

Banksmeadow Public School

Annual Report



2016



1121

Introduction

The Annual Report for 2016 is provided to the community of **Banksmeadow 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.

Noni Hoskins

Principal

School contact details

Banksmeadow Public School

Trevelyan & Wiggins Sts

Botany, 2019

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Message from the school community

2016 has been a great year for the Banksmeadow community, but the highlight has to be our main sponsored event – the legendary “Spartan Race Obstacle Course.” It was wonderful to see such a high participation rate of students (and adults), including our support unit students, who all thoroughly enjoyed getting muddy and wet! This event was a huge success and tremendous fun. Sincere thanks as always must go to all the many volunteers who generously give of their time to help and support not only the big event, but all our fundraising efforts – the cake stalls, Mother’s and Father’s Day stalls, raffles, and the school banking program. We couldn’t achieve any of this without our amazing community.

We were delighted to have two new sponsors on board – Buzzard Clean Up and Event Vehicles – who generously sponsored the AFL and soccer sports jerseys this year. Thank you. And special thanks to Solvay Interlox who provided a set of iPads for our support unit. The opportunities for learning through these devices are fantastic and make a huge difference every single day.

This year the Banksmeadow P&C community has proudly contributed funds in the following ways:

- Contributions towards our beautiful award winning school gardens
- \$2,000 for new Home Reader books
- \$7,500 for the new netball and basketball goal posts and bespoke pads
- \$10,000 towards improvements in technology at Banksmeadow Public School

Sarah Monahas

P&C President

School background

School vision statement

At Banksmeadow Public School we aim to develop socially competent and informed young citizens who have the skills confidence and creativity to make a positive difference to our world.

Through a focus on literacy and numeracy, our students will build a depth of knowledge, skills and understandings to flourish in a modern, changing society and actively pursue life long learning.

We endeavour to promote a sense of ethical and social justice in our students to display empathy and accept diversity, acting as responsible members of our global community.

We equip our learners to lead healthy lifestyles, promoting a sense of self-worth, self-awareness and personal identity to support their emotional, mental, spiritual and physical wellbeing.

School context

Banksmeadow Public School (251 students) is located in the Eastern Suburbs of Sydney. The school has a Department of Education and Communities preschool catering for 40 places and an IO Support Unit for nine students. Banksmeadow Public School has a reputation of providing students with quality public education through a wide range of learning opportunities and experiences and a focus on high academic performance. A strong and effective partnership exists with an active and articulate community from diverse cultural backgrounds and professions. The leadership team comprises of the Principal and three Assistant Principals. Current school priorities include literacy, numeracy, ICT, leadership, sport and student wellbeing. Banksmeadow Public School works closely in a Learning Alliance with three other local primary schools as well as with local businesses.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

In the domain of Learning, we predominantly focused on wellbeing, learning culture, and assessment and reporting. Significant efforts by all stakeholders in the community were focused toward improving the overall wellbeing of students. The school fostered a culture of inclusivity and respect, with students caring for self and contributing to the wider community. Wellbeing practices were reviewed and new practices implemented to ensure we were delivering in this area. The overall rating for curriculum and learning was sustaining and growing. Effective programs were put in place for student transitions, including for entry into Preschool, Kindergarten, high school and the Support Unit. Students and parents were involved in the progress of learning and a number of extra-curricular opportunities were provided to enhance the development of students. The reporting process was refined and now provides parents with information regarding the progress of their children. In 2016 there was a commitment within the school community to strengthen and deliver on school learning priorities and this will be an area to continue to pursue in 2017.

In the domain of Teaching, our priorities were to ensure effective classroom and collaborative practices across the school. Staff were provided with regular opportunities to collaborate when planning for effective teaching and learning, and when assessing and reporting. Formal and informal mentoring opportunities were facilitated throughout the year and an overall assessment of sustaining and growing was determined for this element. The school was assessed at delivering in the area of data use, with teachers and the school leadership team using data to inform future decisions and planning. The school prioritises professional learning to address key priorities. In pursuit of excellence in 2017, teachers will actively engage in drawing on and implementing evidence-based research to improve their performance and development.

In the domain of Leading, the school was assessed as delivering in all areas. Developing leadership skills in staff and students was a priority, as was providing significant opportunities to engage the community in a wide range of school-related activities. In 2016, the school planning process incorporated clear and sequential timelines and

work towards implementation of the school plan. A culture of high expectations was evident throughout the school. Strong relationships with local community organisations and those that utilise the school's facilities have been maintained to provide a number of opportunities for students.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Development of Successful Students

Purpose

To continue developing a school culture that builds and promotes educational aspiration where students are strongly supported and intrinsically motivated to improve their performance.

To deliver a curriculum that enables students to become literate and numerate and be creative and productive users of technology as well as encouraging students to be creative and critical thinkers who can collaborate in teams and successfully communicate their thoughts and ideas.

To develop a school framework that enhances the individual and collective wellbeing of staff, students and families in a positive and respectful way and embeds a system of values in order to promote the development of students who possess a strong sense of empathy, ethical and social justice and who embrace diversity as global citizens.

Overall summary of progress

The improvement of student achievement levels in literacy and numeracy, as well as ensuring the wellbeing of all students, continued to be a significant focus of Banksmeadow Public School in 2016.

