

# Banksia Road Public School

## Annual Report



2016



4217

## Introduction

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

Hamish Woudsma

Principal

### School contact details

Banksia Road Public School

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### Message from the Principal

Message from the Principal

A summary of our main achievements are as follows:

\*Outstanding academic results in the Early Action for Success initiative in reading, writing and numeracy. Unprecedented growth or value added in NAPLAN reading and numeracy for Year 3 to 5 and Year 5 to 7. In fact, reading growth from Year 3 to 5 was 21.7 percentage points above state average which is the best in the schools history.

\*Phase 2 Focus on Reading training for all staff. L3 (Language, Learning and Literacy) training for all Infants teachers.

\*Our Debating team won through their division at the District level in the Premier's Debating Challenge.

\*We relaunched our PBL (Positive Behaviour for Learning) initiative, which highlighted the importance of students needing positive connections at school if they are going to learn and succeed. Student well-being is also supported by the raft of lunch time interest groups and proactive solutions in consultation with parents.

## School background

### School vision statement

Embrace the individuality of each student by ensuring they feel safe, secure and respected. Develop and nurture students to become active, informed global citizens.

Provide ongoing, differentiated staff professional learning to support 21st century teaching and leadership development.

Foster productive school, community and global partnerships.

### School context

Banksia Road Public School, established in 1959, is located in Greenacre and is part of the Canterbury Network. It serves a diverse population within a low socio-economic context. There are currently 485 students who attend the school representing 24 nationalities. The school's population is 95% NESB (Non English Speaking Background).

Our school is staffed by one Principal, one Instructional Leader, four Assistant Principals and 31 teachers who deliver programs to 18 classes in either full-time or part-time capacity. Eleven of our teachers are currently employed in temporary engagement positions.

Non-teaching staff consists of our School Admin Manager, four Admin Officers, a counsellor who works 3 days a fortnight, a General Assistant and five School Learning Support Officers (SLSO).

The school has a Community Hub Coordinator who works cooperatively with staff, students and the greater school community to build parents capacity to support student learning. The school has a close collegial and professional working relationship with Mt. Lewis Infants School, whose students enter our Year Three classes.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

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.

#### Learning

In the domain of Learning, our efforts have primarily focussed on well-being and curriculum. Our aim is to provide every student with an environment where they build positive connections and relationships. The results have been evident in the way students are relating to each other and importantly, in the increased engagement of students in learning. The development of individual learning and/or behaviour plans has been another component of our progress throughout the year. Teachers are more explicit with learning intentions and success criteria which means students are better equipped to self regulate their learning and identify their own learning goal.

#### Teaching

Our major focus in the domain Teaching has been on collaborative practice and collective efficacy. Teachers are involved in half day collaborative planning every three weeks where they share expertise and plan their teaching and reflect on practice. Each teacher is also involved in an individual data conversation with an Instructional Leader every fortnight. The focus is on using data to inform teaching and reflecting on practice. Teachers completed two years of professional learning in the pedagogy, 'Focus on Reading.' Through the early action for success, K to 2 teachers also

completed two years of professional learning in the L3 pedagogy (Language, Literacy and Learning).

## Leading

Our Leadership Team (which includes 4 assistant principals, an Instructional Leader and 4 aspiring leaders) participated in a series of Community of Schools workshops led by Steve Francis. The Leadership Team also actively lead, monitor and contribute to milestone targets and gathering of evidence. Our Assistant Principals utilised the QTSS (Quality Teaching Successful Students) Reform to mentor and coach the teachers and establish performance and development goals. Through the Community Hub Coordinator, the school has many productive partnerships with external agencies.

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

Facilitating high quality student learning.

### Purpose

To equip students with the skills required in the 21st century through explicit assessment driven teaching practices. To maximise success for all students through the development of programs to meet the academic, social and welfare needs of every student.

### Overall summary of progress

Our continued school-wide focus on Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress in this strategic direction through a proactive approach to student well-being. The PBL relaunch and the explicit teaching of values has led to greater whole school awareness. The lunch time interest groups have ensured greater student engagement and the STOP THINK DO for specific students provides effective strategies. The increased number of teachers on the playground and heightened awareness has led to 'teachable moments' where PBL values and strategies are reinforced. The revamping of Good as Gold reward days has also motivated students to make positive choices. Consultation with parents is favoured over punitive measures where all parties negotiate proactive solutions based around the child's strengths and interests.

The focus around 'Visible Learning' is to empower students to self-regulate their learning. Teachers implement a number of formative assessment strategies designed to encourage students to reflect on learning, provide feedback and set their own learning goals. They are also encouraged to articulate what they are learning and why.

