

Banksmeadow Public School

Annual Report



2017



1121

Introduction

The Annual Report for **2017** 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.

Banksmeadow Public School is an inclusive and innovative school. We are a P–6 school with three support unit classes. Banksmeadow has strong links to the community and dedicated staff. Wellbeing, academic pursuits, sport and innovative practices are central to our operations. We firmly believe that our students be at the centre of our decision making and that every student at Banksmeadow Public school is known and cared for. A comprehensive and effective student support program is provided for students with learning needs.

Banksmeadow Public school is committed to ensuring every student, teacher and leader improves every year. We are committed to engaging and challenging our students and laying strong foundations in literacy and numeracy.

Banksmeadow invests in a range of sporting programs including soccer, AFL, rugby league, netball, softball, athletics, swimming and cricket. Students in 2017 had an opportunity to participate in these sports at a school, zone, regional and state level.

Future focused learning is embraced by students, staff and the community. We began our STEM journey in 2017 and will continue to focus on enquiry learning approaches in 2018. We also introduced a coding program K–6 to ensure we are preparing our students with the knowledge and skills they will require.

Our P&C have continued to support our school. This year the P&C worked hard to raise money from the Art Show, Mother's and Father's day stalls, Christmas cards and calendars and second hand uniform sale. The P&C generously donated \$15,000 towards the school air conditioning project.

Fiona Dixon

Principal

School contact details

Banksmeadow Public School

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Botany, 2019

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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.

The self assessment process indicated that in the **Domain of Learning** we are **Delivering**.

Learning Culture is central to our school plan and we embrace high expectations and aspirations for all students that are known by students and parents and inform planning and learning. We have effective transition programs to Preschool, Kindergarten, Year 7 and the Support Unit. These programs and activities are clearly communicated to our community and lay a strong foundation for positive partnerships with families. Attendance data has been tracked through systems that enable us to monitor and follow up on patterns of non attendance and school refusal. All staff have clear guidelines about their role in this process, and how it is managed.

Our comprehensive Wellbeing programs ensure that every student can connect, succeed, thrive and learn. All students are able to identify a staff member they can turn to for advice and assistance at school. We have collected and analysed data from Tell Them From Me (TTFM) surveys, parents and staff forums and Positive Behaviour for Learning (PBL) data collection to monitor and refine our whole school approach to wellbeing and engagement. Behaviour expectations have been clearly defined for students and staff through PBL. Specific expectations are set each fortnight, data collected and analysed and lessons developed and explicitly taught from P-6.

The integrated approach to curriculum planning and delivery, and assessment has promoted learning responsiveness in meeting the needs of all students. This has been enhanced by a learning alliance with Maroubra Junction PS on Visible Learning. Teaching and learning programs describe expected student progression in knowledge, understanding and skill. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.

Formative assessment practises are evolving as teachers collect and use assessment data that monitors achievements and informs planning. Internal and external assessment practices are undertaken regularly and collected systematically.

Teachers share learning intentions and success criteria with students which enables students to receive effective feedback on their learning to move them forward. Reporting practices reflect internal and external assessment data to report on student performance. Parents and Carers are provided with information on their child's learning progress, including parent/teacher interviews and written reports.

Student performance measures both internal and external are regularly used to monitor student progress and reflect on teaching and learning practices. The leadership team uses Smart Data and assessments such as SENA and running records to monitor student growth.

The self assessment process indicated that in the **Domain of Teaching** we are **Delivering**.

Effective classroom practice is a focus for the Leadership Team and teaching staff. Teachers collaborate in weekly stage meetings to share curriculum knowledge, student data from the whole school assessment schedule and feedback to inform the development of evidence-based programs and lessons. Teachers use the Literacy and Numeracy continuums to guide planning to meet the needs of our students. Explicit teaching across all learning areas and timely feedback are priorities for all teaching staff.