In 2016, a significant amount of time was spent on developing the knowledge of staff in the use of the literacy and numeracy continuums. This included professional learning on the continuums, as well as on the Plotting Literacy and Numeracy (PLAN) application that can be used to track student progress. All students in the K–6 school were plotted against each aspect of the literacy continuum and some aspects of the numeracy continuum. Staff worked together to plan for future teaching and learning opportunities that would cater to the needs of individual learners. Reports from this application were also shared with parents to inform them of their child's progress. All teachers from P–6 utilised technology to enhance learning opportunities within classrooms. A range of applications were used on student iPads to better engage students, and to provide them with opportunities to communicate and share their learning.

The area of wellbeing was determined to be an area that required improvement by the community. In consultation with students, staff and community, the needs of students were assessed and a plan developed to improve wellbeing outcomes. A document outlining the guidelines and procedures used for student wellbeing was developed and implemented to ensure greater consistency and fairness when managing student behaviour and ensuring student wellbeing. In collaboration with the Positive Behaviour for Learning (PBL) team, a school-wide assessment was conducted to analyse and develop practical school processes. A PBL team that consisted of representatives from each area of the school was established. A set of school expectations was developed and a common language established in regards to behaviour. Signs were also designed to communicate and provide visual reminders of the expectations.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|---|
| Improved student achievement levels in Literacy and Numeracy for all students including equity groups as reflected in school-based assessments (baseline data to be established in 2015) | <ul style="list-style-type: none">• 100% of students K–6 were plotted on the literacy continuum using PLAN software, with data used to plan for the differentiation of teaching and learning activities• 100% of students were plotted on the numeracy continuum in the aspects of Early Arithmetic Strategies and Place Value, with data used to plan for the differentiation of teaching and learning activities• Established K–6 assessment schedule continues to be used across the school, and data recorded in markbooks for analysis and future planning• School-based phonics program data was analysed and calculated to have a high effect size across all grades• 100% of Aboriginal students and 100% of students with an identified disability have an Individual Learning Plan that details goals in the area of literacy and numeracy | \$1500 for staff training on the literacy and numeracy continuums |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|---|
| Individual and collective wellbeing is measurably improved (baseline data to be established in 2015) | <ul style="list-style-type: none"> • Positive Behaviour for Learning practices are implemented across the school P–6, with 100% of staff invested in ensuring a school-wide approach with consistent behavioural expectations • School-wide evaluation tool completed and results analysed to implement a plan for the improvement of positive behaviour and wellbeing practices across the school P–6 • ACER Social–Emotional Wellbeing and Tell Them From Me survey results reported that 88% of students had a high sense of belonging and 93% of students try hard to succeed in their learning • Friendly Schools Plus program implemented in Stage 3 classrooms to promote positive student wellbeing • Professional learning regarding character strengths undertaken to enhance teacher knowledge and identification of strengths in students | <p>\$1000 for professional learning</p> <p>\$1600 for subscription to ACER online survey tool</p> |

Next Steps

- continue to record and monitor assessment results in literacy and numeracy as per the K–6 Assessment schedule
- regular analysis of student academic and wellbeing data to influence teaching and learning practice at individual, class and whole-school levels
- 100% of classroom teachers to be trained in the effective use of the literacy and numeracy continuums
- 100% of students K–6 to be plotted on the literacy and numeracy continuums, using cluster markers within PLAN software, and data used to differentiate teaching and learning for all students
- professional learning in gifted and talented education to enhance differentiation strategies for identified students
- design appropriate signage for display in areas of the school to outline expected behaviours
- continue to utilise school wide expectations and communicate weekly focus areas to the community
- host a Positive Behaviour for Learning 'Relaunch' day to promote PBL within the school and community

Strategic Direction 2

Strengthening Positive School Culture

Purpose

To strengthen the positive relationships and engagement within our school community by providing explicit opportunities for collaboration, consultation and engaged communication.

To engage the school community as active participants in the successful education of our students through the development of effective management systems, structures and processes that underpin ongoing school improvement and support a culture of high expectations.

Overall summary of progress

Opportunities were provided throughout 2016 to engage parents in school life. For example, a working bee was held and provided a chance for families and community members to attend and assist in the upkeep of the school grounds; several classes invited parents and grandparents to visit classrooms to share their experiences to link with units being studied in class; and open classrooms and a barbecue were hosted by the school to celebrate Education Week. All special events were well attended by parents. The Banksmeadow P and C organised a SPARTAN event as a major fundraiser for the school. This event was extremely well attended by the community, with parents assisting with the setup and the running of the day, being spectators and even competitors in the event.

In 2016, efforts were made to enhance strategies used to communicate with the community. The school website was updated with greater regularity, and class pages were added to provide more opportunities for teachers to share the learning that was taking place in classrooms. A short messaging service was also introduced to communicate quick and important messages to parents and carers. The community reported a high level of satisfaction with these increased communication strategies.

Student reports were published in the format that was developed last year. This format continued to be effective for staff to complete and parents to understand.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|---|
| Improve overall parent satisfaction rates with school communication and engagement (Baseline data to be established in 2015) | <ul style="list-style-type: none">• Tell Them From Me data reported that 75% of parents were well informed about school activities and 83% of parents had spoken with their child's teacher on two or more occasions this year• School website updated more frequently with information, photos, newsletters and class pages, resulting in a higher number of unique hits on the site• Introduction of short messaging service, with 96% of families opting to receive messages regarding school events and reminders. 92% of parents reported that the service was useful | <p>\$440 for annual website service fee</p> <p>\$1500 for annual messaging service licence fee and credit costs</p> |
| Improve overall parent, staff and student satisfaction rates with the student reporting process (Baseline data to be established in 2015) | <ul style="list-style-type: none">• Increased parent satisfaction of student report format, as discussed in parent forums• Semester 1 and Semester 2 report templates created to effectively communicate achievements regarding selected outcomes to parents• Improved staff satisfaction related to the reporting process and software | <p>\$3000 for annual third party reporting software fee</p> |

Next Steps

- conduct survey to ascertain parent satisfaction in regards to communication and address areas for improvement
- develop a student self-reporting template for inclusion in half-yearly and yearly reports

– utilise Plotting Literacy and Numeracy (PLAN) Parent Feedback sheets to report to parents with greater depth of information in the areas of literacy and numeracy

Strategic Direction 3

Excellence In Educational Practice

Purpose

To further develop a school culture where our educators demonstrate a personal and collective responsibility to promote ongoing growth in professional teaching standards and are committed to identifying, understanding and implementing the most effective teaching methods.

