

Banks Public School

Annual Report



2016



4571

Introduction

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

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School background

School vision statement

At Banks Public School we work in active partnerships with our broader school community to foster confident, creative and independent students, who are motivated and engaged as critical thinkers and problem solvers in preparation for the future. Learning occurs in quality inclusive environments where data drives innovative, equity based programs and practices. Students, staff and parents collaborate and participate in an atmosphere of fairness and respect.

School context

Banks Public School draws students from the Western Sydney suburb of St Clair. It serves a diverse community of families from low to middle class working backgrounds. The school population of 360 students includes 32% from non-English speaking backgrounds and 7% Indigenous. In recent years there has been a noticeable increase in the number of students from Pacific Islander backgrounds.

The school is currently engaged in programs to develop and sustain all areas of student development such as Early Action for Success, Language Learning and Literacy K–2, Targeted Early Numeracy, Taking off with Numeracy, QuickSmart, XO Laptop program, Speech Therapy and Peer Support. An active Learning and Support team and comprehensive student welfare programs effectively support all areas of student wellbeing. The school has a very active involvement with STEPS, St Clair and Erskine Park Learning Community, and local businesses engaging in programs to facilitate student, staff and community development. Opportunities exist through these partnerships for talent identification and development, professional sharing and a celebration of student and school success.

The school is well resourced and has excellent facilities such as spacious, attractive grounds with ample playground area, air conditioned classrooms with IWBs with adjoining wet areas, an assembly hall, a modern library, a computer room, an audio-visual room and covered outdoor learning areas. A wide variety of extracurricular activities enhance student development. The school community shows a keen interest in the school and is very supportive.

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, all areas except Student Performance Measures were judged at a level of Sustaining and Growing based on the evaluation of the evidence. There is a strong understanding by staff that there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. The staff and executive perceive that there are positive, respectful relationships evident among students and staff. The school consistently promotes a whole-school approach to well-being through clearly defined behavioural expectations which in turn creates a positive teaching and learning environment. Extra-curricular learning opportunities are significant and support student development, while there are systematic policies, programs and processes to identify and address student learning needs. We are proud of our learning alliances as part of the STEPs community schools. Assessment data is used to monitor achievements and gaps in student learning, informing planning for particular student groups and individual students.

Whilst the school achieves value added results and most children are above the national minimum standards we would like to see further growth and movement for students towards the top proficiency bands of learning as well as more parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

The school's judgement in the domain of Teaching was also measured at being at Sustaining and Growing with four of the five areas qualifying at this level. Classroom practice was measured at Delivering level with all classrooms being well managed with well planned teaching taking place. Students are learning productively with minimal disruption however staff will further enhance their teaching by providing explicit, specific and timely formative feedback to students on how to improve.

Assessment instruments are used regularly to help monitor student learning progress and to help identify skill

gaps. Teachers take responsibility for changes in practice to achieve improved school performance while using data regularly to monitor the effectiveness of their efforts. The school identifies expertise within its staff and draws on this to further develop professional learning. Mentoring and coaching is provided through school and interschool relationships to ensure the ongoing professional development of all staff. There is a strong focus on improved teaching methods in literacy and numeracy, with professional learning activities building teachers' understandings of effective teaching strategies in these areas. Teachers at the school are committed to their ongoing development as members of the teaching profession, often working beyond their classrooms to contribute to broader school programs.

Leadership involves aspects such as planning, reporting, resourcing and management. The evidence placed this domain mainly in the level of Sustaining and Growing, however school planning, implementation and reporting descriptors show that the school is mainly at the Delivery phase. In this area there are clear processes to direct school activity towards effective implementation of the school plan as timelines and milestones are followed, while collaborative feedback and reflection is used to promote and generate learning and innovation.

Staff have purposeful leadership roles based on professional expertise while the school has productive relationships with external agencies such as universities.

Physical learning spaces are used flexibly, with technology accessible to staff and students. There are opportunities for students and the community to provide constructive feedback on school practices and procedures, however the school's strategic directions and practices to achieve educational priorities require increased input from the school community .

