



Education &
Communities

Bathurst West Public School Annual School Report 2014



School of Opportunity



3824

School context statement

Bathurst West Public School is a PP3 located in the Eastern end of Western NSW. It is a modern well-resourced school with large grounds and playing fields. It has a 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 430 students, 21% which is Aboriginal and 4% 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 emphasis 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.

In 2015, the school will be in the first year of involvement with the Early Action for Success funding program which concentrates resources in the early years of schooling.



Principal's Message

"Alone we can do so little; together we can do so much" is so true and alive here at BWPS. The committed teaching and non-teaching staff, P & C and the active parent body and wider community relationships foster this value and belief.

This allows us as a school to work together for the benefit of all our students.

We value and accept our students' backgrounds and I believe that at BWPS we strive to find what our students like, adapt the curriculum and teaching styles to ensure every student meets their full potential, from the students in the support classes, the Opportunity Class and all our mainstream classes.

As all schools, we are now using and implementing the new English curriculum. Maths & Science will be mandatory 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.

It has been a rewarding year working within the BWPS community and I thank you all for entrusting us with your children. A big thank you also to the wonderful, committed and fun teaching and non-teaching staff here at BWPS; the canteen and Uniform Shop volunteers for all their support and work throughout the year; the P & C for their continued support of the school; and of course to all the students that make BWPS such a wonderful place to come every day.

Stan Kowalski



P & C message

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 within the school.

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

- contributed to the improvements in the safety of the carpark (\$5,812)
- contributed to buses for the swimming program and eisteddfod (\$745)
- provided the 2015 kindergarten children with hats (\$300)
- donated to those families whose children have represented Western Region (\$400)
- contributed to the Bunny Hop (\$94)

These were paid for through a range of fundraising activities, including contributions made by the Canteen, a bush dance, the annual Walkathon, and mother's and father's day stalls.

In terms of building community, the P&C

- continued day time meetings to enable those who haven't been able to come to night time meetings to come and have their say
- worked with the school to provide Book Club
- held the bush dance

The P&C Executive have worked hard at forming a close relationship with the teaching staff at Bathurst West. We do this in a variety of ways, but predominantly through regular meetings with the school principal. I would like to thank the Principal, Stan Kowalski, and the Relieving Principal Belinda Henry. Your counsel has been very much valued, and I thank you for making yourself available and providing words of wisdom.

The P&C also is responsible for the Canteen and Uniform shop.

The Canteen is run by the P&C, through the Canteen Sub-Committee. The Canteen contributed over \$4000 to the P&C this year – a fantastic effort from those who work in the Canteen as well as all those who buy lunches and make contributions to meal deals. This year has

been challenging as we have grappled with all the legal requirements involved in running a canteen and I'd like to thank those involved. It has been a complex environment, and has often involved conversations that are "hard". Everyone has acted with dignity and professionalism, and for this I'm grateful. Thank you.

The Uniform Shop relies on more dedicated volunteers. It is a great resource – with new and second-hand uniforms available. This year saw improvements in the safety environment in the Uniform area, and it was great to see the process working. This year will see the end of an era with Marj Nicholls 'retiring', and I'd like to take this opportunity to thank her. It also sees the start of a new era, and I'd like to warmly welcome Melissa Kemp for stepping into this role. I look forward to many continued years of a Uniform Shop at West Bathurst

I feel like I spend a lot of time thanking people. I don't do it lightly. People get involved in something like the P&C for all sorts of reasons. But it's gratifying to know that we've been able to be part of something, and make some small impact on our children's learning. And so I'd like to thank everyone who has been involved with the P&C this last 12 months.

While I'm thanking people, I'd like to make particular mention of the P&C Executive – Secretary Stacey Kaye, Treasurer Tonya McRostie, Vice Presidents, Cath Tremain, Mary Ann Gould and Tracy Rae, and our 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, often behind the scenes, and with little public acknowledgement. It's been a pleasure.