The BYOD (Bring Your Own Device) initiative has seen an increase in student engagement with Year 4, 5 and 6 implementing project based learning. The school purchased another 20 iPads whilst the P & C also bought another 10 ensuring each of the 18 classes has at least 4 iPads. The P & C also purchased 20 mini-laptops for whole class use.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
* Changes in school culture and wellbeing gathered from:	A rating of 80% for 'Expectations Taught' and 75% for 'Responding to Behaviour Problems.'	<b>\$285 000</b> (Socio economic equity)
PBL SET Tool	There were 296 Thinking Rooms (a decrease of 18) and 25 suspensions (an increase of 4).	\$110 000 (Integration & Low level adjustment – SLSO)
Welfare data (reduction in suspensions and thinking rooms)	94.8% of students attended our Good as Gold days.	\$95 000 Soft fall grass courts
Positive behaviour levels (% Good as Gold)	The Nett Promoter score was 64 (an increase of 18 points).	\$60 000 Class furniture / painting
The Nett Promoter Survey	The Tell Them from Me survey indicates teachers have a high expectation that students will succeed.	\$20 000 Shade sail
The Tell Them From Me survey		

### Next Steps

- Accessing teacher support and training through the regional PBL team, along with the scheduling of more regular team meetings were identified as possible future goals. Review our Anti-bullying policy.
- Communicate students' award structure to parents (ie; Bronze, Silver, Gold and Medallion).
- Continue to raise the profile of our student leaders.
- Revise policy and procedures around student attendance with a concerted focus on partial absences and extended leave.
- Consult with the students and tailor lunch time interest groups to further engage students during playtime eg; Gardening Club. Also continue to explore partnerships with outside agencies ie; LearningLinks.
- Through our CHC (Community Hub Coordinator), continue to explore positive social skills and resilience workshops for students and parents.
- Construction of a Community Room where the P & C facilitate the Uniform Shop (budget \$200 000)

- Early identification and consultation with parents regarding student adjustments for social, cognitive and emotional needs which is enabled through the expansion of the Learning Support Team to three teachers ie; Learning Support teacher for K/1, 2/3 and 4/5/6. Also review policy and procedure around assessing, identifying and addressing student learning needs.
- Proactive approaches to address bullying such as a 'Bullying Referral Form' to empower students to seek guidance and help.



## Strategic Direction 2

Producing outstanding teachers & educational leaders.

### Purpose

To embed a culture where teachers share expertise and take responsibility for their own learning. Teachers develop innovative ways to teach and assess 21st century capabilities.

### Overall summary of progress

Explicit and differentiated instruction which is driven by formative assessment has been a key focus. The concept of 'Visible Learning' and metacognition has transformed teaching to ensure effective questioning promotes opportunities for students to articulate thoughts about the learning process.

All teachers have completed Phase 2 Focus on Reading training. Infants teachers have completed L3 (Language, Learning & Literacy).

The QTSS has enabled executive staff to mentor and coach teachers using the PDP to facilitate dialogue.

The Leadership team gathered evidence to assess progress using the School Excellence Framework. All teachers from the bottom up take responsibility for gathering evidence which also aligns with the accreditation process.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>*All students showing evidence of academic growth as indicated by internal and external data sources</p> <p>* Academic growth in:</p> <ul style="list-style-type: none"><li>– PLAN data (greater than 75% of students achieve expected benchmark in PLAN continuum)</li><li>– NAPLAN (Growth rates in Literacy and Numeracy 15% points above state average)</li></ul> <p>* All staff showing evidence of academic growth by meeting or exceeding personal goals as per the PDP for teaching and leadership.</p> <p>*Changes in school culture and staff capacity captured from:</p> <ul style="list-style-type: none"><li>– The Focus on Learning survey</li></ul>	<p>PLAN data indicates Primary are just above and Infants just below the target; Infants at 71% literacy and 73% numeracy and Primary at 77% for literacy and 78% for numeracy.</p> <p>Growth rates (value added) from Year 3 to 5 are above state average; +21.7 points in reading and +5.6 points in numeracy.</p> <p>A similar trend from Year 5 to 7 which are also above state average; +8.3 points in reading and +14.1 points in numeracy.</p> <p>The Focus on Learning survey indicates highly collaborative processes with school leaders mentoring and coaching through Instructional leadership (teachers rating increased from 6.7/10 in 2014 to 8.4/10 in 2016). Teachers also indicate that leaders observe their teaching and provide feedback (teachers rating increased from 5.3/10 in 2014 to 7.8 in 2016).</p>	<p><b>\$130 000</b></p> <p>\$50 000 (Socio Economic equity)</p> <p>\$20 000 Focus on Reading (Phase 2)</p> <p>\$15 000 Leadership course</p> <p>\$15 000 Time for collaboration</p> <p>\$30 000 (Early Action for Success)</p> <p>L3 Professional Learning K – 2</p>

### Next Steps

- Joint executive and whole staff meetings with other Early Action for Success schools and also Mount Lewis Infants school
- Refining and improving transition for Mount Lewis students to BRPS through reciprocal visits by teachers embedding time to analyse the social, emotional and cognitive needs of the students.