To ensure all students reach their full potential, the capacity of teachers will be strengthened through the development of explicit systems for collaboration and feedback and the strategic implementation of individual and shared professional learning.

Overall summary of progress

In 2016, a commitment was made to take part in a 'Visible Learning Project' that would be completed with two other local schools. Goals and aspirations for future directions of the project were developed and will require long-term implementation to ensure maximum success and effectiveness. All staff attended professional learning to enhance their knowledge and skills to utilise teaching strategies that have a medium-high effect size, including the use of feedback, learning intentions and success criteria. This learning resulted in more explicit and purposeful learning experiences being offered to students in classrooms.

Staff were guided through opportunities to reflect on their own practice throughout the year. They began to identify different reflective processes and how these could be used by their students. This project will be one that requires continued focus in 2017.

Collaborative planning opportunities were provided on a regular basis for all staff. This allowed for greater sharing of programming ideas and resources, as well as opportunities to ensure consistency across stages. Through the Performance and Development process, staff observed and engaged in professional dialogue regarding the teaching practice of their colleagues. This was effective to ensure quality teaching practices were being utilised throughout the school.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| 100% of educators provide evidence of the implementation of a variety of strategies with a medium-high "effect size" through programming and/or observation. | <ul style="list-style-type: none">• Executive staff participated in 'Evidence into Action' days to establish goals and aspirations, and to develop a strategic implementation plan for the Visible Learning project• 100% of teaching staff participated in professional learning about 'Building Assessment Capable Learners'• All staff began to implement and record the use of strategies with a medium-high effect size, to make learning experiences more meaningful for students | \$15500 for professional learning |
| 100% of educators include evidence of reflective practice in their teaching and learning programs that incorporate evaluations of practice and future directions needed/taken. | <ul style="list-style-type: none">• 100% of teaching staff received professional learning on the different ways that teachers can reflect on their own practice, and students can reflect on their own learning• All teaching staff reported on their chosen form of reflective practice and are more aware of the process of reflection | Nil |
| 100% of educators participating in a variety of Collaborative Professional Learning experiences each term as measured by Professional Development Plans and professional conversations. | <ul style="list-style-type: none">• 100% of classroom teachers actively participated in collaborative learning opportunities held each term, resulting in increased collaborative planning and greater consistency across stages• 100% of staff participated in classroom observations and were given critical feedback to evaluate and improve their practice | \$4500 staff collaborative learning opportunities |

Next Steps

- teaching and learning programs to contain evidence of teaching strategies with a medium–high effect size
- formal reflective practices and strategies to be documented in teaching and learning programs
- teachers to explicitly teach reflective practice skills to students and encourage regular reflection on their learning
- staff to participate in remaining elements of the professional learning series in the area of Visible Learning
- 100% of teaching staff to collaboratively plan across stages
- 100% of staff to continue the Performance and Development process, including the development of professional goals and classroom observations

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|---|
| Aboriginal background loading | Personalised Learning Pathways were written for all Aboriginal students in consultation with parents/carers and students. A School Learning & Support Officer was employed to work with small groups of Aboriginal students in literacy, numeracy and cultural studies. Some extra-curricular programs and experiences were subsidised by the school for Aboriginal education programs to enhance the cultural awareness and understanding of students. | \$11400 for salaries \$1050 for extra-curricular opportunities |
| English language proficiency | A newly established EAL/D teacher was employed for one day per week, where possible, to provide withdrawal opportunities and in-class support for students with English as an additional language/dialect. Teachers differentiate learning experiences to cater for the needs of individual students. | \$9200 for salaries |
| Low level adjustment for disability | A Learning and Support Teacher was employed for three days per week to work with students experiencing difficulty in literacy and numeracy. Additional School Learning & Support Officers were also employed to support the implementation of Individual Learning plans and the behaviour needs of students across P-6. | \$64000 for salaries |
| Quality Teaching, Successful Students (QTSS) | Executive staff were released from class to work in a team teaching capacity in the classrooms of stage teams. This entitlement allowed for greater collaboration within stage teams, and targeted the development of quality teaching practices of individual teaching staff. | Semester 1 allocation: 0.11 Semester 2 allocation: 0.221 |
| Socio-economic background | Opportunities for collaborative planning were offered across stage teams. Extra release time for assessment of identified students and professional learning was provided for all staff. iPads were purchased for Stage 1 classrooms to enhance access to current technologies and therefore enhance student engagement within the classroom. | \$5000 for collaborative planning and professional learning \$3300 for Stage 1 iPads |
| Support for beginning teachers | Targeted professional learning opportunities were provided for two beginning teachers within the support unit. Additional release from class was also given for first year beginning teachers, their mentor and one permanent teacher in their second year of teaching. . | \$24 000 |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 124 | 137 | 133 | 139 |
| Girls | 120 | 113 | 113 | 115 |