Danielle Molquentin, President

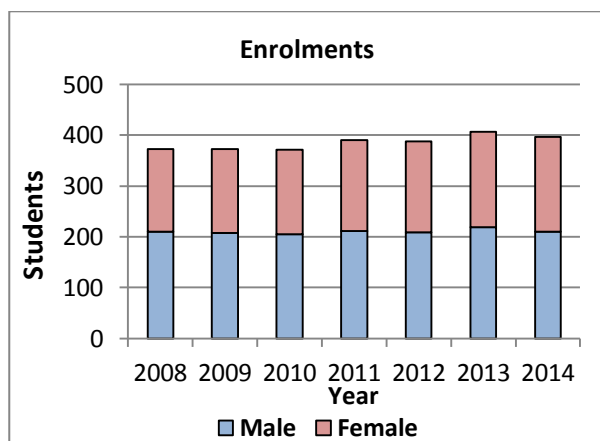


Student information

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

Student enrolment profile

| Gender | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------|------|------|------|------|------|
| Male | 205 | 211 | 209 | 219 | 210 |
| Female | 167 | 179 | 179 | 188 | 186 |



Student attendance profile

| Year | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| K | 92.9 | 94.4 | 95.0 | 94.5 | 94.7 | 95.5 |
| 1 | 88.9 | 92.9 | 93.4 | 93.0 | 92.7 | 94.6 |
| 2 | 91.1 | 94.0 | 93.7 | 94.3 | 92.7 | 93.8 |
| 3 | 90.7 | 92.0 | 93.8 | 93.8 | 94.4 | 94.7 |
| 4 | 90.6 | 92.7 | 93.7 | 94.1 | 91.6 | 95.4 |
| 5 | 91.9 | 91.3 | 94.8 | 92.8 | 94.3 | 95.1 |
| 6 | 91.5 | 93.4 | 93.9 | 94.0 | 91.8 | 94.3 |
| Total | 91.0 | 92.9 | 94.1 | 93.8 | 93.2 | 94.8 |

Management of student non-attendance

Student absences are followed through with phone calls after 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 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 |
| Assistant Principal(s) | 4.0 |
| 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 | 28.319 |

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 |
|-----------------------------------------|------------|
| Degree or Diploma | 90 |
| Postgraduate | 10 |
| NSW Institute of Teachers Accreditation | 15 |

Professional learning and teacher accreditation

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 Mathematics Syllabus, and the Nationally Consistent Collection of Data. 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 provided 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 and Mathematics Syllabus and quality teaching.

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



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 | 30/11/2014 |
| Income | \$ |
| Balance brought forward | 298110.18 |
| Global funds | 271400.36 |
| Tied funds | 611677.05 |
| School & community sources | 80188.45 |
| Interest | 10314.45 |
| Trust receipts | 14923.75 |
| Canteen | 0.00 |
| Total income | <u>1286614.24</u> |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 27592.97 |
| Excursions | 50361.25 |
| Extracurricular dissections | 39204.70 |
| Library | 2860.36 |
| Training & development | 355.00 |
| Tied funds | 603511.97 |
| Casual relief teachers | 134102.82 |
| Administration & office | 82863.11 |
| School-operated canteen | 0.00 |
| Utilities | 66324.98 |
| Maintenance | 23341.42 |
| Trust accounts | 9073.99 |
| Capital programs | 0.00 |
| Total expenditure | <u>1039592.57</u> |
| Balance carried forward | <u>247021.67</u> |

A full copy of the school's 2014 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 2014

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 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 School Band performed at a number of community events including the Bathurst Monster Big Band Day, School Assemblies and Presentation Day.

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.

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.

The Basketball Teams competed in the PSSA competitions in 2014 and continued to grow under the excellent coaching leadership of Mrs Evans.

Football success was another highlight throughout the year. Teams competed in the PSSA, Peachey Cup and Richardson Shield competitions 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 and Netball competitions 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 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.



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)

