member has continued to attend Reading Recovery teacher training workshops;

- one staff member attended the *PBL Coach Network* day;

- our Learning and Support Teacher (LaST) attended several workshops including collecting data for the NCCD and LaST network days;

- Principal and SAM attended the *Strategic Financial Management for NSW Public Schools* workshop;

- Principal attended principal network meetings to enhance his leadership and management skills, and to connect with other schools;

- one staff member attended *Teaching and Learning with iTunes*;

- eight staff members attended *Merit Selection Panel* training; and

- whole school attended *Wellbeing and Mindfulness for Staff and Students* session.

Whole School Professional Development has also included workshops in the following areas:

- the Science Syllabus;
- the school’s Learning and Support processes and procedures;
- developing the School Plan;
- the school’s new Behaviour and Discipline procedures; and
- writing quality and consistent reports.

## Financial information

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	247021.67
Global funds	359183.42
Tied funds	525733.51
School & community sources	82498.82
Interest	7449.12
Trust receipts	12530.70
Canteen	0.00
<b>Total income</b>	<b>1234417.24</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	814.80
Excursions	40995.65
Extracurricular dissections	10921.81
Library	317.00
Training & development	314.00
Tied funds	686435.64
Casual relief teachers	110464.04
Administration & office	78185.64
School-operated canteen	0.00
Utilities	69162.42
Maintenance	28940.06
Trust accounts	7774.36
Capital programs	0.00
<b>Total expenditure</b>	<b>1034325.42</b>
<b>Balance carried forward</b>	<b>200091.82</b>



## School performance

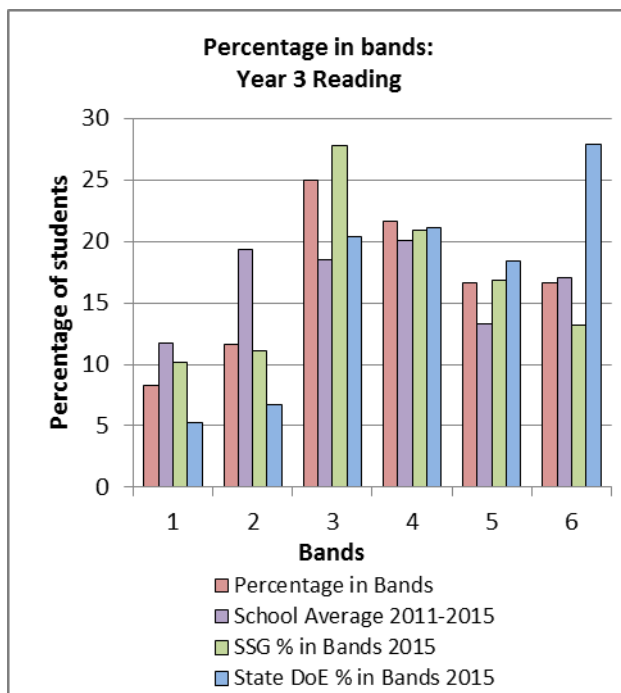
### NAPLAN

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.

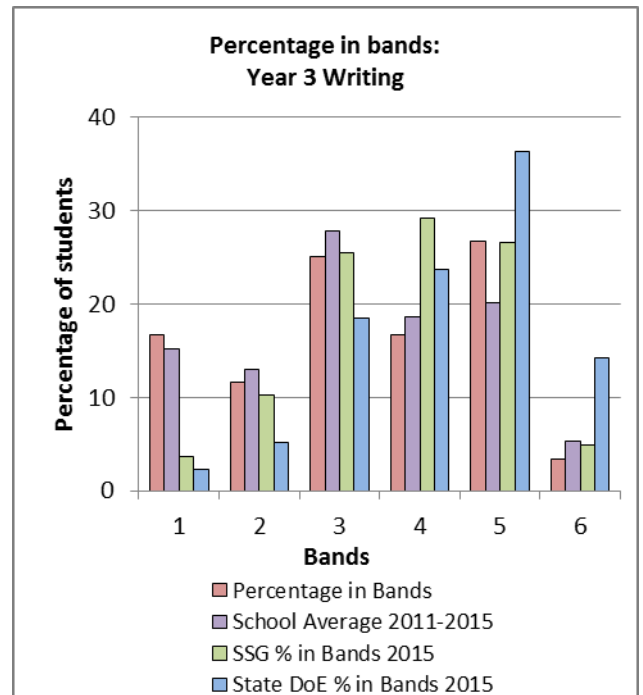
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

