

Bankstown Public School

Annual Report



2017



7405

Introduction

The Annual Report for **2017** is provided to the community of **Bankstown** 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.

School contact details

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Message from the Principal

2017 has been another outstanding year for Bankstown Public School. As I reflect upon the numerous achievements this year, I am extremely impressed by, and proud of, our school community – students, staff, and parents. We have consolidated and strengthened our teaching practices and introduced some significant initiatives in student wellbeing and learning.

Bankstown Public School proudly celebrates that students, staff and parents work together as a 'Learning Community'. Our school prides itself on effective communication and the pursuit of excellence for the most important people in the school – **the students**. Students are engaged in quality teaching and learning activities with an emphasis on individualised learning.

I congratulate our students on their commitment to their learning and for their continued self-discipline and responsibility which is noticed and commented on by the wider community in many of the activities in which our school participates.

The school remains extremely fortunate to have such dedicated, diligent, nurturing and highly skilled staff. They willingly give their time and energy to engage students in an extensive range of extra curricula activities.

Parents work as partners in the education of our students. It has been a privilege for me to continue to lead such a vibrant learning community where equality continues to be our focus.

Terry Spratt

Principal

School background

School vision statement

Our vision at Bankstown Public School is to provide a supportive and challenging learning environment. We empower our students to thrive by providing rich learning opportunities where students can strive for personal excellence and succeed. We promote and inspire student growth, creating confident and connected life-long learners in a diverse community.

School context

Bankstown Public School is a large multicultural school of 870 students and is located within the CBD of Bankstown. 98% of students are from non-English speaking backgrounds and 5 are Aboriginal or Torres Strait Islander students. There are currently students from 62 language backgrounds with 33% Arabic, 22% Vietnamese and 11% from the Pacific Islands. Learning opportunities are extended to include experiences such as excursions, curriculum camps, PSSA sport, a highly resourced library, computer lab, Connected Classroom, Multi-Media room, choir, public speaking, debating, Peer Mentoring Program, student leadership (SRC) and dance groups. The staff at Bankstown Public School is a highly committed and diverse group of experienced, early career and temporary teachers. There are 36 class teachers with one Year 3 – 6 IM Special Education class, for students with a mild intellectual disability; 6 School and Administrative Staff; and an Executive team of a Principal, 2 Deputy Principals and 4 Assistant Principals. We also have one school-funded Instructional Leader 4–6 and 2 appointed Instructional Leaders. Our educational programs are complemented by quality support programs including 5.4 Teachers of English as an Additional Language (EALD); 4.4 Community Language teachers (CL); 1.4 Teacher Librarians; Early Literacy and Numeracy Intervention 1.155 (RR); Learning And Support Teachers 2.2 (LAST); School Learning Support Officers (SLSO); Community Liaison Officer 2.6 (CLO including refugee support for students and families) and very strong student welfare programs. The school supports a playtime program for preschool aged students and their parents and continues to foster and build community participation and support.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Bankstown Public School is at Sustaining and Growing in every element in both the Learning and Teaching domains. In the Leading domain, the school is at delivering in the element of School Planning, Implementation and Reporting and in Sustaining and Growing for the remaining elements. This indicates that Bankstown Public School is at Sustaining and Growing for 13 out of 14 elements.

The results of this process indicated that in the School Excellence Framework domain of **LEARNING**:

- **Learning Culture** – The whole school community has a shared responsibility for the learning of our students at Bankstown Public School. Policies, practices and programs strive to engage and promote self-regulated learners, while parents engage in learning through workshops and social media updates. Evidence-based professional learning, tracking and monitoring tools and explicit processes enable staff to support a wide range of learners to access the curriculum. Bankstown Public School is currently at **sustaining and growing** in the element of Learning Culture.
- **Wellbeing** – A focus on the whole child is at the core of wellbeing at Bankstown Public School. The school has developed comprehensive frameworks, programs and initiatives such as Breakfast Club, to support the wellbeing of students K–6. This whole school approach to wellbeing has clearly defined behavioural expectations, explicit teaching of skills and values and encourages students to contribute to the wellbeing of themselves and others. Bankstown Public School is currently at **sustaining and growing** in the element of Wellbeing.
- **Curriculum and Learning** – Bankstown Public School collaboratively develops and successfully implements cohesive, explicit and balanced English and mathematics programs that integrate evidence-based pedagogies including TOWN, FOR and L3. All students are supported by comprehensive transition programs that enable them to adapt to school routines, thrive and succeed in a welcoming environment conducive to learning. Student data

and school based tracking tools monitor student progress and planning sessions provide structured opportunities for student needs to be identified. Tiered interventions alongside PLaSPS address learning needs. Bankstown Public School is currently at **sustaining and growing** in the element of Curriculum and Learning.