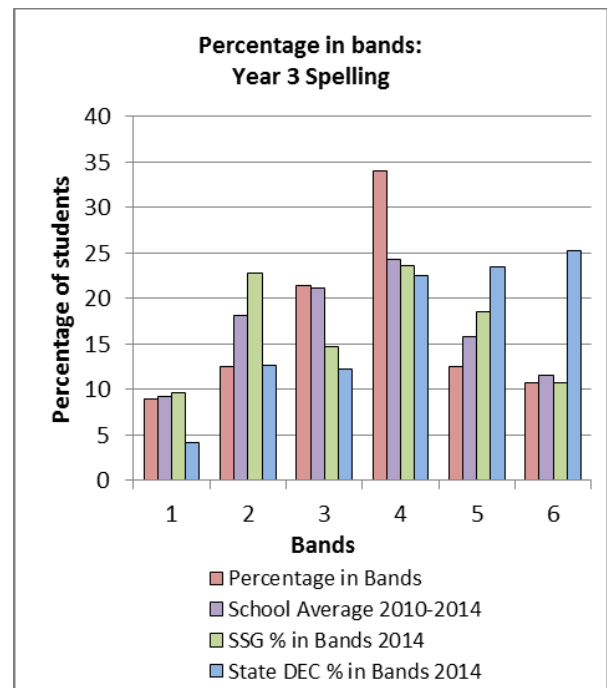
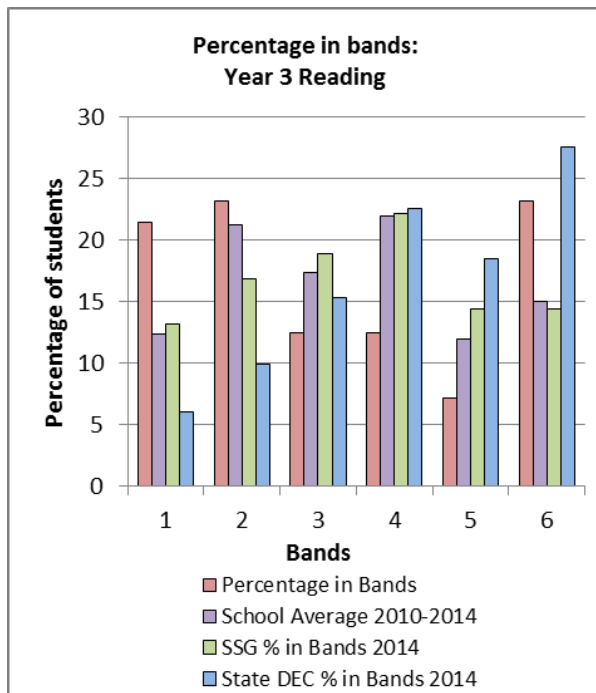
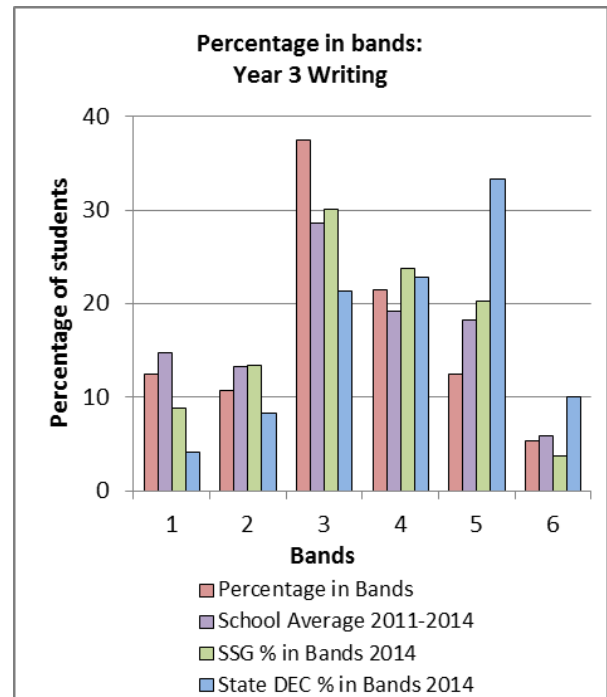
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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