Assessment data is used to identify student achievement. As a result of our Visible Learning project teachers learnt how to calculate the effect size of a program in their classroom. The leadership team meets regularly to evaluate student progress which informs key decisions in resourcing and new initiatives. Teachers use a combination of internal and external assessment measures to build a consistent judgement of student learning.

teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. Teachers meet with their supervisor each term to write their Professional Development Plan and then monitor progress. The leadership team supports each teacher to identify specific areas for development. Professional learning in Literacy and Numeracy has included the Literacy and Numeracy continuums, plotting student in PLAN and a shared resource bank of learning activities to support all student levels.

Teachers have engaged in both formal and informal observations of their teaching. Feedback to improve professional knowledge and practice has been central to this process. The executive team attended external coaching training to enable them to further develop their teams. All staff participated in the Visible Learning project which is based on current evidence-based practice.

The self assessment process indicated that in the **Domain of Leading** we are **Delivering**.

Leadership development guides school improvement. The leadership team ensures that implementation of syllabuses and related assessment and reporting processes meet NESA and Department of Education requirements. Learning programs are monitored each term and feedback is shared. Parents and community members have the opportunity to engage in many school activities, including the P&C and parent forums to promote a cohesive educational community. This year we interviewed each family with a student coming to Banksmeadow. This provided an excellent opportunity to lay foundations for a positive partnership.

Representation of all stakeholders have engaged in the school planning process. This included TTFM surveys, World Cafe parent and teacher forums and student forums. The ongoing process of planning, implementation, monitoring and self assessment is used to develop the evidence-based school plan.

The leadership team allocates staff resources to support the achievement of the school's strategic plan. Physical resources and facilities are well maintained to provide a safe learning environment. We opened our wellbeing room and sick bay and created a working space for the executive staff. Technology is featured in all classrooms with Stage 3 participating in the BYOD program. The use of the schools facilities by the community church and dance school delivers benefits to students.

Management practices and processes focus on ongoing school improvement. The weekly newsletter ensures the parent community are kept up to date and informed about upcoming events, news and information. The TTFM survey is a comprehensive opportunity to gain feedback from our community.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017.

In 2017, we continued to build 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 develop resources to support teaching and learning opportunities that would cater to the needs of individual learners.

The area of wellbeing was a focus in 2017. A comprehensive approach to wellbeing and learning culture has ensured positive outcomes. There have been significant observable changes in behaviour with more positive and respectful relationships throughout the school community. The Learning and Support Team processes was revised and communicated to all staff. The referral process is clear and the response from the Learning and support team ensures the needs of students are assessed and a plan developed to improve wellbeing outcomes. 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. Seven staff members attended PBL training in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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)	Equity Funding – Low level Disability \$ 20,000	<ul style="list-style-type: none">* 100% of staff participated in collaborative planning to ensure accommodations and adjustments are made for all students.* 100% of staff participate in targeted professional learning in literacy and numeracy.<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 K–6 were plotted on the numeracy continuum, with data used to plan for the differentiation of teaching and learning activities• K–6 assessment schedule continues to be used across the school, and data recorded in shared drive for analysis and future planning• 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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Individual and collective wellbeing is measurably improved (baseline data to be established in 2015)	Professional Learning \$10,000 Socio economic background \$10,000	<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 • Professional learning regarding character strengths undertaken to enhance teacher knowledge and identification of strengths in students • PBL training for seven staff members • Collaborative planning days for PBL team. • Establish a wellbeing room and sick bay • Term 4 participation in preparation phase for Got It program.

Next Steps

- continue to record and monitor assessment results in literacy and numeracy in PLAN 2 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 2 software, and data used to differentiate teaching and learning for all students
- continue to build shared resource repository to support PLAN 2
- design appropriate signage for display in areas of the school to outline expected behaviours
- introduce a P–6 mindfulness program
- continue to utilise school wide expectations and communicate weekly focus areas to the community
- consult with all stakeholders to redesign the positive reward system to reflect PBL expectations

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 2017 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. Harmony Day and Naidoc week were celebrated as we welcomed the whole community to special assemblies and events. The Banksmeadow P and C organised an Art Show 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.