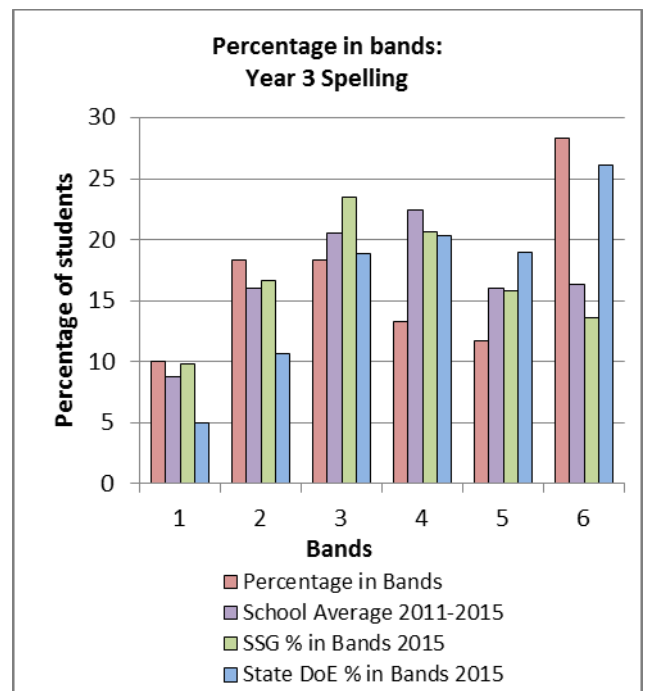
Year 3:



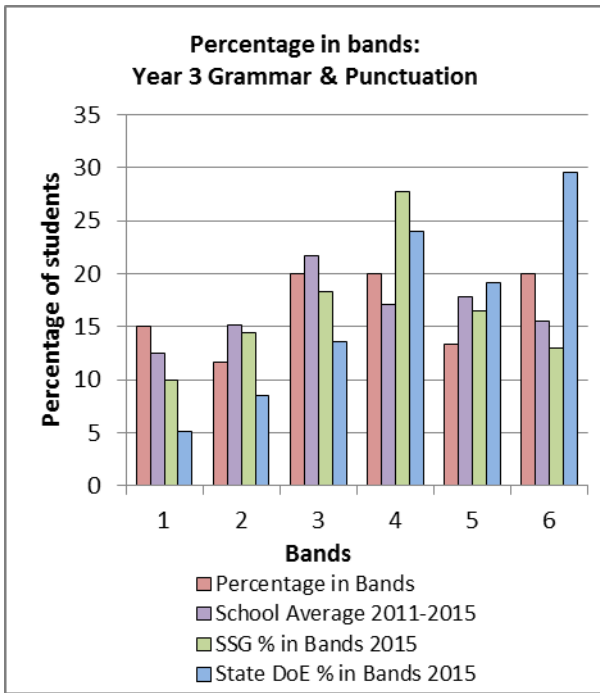
In 2015, 91.7% of all Year 3 Students demonstrated proficiency in reading at or above the National Minimum Standard.



In 2015, 83.3% of all Year 3 Students demonstrated proficiency at or above the National Minimum Standard.