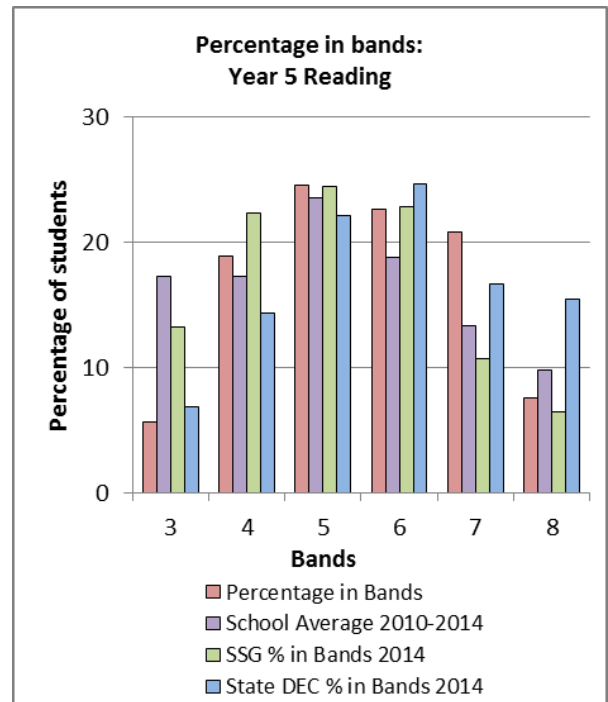
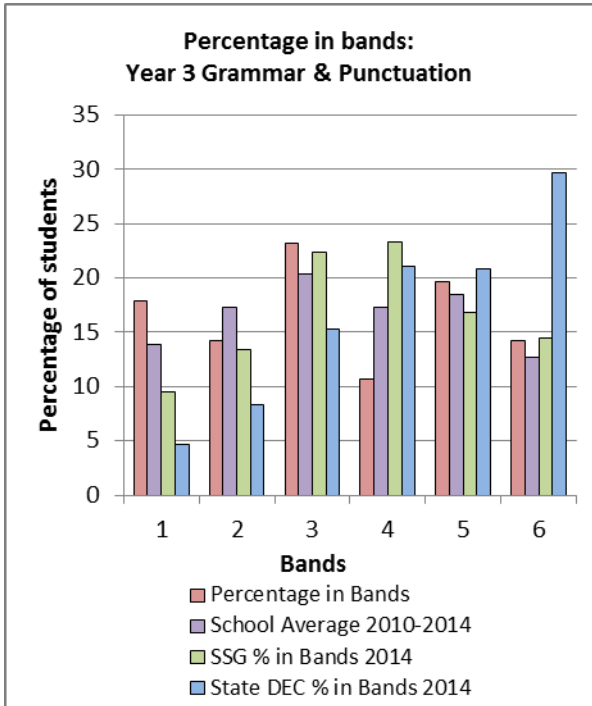
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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.

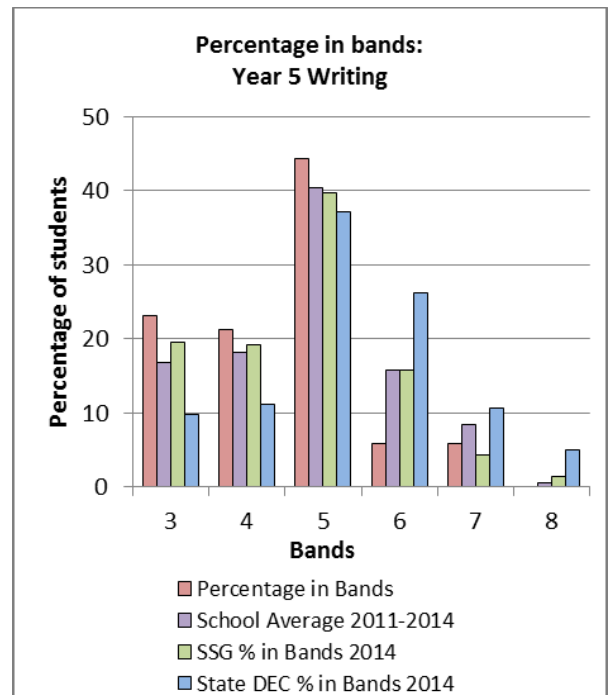
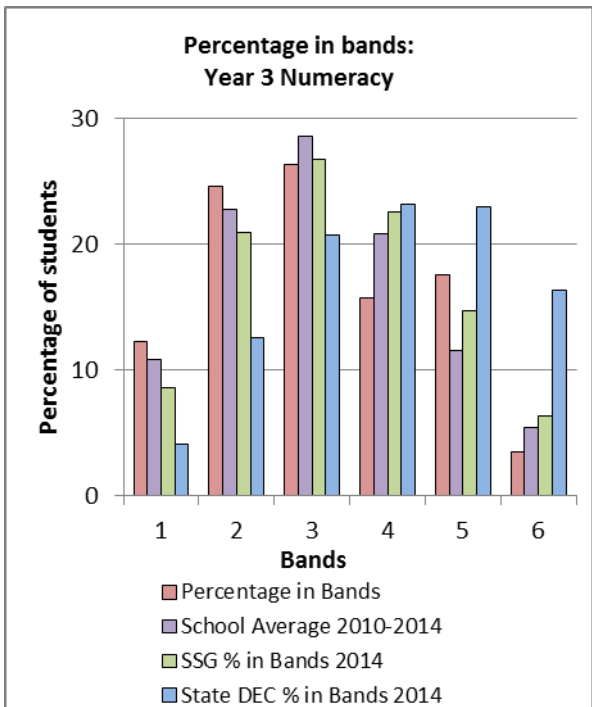
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