- **Assessment and Reporting** – The school uses a variety of data including PLAN, NAPLAN, L3 and formative assessment strategies to track and monitor individual student growth. Results from these performance measures are used to provide data on student achievement and inform future planning. Assessment and Reporting processes are supported by explicit school procedures including assessment schedule, report policy and report guidelines to create school wide consistency. Bankstown Public School is currently at **sustaining and growing** in the element of Assessment and Reporting.
- **Student Performance Measures** – The school engages in a variety of internal and external programs, such as, UNSW competitions, Maths Olympiad, Early Action for Success, Language, Learning and Literacy, PLAN and NAPLAN to track the performance measures for individual students and cohorts. Bankstown Public School is currently at **developing** in the element of Student Performance Measures.

The results of this process indicated that in the School Excellence Framework domain of **TEACHING**:

- **Effective Classroom Practice** – Successful implementation of cohesive, sequential teaching and learning cycles and evidence-based strategies have been shaped by Instructional Leadership, professional dialogue, lesson observations, modelling of practices, teacher reflections and practice analysis conversations. Critical teacher reflection has prompted refinement of classroom practices resulting in high student engagement where students feel challenged and supported with immediate feedback. Formative assessment strategies have been utilised to begin the development of growth mindsets in students. Bankstown Public School is currently at **delivering** in the element of Effective Classroom Practice.
- **Data Skills and Use** – Bankstown Public School provides a variety of scheduled opportunities including grade planning days, data days and team meetings for staff to collaborate and engage in rigorous discussion on data. Analysis of data is used to inform future directions in the teaching and learning cycle and provide interventions and differentiated curriculum. Bankstown Public School is currently at **sustaining and growing** in the element of Data Skills and Use.
- **Collaborative Practice** – Building and supporting collaborative practice through strong leadership, shared vision and a commitment to continual improvement has strengthened collaborative practice at Bankstown Public School. This has allowed teams and committees to successfully respond to identified needs and improve professional capacity and development. The school has developed a model of collaboration which is evident in consistent grade planning days including the analysis of student data, collaborative committees, professional learning focused on evidence-based practice and grade based action research projects. This has created a positive culture of collaborative practice across the school community. Bankstown Public School is currently **excelling** in the element of Collaborative Practice.
- **Learning and Development** – Bankstown Public School is committed to the continual development of quality teaching practices that are supported by strong evidence-based pedagogy and growth in student learning. As a school, we are building a transparent learning culture through the provision of differentiated professional learning that is shared amongst teachers, evaluated for impact and sustained through reflective practice. Mentoring, coaching and Instructional Leadership has further extended teaching teams, building strengths and creating a consistent curriculum. Building staff capabilities has provided opportunities for succession planning and staff with particular expertise to deliver school improvement targets. Bankstown Public School is currently **sustaining and growing** in the element of Learning and Development.
- **Professional Standards** – The professional practice of our teaching staff is supported by building the knowledge, skills and understanding expected of proficient teachers. This has been supported through beginning teacher's programs, accreditation mentoring, professional learning and leadership opportunities. Our teachers are committed to their ongoing development, as well as school and individual goals through the Professional Development Plan process. This is evident in classroom practice and through the contribution our teachers make to broader school programs within our community. Bankstown Public School is currently at **sustaining and growing** in the element of Professional Standards.

The results of this process indicated that in the School Excellence Framework domain of **LEADING**:

- **Leadership** – Our purposeful leadership roles as well as our sustained engagement with outside agencies continues to be a defining feature at Bankstown Public School allowing students to engage in a broad range of opportunities in which to be successful learners. Parents have developed sustainable leadership roles through the P&C and continue to embrace opportunities to further build and expand their capacity. Bankstown Public School is currently at **sustaining and growing** in the element of Leadership.
- **School Planning, Implementation and Reporting** – Our school vision, strategic directions and purpose drive our School Plan for continuous improvement. The school clearly articulates a commitment to high expectations for learning, is responsive to emerging need and ensures equity. Bankstown Public School has a clear focus on acknowledging and celebrating the rich diversity of all areas of school community achievement. Bankstown Public School is currently at **delivering** in the element of School Planning, Implementation and Reporting.
- **School Resources** – All school resources are strategically employed to enhance student learning outcomes. We have maximised resources to implement the School Plan through innovative and resourceful financial management. We recruit high quality staff, target professional learning and transform learning spaces into future

focused environments that enhance student learning and improve outcomes. Resources are allocated to support the creation of quality ICT practices K–6. Bankstown Public School is currently at **sustaining and growing** in the element of School Resources.