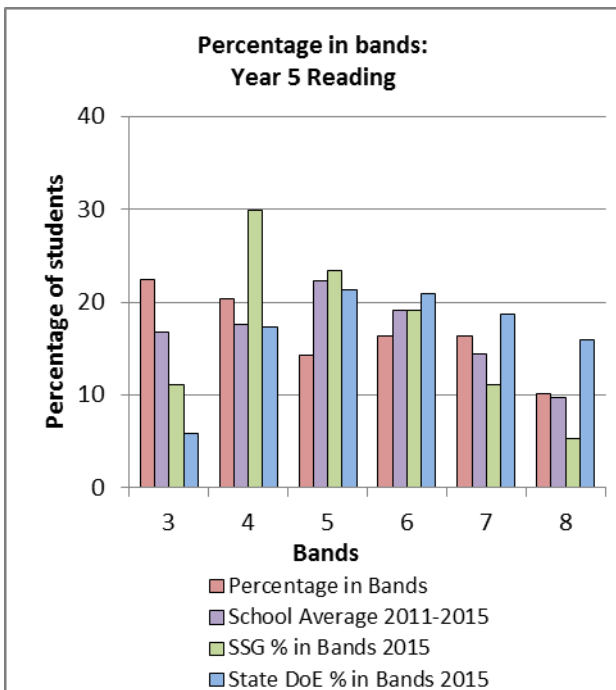
In 2015, 90.0% of all Year 3 Students demonstrated proficiency at or above the National Minimum Standard in Spelling.



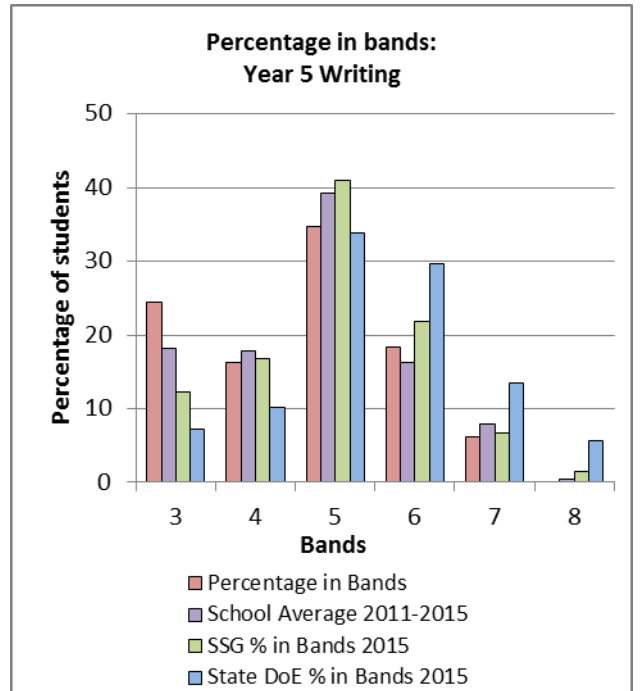
In 2015, 85.0% of all Year 3 Students demonstrated proficiency reading at or above the National Minimum Standard.

Whilst the results are pleasing, our school identified the need for improvement in the writing-based areas, which was a target in the second half of the year and will continue to be in 2016.

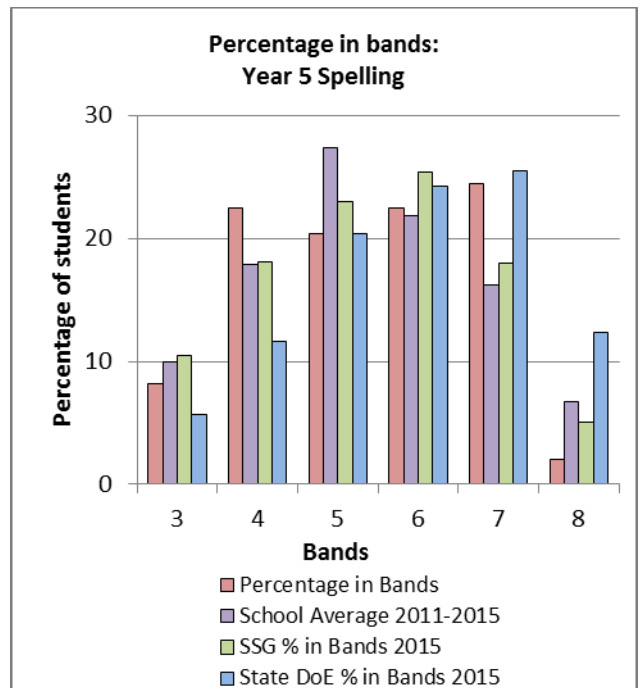
Year 5:



In 2015, 77.6% of all Year 5 Students demonstrated proficiency in reading at or above the National Minimum Standard.

