

# Banksmeadow Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** 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.

Fiona Dixon

Principal

### School contact details

Banksmeadow Public School

Trevelyan & Wiggins Sts

Botany, 2019

[www.banksmeado-p.schools.nsw.edu.au](http://www.banksmeado-p.schools.nsw.edu.au)

[banksmeado-p.school@det.nsw.edu.au](mailto:banksmeado-p.school@det.nsw.edu.au)

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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 is located in the Eastern Suburbs of Sydney. The school has a Department of Education and Communities preschool catering for 40 places and three support unit classes catering for students with autism and moderate intellectual disabilities. 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. The school implements the Positive Behaviour for Learning Program(PBL) and actively incorporates the values of being safe, respectful, resilient, active learners into all aspects of school life.

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 four Assistant Principals. Current school priorities include literacy, numeracy, suture focused learning, leadership, sport and student wellbeing. .

## 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

The school Leadership Team and teaching staff have completed the self-evaluation process and our on balance judgment for the Domain of Learning is that our school is Delivering.

Learning Culture is at the centre of our School Plan with the wellbeing of our whole school community being a priority for students, parents and teachers. Parent TTFM survey feedback shows that our comprehensive approach to Wellbeing has seen our community thrive with students, staff and parents consistently displaying respectful relationships with one another. Students TTFM Surveys reported they feel safe, secure, happy and supported. Our school has recently introduced Wellbeing Week by promoting wellbeing as the basis for productive learning and working conditions.

The Learning Support Team is an integral part of our school with explicit processes and procedures to support our students and families with an extensive LST database. Our school is committed to strengthening and delivering school learning priorities by ensuring all students reach their potential through differentiated learning and support.

Our whole school approach to support ensures nominated students have explicit Personal Learning Plans. Parent TTFM Survey results show parents are involved and supportive of these processes which outline accommodations and adjustments to student learning.

Our Wellbeing Programs show that our school has clearly defined behavioural expectations creating a positive teaching and learning environment, with our behaviour management system based around our four behaviour expectations which

is at the centre of our Positive Behaviour for Learning program. Parent, student and teacher TTFM Surveys show a positive school climate is evident in all school contexts which values collaboration, resilience and independence of our students.

Our Student Representative Council supports other students at the school as well as providing support for charities and the wider community.

Curriculum and Learning is enhanced by learning alliances with other schools and organisations. Our school has implemented the Got It! Program along with Botany Public School. Then program worked with students and their families to enhance social and emotional skills. All staff have been trained over a number of months in Emotion Coaching. This has also resulted us running the Peaceful Kids and Tuning into Kids programs in 2018. Both these programs have been run by qualified psychologists in consultation with our Learning and Support Team.

We also have strong transition and Enrichment Programs with South Sydney HS meeting the needs of all students. Our unique context with a DOE Preschool and Support Unit means that we have a number of transition points. Parent Feedback shows that our comprehensive Transition Programs actively supports students and their families.

The Leadership Team have developed explicit processes for Assessment and Reporting of student data and school performance data. Teachers have collected and analysed data from internal school assessments ensuring that Consistent Teacher Judgement is used.

Reporting to parents is explicit, identifying areas of student strength and areas for further development. Feedback from surveys shows high participation in our format of Parent, Student, Teacher Learning Conferences leading to student engagement and parental support. Our school regularly analyses data from SMART, SCOUT and PLAN to Measure Student Performance. Our analysis of data from Scout shows that our cohort were 'working towards delivering' for Value Added across Years 3 to 5. The school has established high expectations regarding the collection of internal school data to monitor student progress as well as to reflect on quality teaching and learning practices.

Our Leadership Team uses SMART Data from NAPLAN and assessments such as SENA and Running Records to guide teaching and learning priority areas.

The school Leadership Team and teaching staff have completed the self-evaluation process and our on balance judgment for the Domain of Teaching is that our school is Delivering.