- Promote sustainability of school structures and culture with initiatives such as FoR (Focus on Reading) and L3 (Language, Literacy and Learning) through effective induction.
- Expand the data wall (currently K–2) to include Year 3 to 6 for each aspect of the literacy and numeracy continuum.
- Early Action for Success strategy extended into Year 3 with Interventionist support targeted and streamlined.
- The concept of Instructional Leadership adopted across the school from Kindergarten to Year 6 with three Instructional Leaders employed to utilise the QTSS (Quality Teaching Successful Students) and Beginning Teacher funding to provide time for mentoring and coaching through stage based collaboration (every 3 weeks) and fortnightly individual data conversations for every classroom teacher.
- The LMBR School Implementation Team refine and organise structures for professional learning and effective processes.
- Whole staff meetings around types of evidence regarding qualitative / quantitative and evidence which shows both impact and the process.
- Completion of the Leadership Credentials with the leadership team.
- Utilise the Strong Start / Great Teaching resources for GTIL and Beginning Teachers.



## Strategic Direction 3

Fostering productive, supportive professional partnerships.

### Purpose

To maximise student success through building strong, supportive, collaborative relationships with parents, outside agencies and educators both locally and globally.

### Overall summary of progress

Reciprocal partnerships with local schools has allowed all K – 2 teachers to train in L3 (Language, Literacy and Learning) in collaboration. This has facilitated sharing of expertise beyond our school.

Our Community Hub Coordinator engaged an average of 252 families per term. In addition, we facilitated a Playgroup and Homework Club for specific students.

Communication has improved a running total of 770 likes and posts reaching up to 6 000 people.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A positive increase in community involvement in identified school based initiatives such as:  – Community Hub Workshops and programs  – Partners in Learning survey  – The Nett Promoter Survey  Success of communication forums such as the app and Facebook	Our CHC (Community Hub Coordinator) facilitated 38 workshops/initiatives which engaged many families. Our Homework Club and Playgroup are notable successes.  The Partners in Learning survey indicates the need to further improve communication regarding student academic progress and school events.  The Nett promoter survey rating of 59 is stable (it was 60 in 2015) indicating positive opinions of the school.  The school Facebook has 798 likes and 41 reviews with an average of 4.6 out of 5. Most posts reach over 500 people with a maximum reach of 6 000 for one post.	<b>\$30 000</b> Socio Economic Equity  \$20 000 CHC  \$10 000 Staffing and resources for courses and programs