- **Management Practices and Processes** – It is evident that we have extensive community engagement programs which are clearly driven by parent and community feedback to meet needs. The effective communication strategies we have been implementing have yielded solid increases in community engagement within school events. Bankstown Public School is currently at **sustaining and growing** in the element of Management Practices and Processes.

Our self–assessment and the external validation 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

Quality, Strong Foundations

Purpose

To provide an engaging learning environment which promotes high expectations in all Key Learning Areas, resulting in improved learning outcomes for all students. To provide opportunities for students to become active, informed and innovative learners who reflect on their own behaviour and ethical decision making. To develop successful life-long learners who are literate, numerate, creative, critical, innovative and resilient.

Overall summary of progress

In 2017 our evidence-based strategies and teaching pedagogies such as, Taking Off With Numeracy (TOWN), Focus on Reading (FoR) and Language, Learning and Literacy (L3) have been integrated to maximise potential teaching and learning opportunities. English programs K-6 reflected the explicit teaching of metacognitive comprehension strategies and Mathematics programs incorporate Newman's Analysis and RUCSAC. Further at a K-2 level, the close collaboration with Early Action for Success (EaFS) networks and Bankstown Instructional Leadership Network has seen the inclusion of layered expectations in terms of reading levels, writing, comprehension and numeracy. The support of Instructional Leadership in K-2 has seen teachers trial, refine and embed L3 pedagogy. In 2017 100% of Year 3-6 staff, including support staff undertook strategically designed professional learning to enhance the quality of writing across 3-6. Furthermore 100% of staff K-2 undertook professional learning in Early Action for Success - L3. Data analysis, professional dialogue, lesson observations/ feedback, modelling of quality teaching practices, teacher reflections and practice analysis conversations have supported staff to increase teacher capacity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Benchmark reading levels: 75% of Year 2 students to reach reading level 22 or above by 2017.	Professional Learning, Resources, Casual Relief and Additional Staffing (IL) Socio-economic background (\$100,000.00)	<ul style="list-style-type: none">• Year 1 bench-marking levels for end of 2016 indicates 69% of students on target to reach 2017 benchmark levels.• Two Instructional Leaders supporting K-2 literacy programs with an emphasis on Quality Learning Environment and explicit teaching.• PLAN Data used to drive teaching and learning programs school wide.• 84% of students achieved cluster 3 in both phonics and phonemic awareness.
By 2017, 90% of students demonstrate growth equal to or above state average for year 5 in NAPLAN Reading.	Professional Learning, Resources, Casual Relief and Additional Staffing (IL) Socio-economic background (\$100,000.00)	66% of Year 5 students achieved expected growth in NAPLAN reading.
By 2017, 70% of students have reached grade appropriate levels on the numeracy continuum in Aspects 2, 4 and 5.	Employment of additional SLSOs (\$150000) Technology resources (\$95000)	<ul style="list-style-type: none">• Newman's Error Analysis problem solving initiative implemented K-6.• TOWN training strongly supported teacher understanding of individual needs.

Next Steps

- sustaining evidence-based programs informed by regular student data analysis, embed best practice, critically

reflect and build collaborative partnerships

- providing regular professional learning to revisit evidence-based teaching pedagogies to ensure consistency of delivery and implementation
- regularly evaluating teaching and learning cycles to monitor program effectiveness and the extent to which they meet student need under EAfS Phase 2, provide ongoing instructional leadership that promotes quality teaching and models the delivery of highly differentiated programs that are informed by student data and responsive to need
- review formative assessment practices and ensure all students are provided with timely, explicit and specific feedback on how to improve their learning



Strategic Direction 2

Professional, Innovative Educators

Purpose

To empower teachers to be collaborative facilitators, who inspire learning, in a cohesive and collegial environment. To strengthen the capacity of educators to deliver quality pedagogy and leadership capabilities by demonstrating curriculum innovation, evidence-based teaching and personalising student learning. To promote innovative educators who focus on professional learning linked to Australian Professional Standards for Teachers and the Performance and Development Framework to strengthen professional practice.