In 2017, efforts were made to enhance strategies used to communicate with the community. The school website was updated with greater regularity and the school newsletter moved to a new platform. The school Twitter account was used by staff to showcase students and events in all classrooms. 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)	Funds Expended (Resources)	Progress achieved this year
Improve overall parent satisfaction rates with school communication and engagement (Baseline data to be established in 2015)	Website annual subscription \$420	<ul style="list-style-type: none">• Tell Them From Me data reported that parents were well informed about school activities and most 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.• Increase use of Twitter account by staff.
Improve overall parent, staff and student satisfaction rates with the student reporting process (Baseline data to be established in 2015)	\$3,000 annual 3rd party reporting platform	<ul style="list-style-type: none">• Increased parent satisfaction of student report format.• 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

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 2) 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 2017, a commitment to take part in a 'Visible Learning Project' continued that would be completed with one other local school. 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. Teachers also learnt how to calculate effect sizes of programs they implement in their class, grade and stage. 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 formative assessment in the 2018 –2020 school plan.

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)	Funds Expended (Resources)	Progress achieved this year
100% of educators provide evidence of the implementation of a variety of strategies with a medium-high "effect size" through programming and/or observation.	Professional learning \$10,000	<ul style="list-style-type: none">• 100% of teaching staff participated in professional learning about 'Evidence into Action'• 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• 100% of staff participated in whole school and stage based PL to support implementation of Visible Learning Strategies.
100% of educators include evidence of reflective practice in their teaching and learning programs that incorporate evaluations of practice and future directions needed/taken.	NIL	<ul style="list-style-type: none">• All teaching staff reported on their chosen form of reflective practice and are more aware of the process of reflection• All staff teaching and learning programs shared for feedback.
100% of educators participating in a variety of Collaborative Professional Learning experiences each term as measured by Professional Development Plans and professional conversations.	\$5,000 release for collaboration	<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• 50% of staff used shared drives to collaboratively plan, upload and share programs.• 100% of staff participated in classroom observations and were given critical feedback to evaluate and improve their practice

Next Steps

- teaching and learning programs to contain evidence of learning intentions, evidence of learning and feedback
- formal reflective practices and strategies to be documented in teaching and learning programs
- 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 and lesson studies

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background Equity Funding \$13,639	<p>Aboriginal background funding was used to support student learning in the classroom and to support student involvement in school activities.</p> <p>All Aboriginal students have a Personalised Learning Plan and are making progress towards their personal goals.</p> <p>Aboriginal students worked with an SLSO throughout the year to learn about and participate in dreamtime stories, print making, creating totems and participating in drama activities.</p> <p>Aboriginal students were central in planning and delivering NAIDOC week activities.</p>
English language proficiency	English Language Proficiency Equity Funding \$16,978	<p>An 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 through team teaching and small group support. Teachers differentiate learning experiences to cater for the needs of individual students.</p> <p>The EAL/D teacher attended professional learning to guide knowledge around EAL/D progression levels and build capacity around pedagogy and practice.</p>
Low level adjustment for disability	Low Level Adjustment for Disability Equity Funding \$20,090 Teacher Allocation FTE – 0.6	<p>A Learning and Support Teacher was employed for three days per week to work with students experiencing difficulty in literacy and numeracy.</p> <p>Staff participated in professional learning to support implementation of key literacy and numeracy initiatives.</p> <p>Students needing support were referred to the LST. Strategies to support these students were implemented including School Counsellor Support, LST teacher support, Multi lit Reading Support and Reading Recovery Support. Students received supportive counselling, cognitive assessments, academic support, behaviour support and family support.</p>
Quality Teaching, Successful Students (QTSS)	Teacher Allocation FTE – 0.221	<p>Quality Teaching, Successful Students funding allowed Assistant Principals to support and guide colleagues in classrooms as instructional leaders.</p> <p>Collaborative Practices have been a whole school focus as part of our PDPs with all staff participating in lesson observations. Giving reflective feedback to colleagues has been an important part of this process.</p>
Socio-economic background	Socio-economic Equity Funding \$ 25,207	<p>Socio economic funding was used to ensure equitable access to all areas of school for all students.</p>