### Next Steps

- Annual survey of parents to ascertain desired workshops coordinated by our CHC (Community Hub Coordinator).
- Continue to promote parent involvement in their child's learning through:
- Promoting parent attendance at parent teacher interviews and the 'Meet the teacher' afternoon.
- Promote attendance at P & C.
- The CHC and P & C to continue to apply for grants.
- Advertise the whole school self evaluation (regarding Strategic Directions for 2018–20) as a non-threatening, transparent process where all ideas are considered.
- Continue to share performance data with the community through parent workshops, social media and at P & C meetings.
- Continue to provide spaces for community users and parent courses
- Continue to communicate and consult with the parent community in regard to:
  - – Resource Allocation Model spending
  - – School priorities
  - – Academic growth and learning of students and ways they can help.
- Continue to promote and celebrate school achievements through the School Facebook Page and newsletter.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	All students have a personalised learning plan (PDP) and are making progress across the literacy and numeracy continuums. Indigenous education is embedded in teaching programs with the Koomuri Education group performance the major highlight during NAIDOC week celebrations. Of the two Indigenous students, one in Year 3 and the other, Year 5; both achieved in the top two skill bands for reading.	\$1 810
<b>English language proficiency</b>	<p>Employment of a speech therapist to support students' with expressive and receptive language and vocabulary development.</p> <p>School Learning Support Officers (SLSO) receive training in the pedagogies of FoR, TEN and L3 which supports student learning in the classroom.</p> <p>The Community Language teacher interprets for parents and invites them to meetings such as case conferences, developing learning plans and parent teacher interviews. The newsletter is also translated in Arabic.</p>	<p>\$24 919</p> <p>\$20 000 Speech Therapist (Strategic Direction 1)</p> <p>\$4 919 SLSO (Strategic Direction 1 )</p>
<b>Low level adjustment for disability</b>	<p>All students requiring social, academic, emotional or physical adjustments (total 162) have an individual plan.</p> <p>Classroom support programs restructured to ensure seamless and strategic interventions in every classroom including the employment of SLSOs.</p> <p>Three teachers attended a course on Autism equipping them with strategies to apply in the classroom.</p>	<p>\$54 778</p> <p>SLSO (Strategic Direction 1)</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Positive feedback from teachers as per 'Focus on Learning' survey for teachers,</p> <p>The executive has taken time to observe my teaching:</p> <p>2014 (BRPS 5.3/10);</p> <p>2015 (BRPS 6.5/10);</p> <p>2016 (7.8/10).</p> <p>Collaborative practices evident across the school with mentoring and coaching.</p>	<p>FTE 0.16 Semester 1</p> <p>FTE 0.32 Semester 2</p>
<b>Socio-economic background</b>	<p>Employment of SLSO</p> <p>Playground /Classroom upgrades</p> <p>Capital works budget of \$200 000 set aside for 2017 to construct a Uniform Shop.</p>	<p><b>\$210 571</b></p> <p>\$65 000 SLSO (Strategic Direction 1)</p> <p>\$95 000 Playground upgrades (Strategic Direction 1)</p> <p>\$50 000 AP off class (Strategic Direction 2)</p>

<b>Support for beginning teachers</b>	<p>Greater opportunities for mentoring and support. Teachers took advantage of the following:</p> <ul style="list-style-type: none"> <li>– extra release from face to face</li> <li>– time with a mentor to plan, teach and reflect</li> <li>– school based professional learning such as FoR and L3</li> <li>– external professional learning for teachers such as, strategies for assisting students with behaviour needs etc.</li> <li>– external visits to share expertise with both public and private schools within and outside our district.</li> </ul>	<p>\$17 207</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Targeted in class support from teachers and SLSOs. Financial assistance provided to meet the costs of schooling.</p>	<p>\$66 500 0.6 FTE</p>
<b>Early Action for Success</b>	<p>L3 professional Learning for all staff in K – 2. Interventionist support in the classroom.</p>	<p>\$35 000 FTE 1.55</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	239	250	254	279
Girls	205	209	191	203

Our student enrolment numbers continue to grow each year with a similar trend expected for 2017. We share a dual catchment with Mount Lewis Infants and consequently receive approximately 20 Year 3 enrolments each year. We have a transient student population and we are beginning to experience increased enrolments from the private system. Our student enrolments are predominantly boys who make up approximately 60% of the total enrolment.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.1	95.6	94.6	92.1
1	95.3	94.7	94.9	93.3
2	94.2	95.6	91.1	93.6
3	95.4	95	92.4	92.4
4	95.3	95	91.7	91.2
5	94.6	95.3	93.2	92.8
6	95	94.3	93.4	92.6
All Years	95	95	92.9	92.5
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

The number of families taking extended leave during the school term is an increasing concern.

## Class sizes

Class	Total
KW	18
KM	18
KL	17
KG	17
1E	24
1P	23
1F	24
2J	25
2C	25
3T	29
3F	29
3B	29
3/4N	30
4/5A	30
4P	30
5P	30
5/6H	30
5/6C	30
6G	30

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.6
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	2.6
School Administration & Support Staff	3.38
Other Positions	1.66

\*Full Time Equivalent

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

Banksia Road Public School has no staff who are Indigenous.

### Workforce retention

We currently have six teachers on maternity leave and five who are on leave without pay.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

### Professional learning and teacher accreditation

Significant professional learning for staff consisting of:

- LMBR training
- Focus on Reading for all teachers
- L3 for all K – 2 teachers
- The Early Action for Success has enabled our Instructional Leaders to build teacher capacity and significantly improve student outcomes.

One teacher achieved LEAD accreditation and three achieved Proficient.

## 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.

This summary covers funds for operating costs to September 23rd 2016 under the OASIS system.

