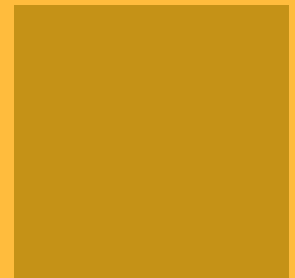
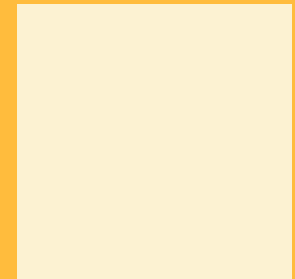


Bathurst West Public School Annual School Report 2013



School context

The children at Bathurst West Public School are friendly, happy, respectful and responsible. They enjoy coming to school to develop their friendships and to participate in the challenging and rigorous learning experiences on offer. Students particularly enjoy the up to date new technologies available to them and the wide and varied experiences they are able to enjoy in extra curricula activities.

Principal's message

Our school promotes a happy family tone for all students. Respect and Responsibility are the key elements of all interactions and we encourage a these principles at all times.

The school offers a rigorous academic learning experience with a clear emphasis on all Key Learning areas. Above all children feel happy and safe to be at school and enjoy the many extra curricula activities designed for them.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Stan Kowalski

P & C and/or School Council message

The West Bathurst Public School P&C is an active group of parents, grandparents and carers. This year the P&C have focused on helping the school meet the educational needs of our children as well as helping to build a sense of community within the school.

This year the P&C's major contributions included;

- contributing to classroom technology (\$10000)
- providing for additional reading materials (\$ 5000)
- contributing to buses for the swimming program and eisteddfod (\$700)
- providing the 2013 kindergarten children with hats (\$300)

These were paid for through a range of fundraising activities, including contributions made by the Canteen, a Walkathon, mother's and father's day stalls and sale of canvasses for the school art show.

In terms of building community, the P&C

- continued day time meetings, enabling those who haven't been able to come to night time meetings to come and have their say
- Have had a weekly spot in the school newsletter
- Proposed an art show, exhibiting canvasses and art works made by the children

The P&C Executive have worked hard at forming a close relationship with the teaching staff at West Bathurst. We do this in a variety of ways, but predominantly through regular meetings with the school principal. We would like to thank the outgoing Principal, Mark Snow, for all his efforts and we extend a warm welcome (and a huge thank you) to our incoming Principal, Stan Kowalski.

The Canteen is run through the P&C, by a dedicated Canteen Committee. The Canteen contributed approximately \$ 000 to the P&C this year – this is a fantastic effort from those who work in the Canteen as well as all those who buy lunches and make contributions to meal deals.

The Uniform Shop relies on more dedicated (there's that word again) volunteers It is a great resource – with new and secondhand uniforms available.

I'd like to thank everyone who has been involved – big and little. As well as making my role very rewarding, I've enjoyed the opportunity to meet so many of you.

While I'm thanking people, I'd like to make particular mention of the P&C Executive – Secretary Stacey Kaye, Vice President, Amanda Nelson and Fundraising Coordinator Mary Ann

Gould. There's no way that the P&C can run without the commitment of the P&C Executive. These women have worked hard, and always with humour and honesty. It's been a pleasure.

Danielle Molkentin P&C President

Student representative’s message

Throughout 2013 as school leaders we were provided with many opportunities to represent the school and to lead many events on a regular basis. These events included;

- ANZAC Day Ceremonies,
- Weekly Assemblies,
- Leadership Training Days with other schools from Bathurst,
- Welcomed visitors to the school for many meetings including the local AECG, Principal’s, Mr. Harvey and many other groups,
- Organised the school disco and worked with the P&C to ensure that it was a success,
- Leading community events including Grandparent’s Day, Presentation Day and many fundraising events.