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

Learning and Achievement

Purpose

Develop the academic, emotional, social, physical and spiritual well being of all students.

Build confident, creative, resilient and independent individuals.

Motivate and engage students to be critical thinkers and problem solvers in preparation for the future.

Foster successful learners who are responsible and respectful citizens.

Overall summary of progress

Progress in this Strategic direction includes efficient and effective use of resources and staff to support students referred to the Learning Support Team. The number of students graduating from the Speech and language Program increased. There was substantial growth in results for students in Quicksmart Literacy which correlates to a 2–3 year period of growth with comprehension and vocabulary strategies.

In the Library environment, an increased use of technology and team teaching within the library learning space has seen students respond positively and productively in all lesson situations. TEN has continued to be implemented in K–2 classrooms with an emphasis on hands-on Early Arithmetic strategies.

In Writing, the students K–6 were exposed to Learning Intentions and Success Criteria through the Ninja Writing Program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least 80% or more of K– 2 students achieve the minimum L3 Reading standards. At least 90% of students Yr 3 – 6 achieve minimum standards in Numeracy measured by cluster benchmarks on PLAN.	Approximately 70% of students K–2 achieved the minimum L3 Reading standards. This is broken down into Kindergarten–71%, Year 1–75% and Year 2– 65%. In Years 3–6 84% of students achieved the minimum standards in Numeracy.	Quicksmart Literacy Professional Learning \$8500 Wushka Reading Program \$4000 Plus RAM Socio economic, Aboriginal background and early Action for Success funding.
Increase by 20% the number of students Years 1 –6 independently demonstrating all six key skill requirements in Project Based Learning.	Percentage of students showing very high and outstanding effort has risen from 22% to 30%, showing an 8% increase.	Updated Library Space \$5000
100% of students K– 2 achieve the minimum EAfS Numeracy standards and at least 10% yearly growth in Writing Standards.	93% of students K–2 achieved the minimum EAfS Numeracy standards. This is broken into Kindergarten– 94%, Year 1– 92% and Year 2– 93%. In yearly growth in Writing standards Kindergarten performance was 4% lower from a record high the previous year, while Year 1 showed a 1% growth and Year 2 had 4% growth from the previous year.	

Next Steps

Our aims for next year are:

- For staff to continue interest related tasks delivered by a collaborative team of teachers and SLSOs.
- To increase the reference to learning intentions and explicit tracking on student skill cards in the library which is linked to the school Star award system.
- To show a 12% increase in students demonstrating all six key skills in Project based Learning.
- For identified support groups of students to be working with the teacher to "Bump them Up".
- For 80% of K–2 students to perform at or above the expected level in L3 Reading and 80% of K–2 students to perform at or above the expected cluster markers in Writing.
- For 85% of Years 3–6 to perform at or above the expected level in Numeracy in the aspects of Place Value, and Multiplication and Division.
- For 94% of K–2 students achieving at or above the expected EAfS Numeracy standards.



Strategic Direction 2

Teaching Excellence

Purpose

Implement quality teaching and learning programs and practices that develop 21st Century learners.

Facilitate shared, innovative practices with high expectations to ensure on-going achievement.

Build a quality learning environment through reflective and consistent teaching practices and ongoing professional learning.

Deliver explicit, differentiated learning programs developed in response to student data.

Overall summary of progress

Progress within this Strategic Direction included the ongoing professional learning of all staff K–2 in L3 and TEN to support explicit teaching for all students. TOWN and Newman's Error Analysis strategies were demonstrated to 3–6 staff who then delivered them to their students within their classrooms.

Staff undertook professional learning to improve their ability to use learning intentions and success criteria to improve students' Writing performance.