Income	\$
<b>Balance brought forward</b>	<b>761 082.01</b>
Global funds	472 659.81
Tied funds	713 239.23
School & community sources	133 692.94
Interest	15 509.28
Trust receipts	25 322.60
Canteen	0.00
<b>Total income</b>	<b>2 121 505.87</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	16 226.25
Excursions	33 794.59
Extracurricular dissections	62 461.68
Library	2 683.63
Training & development	806.36
Tied funds	717 099.37
Short term relief	61 260.88
Administration & office	79 229.09
School-operated canteen	0.00
Utilities	45 460.38
Maintenance	79 781.11
Trust accounts	23 219.40
Capital programs	0.00
<b>Total expenditure</b>	<b>1 122 022.74</b>
<b>Balance carried forward</b>	<b>999 483.13</b>

The information provided in the financial summary includes reporting from October 10th to December 20th using SAP/SALM.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	1 055 187.54
(2a) Appropriation	1 029 223.13
(2b) Sale of Goods and Services	5 858.15
(2c) Grants and Contributions	19 293.28
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	812.98
<b>Expenses</b>	-268 303.94
Recurrent Expenses	-268 303.94
(3a) Employee Related	-153 194.68
(3b) Operating Expenses	-115 109.26
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	786 883.60
<b>Balance Carried Forward</b>	786 883.60

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.

- A significant amount of the Resource Allocation Model funding was spent on capital upgrades to the playground and classroom environment and teacher professional learning.
- \$200 000 set aside for capital works, a Community Room.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 010 735.34
Base Per Capita	23 870.39
Base Location	0.00
Other Base	2 986 864.95
<b>Equity Total</b>	771 576.48
Equity Aboriginal	1 810.23
Equity Socio economic	261 581.76
Equity Language	290 173.08
Equity Disability	218 011.41
<b>Targeted Total</b>	73 220.26
<b>Other Total</b>	325 280.70
<b>Grand Total</b>	4 180 812.77

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

### School-based assessment

#### Early Action for Success 2016

Early Action for Success is the department's strategy for implementing the NSW government's State Literacy and Numeracy Plan. Early Action for Success aims to improve students' performance through a targeted approach in primary schools in the lowest quartile of NAPLAN performance in literacy and numeracy. The strategy combines high quality leadership, a focus on the individual students and early intervention to ensure students at risk of not achieving expected outcomes are identified and receive additional support.

#### 2016 Implementation

The key feature of this strategy has been the work of the Instructional Leader to align school plans and initiatives.

- Assessment information and data was collected regularly throughout the year and used to drive professional learning, tiered interventions and teaching and learning programs.
- The Instructional Leader has played a key role in continuing to build upon staff skills and knowledge in teaching and assessing literacy and numeracy. Staff have received professional learning in the analysis of PLAN and implementation of formative assessment practices, TEN (Targeting Early Numeracy) and L3 (Language, Literacy and Learning) pedagogy.
- Support timetables are regularly updated in response to data and identified student needs in literacy and numeracy.

- The Early Action for Success team tailor support for students with more complex literacy and numeracy needs. Students were targeted in small group and individual lessons to personalise learning and to monitor student progress.
- Reading Recovery expertise was utilised in classrooms as interventionists in literacy.
- Kindergarten teachers continued to implement L3 pedagogy and Stage One teachers undertook their first year of L3 training. Support staff were involved in the training, which in turn strengthened support in the classroom for students.
- A teacher was trained as a TEN Facilitator to lead the implementation of TEN K–2. The facilitator led professional learning which involved classroom demonstrations and ongoing support for teachers.
- A new Instructional Leader was appointed and commenced in Week 8 Term 3.
- Reading was a focus area in Semester One with ongoing support in L3 practices to move students forward.
- Introduction of a collaborative professional learning model three times a term. Stages selected a focus area, e.g writing in response to PLAN data in Term 4. Teachers engaged in professional learning that was relevant and collaborative and directly impacted student learning. Shoulder to shoulder support from the Instructional Leader helped strengthen explicit teaching practices at student point of need and follow up from collaboration sessions in the classroom. Frequent consistent teacher judgement and a focussed approach had impact on teacher confidence and student learning outcomes.

2016 Early Action for Success– Teacher comments

Feedback below from EAFS about the new professional learning model: **Collaboration**