Overall summary of progress

In 2017 our school implemented tiered mentoring programs such as Aspiring Leaders and Beginning teachers to build staff capacity in particular areas of expertise to deliver school improvement targets. Teachers actively shared their learning and expertise from targeted professional development with others. In alignment with Strategic Direction Two, our school has personalised the performance & development processes to suit our school context. 100% of staff have Performance and Development plans in place aligned with the Australian Professional Standards for Teachers. Our PDP quantitative and qualitative data indicate that in 2017 67% of professional goals were achieved. Feedback from our focus group also indicated that 90% of participants found the PDP process impacted on their quality teacher practices by providing an avenue for accessing additional professional opportunities. Staff have made their goals more personalised and evidence based. Through Action Research Projects focused on current evidence-based practices, grades have successfully actioned a collegial goal demonstrating personal and collaborative responsibility. This demonstrates staff developing and maintaining their professional standards based on researched pedagogy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff have Performance and Development plans aligned with Australian Professional Standards for Teachers and school's strategic directions.	Casual relief, professional learning, <ul style="list-style-type: none">• Socio-economic background (\$20,000.00)	<ul style="list-style-type: none">• 100% of teaching and non teaching staff engaged in the PDP process and staff stated that the professional development procedures enhanced their teaching practice.
Leadership opportunities for staff and students increased by 50%.	Casual relief, professional learning, course fees, professional readings <ul style="list-style-type: none">• Socio-economic background (\$65,000.00)	<ul style="list-style-type: none">• Distributed leadership practices were developed through new committee structures under strategic directions, improved leadership opportunities and mentoring of aspiring leaders.
Improved assessment practices reflect effective and systematic feedback.		<ul style="list-style-type: none">• All grade teams completed and presented their action research to staff and reported positive impact on teaching practice, knowledge and collaboration using evidence-based practices.

Next Steps

- consistency of PDP supervision and expectations particularly in the collection of evidence
- training more executive staff in Growth Coaching to support supervisory discussions at a higher level
- professional learning on the Australian Professional Standards for staff to support maintenance and higher accreditation levels
- utilising coaching as a sub-skill to build a learning culture of practice analysis amongst staff
- continue to implement sustainable teacher practice in literacy and numeracy
- developing practices that support student feedback on learning and self regulatory learning behaviours



Strategic Direction 3

Empowered, Collaborative Partnerships

Purpose

To build an empowered learning community where collaborative, reflective practices contribute to a positive school culture and shared vision. To create meaningful partnerships and networks through whole school planning, strategic systems and open communication. To ensure our school community values are explicitly embedded in well-being practices. Student learning successes are celebrated within the context of our diverse and inclusive community.

Overall summary of progress

In 2017 purposeful leadership roles including a new Community Hub leader and Community Liaison Officers as well as quality and sustained engagement with outside agencies led to improved outcomes for student learning, as well as the establishment of an active P&C and student leadership roles. The clear and targeted approach in the employment of a Community Hub leader and CLO's with a defined skill set has added value to the role and its ultimate success. Leadership opportunities across the school community have been encouraged through effective use of partnerships and expertise. The Community Engagement and PBL Team has been the driving force in organising and coordinating school wide parent and community engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Active P & C Committee.	Professional learning & Community Room (\$10000)	<ul style="list-style-type: none">Community Hub established at Bankstown Public School with a hub leader, Active P&C, parent programs developed and implemented using resources from external agencies and supported by the community engagement team. Programs were developed to meet the needs of the school community and presented by staff to increase community engagement
Evidence of strong school wide student management system (PBL) which promotes core values and our school vision.	PBL training & Wellbeing Committee/resources (\$50000)	<ul style="list-style-type: none">PBL team modified and transformed current school behaviour systems into new policy to create greater consistency and clarity across the school in relation to expectations and processes used for all behaviour.New school wide wellbeing policies under the Wellbeing Framework under Connect, Thrive and Succeed were developed and aligned with DoE policies. Wellbeing policies were presented to staff and embedded in practice.
Visible evidence of connections with community programs.	CLOs employed (\$120000) Planned meetings	<ul style="list-style-type: none">School groups participated in a range of programs linking to external organisations including White Ribbon, Bankstown Youth Development Services and Bankstown CouncilCommunity Hub leader and CLO used external agencies to support our school community.