Student enrolment numbers rose slightly in 2016 due to the establishment of a Support Unit that contains three classes. 115 girls and 139 boys were enrolled at Banksmeadow PS in 2016. Enrolment numbers in the Preschool also increased due to the option of full time placements.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 96 | 95.7 | 94.7 | 95.4 |
| 1 | 94.1 | 95.7 | 92.9 | 96.1 |
| 2 | 94.7 | 95.7 | 93.4 | 93.2 |
| 3 | 93.7 | 96.3 | 95.8 | 95.6 |
| 4 | 94.8 | 95.4 | 94.2 | 96.6 |
| 5 | 97.8 | 96.7 | 93.1 | 95.4 |
| 6 | 94 | 95.1 | 93.9 | 92.8 |
| All Years | 95 | 95.9 | 94 | 95.1 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Management of non-attendance

Student attendance rates remain high in 2016 and are 1.10 points above the DoE average. Consistent follow-up of absences and regular monitoring of student attendance, as well as strong home-school communication, have contributed to these rates.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 12.28 |
| Teacher of Reading Recovery | 0.32 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.6 |
| School Administration & Support Staff | 6.72 |
| Other Positions | 0.11 |

*Full Time Equivalent

Banksmeadow PS has one Aboriginal staff member.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 75 |
| Postgraduate degree | 25 |

Professional learning and teacher accreditation

Throughout 2016, teachers at Banksmeadow PS received professional learning on a variety of topics that were targeted at working towards the school's strategic directions. Learning was delivered by executive and teaching staff, as well as by external professionals, during school development days, weekly whole staff professional learning sessions and weekly stage meetings. A key focus of professional learning in 2016 was in the area of Visible Learning, which was undertaken within a local community of schools.

All teachers participated in school development days that included learning relating to Child Protection, Cardio Pulmonary Resuscitation and Anaphylaxis Training, Code of Conduct, Visible Learning, Positive Behaviour for Learning and Non Violent Crisis Intervention Training.

In 2016, all teachers within the Preschool were accredited at the level of proficient and have now entered the maintenance phase of their accreditation. One beginning teacher is working towards accreditation at the level of proficient and will complete this process

in 2017. One teacher completed their five year maintenance cycle of accreditation. All staff have been made aware of the the process towards accreditation for all K–6 teachers by the end of 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The voluntary school contribution remained at \$40 per student this year.

A portion of the school and community resources is received through annual donations from local businesses throughout the year, as well as income from community use of school facilities.

| Income | \$ |
|--------------------------------|---------------------|
| Balance brought forward | 412 958.99 |
| Global funds | 196 509.89 |
| Tied funds | 165 475.53 |
| School & community sources | 151 428.70 |
| Interest | 6 935.32 |
| Trust receipts | 95 119.60 |
| Canteen | 0.00 |
| Total income | 1 028 428.03 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 16 743.37 |
| Excursions | 20 687.08 |
| Extracurricular dissections | 108 254.22 |
| Library | 5 084.86 |
| Training & development | 1 250.46 |
| Tied funds | 132 804.72 |
| Short term relief | 39 880.09 |
| Administration & office | 54 252.96 |
| School-operated canteen | 0.00 |
| Utilities | 32 541.43 |
| Maintenance | 12 366.40 |
| Trust accounts | 52 008.47 |
| Capital programs | 0.00 |
| Total expenditure | 475 874.06 |
| Balance carried forward | 552 553.97 |

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0.00 |
| Revenue | 580 089.06 |
| (2a) Appropriation | 541 135.34 |
| (2b) Sale of Goods and Services | -3 659.37 |
| (2c) Grants and Contributions | 42 232.05 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 381.04 |
| Expenses | -137 722.02 |
| Recurrent Expenses | -137 722.02 |
| (3a) Employee Related | -70 653.57 |
| (3b) Operating Expenses | -67 068.45 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 442 367.04 |
| Balance Carried Forward | 442 367.04 |

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Decisions regarding finance are made by the principal, in consultation with the school administration manager. The whole staff and/or the P and C may be consulted when decisions regarding significant expenditure are being considered.

Preschool fees are held in trust until they are remitted to the Department of Education.

Intended use of funds includes significant upgrades to the hall building and audio visual equipment, as well as furniture upgrades and the development of a learning space in the main building.

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

| | 2016 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 1 915 552.07 |
| Base Per Capita | 14 301.38 |
| Base Location | 0.00 |
| Other Base | 1 901 250.69 |
| Equity Total | 108 009.90 |
| Equity Aboriginal | 10 182.12 |
| Equity Socio economic | 14 984.96 |
| Equity Language | 19 503.39 |
| Equity Disability | 63 339.44 |
| Targeted Total | 420 430.45 |
| Other Total | 338 579.85 |
| Grand Total | 2 782 572.28 |

A full copy of the school's 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.

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.

Student growth

In Year 3 reading, 58% of students achieved in the top two bands compared to 52% across the state. 14% of students achieved in the bottom two bands compared to 12% across the state.

In Year 5 reading, 28% of students achieved in the top two bands compared to 39% across the state. 22% of students achieved in the bottom two bands compared to 19% across the state.

In Year 3 grammar and punctuation, 39% of students achieved in the top two bands compared to 53% across the state. 11% of students achieved in the bottom two bands compared to 8% across the state.

In Year 5 grammar and punctuation, 42% of students achieved in the top two bands compared to 51% across the state. 25% of students achieved in the bottom two bands compared to 15% across the state.