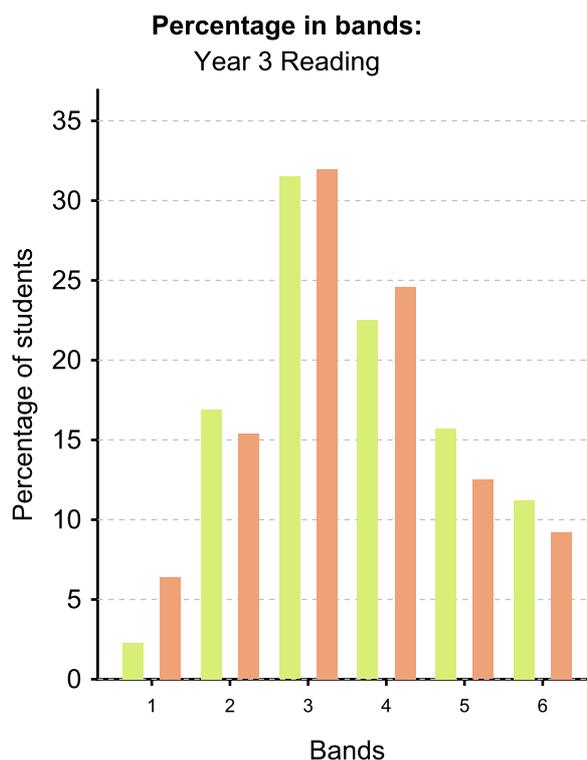
- Maintained consistency across the stage and enabled teachers to discuss data with their interventionists, which drives future teaching needs. It enabled support teachers to have a very clear and concise focus which meant no time is wasted in classrooms.
- It gave us time to come together as a team and develop a common language and vision for what we want our students to achieve. As a result, CTJ improved and I think all teachers grew in confidence, particularly in the area of writing.
- Great conversations and sharing of ideas and resources. Half a day was sufficient with a combination of whole group, partner and individual time.
- Our collaboration meetings allowed us to compare students work to others within the school. This allowed us to feel confident that we were placing these students in the correct place on PLAN data.
- Having CTJ time allowed our stage to ensure we were all on the same page applying appropriate strategies to target our student needs. It gave us a chance to share success stories which we may often overlook. It also gave us a chance to view and compare work samples.

- This model has been effective because it provided opportunities to collaborate and have structured, driving conversations about the data and how to help all students. Having an agenda really helped to keep our conversations on track and keep it meaningful. Having specialist teachers involved in the planning and assessing process is important in helping the students improve. I feel collaborative planning has been more productive compared to QTSS sessions.
- It provided uninterrupted opportunity for robust conversations to take place around our students' learning and our learning as teachers. I learnt many new ideas and left each collaborative meeting feeling invigorated and inspired to try different things in my classroom.

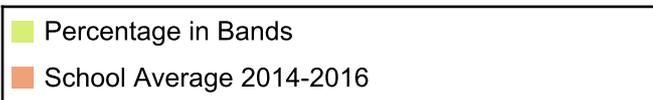
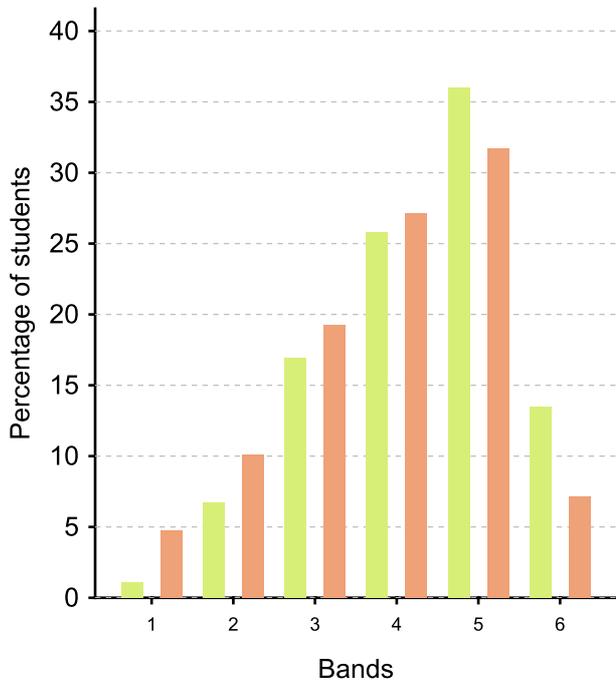
**NAPLAN**

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.