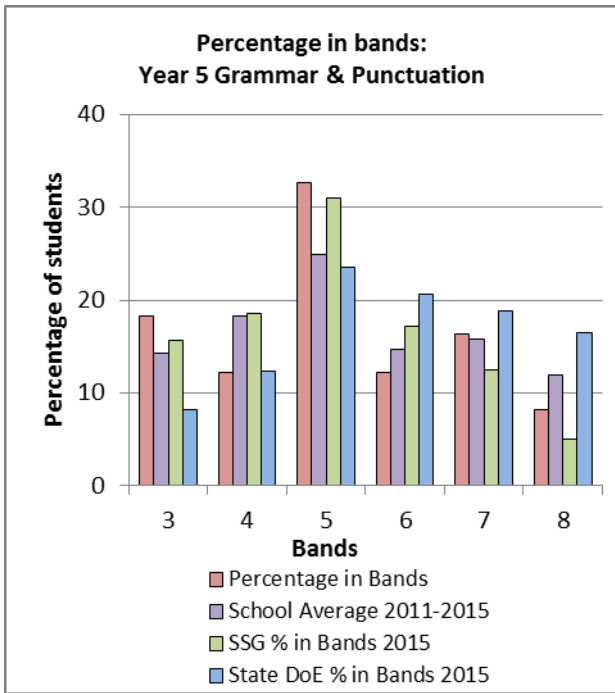


In 2015, 75.5% of all Year 5 Students demonstrated proficiency at or above the National Minimum Standard.



In 2015, 91.8% of all Year 5 Students demonstrated proficiency at or above the National Minimum Standard in Spelling.





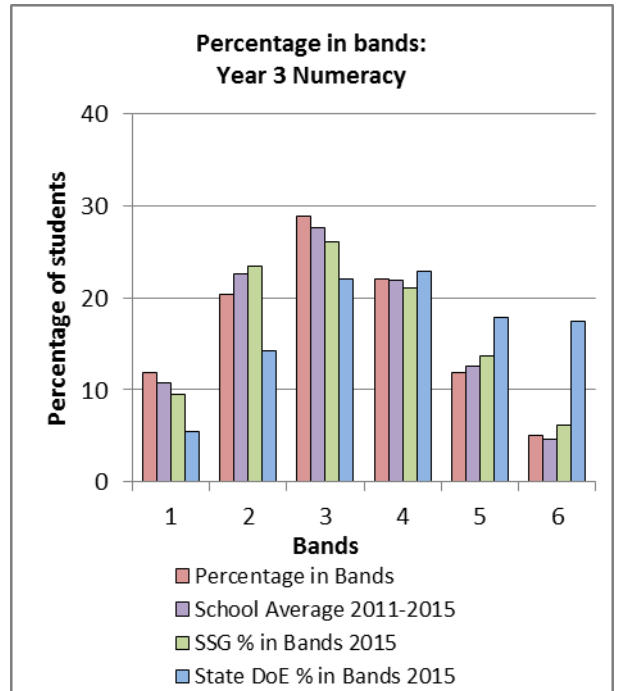
In 2015, 81.6% of all Year 5 Students demonstrated proficiency at or above the National Minimum Standard.

Spelling, and Grammar and Punctuation results are improving, and school programs such as L3 and Multi-Lit aim to make significant improvements in Reading and Writing. The flow-on effect of EAFS (incorporating L3) will also help to ensure longer-term improvements in student results. This is already evident in marked improvements in the reading and writing results across K-2.