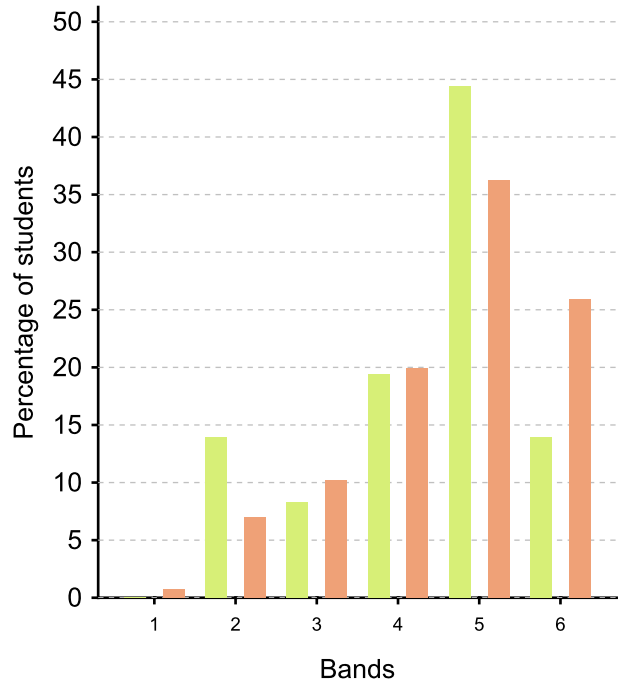
In Year 3 spelling, 42% of students achieved in the top two bands compared to 55% across the state. 8% of students achieved in the bottom two bands compared to 12% across the state.

In Year 5 spelling, 22% of students achieved in the top two bands compared to 33% across the state. 17% of students achieved in the bottom two bands compared to 15% across the state.

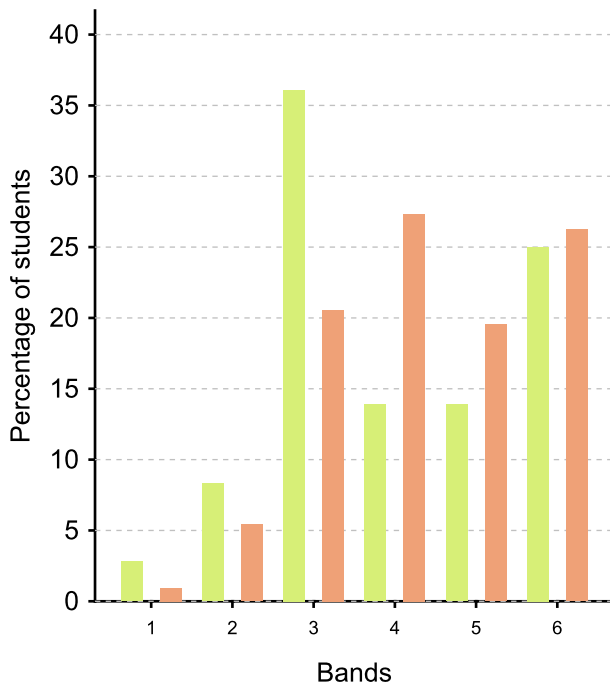
In Year 3 writing, 67% of students achieved in the top two bands compared to 54% across the state. 3% of students achieved in the bottom two bands compared to 6% across the state.

In Year 5 writing, 11% of students achieved in the top two bands compared to 19% across the state. 14% of students achieved in the bottom two bands compared to 16% across the state.