Effective Classroom Practice is a focus for the Leadership Team and teaching staff at Banksmeadow. Our teachers strive to provide quality teaching and learning environments where student learning is differentiated so all students can access the curriculum at their level. A whole school assessment schedule is followed to analyse student performance data as part of the Teaching and Learning Cycle. Teachers use the Literacy and Numeracy Continuums to guide planning to meet the needs of our students. However Teacher TTFM surveys show that some teachers are not confident when evaluating their own teaching effectiveness. The school Leadership Team demonstrates Instructional Leadership, promoting and modelling effective, evidence based practice working directly with teachers. Our school regularly uses Assessment Data to identify student achievement and future directions for school planning. The Leadership Team regular communicates with the school community to reflect on student performance data by using PLAN, SMART, SCOUT and TTFM surveys. Assessment Instruments are used extensively to monitor student progress. Effective Collaborative Practice is considered vital to driving whole-school improvement. Teachers TTFM surveys shows that our teachers work together to improve teaching and learning and provide feedback to students and each other. The implementation of Classroom Observations has also become an ongoing whole school focus. Team leaders are trained in Growth Coaching and support Beginning Teachers as mentors working closely alongside them in the classroom, providing support with programming planning, assessment and reporting. Our school has a culture of teachers sharing Learning and Development with colleagues. The Leadership Team prioritises Professional Learning so that all staff have knowledge and understanding of current school programs as well as being informed about new directions in education and pedagogy. Schools are dynamic and ever changing workplaces with Beginning Teachers receiving significant funding to provide targeted, ongoing support from Instructional Leader Mentors. Our teaching staff demonstrate responsibility, adaptability and ethical practice adhering to the Professional Standards ensuring they continue to be 'lifelong learners.' Teachers work beyond their classrooms to contribute to school programs. The Performance and Development Framework is part of school practice with teachers and SASS staff involved in the process of developing and actioning Professional Development Plans. Staff PDPs inform Professional Learning goals as teaching staff complete accreditation and work to complete the requirements for each stage of their career.

The school Leadership Team and teaching staff have completed the self-evaluation process and our on balance judgment for the Domain of Leading is that our school is Delivering.

Leadership Development is central to school capacity building and guides ongoing whole school improvement. Teacher TTFM Survey results show that our staff value the Leadership Team at our school as they prioritise the development of aspiring leaders who take on shadow executive roles to ensure succession planning for the future. The Leadership Team is involved in the Evaluation Essentials Project with other teams from our network focusing on the work by Duncan Rintoul from CESE with our school.

Our P&C is actively involved in school life and has a shared vision, supporting the Leadership Team and teachers as they work towards achieving educational priorities. The Parent TTFM Survey reports that our school shares information with our community about our vision for the future, our short term goals and our 'performance'. There is a broad understanding by the school community of our School Planning, Implementation and Reporting practices to support school expectations and aspirations to improve student learning. Parents were consulted during the development of the School Plan and Strategic Directions 2018 – 2020 during parent forums.

The Leadership Team and teaching staff worked together to develop a shared vision for the future directions for our school with all staff involved in sharing ideas and planning together. Teacher TTFM Survey results show that collaboration and involvement in school planning ensures teachers are able to articulate the purpose of the plan.

Teachers assess progress on the milestones, evaluate the projects and then plan for the future. Executive staff take an active part in writing sections of the Annual Report that is published each year showing progress on each of our projects. There has been a whole school focus on unpacking the School Excellence Framework across the three Domains. The Leadership Team and teachers analysed our school performance and reflected this in the SEF Self-Assessment Survey. This evaluative process, evidence gathering and annotating, forms the basis of External Validation and has also been used to guide our planning cycle.

School Resources are strategically used to achieve improved student outcomes. Workforce planning ensures the engagement of temporary teachers who have significant skills and expertise to support school goals. We aim to engage teaching staff who recognise the priority of quality teaching and learning in English and Mathematics as core business.

The Administrative Team and school Principal are working towards having strategic financial plans in place to ensure that the financial and physical resources and facilities are well maintained.

Recently the school has renovated two spaces in the school to provide a wellbeing room and flexible learning space.

School Resources are constantly upgraded. Student TTFM Surveys and school surveys show that students are engaging with technology on a regular basis improving student learning outcomes. Our school community is very supportive of our schools strategic directions to provide students with opportunities to be equipped with the skills they need to be confident, caring and creative citizens. Management Practises and Processes prioritises a focus on ongoing school improvement. Parent TTFM Surveys show that our community are actively involved in school life. Our newsletter was redesigned in 2018 and ensures the timely delivery of information to parents recounting events, news and information. The Newsletter is accessed via the School Website and ENews with alerts being posted for parents to access ensuring they are kept up to date. The school Twitter account is an effective way to share news and good news stories with our community and currently has 625 followers. Parents are aware of financial commitments such as school payments for fees and excursions with a large proportion of our community using Pay Pop to support our school financially.

The Tell Them From Me Survey is a very comprehensive way of gaining feedback about school practice. Good communication with our community, along with developing management systems and processes assist us as we work towards ongoing school improvement.

The Validation Panel report follows.