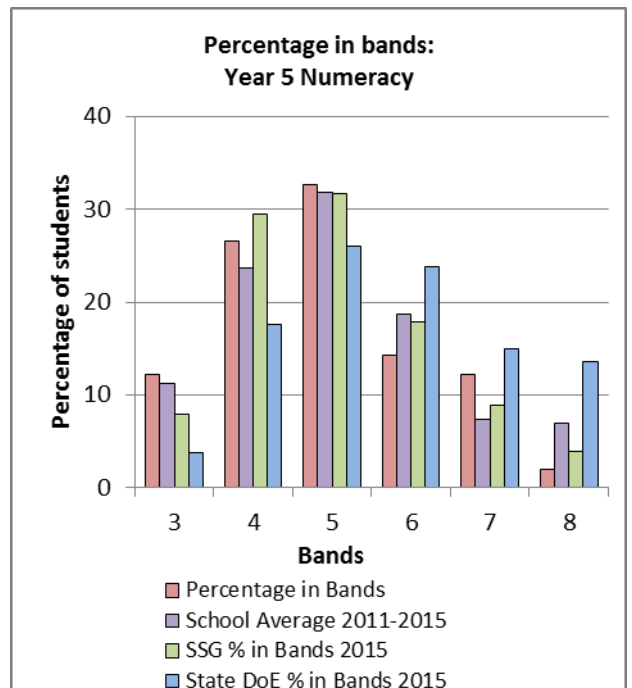
## NAPLAN - Numeracy

Year 3:



In 2015, 88.1% of Year 3 students demonstrated proficiency in Numeracy testing. A focus on this area through EAFS (incorporating the TEN program) across K-2 should ensure improvement in this area in the next few years.

Year 5:



In 2015, 87.8% of Year 5 students demonstrated proficiency in Numeracy testing.

## Parent/caregiver, student, teacher satisfaction

In 2015, the school sought the opinions of parents, students and teachers about the school on a regular basis through informal surveys, as well as two formal surveys, mid-way through the year and at the end of the year.

Their responses are presented below.

Parents indicated throughout the year that the school was a very calm place to visit where students are happy, safe and welcoming. They thought the school offered a good range of events to encourage parent participation, particularly the Father's Day breakfast and Grandparents Day. Parents had general concerns about bullying, but felt that the school managed this well.

Students stated that they felt safe, were treated fairly and enjoyed coming to school. They liked spending time with their teacher and the range of activities offered at our school.

Staff valued ongoing professional support and collaboration, and felt that our school had continued to encourage and foster a caring and inclusive place to come each day.

Community members felt supported by the school leadership team and valued the hard work of staff at the school.

## Policy requirements

### Aboriginal education

Bathurst West Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education

Our Aboriginal Education Team, coordinated by our Aboriginal Education Officer, continued to meet every fortnight throughout 2015. An active involvement with the local Aboriginal Education Consultative Group (AECG) was continued in 2015 and this provided the school with connections to local expertise and resources.

Our focus on Personalised Learning Plans and links to the Aboriginal community through the AECG continued to strengthen partnerships and promote genuine collaboration between school, Aboriginal families and the wider community. Significant funding was allocated to engaging Aboriginal students which saw improved attendance rates, as

well as targeted Literacy and Numeracy programs to support student achievement such as Multi-Lit.

Bathurst West Public School also promotes respect for the unique and ancient culture of the Aboriginal people in other ways, including:

- acknowledging the traditional custodians of the land in all assemblies;
- the Wagganah Aboriginal student dance group perform at all formal events; and
- integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.



## Multicultural Education and Anti-racism

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism.

The ARCO for Bathurst West Public School dealt with two reported incidents of racism by individual students in 2015. After investigation each incident was established and resulted in detentions for those involved in being racist, impacting on their behaviour levels. The students involved were sorry for their actions, apologised to those they had offended and did not have any further transgressions.

The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being responsible, being safe and being a learner help to support these values. Students, teachers, parents and the community are doing an excellent job of living together in harmony.