Next Steps

- continuing to use a variety of social media and technological platforms for effective communication
- utilising the new Community Hub to further enhance community programs and external agency networks to improve student outcomes and promoting strong, genuine parental partnerships
- continuing to strengthen the P&C through recruiting new and existing parents and providing support and leadership opportunities.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4 537	<p>100% of students had parent consultation in the development of their PLP's. These PLP's informed teacher direction and supported the achievement of individual goals.</p> <p>All students participated in quality teaching experiences about Aboriginal and Torres Strait Islander histories and current Aboriginal and Torres Strait Island Australia including art, music, regional competitions and traditional days.</p> <p>All students provided with opportunities to be involved with Aboriginal traditional dance internally and externally for identified students.</p> <p>Aboriginal perspectives included across all Key Learning Area content in each subject.</p> <p>Strengthened relationship with Aboriginal and Torres Strait Islander community members with meetings held at our school, network opportunities and attendance at professional learning opportunities.</p> <p>Consultation with Kari to support transition and engagement at school for an identified student.</p>
English language proficiency	\$60 945 • English language proficiency (\$0.00)	<p>The EAL/D team teaching strengthened the development of student's literacy skills, particularly in the area of writing across the school by continuing to develop criteria based units of work for grades 3–6.</p> <p>An additional teacher was employed 3 days per week to support EAL/D programs and increase student access to the curriculum.</p> <p>Each grade was allocated an ESL teacher to ensure greater consistency across the grade and continuity of programs.</p>
Low level adjustment for disability	\$122 026	<p>Student needs were assessed and then supported through a wide range of school programs implemented by additional SLSO's and supported through school counsellor and learning support team interventions.</p>
Quality Teaching, Successful Students (QTSS)	Staffing allocation of 1.338	<p>Staff and Student knowledge of ICT was strongly and positively impacted through the creation of The Innovation Team where each grade was represented by a staff member to support the implementation of ICT throughout all Key Learning Areas.</p> <p>The Quality Teacher Successful Students (QTSS) co-ordinator and supporting mentor upskilled members of the Innovation Team with support for troubleshooting, apps, curriculum information and digital data platforms to support teaching and learning across the school.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Staffing allocation of 1.338</p>	<p>The computer lab and connected classroom were upgraded and a multi-media room established through the guidance of the QTSS co-ordinator.</p>
<p>Socio-economic background</p>	<p>\$1 126 074</p>	<p>Staff conducted action research and presented on how evidence-based research has impacted on improving student outcomes and teacher practice, predominantly in the areas of Visual Learning and self-regulatory learning.</p> <p>A school-funded instructional leader was appointed for the second year to support pedagogy and practice K-2.</p> <p>Additional school learning support officers to support identified student needs were employed.</p> <p>Additional professional learning opportunities, aligned to school plan and the performance and development framework were provided both internally and externally.</p> <p>Additional teaching time, staff professional learning and hardware for technology was provided through the establishment of The Innovation Team.</p> <p>Professional learning and collaboration occurred across the school as we undertook the External Validation process.</p>
<p>Support for beginning teachers</p>	<p>\$80 700</p>	<p>Regular access to mentoring that is intent on supporting an early career teacher's growth and impact was provided to funded teachers</p> <p>Regular interactions with leaders through a mentoring approach to assist an early career teacher's wellbeing, support an understanding of the goals, culture and operations of the school/education setting and convey expectations of professional responsibilities.</p> <p>Involvement in teacher networks, including formal and informal networks within and beyond the school/education setting, to gain access to others' knowledge and skills and insights into the profession.</p> <p>Professional learning opportunities throughout the induction period, focused on identified needs, goals and curriculum knowledge.</p> <p>Opportunities were provided to observe practice from colleagues to support teaching practice.</p> <p>Consistent information and advice about school/education setting practices, compliance matters and broader professional responsibilities was provided.</p> <p>Additional release from face-to-face teaching was provided to support the identified</p>

Support for beginning teachers	\$80 700	teachers.
Targeted student support for refugees and new arrivals	\$9 323	The employment of a teacher one day a week, supported by a school learning support officer and community liaison officer ensured programs for identified students were put into place to support engagement, wellbeing and access to curriculum and extra-curricular opportunities.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	531	521	474	461
Girls	421	427	422	405

Due to the transient nature of the local population, external factors including employment opportunities and transportation and continued construction occurring around the school, enrolment numbers were slightly decreased from 2016.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.2	93	91.7	92.7
1	93.7	91.9	93.2	90.2
2	94.1	92.9	92.7	91.5
3	94.8	92.5	92.7	92.3
4	94.4	93.5	94.7	91.2
5	95.5	92.3	93.7	93
6	94.9	93.2	93.6	92.3
All Years	94.5	92.8	93.2	91.9
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

School attendance is managed by the school and is the collective responsibility of all staff members. Attendance is marked daily and then monitored initially by classroom teachers and then with the support of grade supervisors. Both deputy principals constantly monitor attendance and contact parents/caregivers of students whose attendance patterns are of concern. Learning Support Team teachers and regional staff are

also used as additional support to engage both students and their parents with compliance of Departmental expectations for attendance. Parents requesting leave for their students must consult with the principal.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	34.62
Teacher of Reading Recovery	1.16
Learning & Support Teacher(s)	2.6
Teacher Librarian	1.4
Teacher of ESL	5.4
School Counsellor	2
School Administration & Support Staff	6.17
Other Positions	5

*Full Time Equivalent

Our staff composes of two Aboriginal staff members and the employment of one Aboriginal school learning support officer.