It was a pleasure to work with Mrs Low and Mr Kowalski and Mrs Collins. As a team we organised the Year 6 Mini Fete and this was a great success. The event raised enough money to purchase a portable sound system. 2013 has been a fun, exciting and busy time for the Student Leadership Team and we would like to thank Mr Kowalski and everyone at Bathurst West for making our time at the school so enjoyable.

Student Leadership Team 2012 Ranuli Dissanayaki, Sam Denmead, Charlie Campbell, Anna Coombes.

Student information

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

Student Enrolment

	2009	2010	2011	2012	2013
M	208	205	211	209	219
F	165	167	179	179	188



Student attendance

Year	2008	2009	2010	2011	2012	2013
K		92.9	94.4	95.0	94.5	94.7
1		88.9	92.9	93.4	93.0	92.7
2		91.1	94.0	93.7	94.3	92.7
3		90.7	92.0	93.8	93.8	94.4
4		90.6	92.7	93.7	94.1	91.6
5		91.9	91.3	94.8	92.8	94.3
6		91.5	93.4	93.9	94.0	91.8
Total	91.7	91.0	92.9	94.1	93.8	93.2

An updated School Attendance Policy has made outlines and expectations for attendance clearer for parents, staff and children in 2013.

Children who return to school after an absence are expected to bring a note of 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 do not comply with attendance guidelines will be referred to

the Home School Liaison Officer and may ultimately face prosecution.

Workforce information

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

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	
Assistant Principal(s)	4.0
Head Teachers	
Classroom Teacher(s)	16.0
Teacher of Reading Recovery	.6
Learning and Support Teacher(s)	1.6
Teacher Librarian	.8
Teacher RFF	.7
School Counsellor	.2
School Administrative & Support Staff	2.6
Total	27.5

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

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

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	90%
Postgraduate	10%
NSW Institute of Teachers Accreditation	15%

Financial summary

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

Date of financial summary	30/11/2013
Income	\$
Balance brought forward	172330
Global funds	283098
Tied funds	506160
School & community sources	91246
Interest	7769
Trust receipts	14949
Canteen	0.00
Total income	1075552.00
Expenditure	
Teaching & learning	
Key learning areas	33181
Excursions	12963
Extracurricular dissections	42902
Library	3897
Training & development	0.00
Tied funds	432874
Casual relief teachers	81197
Administration & office	81160
School-operated canteen	0.00
Utilities	65010
Maintenance	11642
Trust accounts	12948
Capital programs	0.00
Total expenditure	777774.00
Balance carried forward	297778.00

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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 Low and Mrs Groves , 35 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 Eisteddfod again this year with excellent results:

“Primary Choir” – first place

“junior Choir” – second place

“Welsh Choir” – third place

“Open Welsh Choir” – first place

At the Orange Eisteddfod:

“Primary Choir” – second place

“Welsh Choir” – first place

The choir performed regularly for the community and within school events.

This year our school musical “Bathurst West Variety Show” was a highlight for term 3. All students and teachers were involved in creating a 90min nonstop variety production of music, comedy, acting, dancing and more. These school musicals are organised every second year and are successfully held in our school hall.

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 organized weekly fitness and sporting activities.

The Basketball Teams competed in the PSSA competitions in 2013 and continued to grow under the excellent coaching leadership of Mr. Denmead.

- Football success was another highlight throughout the year. The team competed in the PSSA competition against a number of local schools performing well.
- Bathurst West was well represented at District and Western Region sporting events in a variety of sports including swimming cross country and athletics.
- The school participated in the PSSA Soccer competition and students were provided with opportunities to compete against other schools in the area.

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.