Early Action for Success ensured data collection and analysis using data walls, regular discussions and evidence based research as well as consistent classroom support K–2.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff have evidence to demonstrate their individual progress as measured against their Performance and Development Plan.	All staff had 3 goals in their Individual Performance and Development Plans with supporting evidence. Teachers were able to articulate their progress and were working towards more productive relationships with their critical friend and the collection of effective evidence. Some staff started to include lesson observations as part of this evidence.	RAM Socio-economic, Aboriginal background, Literacy and Numeracy, Early Action for Success
Classroom programs and practices reflect a change in pedagogy and curriculum with at least a 5% increase in all areas of Student Intellectual Engagement as measured by interest, motivation and quality of instruction.	The Instructional Leader worked alongside staff to provide mentoring in the areas of literacy and numeracy. Professional learning was designed to improve teachers' practices in the classroom. A focus was on assisting beginning Teachers through explicit Professional Learning and identifying their areas of need.	RAM Beginning Teachers Professional learning \$4000 Casual relief \$6000

Next Steps

Our aims for next year are:

- For all staff to develop their Performance and Development Plan incorporating at least one school, stage and individual goal linked to the Teacher Professional Standards and supported by strong evidence. This includes non-teaching staff developing goals which support their career focus and the identified focus of the school plan.
- To increase opportunities for peer to peer observation of classroom practice with structured proformas used to assist staff to focus on explicit areas.
- For Increased and greater innovation in the use of iPad technology in all Stage One classroom spaces.
- To implement a structured induction program for Beginning teachers as well as Accreditation meetings at all levels.

- To establish a framework to identify, support and develop leadership capacity.



Strategic Direction 3

Inclusive Partnerships

Purpose

Create an inclusive environment with a culture of high expectation that engages families and the broader community.

Build effective partnerships that address identified areas of need and engage the local community.

Structure succession planning and leadership development to sustain whole-school programs, practices and partnerships.

Employ deliberate and strategic practices to provide explicit information within the school and to the broader community.

Overall summary of progress

Progress in this area continues to develop successful relationships within our wider community and community of schools. Open communication is being developed between the school and wider community to increase awareness and opportunities to support student learning and well being.

Tell Them From Me surveys were completed by students and staff, with feedback provided.

Parents enthusiastically participated in the Parents as Teachers and Classroom Helpers (PaTCH) program to empower them to support students in classrooms and at home.

The school successfully liaised with the University of New England to make a global connection with a school in South Korea to experience an Asian culture and school setting via a video conference link.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Feedback from surveys and attendance and involvement at school events is increased.	Student and teacher data from Tell Them from me Survey was communicated to staff for the purpose of reflection on effective teaching practices and student well being. A number of school events were held with parent involvement encouraged. Positive feedback was received from our parent committee.	RAM School and Community funds \$1 500
Local businesses and organisations are effectively utilised in the school setting.	Increased number of students across all grades utilising the breakfast club service. Greater number of local businesses supporting fundraising efforts. Student achievement acknowledged by local businesses at student recognition ceremonies. Community representatives were invited to many events, including Year 6 minifete, Prefect induction, Year 6 Graduation, Presentation day, with the promotion of the school evident in newspaper articles and Local Government member's Community newsletter.	\$1 500

Next Steps

Our aims for next year are:

- To conduct Tell From Me Parent survey and communicate results with wider community.
- To communicate student TTFM survey results to the students.
- To update and modernise the school website and newsletter.

- Implement parent online interview booking process.
- Increase engagement with STEPS community, especially in the area of professional development.
- Access outside professional support agencies to provide specialist services for targeted students and their families.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Improved parent involvement in Personal Learning Pathways.</p> <p>Improved literacy and numeracy outcomes for some Indigenous students through a range of targeted interventions.</p> <p>Continued involvement in STEPs and school Indigenous projects.</p>	\$16 090
English language proficiency	<p>Purchase of IT resources for small group and individual use to develop independence.</p> <p>Upgrade of EALD learning space with employment of support staff for EALD students.</p>	\$30 250
Low level adjustment for disability	<p>SLSO employed to work 0.5 with targeted student groups.</p> <p>Detailed Individual Education Programs developed for targeted students .</p> <p>Tiered intervention for targeted individuals.</p>	\$38 105
Socio-economic background	<p>Employment of a speech therapist to work one day a week with students K–2.</p> <p>Employment of additional SLSOs to support welfare e.g Breakfast Club; speech and language, literacy and numeracy intervention programs such as QuickSmart and Multilit.</p> <p>Employment of specialist additional teacher one day a week to provide physical fitness opportunity for students K–6.</p>	\$161 820
Support for beginning teachers	<p>Employment of an additional teacher one day per week to release an experienced staff member to support beginning teachers.</p> <p>Induction program for Beginning teachers implemented and evaluated.</p>	\$26 250
Early Action for Success	<p>K–2 Literacy and Numeracy teaching and learning programs are informed by evidence based data and designed to differentiate.</p> <p>K–2 teachers continually review, refine and improve practices via Professional learning and implementation of early intervention programs.</p> <p>Peer observations undertaken to support teaching and learning.</p>	\$157 510