## Other school programs

### Arts

Our Choirs have reached a high standard throughout the year:

- The 3-6 choir attended the “Festival of Choral Music” at the Sydney Opera House. Under the guidance of Mrs Peard and Mrs Groves, 25 children combined with 700 children from Public Schools in NSW to sing a repertoire of eleven songs in a combined concert.
- The 3-6 choir entered the Bathurst and Orange Eisteddfods again this year with excellent results.
- regular community performances and at school events.

Public Speaking opportunities were provided throughout the year and the school performed extremely well with students winning a variety of awards in local competitions. The Camplin Cup was a great success with many students participating.

The Wagganah Aboriginal Dance Group continued to go from strength to strength with a troupe of talented boys and girls dancers performing both traditional and contemporary dances throughout the year at many significant community and school events. These included dancing at NSW Parliament House and for Bathurst 200 celebrations.



### Sport

Congratulations to all four Sport Houses: Blaxland, Wentworth, Lawson and Evans for another great year of sport at Bathurst West Public School.

Throughout the year students participated in swimming, cross country, running, athletics and organised weekly fitness and sporting activities.

Rugby League teams competed in the PSSA, Peachey Cup and Richardson Shield competitions against a number of local schools, performing well.

The school participated in the PSSA Soccer and Netball competitions and students were provided with opportunities to compete against other schools in the area.

Bathurst West was well represented at District and Western Region sporting events in a variety of sports including swimming, cross country and athletics.

### Learning and Support

Our school continued its strong focus on planning and teaching being based around individual needs. In 2015, funding received in this area was utilised to support students with identified learning and behavioural needs, through SLSO time and programs like Multi-Lit. Learning and support staff engaged in personal development through planned training and courses, as well as planning days. All students with identified support needs benefitted from collaborative planning between staff and families, with Personalised Learning or Behaviour Plans formulated, actioned and regularly reviewed.

Funding was also used to support the Learning and Support Teacher (LaST) and the organisation of the Learning and Support team, allowing the school to be flexible and responsive to the changing needs of our students.





## Opportunity Class

The Bathurst District Opportunity Class is situated at Bathurst West Public School. The class is made up of both year 5 and year 6 students. Applications to enter this district class are submitted in May to the Selective Schools Unit in Sydney. This year saw our highest ever number of applications to enter this class, highlighting the excellent work done by teachers and support staff.

Under the guidance of the class teacher, Mrs. Janelle Evans, children become facilitators of their own learning and engage in rigorous and challenging individual tasks.

The students had opportunities this year to work with Digi –Ed clay animation, Robotics and movie making. Technology based learning is a focus in the classroom. All the year 5 students in this class participate in science extension programs linked with Denison College Bathurst High Campus. Students were involved with Charles Sturt University throughout the year as models for classroom practice and implementation.



## Support Classes

Bathurst West Public School has four support classes catering for the needs of students at various levels. All the students are able to access curriculum at their individual level within a small class with additional support and programs. As well as teaching all Key Learning Areas at the appropriate level for each student, the class programs engage children in a wealth of activities to promote the development of the whole child. These include gross and fine motor skills, swimming, cooking, excursions into the community and integration in whole school events and performances.

Students participate in whole school sport, intensive swimming, assemblies, excursions and concerts. This inclusiveness benefits the students by improving self-esteem and promoting a sense of belonging and also develops acceptance, tolerance and caring in the wider community. These experiences provide wonderful opportunities for students to mix with peers whilst developing social and communication skills, gross motor and team building skills as well as important friendships.

## Future Moves

The school continued to be involved in the Future Moves program. This program is an initiative from Charles Sturt University (CSU) designed to provide students from K-12 with the opportunity to learn about university life. Stage 3 students visited Charles Sturt University campus at Bathurst and spent a day interacting with staff and students.

In collaboration with CSU, Stage 3 students completed a unit of work called Sky Stories, culminating in a wonderful community evening of star gazing and traditional story telling.