Under the guidance of the class teacher, Mrs. Meg Low, 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, 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.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

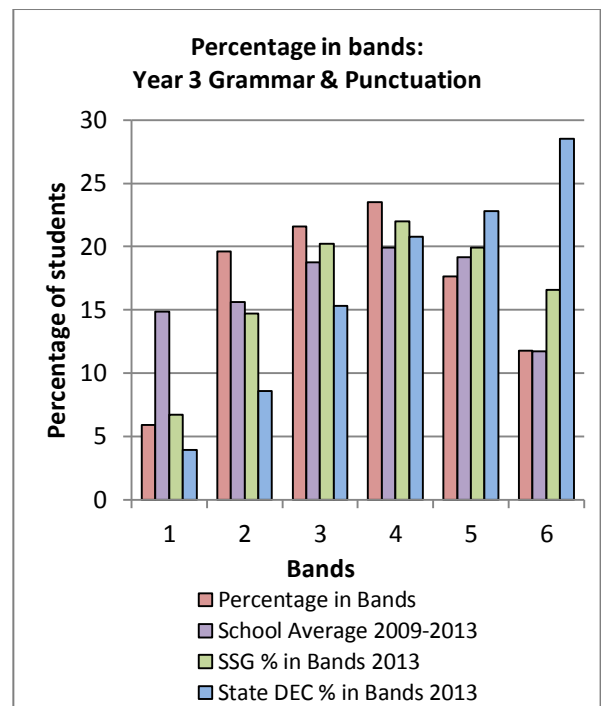
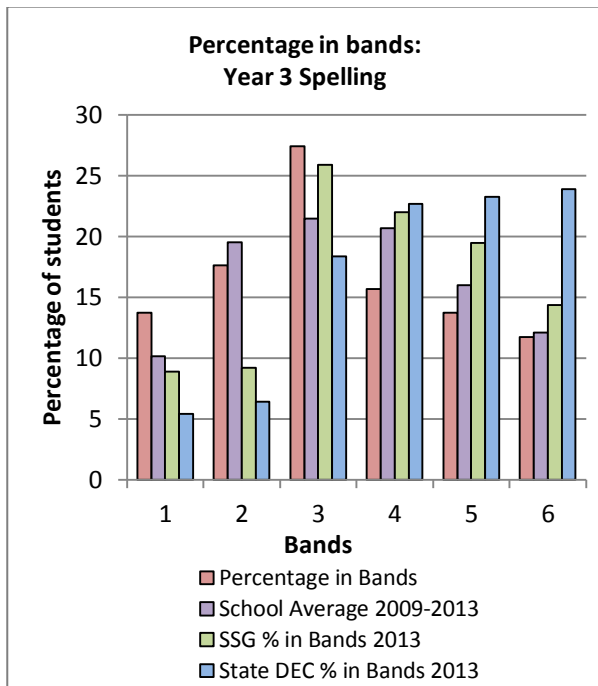
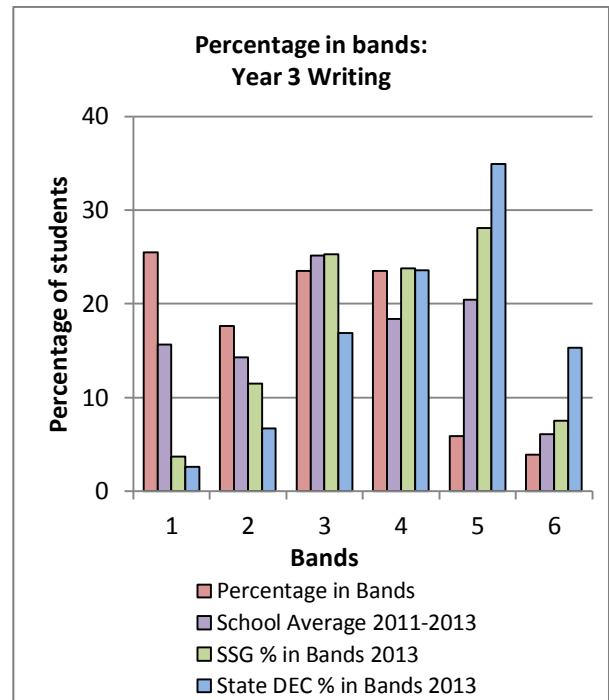
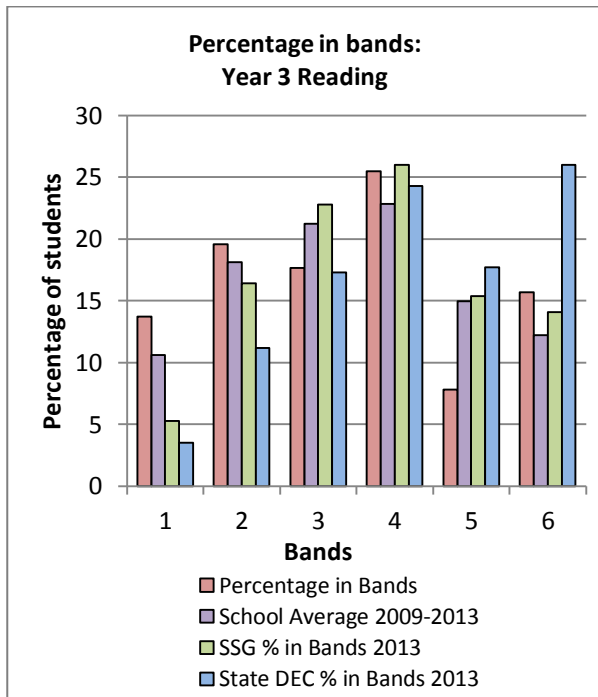
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