Percentage in bands:
Year 3 Reading

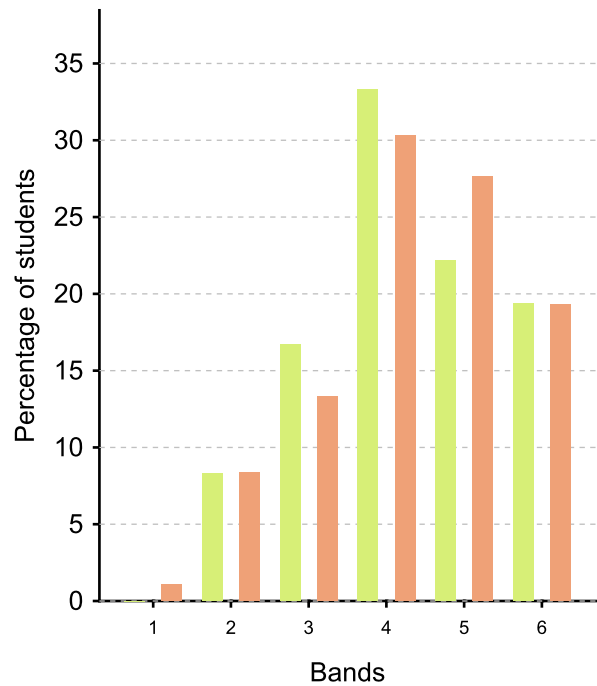


Percentage in bands:
Year 3 Grammar & Punctuation



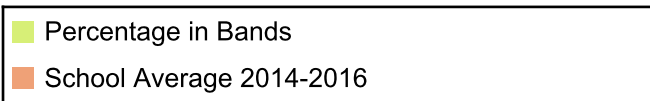
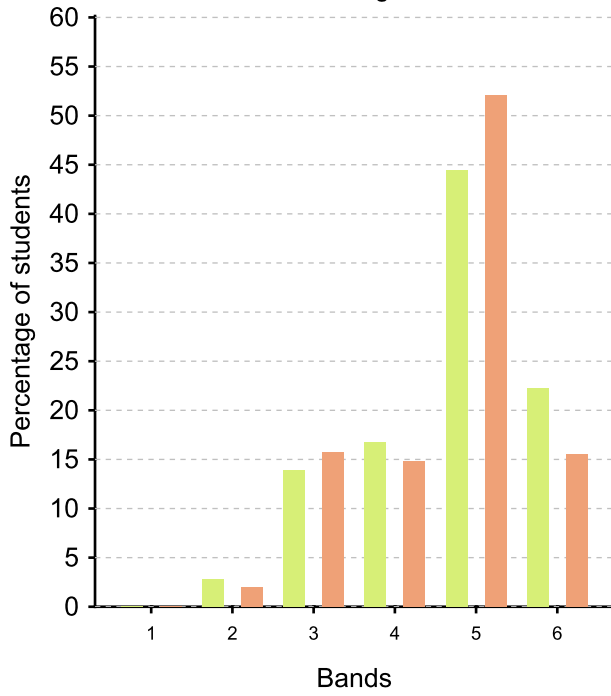
Percentage in Bands (Green bar)
School Average 2014-2016 (Orange bar)

Percentage in bands:
Year 3 Spelling

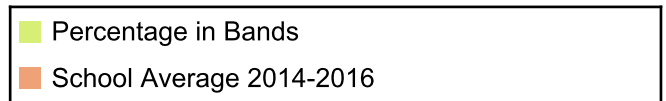
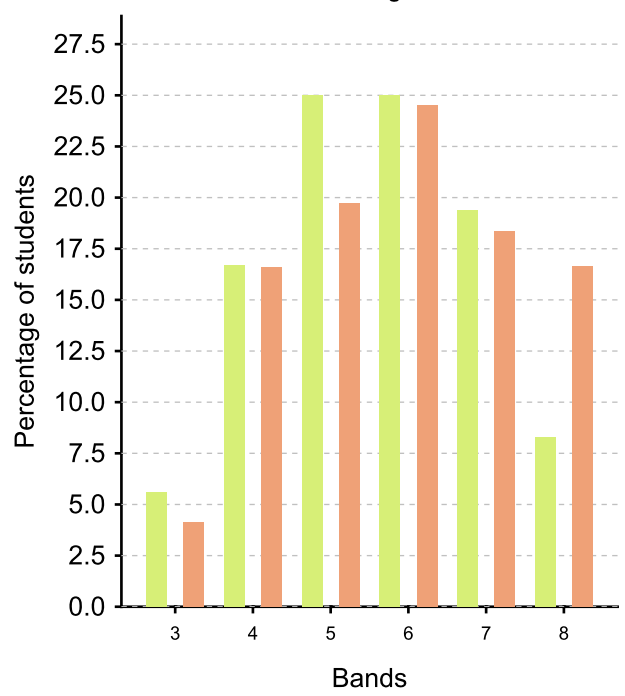


Percentage in Bands (Green bar)
School Average 2014-2016 (Orange bar)

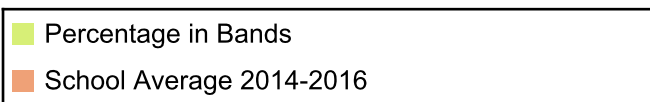
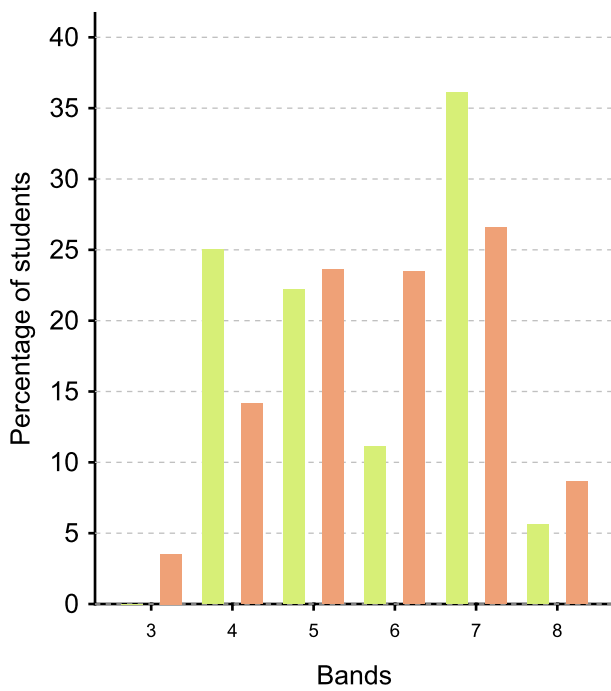
Percentage in bands:
Year 3 Writing



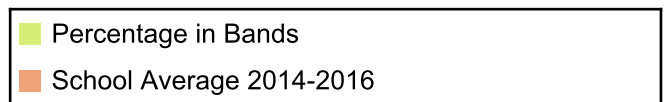
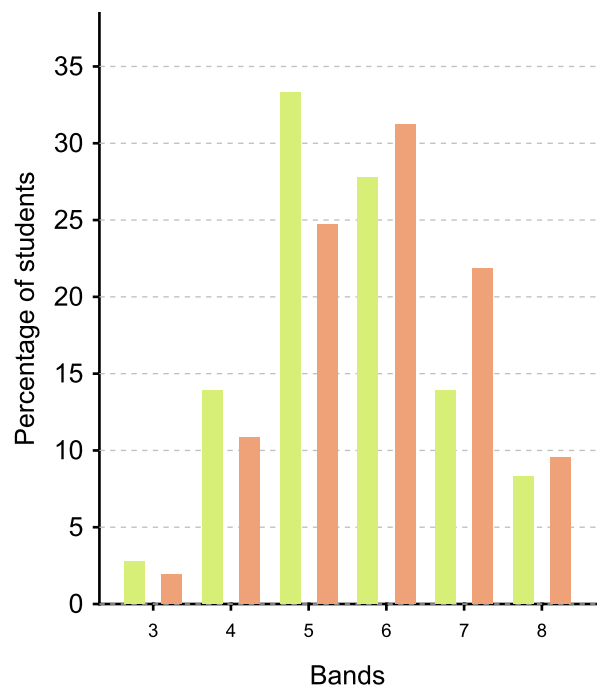
Percentage in bands:
Year 5 Reading