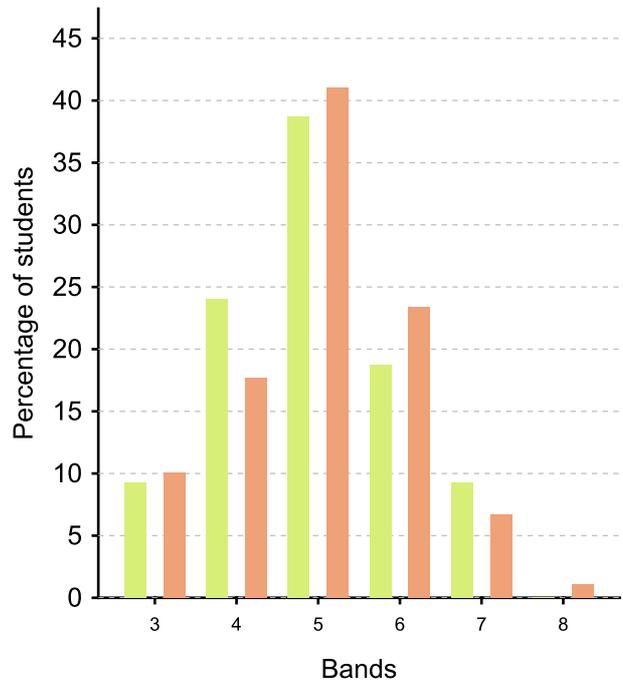
Year 3 and Year 5 reading results indicate an increase in the percentage of students in the top two skills bands. After an intensive two years of professional learning for all teachers in Focus on Reading we have seen unprecedented reading growth for our students from Year 3 to 5 which is 21.7 percentage points above the state average, the best in the school's history.



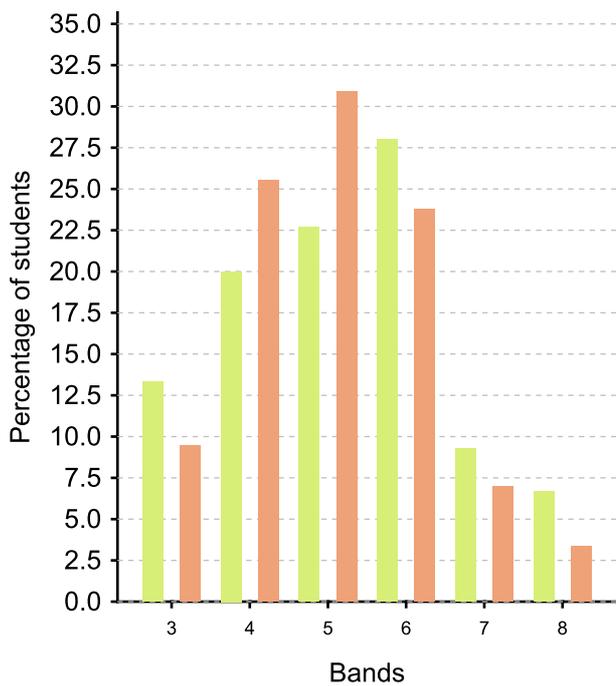
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Writing