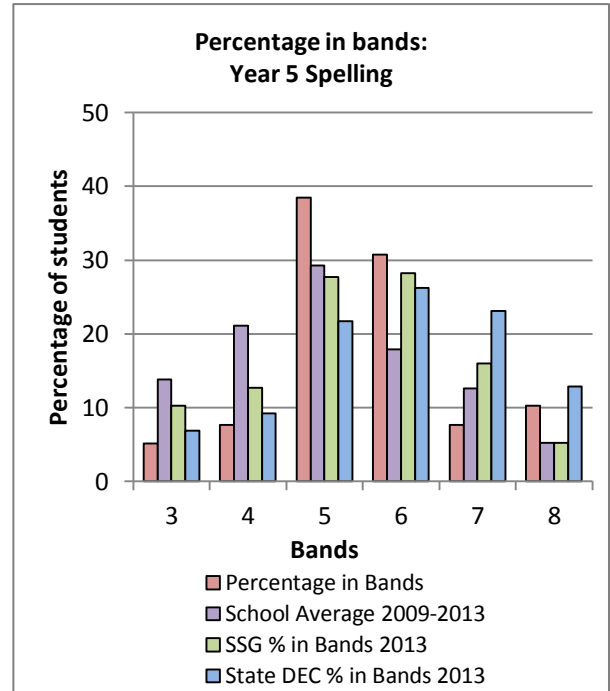
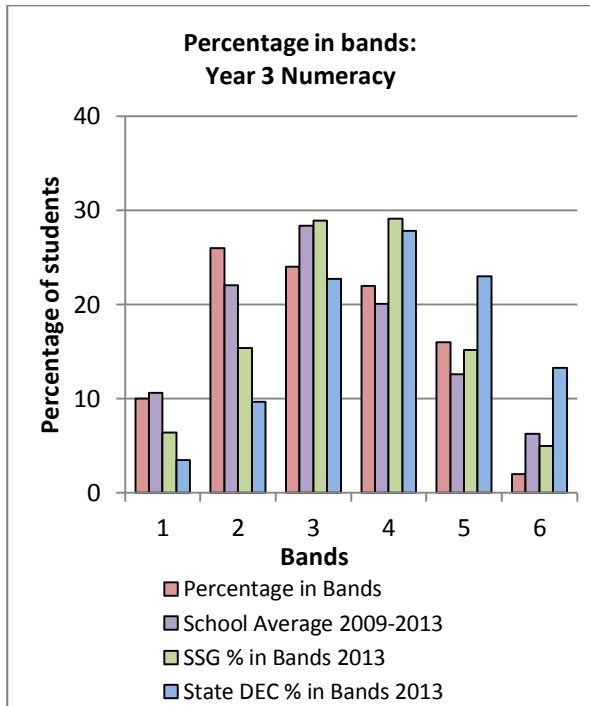
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