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	49

Professional learning and teacher accreditation

Professional learning opportunities for all staff are provided internally and externally, and predominantly aligned to school priorities, grade goals, team/committee goals and/or individual goals. Information provided at staff development days had significant impact for all staff members at different levels. Content related to mandatory Department of

Education requirements including emergency care, child protection and WHS provided the relevant information for staff to be equipped with the knowledge when addressing matters in these areas. Significant professional learning in literacy was provided, strongly impacting the staff's ability to provide engaging, relevant and evidence based teaching and learning programs. This was supported by assessment practices, data collection and analysis and the establishment of learning environments strongly focused on self-regulatory behaviours.

Non-teaching staff undertook the professional development process in 2017 and their goals were aligned to their position and covered a range of categories including customer service, school systems, mandatory Department of Education requirements and upskilling of knowledge in a range of areas specific to each individual.

Bankstown Public School supports all teachers working towards mandatory accreditation at Proficient level in 2018. 13 teachers are maintaining their accreditation at proficient level and one teacher is maintaining their level of Lead Teacher. Conversations around the Australian Professional Standards for Teachers and evidence to support the achievement of these standards was integrated into all professional learning sessions with all staff, inclusive of whole staff and stage based professional learning sessions, discussions concerning the Performance and Development Framework as well as mentoring and coaching sessions, specific to stages of teachers development. Teachers currently accredited with NES (BoSTES) log their participation in and reflection of professional learning online.

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	687,153
Revenue	9,533,575
Appropriation	9,220,946
Sale of Goods and Services	99,583
Grants and Contributions	204,933
Gain and Loss	0
Other Revenue	0
Investment Income	8,113
Expenses	-9,639,304
Recurrent Expenses	-9,546,548
Employee Related	-8,712,593
Operating Expenses	-833,955
Capital Expenses	-92,756
Employee Related	0
Operating Expenses	-92,756
SURPLUS / DEFICIT FOR THE YEAR	-105,729
Balance Carried Forward	581,424

The Bankstown Public School senior executive and senior office staff meet regularly to set the budget, monitor expenditure and engage in ongoing evaluative discussions to ensure compliance with policy and guidelines. Due to a number of human resource management issues that required investigation and resolving, the human resource budget was not completely expended. As many of the classroom Interactive Whiteboards Boards in the school are of a similar age and will need replacing, funds have been set aside to allow the change over from Interactive White Boards to Promethean boards to occur in 2018.

Financial summary equity funding

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

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.

	2017 Actual (\$)
Base Total	5,314,606
Base Per Capita	138,904
Base Location	0
Other Base	5,175,702
Equity Total	2,126,173
Equity Aboriginal	4,537
Equity Socio economic	1,126,074
Equity Language	609,444
Equity Disability	386,118
Targeted Total	226,952
Other Total	1,290,883
Grand Total	8,958,614

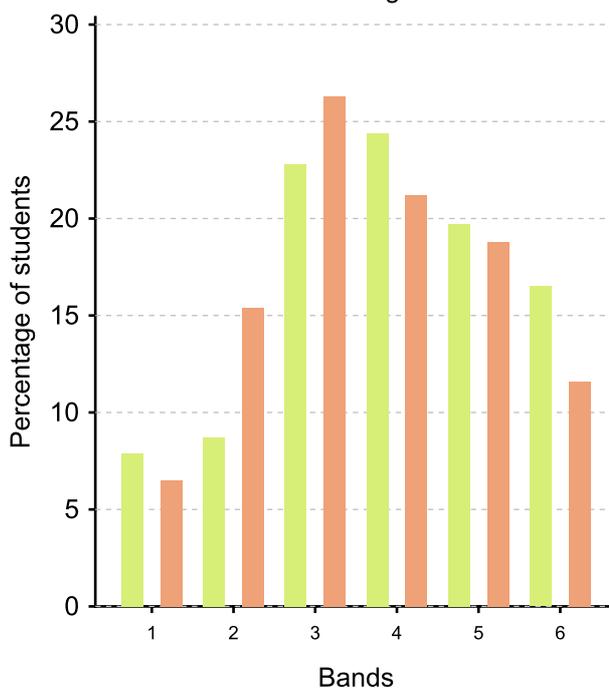
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