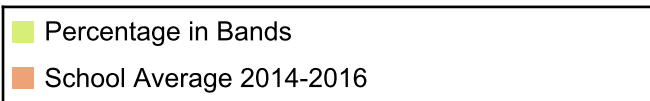
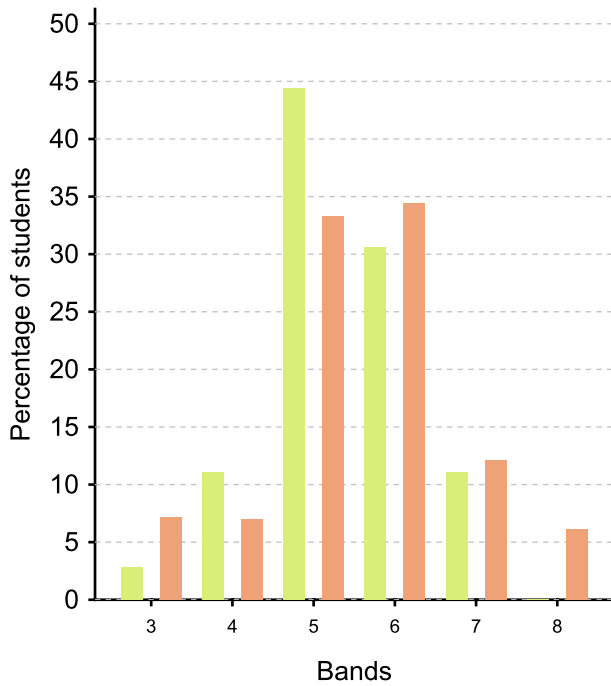
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



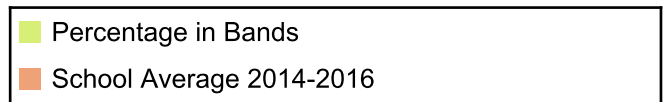
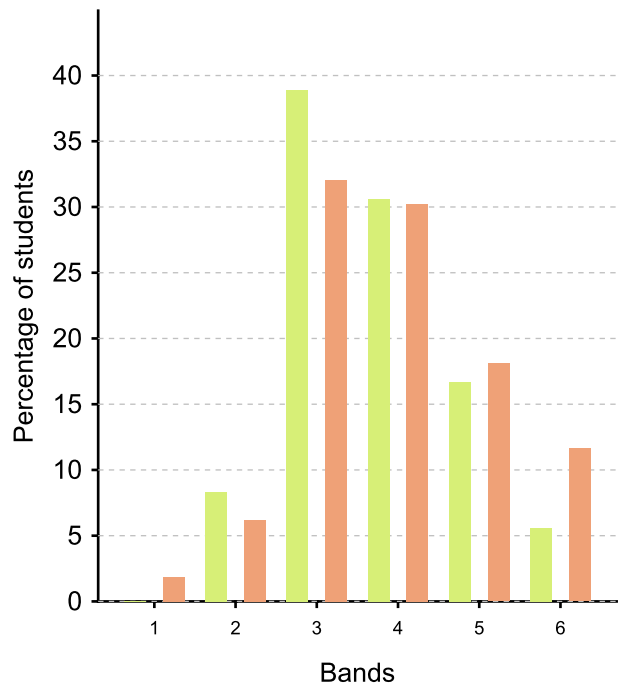
Percentage in bands:
Year 5 Writing



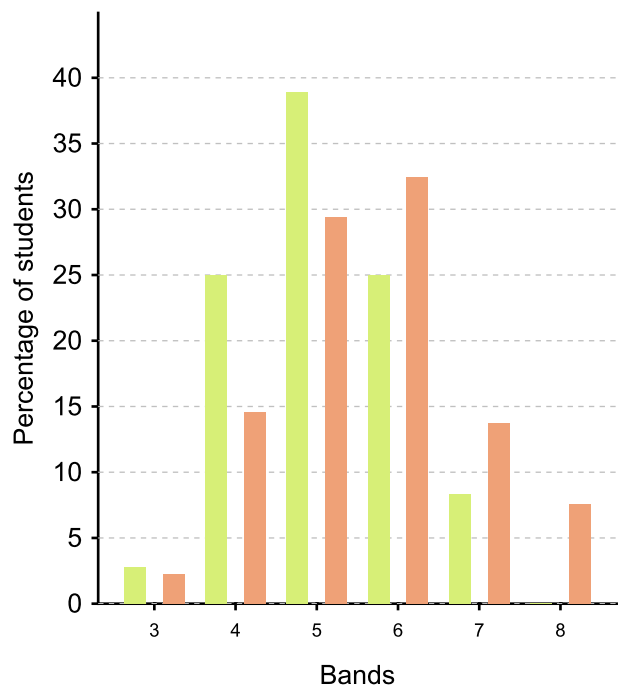
In Year 3 numeracy, 22% of students achieved in the top two bands compared to 39% across the state. 8% of students achieved in the bottom two bands compared to 15% across the state.