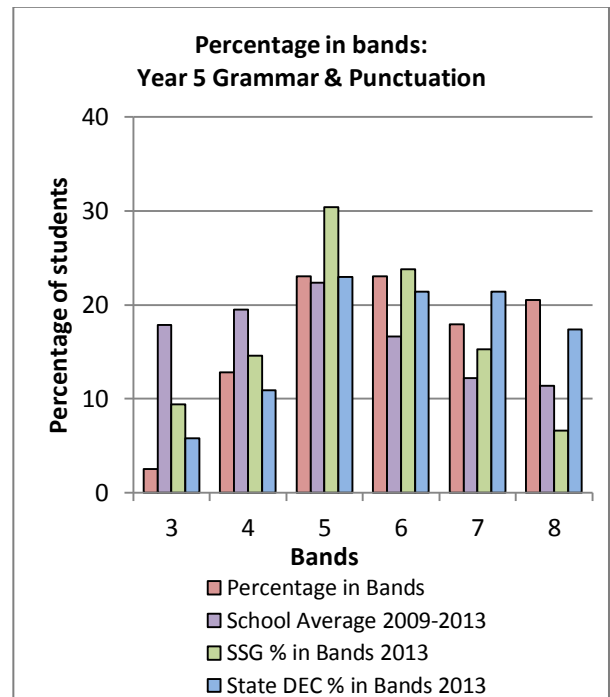
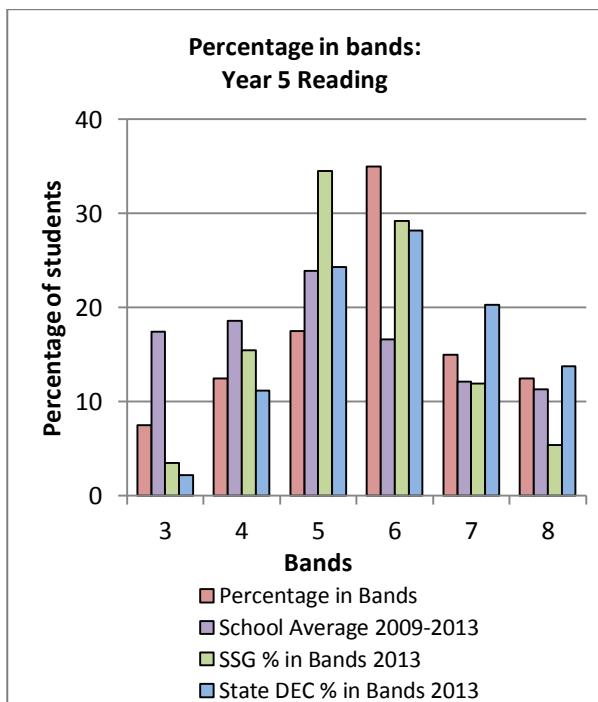
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