In the domain of Learning the school's self-assessment is consistent with the evidence presented in 3 element/s and is validated using the School Excellence Framework. In the element of Learning Culture the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of Wellbeing the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of Assessment the evidence presented indicates the school is operating at the Sustaining and Growing stage.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of Leading the school's self-assessment is consistent with the evidence presented in 3 element/s and is validated using the School Excellence Framework. In the element of School resources the evidence presented indicates the school is operating at the Sustaining and Growing stage.

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

Shaping creative literate and numerate life long learners

### Purpose

Future focused students who are active partners in learning through a comprehensive curriculum. Maximising opportunities for collaboration, communication, critical and creative thinking in a real world context. To build strong foundations in literacy and numeracy; deep content knowledge and confidence in students ability to engage in the learning cycle.

### 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 2018.

In 2018, 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.

Teachers are using a range of technology within classroom practice, including film and coding and students have demonstrated their skills in a range of STEM projects throughout the year. A significant focus for Teacher Professional Learning was STEM in 2018 and all classes are now using a STEM approach to integrate content and create possible solutions to that problem, which can be tested. Students demonstrated higher order thinking skills and the ability to collaborate and construct solutions to real life problems in a dynamic class environment. A team of teachers are part of a wider STEM network of schools to share teaching strategies and resources.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will achieve expected growth in literacy	\$ 5000 Teacher release and professional learning course fees.	In 2018 there was some growth in literacy, particularly spelling.
Students will achieve expected growth in numeracy	\$3000 teacher release and professional learning course fees.	Executive team attended STEM conference. STEM network meeting attended by STEM team to share resources and programs.
Increase the number of students in the top 2 bands for literacy and numeracy		
Staff will show evidence of STEM practice in their program		

### Next Steps

- continued implementation using the learning progressions to track student progress and using the tool to know where students are now and how to move them on.
- use the progressions to assist when identifying students who require additional learning and support.
- continue professional learning opportunities for teachers in STEM education.
- continue to utilise the network STEM share kits.
- highly skilled STEM teacher working collaboratively with staff.

## Strategic Direction 2

Evidence Based and Collaborative Teaching Practices.

### Purpose

To collaboratively build capacity using evidence based practices and high expectations. To strategically plan for differentiated and sustained professional learning for the continuous improvement of staff and students.

### Overall summary of progress

In 2018 we have used lesson studies to embed and unpack formative assessment strategies. Collaborative practice has been introduced through Stage based learning communities with a focus on writing.

Coaching practices by the trained executive team have been used to build the capacity of staff to plan, implement and review effective pathways for self improvement through the PDP process.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers participate in lesson studies.  100% of classroom teachers will demonstrate learning intentions, evidence of learning and feedback in programs and classrooms.  Teachers show evidence of differentiation in classroom programs.	\$ 1200 worked with the Maths team to plan the whole school PL fir 2019 (Scope and sequence , differentiation, )  \$ 5000 course fees and teacher relief.	The executive team began work on Lesson Studies through the work of Dylan William.  Lesson studies introduced to staff in writing. Progress followed in whole school and stage learning communities.  Learning intentions and success criteria evident in one lessons each day in every classroom.  Individual learning plans are submitted by all class teachers and reviewed each term.  Learning goals were shared with parents during parent/teacher interviews in Terms 1 and 3.  Staff survey completed to assess the confidence of teachers using formative assessment, the level of support received and the number of lessons that include these practices.

### Next Steps

- Administration of PAT tests 2–6 in reading and ,mathematics.
- whole school writing samples collected, marked using rubric and analysed K–6.
- continue embedding lesson study practices in writing and mathematics through learning communities.
- filming best practice (writing lessons) to share and analyse in whole school PL.
- writing PL provided by the Primary English teaching Association.
- professional reading and reflections for all staff in writing
- continue whole school work with maths consultant in whole school planning and differentiation.

## Strategic Direction 3

### Positive & Effective Partnerships

#### Purpose

To implement school-wide programs and multidisciplinary support structures to connect, communicate and develop positive mindsets and capabilities, maximising success for all our students and staff.

#### Overall summary of progress

The school PBL team continue to meet fortnightly to analyse data and set behaviour expectations for each two week period. The AP PBL attends PBL meetings and also surveys students and staff.

Each fortnight lesson plans and activities are included in the weekly staff newsletter to assist teachers explicitly teaching behaviour expectations. PBL coordinator attends PL to become a PBL coach. Behaviour logs were established to track behaviour in the playground. This data is discussed at each weekly stage meeting and fortnightly PBL meeting.