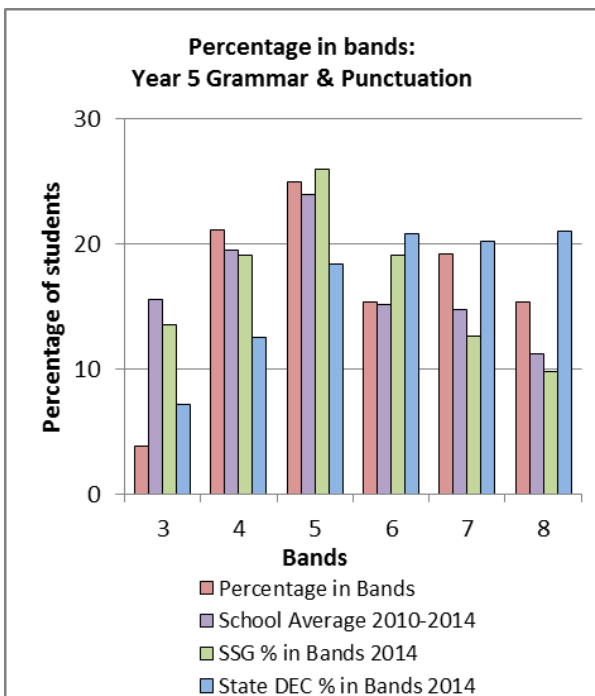
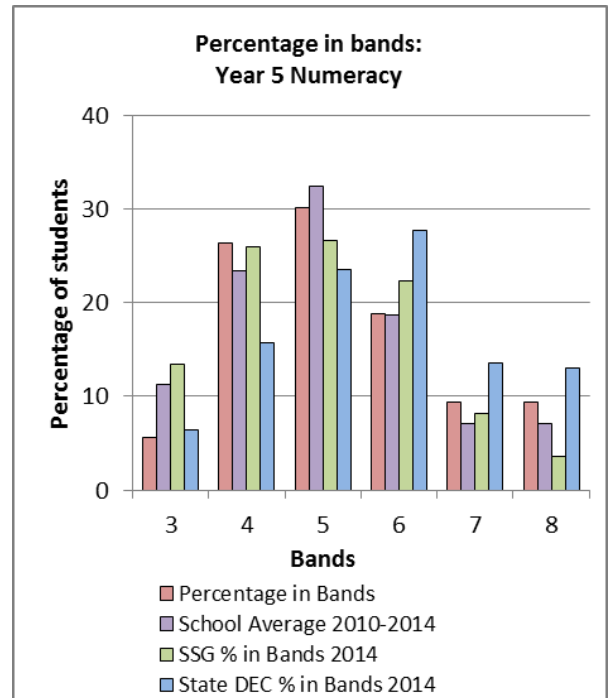
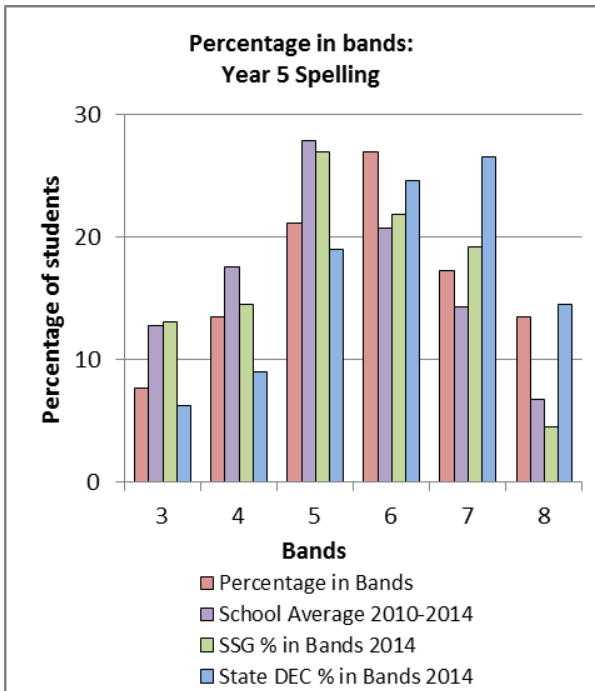
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



NAPLAN Year 3 - Numeracy



NAPLAN Year 5 - Numeracy



Significant programs and initiatives – policy

Positive Behaviour For Learning

Positive Behaviour for Learning was implemented throughout K-6 in 2014. The community continues to recognise 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.