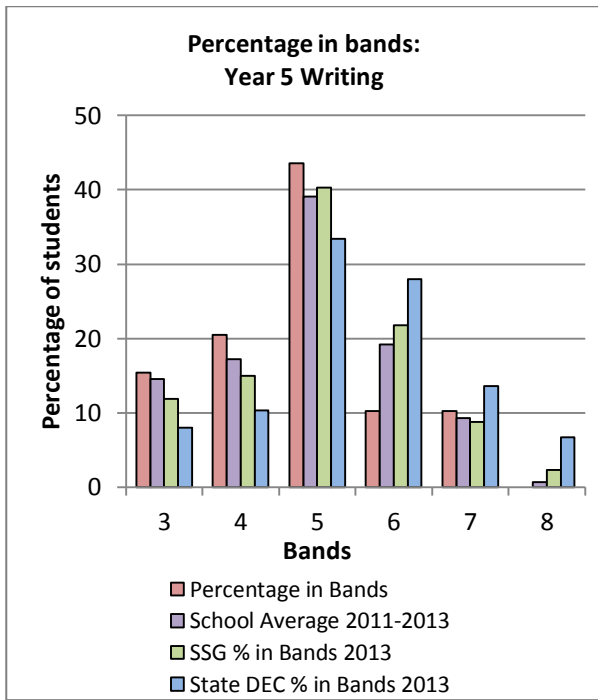


NAPLAN Year 3 - Numeracy



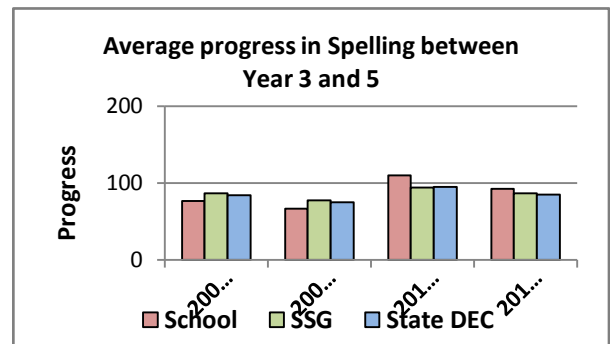
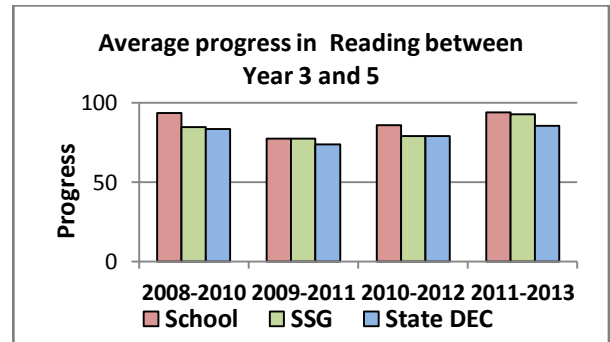
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



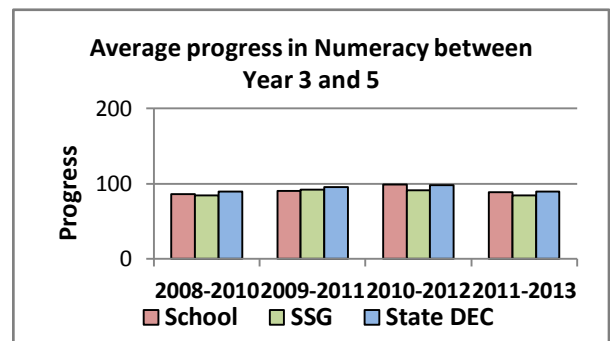
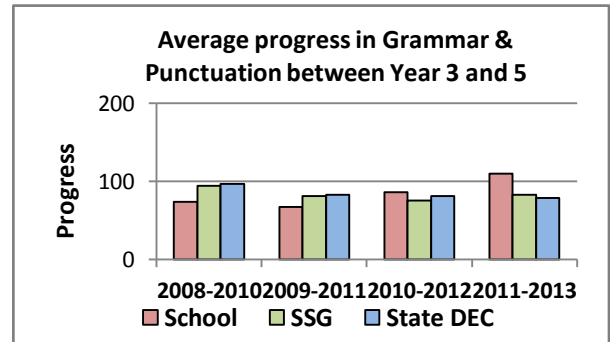
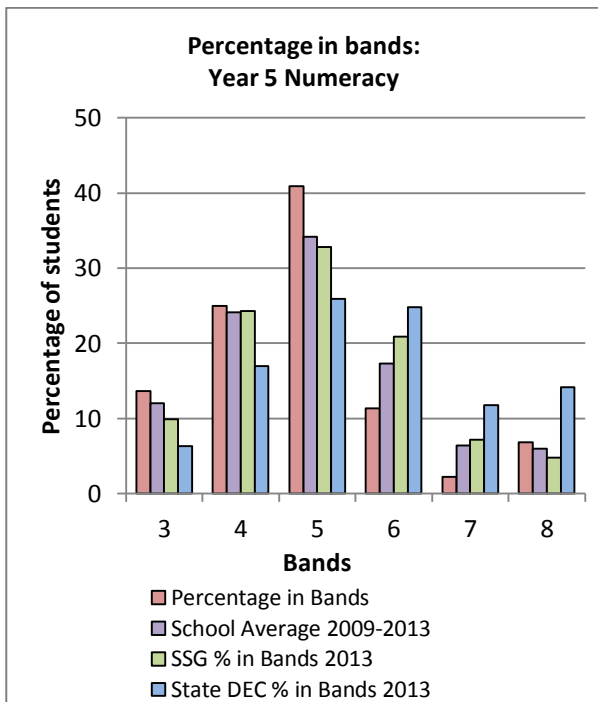