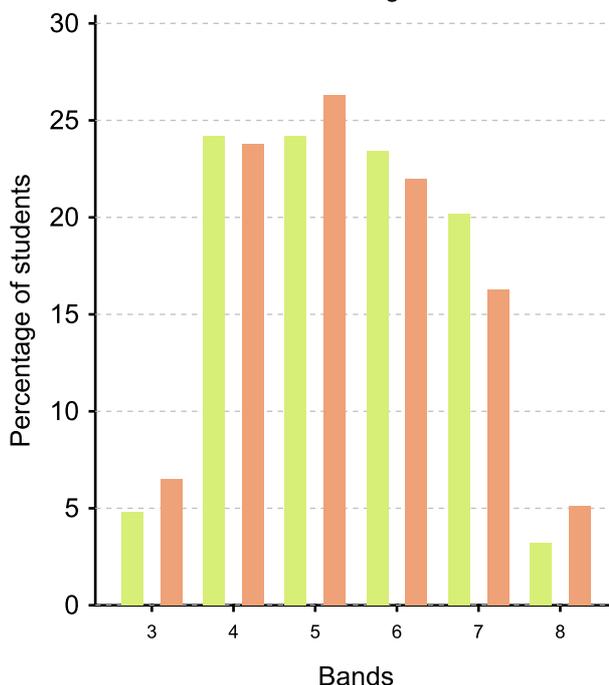
The NAPLAN results indicate an increase of 7.1% of students achieving at proficient levels in reading in Year 3. 92% of students were above or proficient in writing, 87% in spelling and 83% in reading in Year 3.

In Year 5, spelling results indicate 91% of students were above state minimum standards with 33% at proficient. 60.9% of Year 5 students achieved expected growth in reading and 72.4% in spelling, both exceeding state average. 77% of students were above or proficient in writing and 71% in reading.