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	149	154	183	177
Girls	158	170	176	178

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.3	91.8	94	94.6
1	93.6	91.8	90.6	92.8
2	93.3	94.3	93.2	92.6
3	93.5	94.1	93.6	93.4
4	92.2	95.5	94.4	94
5	92.2	92.7	91.1	92
6	92.9	94.5	91.7	93.2
All Years	93	93.4	92.7	93.3
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 school continues to address attendance issues to ensure all students access daily learning opportunities. The Principal and Assistant Principal oversee school attendance with the assistance of the Home School Liaison Officer. Class rolls are monitored regularly each term.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.23
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher of ESL	0.4
School Administration & Support Staff	2.92
Other Positions	0.13

*Full Time Equivalent

Banks Public School has two Indigenous permanent members of staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	82
Postgraduate degree	18

Professional learning and teacher accreditation

In 2016 all staff were provided with professional learning to support the school plans, targets and their individual performance development plans. Professional learning occurred each week during staff meetings and School Development Days. In addition to this, professional learning was provided through external courses conducted by the Department of Education as well as outside training providers approved by the Department. This year saw staff participate in extensive training in the new Geography syllabus, TEN and L3 for K–2 teachers, Early Action for Success strategies in Literacy and Numeracy.

Professional learning was also provided in the areas of Writing, TOWN (Numeracy 3–6), Quality Teaching and compliance training.

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 school carried forward funds of \$1,486,694. This includes funds which the school holds and manages on behalf of other educational programs.

Income	\$
Balance brought forward	580 195.00
Global funds	238 031.00
Tied funds	1 976 038.00
School & community sources	163 559.00
Interest	16 126.00
Trust receipts	19 010.00
Canteen	0.00
Total income	2 992 959.00
Expenditure	
Teaching & learning	
Key learning areas	13 995.00
Excursions	11 532.00
Extracurricular dissections	27 918.00
Library	9 277.00
Training & development	180.00
Tied funds	520 881.00
Short term relief	34 260.00
Administration & office	66 207.00
School-operated canteen	45 242.00
Utilities	36 837.00
Maintenance	21 753.00
Trust accounts	25 648.00
Capital programs	13 904.00
Total expenditure	827 634.00
Balance carried forward	2 165 325.00

The information provided in the financial summary includes reporting from 1 December 2015 to 30 August 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	2 287 997.35
(2a) Appropriation	2 215 557.81
(2b) Sale of Goods and Services	27 812.40
(2c) Grants and Contributions	39 607.43
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	5 019.71
Expenses	-1 404 162.29
Recurrent Expenses	-1 404 162.29
(3a) Employee Related	-1 295 048.46
(3b) Operating Expenses	-109 113.83
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	883 835.06
Balance Carried Forward	883 835.06

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.

Banks Public School's financial management processes and governance structures meet Department of Education financial policy requirements.

The Statement and Notes have been prepared in accordance with the directions issued by the Department of Education and Training.

Tied funds are high due to the fact the school holds and manages funds for other educational programs as listed below;

L3 Macquarie Park

Arts Macquarie Park

Intercultural Programs

Inter-district Arts Grants

There are still salary costs to be taken from the balance to support the above programs.

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	2 415 086.89
Base Per Capita	19 452.50
Base Location	0.00
Other Base	2 395 634.38
Equity Total	399 301.62
Equity Aboriginal	16 090.81
Equity Socio economic	161 820.93
Equity Language	71 061.91
Equity Disability	150 327.97
Targeted Total	29 730.01
Other Total	62 720.48
Grand Total	2 906 838.99

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.