Progress years 3 to 5

The following tables indicate the outstanding growth our students have made



NAPLAN Year 5 – Numeracy



Significant programs and initiatives

Positive Behaviour For Learning

Positive Behaviour for Learning was implemented throughout K-6 in 2013. The community recognised the need for students to be explicitly taught about appropriate behaviours and attitudes at school. The school continued to implement the RESPECTFUL, RESPONSIBLE and SAFE LEARNERS approach across the school.

Each week, a designated time for learning was allotted for PBL and all classes taught the behaviours that were targeted for that period. Children were then rewarded for displaying these behaviours and were able to accumulate rewards.

The success of the program throughout 2013 was most evident with a success rate of 90% plus in expected behaviours being understood and used by students. Our office referrals have been reduced by 50% and suspensions by 90%.

The student and staff surveys clearly indicated an improved knowledge and understanding of the PBL framework. In 2014 the program will continue and move into the classroom domain.

Future Moves

The school continued to be involved in the Future Moves program. This program is an initiative from Charles Sturt University 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.

Aboriginal education

Our Aboriginal Education Team continued to meet every fortnight and throughout 2013. An active involvement with the local Aboriginal Education Consultative Group (AECG) was continued in 2013 and this provided the school with connections to local expertise and resources. Our Aboriginal Education Team continued to meet throughout 2013. An active involvement with the local Aboriginal Education Consultative Group (AECG) was continued and this provided the school with connections to local expertise and resources.

Transitional Equity Funding

Additional funds and staffing supplementation were used to provide opportunities for staff to participate in professional learning sessions, analyse school data on a regular basis, receive classroom mentoring to assist in the improved teacher quality and strengthen community engagement.

Student Outcomes were improved through access to speech pathology services on a regular basis. This service ensured that students selected to participate in the program received professional support. Students also benefited from continued involvement in the Mutli-Lit program on a regular basis.

National partnerships and significant Commonwealth initiatives (participating schools only)

- Bathurst West continued the implementation of the key initiatives of the Next Steps program. This federally funded program provides additional resources for Aboriginal and Torres Strait Islander students to close the gap and increase outcomes in a variety of areas.

Priority areas in 2013 have included improvement in community engagement, improved retention and attendance for students, completion of the community room increase in literacy and numeracy standards, increased professional learning opportunities for teaching staff to further develop their knowledge of Aboriginal education and many other areas.