<p>Socio-economic background</p>	<p>Socio-economic Equity Funding</p> <p>\$ 25,207</p>	<p>Seven staff members attended PBL training and participated in collaborative planning days.</p> <p>Additional resources were purchased for classroom learning and the introduction of a wellbeing room and sick bay.</p>
<p>Support for beginning teachers</p>	<p>Two first year beginning teachers (1 perm,1 temp)</p> <p>\$ 13,450 each</p> <p>Two second year beginning teachers</p> <p>\$ 4063</p>	<p>Targeted professional learning opportunities were provided for four beginning teachers, attending a beginning teachers program on four occasions throughout the year.</p> <p>Additional release from class was also given for first year beginning teachers, and their mentor.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	137	133	139	155
Girls	113	113	115	118

Student enrolment numbers rose slightly in 2017. 118 girls and 155 boys were enrolled at Banksmeadow PS in 2017. Enrolment numbers in the Preschool also increased due to the option of full time placements.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	94.7	95.4	95.8
1	95.7	92.9	96.1	94.3
2	95.7	93.4	93.2	95.2
3	96.3	95.8	95.6	93.8
4	95.4	94.2	96.6	94
5	96.7	93.1	95.4	96.1
6	95.1	93.9	92.8	95.8
All Years	95.9	94	95.1	95
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance rates remain high in 2017 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.

Banksmeadow Public School maintains accurate records of the attendance of all students. The school has provided clear information to parents regarding

attendance requirements and the consequences of unsatisfactory attendance, through the newsletter as well as notes sent home. Classroom teachers monitor and routinely follow up student absences with parents. Students with attendance patterns of concern are supported at the school, in consultation with parents and through the Learning Support Team.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	12.6
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	7.72
Other Positions	0

*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	100
Postgraduate degree	25

Professional learning and teacher accreditation

Throughout 2017, 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 2017 was in the area of Visible Learning, which was undertaken within a local community of schools. A second focus in 2017 was wellbeing as we systematically reviewed our PBL program and participated in stage 1 of the Got It program.

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 2017, all teachers within the Preschool were accredited at the level of proficient and have now entered the maintenance phase of their accreditation. In 2017 one teacher completed their five year maintenance cycle of accreditation. All staff were made aware of the requirement for all staff to gain accreditation at proficient.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	442,367
Revenue	3,443,771
Appropriation	3,061,022
Sale of Goods and Services	169,097
Grants and Contributions	208,726
Gain and Loss	0
Other Revenue	0
Investment Income	4,926
Expenses	-3,272,729
Recurrent Expenses	-3,259,239
Employee Related	-3,000,771
Operating Expenses	-258,467
Capital Expenses	-13,490
Employee Related	0
Operating Expenses	-13,490
SURPLUS / DEFICIT FOR THE YEAR	171,042
Balance Carried Forward	613,409

Our school is very fortunate to have a very active P&C

group who work hard to raise money for our school, through events like the Art Show, as well as organising School Banking and Mother's/Father's Day Stalls. Funds raised by the school and community have been set aside to assist in the installation of air conditioning, so that all classrooms will be air conditioned.

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.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,852,250
Base Per Capita	42,895
Base Location	0
Other Base	1,809,355
Equity Total	126,700
Equity Aboriginal	13,639
Equity Socio economic	25,207
Equity Language	16,978
Equity Disability	70,877
Targeted Total	603,296
Other Total	393,631
Grand Total	2,975,877

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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, 49% of students achieved in the top two bands compared to 51% across the state. 13% of students achieved in the bottom two bands compared to 10% across the state.