In Year 5 numeracy, 8% of students achieved in the top two bands compared to 31% across the state. 28% of students achieved in the bottom two bands compared to 17% across the state.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016, students, parents and staff were surveyed to provide the school with information and satisfaction data in regards to student engagement, wellbeing and effective teaching practices.

88% of students surveyed reported that they had a high sense of belonging at Banksmeadow PS. 87% of students had developed positive relationships with people they could trust and who encourage them to make positive choices. 92% of students reported that they demonstrated positive behaviour at school, and 82% were interested and motivated in their own learning. These results were all above the government norm in these areas.

Of the parents who completed the survey, 89% reported that they felt welcome at the school and 87% felt that teachers listened to their concerns regarding their child/ren. 82% of parents reported that teachers encouraged their child/ren to do his/her best work. 100% of parents identified the school newsletter as being the most useful tool of communication regarding school events.

89% of staff surveyed reported that they participate in professional discussions with their colleagues to discuss strategies to improve student engagement and learning. 81% of teachers set high expectations for their students and 86% use assessment data to identify students who are experiencing difficulty in their learning. 86% of teachers feel they work with parents to solve problems that may be interfering with their child's progress.

After consideration of data collected in these surveys, there are several areas that would benefit from focus in 2017 to improve satisfaction of students, parents or staff. 39% of students identified that they did not find maths and English classes to be challenging, and 24% of students lacked confidence in their skills in these subject areas. 38% of parents reported that they would like to be better informed of both the positive and negative aspects of their child's progress and behaviour at school. 41% of staff reported that they could more effectively provide feedback to students to improve their learning.

Policy requirements

Aboriginal education

Banksmeadow Public School is dedicated to ensuring the wellbeing and academic success of all Aboriginal and Torres Strait Islander students. The school is also committed to ensuring the integration of Aboriginal perspectives across each stage, to encourage a deeper understanding and respect for Aboriginal history and culture.

NAIDOC Week was celebrated in the classrooms with many art, craft and research activities. These were shared with the whole school at a special NAIDOC

assembly. Community members were invited to this assembly, led by our Aboriginal students, and to a community morning tea. During NAIDOC celebrations, our Aboriginal students performed Aboriginal dance and music items and shared some of their Aboriginal heritage by retelling personal stories. They visited classrooms to show items of interest and artefacts belonging to their grandparents and great grandparents. K–2 sang a choir song, 'Didgeridoo' and this year's theme of Songlines was discussed with the community. Stage 2 students made lemon myrtle muffins and created Aboriginal symbol stories.

The whole school watched KADUL performance by Ryka Ali, whose heritage stems from the Wuthathi tribe of Shellburne Bay, Cape York and from the Torres Strait Islands. Ryka's performance revealed the richness of the Aboriginal and Torres Strait Islander cultures. A presentation in two parts, it reflected both sides of his heritage. The show was entertaining, educational and participation was high.

One Year 6 student took part in the Sydney Region Yarn-Up program over three days at the Powerhouse Museum and State Parliament House. The program is designed to promote public speaking and debating skills. This Banksmeadow student developed his skills and confidently participated in the final debates and public speaking activities. He achieved 2nd place on the day.

One Year 3 student represented the school at the 2016 Ultimo Operational Directorate Primary Schools Public Speaking Botany Bay Finals.

One Year 4 student submitted an artwork in the 2016 Reconciliation Primary Schools Art Competition in honour of Pauline McLeod. His artwork gained 3rd place at the Awards Ceremony at UNSW. The artwork has also been used as the cover of an Aboriginal CD, and is now on display at local municipal council libraries. This student was also involved in Djamu Junior, participating in workshops with Indigenous artists at the Art Gallery of NSW.

For the eighth consecutive year, students successfully participated in the Sydney Region Art Project, Koori Art Expressions. One of our support unit classes and Aboriginal students throughout the school created an artwork which was submitted for the exhibition.

Our Stage 2 classes and all Aboriginal students K–6 visited La Perouse for a cultural heritage information session with the National Parks and Wildlife team. All Year 5 & 6 Aboriginal students were up skilled on research skills, and gained explicit lessons on accurately researching, preparing and presenting work to their peers.

As part of choir lessons with the Australian Children's Music Foundation, students in Years 3–6 learned to sing the National Anthem in the Dharawal language. This anthem will be sung at special assemblies in the future.

Two Year 6 students attended the STEM Youth Education Camp for students in Years 5–10.

The Learning and Support Team worked closely with class teachers to identify and support Aboriginal students who were working below age appropriate syllabus outcomes, and Personalised Learning Pathways (PLPs) were developed for all Aboriginal students. A new PLP format has been developed for use in 2017.

Multicultural and anti-racism education

Students develop their knowledge and understanding of different cultures through teaching and learning experiences that embed multicultural perspectives. School learning programs enable students to learn about and research the history and cultures of other countries.

The cultural diversity of Banksmeadow PS was celebrated by the whole school during Harmony Day celebrations. Each class participated in activities that celebrated a number of different cultures, and a whole school assembly was attended by relatives and community members. Many students brought traditional foods to share with members of their class. This gave all students the opportunity to try foods they may not have otherwise tasted. Stage 2 students also participated in 'A Week of Tastes' where they had the opportunity to taste a number of different foods and ingredients.

Several students participated in the Multicultural Perspectives Public Speaking competition.

Through the use of funding for English Language Proficiency, a teacher was employed for one day per week to teach students for whom English is an additional language or dialect (EAL/D). This teacher withdrew small groups of students to support them in their learning of literacy and language acquisition.

A trained Anti Racism Contact Officer (ARCO) was appointed for the 2016 school year. The role of the ARCO was to manage and record instances of racist behaviour.