- The involvement of the school in the Literacy National Partnership allowed the school to begin the Lesson Study approach to teacher mentoring. An experienced teacher was released to provide exemplar lessons and facilitate teacher reflection and professional dialogue. Staff also engaged in working together to plot children on the Literacy Continuum. The program also allowed the school to fully engage in the

preliminary work on the English National Syllabus.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Situational Analysis
- Staff, Student and Parent survey

School planning 2012—2014: progress in 2013

School priority 1 Literacy

Literacy

Outcomes from 2012–2014

Outcome for 2012-2014

Increased levels of literacy achievement for every student in line with State Plan Targets

Decreased gap in literacy achievement between Aboriginal students and all students

Increased usage of innovative technology to enhance learning in every classroom

2013 Targets to achieve this outcome include:

- Increase by at least 5 the number of students achieving in the top two bands in reading in Year 3 (currently 18) and Year 5 (currently 13) (2012)
- Reduce by at least 10 the number of students performing in the bottom two bands in the grammar and punctuation in Year 3 (Currently 13-2012) and Year 5 (currently 19- 2012)

Evidence of progress towards outcomes in 2013:

- Staff trained in use of Plan and the literacy continuum
- Staff using English syllabus to trial and investigate the new document

- Teachers form teams and working together on lesson study
- Growth in Literacy exceeds state average

Strategies to achieve these outcomes in 2014

- Full implementation of the new Syllabus Document. All classes engaged in the new syllabus.
- L3 engagement across K-2
- Primary classes using PLAN

School Priority 2 Engagement and Attainment

Outcome for 2012–2014

Increased parent and carer engagement in supporting their child's learning.

School culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential.

Improved attendance levels for all students.

Evidence of progress towards outcomes in 2013:

- Attendance above SEG average
- Reduced office referrals for discipline (50%)
- Suspensions reduced by 75%

Strategies to achieve these outcomes in 2014:

- Continue PBL processes and actions through PBL committee
- Continue follow up of attendance issues
- Develop new discipline procedures based on PBL

Professional learning

Professional development is an integral aspect of Bathurst West Public School. This year teachers undertook professional learning in key areas identified in the School Strategic Plan in addition to mandatory training (e.g. Child Protection and Emergency Care) and individual professional development.

As part of the Bathurst Alliance of Schools staff participated in professional learning focusing on school leadership, familiarisation of the new English Syllabus, the Herrmann Brain Dominance Instrument. In addition to this partnerships across local schools were further developed.

Weekly professional learning meetings were held at a stage and whole school level. These meetings provide opportunities for staff to engage in corporate development of programs, mandatory DEC requirements and other professional learning experiences. Staff have been involved in lesson studies focusing on the implementation on the new English syllabus and quality teaching.

Teachers also attended off-site professional learning. Training included Language, PBL, quality teaching, learning and support, reading recovery, beginning teacher training, Autism and school leadership.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

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.
- Students stated that they felt safe, were treated fairly and enjoyed coming to school. They liked spending time with their teacher.
- Parents stated that community events held at the school including Grandparent's Day and Book Week celebrations were inclusive and enjoyable.
- Staff valued ongoing professional support, collaboration and working as part of a team.
- Community members felt supported by the school leadership team and valued the hard work of staff at the school.

Program evaluations

Background

The school has had a series of award systems and programs overlaid. Confusion existed amongst children staff and parents as to how these related to student behavior. The awards system ceased each year, with children having to start fresh each year

Findings and conclusions

The staff, students and parents were surveyed to find an appropriate award system that was simple and effective in recognizing student behavior and achievement.

This resulted in a new four tier system being instituted that includes a PBL focus and continues to build.

Future directions

We will review the implementation of the system in 2014 and adjust timings if necessary and begin reviewing the discipline system.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Stan Kowalski Principal

Jodeen Jackson Assistant Principal

Meg Low Assistant principal

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

[http:// www.schools.nsw.edu.au/asr](http://www.schools.nsw.edu.au/asr)