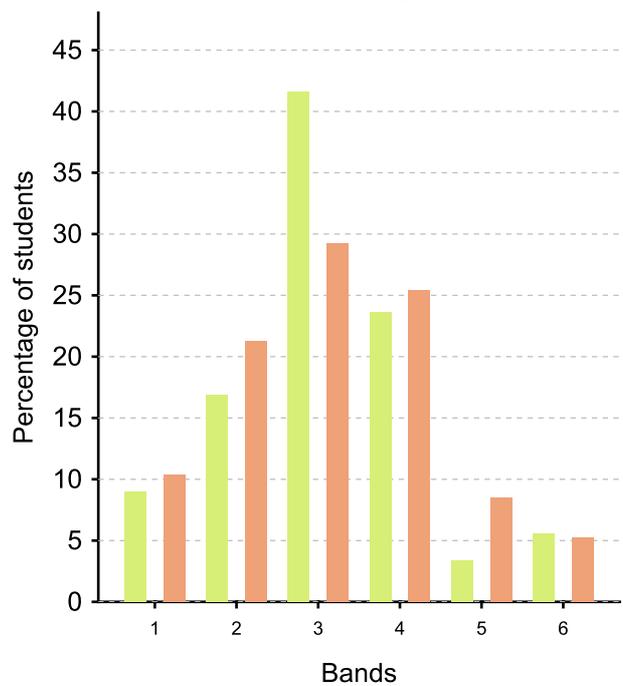


**Percentage in bands:**  
Year 5 Reading

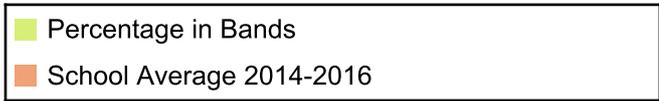
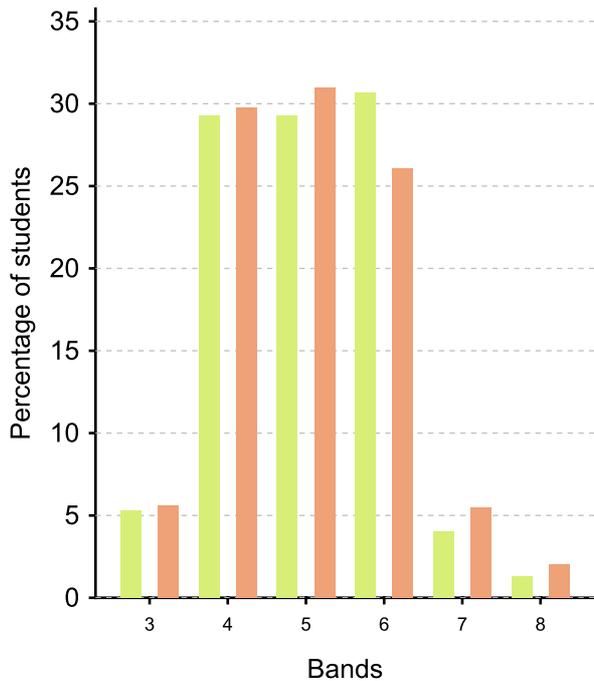


Year 3 and Year 5 reading results indicate an decrease in the percentage of students in the top two skills bands. Growth rates in numeracy are also above state average from Year 3 to 5 and Year 5 to 7.

**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.

All of our Indigenous students achieved in the top two skills bands for reading.



**Parent/caregiver, student, teacher satisfaction**

The Partners in Learning parent survey indicates communication is an area to improve as our school grows. Parents are overwhelmingly happy with the number of extra curricula interest groups and clubs. The Nett Promoter score indicates a similar satisfaction rating over the last two years which is a positive appraisal of our school.

The Tell Them from Me student survey indicates that there is an increase in bullying. Our students report that classrooms are well organised, with clear purpose and feedback while teachers also hold high expectations. The Nett Promoter score (which subtracts the percentage of promoters from the percentage of detractors) indicates a positive appraisal and opinion of our school with a significant increase in satisfaction rating.

The Focus on Learning teacher survey indicates teachers are more explicit in communicating learning goals with their students and their assessments practices are more informative and inform their teaching. Teachers also indicate that executive staff are better equipped to help them improve their teaching through collaboration and observations of practice.



**Policy requirements**

**Aboriginal education**

The school has a close association with the local Indigenous Community ensuring continued support for both Indigenous students and their families. Indigenous community members provide guidance and support for Indigenous students.

We have four students who are Indigenous. All have Personalised Learning Plans (PDPs) which are developed in consultation with parents. One student has received support from an AECG officer to monitor and improve attendance.

The school ensures that Indigenous culture and heritage are explicitly taught as part of the curriculum. The school acknowledges and celebrates NAIDOC Week and Harmony Day.

We entered two teams in the Premier's Debating Challenge. One team won 3 of their 4 debates. The other team were undefeated in their pool beating all the teams within our district.

### Multicultural and anti-racism education

Banksia Road has a student population where 95% of its students come from a non-English speaking background. The school and its community actively celebrate this diversity. Harmony Day is jubilantly celebrated. The school works to ensure that all members of its community feel safe and valued. All learning programs are inclusive and sensitive to the needs of all students.

The school has a comprehensive ESL program providing specialist support for students from non-English speaking backgrounds. In addition a new arrivals program is conducted for those students new to Australia who have little or no English. This program ensures students from Kindergarten to Year 6 enjoy successful and rewarding learning experiences.

The school has a Community Language teacher of Arabic. All students in Years One, Two, Three and Four from Arabic speaking backgrounds participate in a comprehensive Arabic Language program. The Arabic Community Language Teacher also ensures Arabic speaking parents are kept well informed of school activities and procedures. This involves incidental meetings and translating for parents at formal meetings.

We have two newly trained Anti-Racism Contact Officers (ARCO) who provide information about their role through mediums such as the newsletter.

### Other school programs

#### Community Involvement

Our Community Hub Coordinator who is part employed by SSI (Settlement Services International) is a valued member of the school community. She aims to build parents' capacity to assist their child's learning through initiatives such as; the Homework Club, the STAR (school transition and readiness) playgroup, Embodied Parenting (Sports4Kids), Building Bullying Shields & 123 Magic Parenting. The other focus is to build parents' skill set to gain employment through workshops such as; English classes, International Women's Day, Environmental education trips, Cooking classes, Barista classes, financial well-being workshops and Certificate IV teacher's aide.

The school has recently signed a contract with SSI to employ Mrs Boutros up until the middle of 2018.

#### Creative and Performing Arts

Our dance squads continue to perform well with our Banksia Beatz (K-2 dance) and talented Banksia Bouncers (3-6 dance) both performing at the Bankstown East Hills concert and the Ultimo Dance Series. Two students were also selected to perform in the Cross Network dance festival.