As part of our school approach in this area, the school implemented a new rewards policy which more appropriately aligned with PBL. This new system has been successful so far, and we will continue to review its effectiveness into the new year.

The student and staff surveys clearly indicated an improved knowledge and understanding of the PBL framework. In 2015 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.

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 and to assist in improving 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 Mini- and Multi-Lit programs on a regular basis.

Aboriginal education

Our Aboriginal Education Team continued to meet every fortnight and throughout 2014. An active involvement with the local Aboriginal Education Consultative Group (AECG) was continued in 2014 and this provided the school with connections to local expertise and resources.

Significant programs and initiatives – equity funding

Aboriginal background

Our focus on Personalised Learning Plans and links to the Aboriginal community through the AECG continued to strengthen partnerships and promote genuine collaboration between schools, 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. Aboriginal families and students were also supported by strategies reported in the next sub-heading – Socio-economic background.

Socio-economic background

Funding in this area was used to support teacher learning and understanding in the use of PLAN data and the Literacy continuum. The L3 program continued to roll out across K-2, providing students with access to quality teaching and the best strategies to make improvements in their literacy outcomes.

Lesson studies and full implementation of the new English Syllabus provided children with the opportunity to engage in learning through culture, explicit teaching and technology and ensured children were exposed to quality teaching and strategies to think critically and problem-solve.

Learning and Support

Our school continued its strong focus on planning and teaching being based around individual needs. In 2014, 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.



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
- student, parent and staff surveys

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 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

Evidence of achievement of outcomes in 2014:

- Staff trained in use of Plan and the literacy continuum.
- Full implementation by staff of new English syllabus, evidenced in class programs.
- Teachers forming teams and working together on lesson studies
- Engagement in L3 across K-2

Strategies to achieve these outcomes in 2014:

- Full implementation of the new syllabus document with review and evaluation of teaching and learning in classrooms
- L3 engagement across K-2 – provide further opportunities for teacher development
- Primary classes using PLAN

School priority 2

Engagement and Attainment

Outcomes from 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 achievement of outcomes in 2014:

- Increased level of Personalised Learning Plans which requires parent/carer consultation and input
- Reduced office referrals for discipline and suspensions
- Implementation of new reward and discipline procedures based on PBL
- Attendance above SEG average

Strategies to achieve these outcomes in 2014:

- Continue PBL processes and actions through PBL committee, including entering the classroom domain
- Continue to review and improve new reward and discipline procedures based on PBL
- Continue to follow up on attendance issues

Parent/caregiver, student, and teacher satisfaction

In 2014, 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.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The initial consultation with Staff, Students and Community members was carried out via 2 questions: -

- 1) What do you consider to be the strengths of Bathurst West Public School?
- 2) What would you change about the school to make it better?

Each stakeholder was asked to record their responses. Parent /community member's responses were collated and displayed. Staff responses were minimal, so a whole school staff meeting was held. Discussion was based around the broad areas of: -

Professional learning, student engagement, implementing the Curriculum (English, Mathematics, Science, History), 21st Century learners (ICT, Critical creative thinking, GATS, others), partnerships for learning (PBL, LST, Attendance, Welfare, AECG).

Staff discussed and recorded –

Current – Where are we now?

Future – Where next?

End product - Where do we want to be in 3 years?

The school executive refined this information down to the three strategic directions.

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.

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 child reaches their full potential. Resources are managed to maximise the learning opportunities for each child.

The community engages in the school experience.

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 interaction within the school community.

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



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

Belinda Henry – Assistant Principal

Jodeen Jackson – Assistant Principal

Darren Denmead – Assistant Principal

School contact information

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School Code: 3824

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/learning/emsad/asr/index.php>