In Year 5 reading, 32% of students achieved in the top two bands compared to 40% across the state. 23% of students achieved in the bottom two bands compared to 17% across the state.

In Year 3 grammar and punctuation, 59% of students achieved in the top two bands compared to 62% across the state. 13% of students achieved in the bottom two bands compared to 13% across the state.

In Year 5 grammar and punctuation, 19% of students achieved in the top two bands compared to 36% across the state. 29% of students achieved in the bottom two bands compared to 22% across the state.

In Year 3 spelling, 59% of students achieved in the top two bands compared to 53% across the state. 3% of students achieved in the bottom two bands compared to 12% across the state.

In Year 5 spelling, 23% of students achieved in the top two bands compared to 38% across the state. 18% of students achieved in the bottom two bands compared to 13% across the state.

In Year 3 writing, 33% of students achieved in the top two bands compared to 54% across the state. 6% of students achieved in the bottom two bands compared to 6% across the state.

In Year 5 writing, 3% of students achieved in the top two bands compared to 18% across the state. 16% of students achieved in the bottom two bands compared to 16% across the state.

In Year 3 numeracy, 38% of students achieved in the top two bands compared to 43% across the state. 8% of students achieved in the bottom two bands compared to 13% across the state.

In Year 5 numeracy, 39% of students achieved in the top two bands compared to 32% across the state. 23% of students achieved in the bottom two bands compared to 15% across the state.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2017, 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.

76% 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. 90% of students reported that they demonstrated positive behaviour at school, and 67% were interested and motivated in their own learning. 87% of students value schooling outcomes and believe schooling is useful in their lives and will have a strong bearing on their future.

Of the parents who completed the survey, 80% reported that they felt welcome at the school and 88% felt that they could easily talk to their child's teacher. 88% of parents reported that they were well informed about school activities. 82% of parents reported that teachers understand the learning needs of students with special needs.

91% of staff reported they work with school leaders to create a safe and orderly school environment. 91% of staff discuss learning problems of particular students with other teachers. 89% of staff surveyed monitor the progress of individual students and 89% of staff set high expectations for student learning. 89% of staff reported students receive feedback on their work that brings them closer to achieving their goals. 91% establish clear expectations for classroom behaviour.

After consideration of data collected in these surveys, there are several areas that would benefit from focus in 2018 to improve satisfaction of students, parents or staff. Parents reported that they would like to be able to better support their child at home.. Teachers reported they could better use technology to provide immediate feedback to students and to track progress towards student goals.

Policy requirements

Aboriginal education

Our school had eleven students this year who identified as being Aboriginal and/or Torres Strait Islander (ATSI). The Learning Support Team ensured that explicit Personalised Learning Plans were developed for these students to support their learning. Throughout the year, cross-curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures have been embedded into teaching and learning programs. These perspectives were taught in line with the NSW Syllabus for the Australian Curriculum. The National NAIDOC theme for 2017 was "Our Language Matters", highlighting the Aboriginal and Torres Strait Islander people's strong spiritual connection to the Dreamtime. All students participated in peer support group activities during NAIDOC Week, including listening to Dreamtime stories, print making, creating totems and participating in drama activities.

Multicultural and anti-racism education

Banksmeadow Public School has 24% of students that have Language Backgrounds Other Than English (LBOTE). Support teachers work closely to help deliver differentiated quality teaching and learning programs by team teaching or withdrawing students with additional needs. EALD teachers programs ensure that students develop the necessary language required to understand and access their learning.

Our school has an anti-racism policy supported by a trained anti-racism officer. Teachers program and assess using units that focus on cross curriculum priorities that encompass intercultural understanding.

Our school promotes a highly inclusive learning environment where students and their families from all cultural, religious and language backgrounds, are positively supported and encouraged to participate. Harmony Day is celebrated to further develop the understanding of the diverse cultural, religious and language backgrounds of our families.