Percentage in bands:
Year 3 Reading

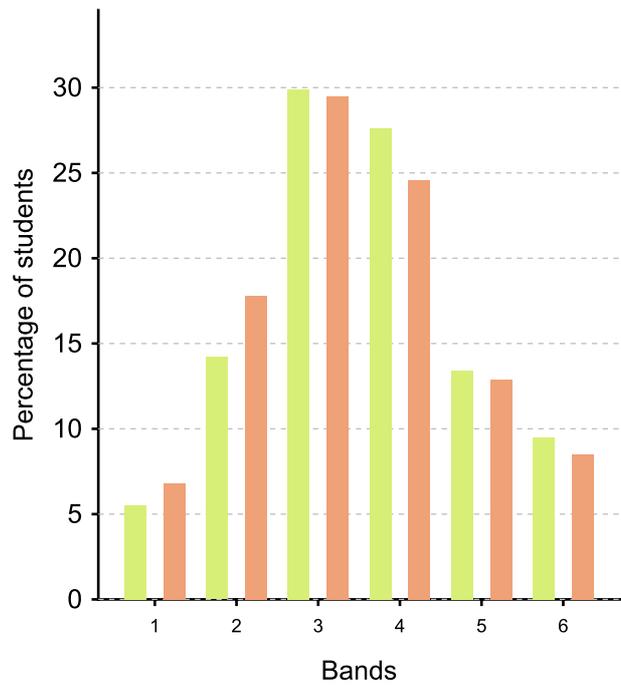


Percentage in bands:
Year 5 Reading

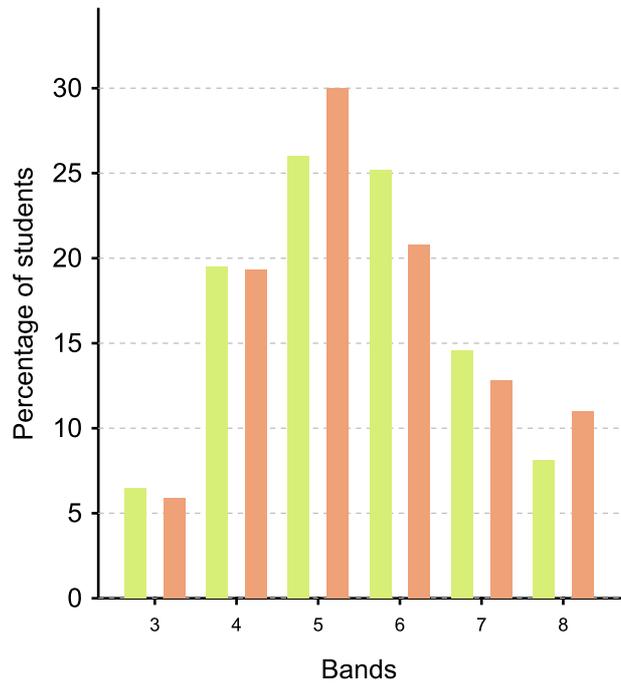


The NAPLAN results indicate that 77% of Year 3 students and 77% of Year 5 students are above or proficient in numeracy. 62.8% of Year 5 students exceeded state average growth between Years 3 and 5, exceeding state average.

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. Go to <http://www.myschool.edu.au> and select Bankstown Public School to access the school data.

The percentage of Year 3 students in the top 2 bands in reading has increased by 7.1% and 2.8% in numeracy.

In grammar and punctuation the increase was more significant at 13%.

The percentage of Year 5 students in the top 2 bands in reading has increased by 1.4%. There was a decrease in numeracy of 4.2%.

Parent/caregiver, student, teacher satisfaction

Bankstown Public School regularly seeks the opinions of parents, students and teachers using a variety of tools including school designed specific surveys such as School Culture, BYOD and flexible learning spaces and Department of Education survey's such as Tell Them From Me Surveys, as well as workshops designed to seek feedback and focus groups. Students, staff and parents participated in the Tell Them From Me Survey (TTFM) in 2016 and 2017.

Based on a ten-point scale on the following perspectives of the parent community, the 2017 parent survey indicates:

- Parents feel welcome at our school – 7.6
- Parents are informed – 7.3
- Parents at Bankstown Public School support learning at home – 7.1
- School supports learning – 7.6
- Support for positive behaviour at Bankstown Public School – 7.9
- Safety at BankstownPublic School – 7.3
- Inclusion at Bankstown Public School – 7.4

Based on a ten-point scale on the following drivers of student outcomes, the 2017 student survey indicates:

- Effective learning time – 7.9
- Relevance – 8.0
- Rigour – 8.3
- Advocacy at school – 7.2
- Positive teacher–student relations – 8.1
- Positive learning climate – 7.2
- Expectations of success – 8.7

Based on a ten-point scale on the following eight drivers of student learning, the 2017 teacher survey indicates:

- Leadership –7.5
- Collaboration – 7.9
- Learning culture – 8.2
- Data informs practice – 7.9
- Teaching strategies – 8.3
- Technology – 7.0

- Inclusive school – 8.3
- Parent involvement – 7.2



Policy requirements

Aboriginal education

Bankstown Public School received Aboriginal background funding in 2017. Our plan included:

- * Provision of Aboriginal coordinator in collaboration with LST to create, monitor and revise personalised learning pathways for identified students.
- * The painting of a significant mural on our school site.
- * A dedicated week of celebrating Aboriginal and Torres Strait Islander heritage through a NAIDOC assembly, whole school activities and continuation of a Year 2 dance group performing at our school and a local high school.
- * A continuation of our strong association with Bankstown Arts Centre and Mil Pra Association to participate in activities related to dance and arts.
- * The facilitation of Aboriginal Education Consultative Group (AECG) to meet on our school site.
- * Inclusion of across curriculum perspectives in all Key Learning Areas, but primarily with History and Geography.

Multicultural and anti-racism education

Bankstown Public School has a dynamic and diverse community from 62 different language backgrounds making it pivotal that cultural inclusion is a significant and deliberate part of school practice. Culturally inclusive content, relevant to all students, is included throughout all Key Learning Areas.

Every year Bankstown Public School participates in White Ribbon Day and our school is officially recognised as a 'White Ribbon School' supporting anti-violence messages across our community. Other significant events, both internally and externally that the school supports in relation to multicultural and anti-racism initiatives include poster competitions, Harmony Day, presentations at assemblies, peer

programs and participation in the official national day against bullying. These events supported cultural diversity in our school community with 68 countries represented by our school population.

The school continues to have an appointed Anti-Racism Contact Officer (ARCO) who supports our school community with education related to anti-racism.

Additional School Learning Support Officers were employed to assist students from refugee backgrounds to engage in curriculum and all activities at school, as well as promoting their own identity and cultural heritage.

The appointment of two Community Liaison Officers (CLOs) to support families from a non-English speaking background also supported our strong approach to multicultural inclusion and education. External agencies, activities, workshops and general translating were used to support our community.