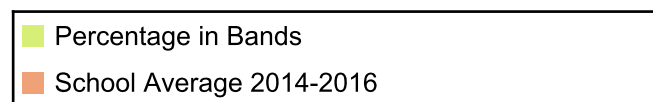
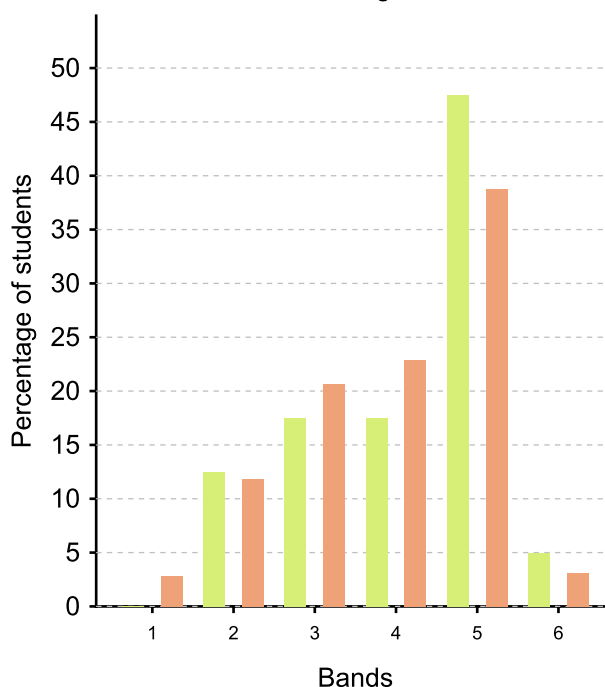
School performance

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.

Results showed an improvement in Year 3 Writing performance with 52% of students in the top two bands, a rise from 39.5% in the previous year. This followed a school wide focus, which included teacher professional learning on explicit teaching strategies and the use of learning intentions to drive student progress. In 2016, Year 5 had 3% of students in the top Writing band, an increase from 0% from the previous year in the top **two** bands. Reading and Writing will continue to be a focus in the immediate future.

Percentage in bands:
Year 3 Writing



Results showed an improvement in Year 5 Numeracy performance with 2.3% in the top band in 2015 up to 6.8% in the top band on 2016. Data analysis shows there is a need to focus on problem solving strategies in all grades, especially in Year 3.

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.

The Premier's priorities are for an increase in the number of students achieving in the top 2 bands in NAPLAN in Literacy and Numeracy. In Year 3 Reading, 15% of students attained results which placed them in these bands, while in Year 5 11% of students achieved this goal.

For Numeracy there were 8% of Year 3 students in these top 2 bands, with 9% of Year 5 students achieving at this higher level.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year Banks PS again accessed the support of the Tell Them From Me Survey to gather feedback about the school from the teachers and students. Parent input was regularly sought from P & C members in relation to school procedures, events and curriculum directions.

Policy requirements

Aboriginal education

The learning needs of individual Aboriginal students are identified through the development and revision of Personalised Learning Pathways.

Aboriginal students are supported within the learning community through access to cultural initiatives such as Stepping Up Together day, DOORS project and NAIDOC week events.

Aboriginal and Indigenous culture is acknowledged and explored through the embedded use of print and digital resources across curriculum areas and stages of learning.



Multicultural and anti-racism education

The varied cultural diversity of the student cohort was acknowledged and celebrated through Harmony Day events.

In 2016, an EALD (English as an Additional Dialect) teacher was employed 2 days per week to assist EALD and Refugee students to transition into new classes and teach them in small group and individual structures to assist their Literacy and Numeracy results.

SLSO staff engaged with a number of parents from our school community in their first language regarding school events, procedures and student learning.

The school has a trained Anti Racism Coordinating Officer (ARCO) who regularly supports staff and students when issues arise.

A wide variety of cross-cultural resources is available for staff and student use both within the classroom and for home borrowing.