GOT iT program ran for ten weeks throughout Term 1. In term 2 we ran the Peaceful kids program for two groups of students. In Term 3 we offered the six week program "Tuning into Kids" for a group of parents.

We review school newsletter and changed to a new platform and created google doc with links for all staff to contribute content and photographs to weekly newsletter.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Sustain current attendance patterns</p> <p>Tell them from me survey indicates 80% of students have a positive disposition of themselves and their school.</p> <p>Tell them from me survey indicates 80% of the community has satisfaction in school programs and communication</p> <p>PBL data indicates that there is a reduction in major and minor incidents.</p> <p>Welfare and learning support data, for targeted students, achieves intended impact.</p>	<p>\$5,000 release the AP to attend and manage the Got iT program in Term 1.</p> <p>\$2,000 course fees and teacher release PBL training.</p>	<ul style="list-style-type: none"><li>• 96% of students reported feeling a sense of belonging.</li><li>• 93% of students reported that high expectations were held for them.</li><li>• 96% students reported a sense of advocacy at school.</li><li>• PBL data indicates a reduction in major incidents.</li></ul>

#### Next Steps

- new staff to attend PBL training.
- facilitate the Tuning into Kids program for parents in Terms 2 and 4
- commence planning for whole school mindfulness program
- purchase new PBL signage for the whole school
- PBL coaches to attend and present at term 2 SDD
- conduct 2019 staff, student, community PBL survey
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Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Aboriginal background loading (\$ 10000.00)</li> <li>• Aboriginal background loading (\$10 000.00)</li> </ul>	<p>All Aboriginal students have Personalised Learning and Support plans (PLSP) and are making progress across the Literacy and Numeracy continuums. In 2018 the Aboriginal students and Kindergarten students entered the Pauline McLeod Primary School Art Competition and won first prize.</p> <p>A teacher worked with Aboriginal students each week in class and small groups to promote a rich understanding of their culture and heritage.</p> <p>A teacher attended a professional learning event about the '8 Ways of Learning'</p> <p>A school representative attended the local AECG meeting each term.</p>
<b>English language proficiency</b>	\$63,000	In 2018 a teacher was employed the equivalent of three days per week to support students developing their skills and knowledge in the use of the English language.
<b>Low level adjustment for disability</b>	\$98,000	All students requiring adjustments and learning support are catered for within class programs and whole school strategies. Tier 2 and Tier 3 students were referred for learning support. Tier 2 and Tier 3 students received SLSO support and specific learning adjustments.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$58,407	One Assistant Principal was released from class three days per week in overseeing the development of classroom teaching practice in English. This allowed the AP to work closely with teachers in developing English programs, completing observations and providing feedback as well as mentoring teachers.
<b>Socio-economic background</b>	30,801	Additional SLSO support in class to support students to make progress towards their learning goals.
<b>Support for beginning teachers</b>	\$11,000	Two early career teacher was supported by an experienced teacher in a mentor program.
<b>Targeted student support for refugees and new arrivals</b>	\$20,000	One teacher employed for one day each week to support new arrival students.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	133	139	155	167
Girls	113	115	118	111

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.7	95.4	95.8	96.6
1	92.9	96.1	94.3	95.7
2	93.4	93.2	95.2	94.8
3	95.8	95.6	93.8	93.8
4	94.2	96.6	94	92.7
5	93.1	95.4	96.1	94.2
6	93.9	92.8	95.8	94.4
All Years	94	95.1	95	94.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Banksmeadow Public School continues to have above average state attendance rates. If students do have a high number of absences parents/carers are contacted by the Learning and Support Team. Parents are requested to attend a meeting with the Learning and Support Team. If absenteeism continues a letter of direction will be sent home to the parent/carer and a meeting arranged with the School Principal. For those students who continued to have significant absences or who were frequently late to school we referred the student to the Home School Liaison Officer and worked with the family to identify strategies to improve attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.94
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	7.72

\*Full Time Equivalent

Banksmeadow Public School employs one member of staff that identifies as Aboriginal.

### 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	0

### Professional learning and teacher accreditation

All teaching staff participated in a wide array of effective professional learning linked to the school's three strategic directions. The English team also led professional learning workshops throughout the year with a strong focus on upskilling teachers' ability to engage students in effective writing. This led to improved teaching and learning practices across all classrooms. In Numeracy, the school continued to focus on whole school planning and differentiation. A new Scope and Sequence is in development for implementation in 2019. All teaching staff participated in ongoing professional learning on incorporating Science, Technology, Engineering and Mathematics (STEM) based learning into the classroom. In improving students' critical creative thinking skills. Teachers participated in team-teaching with teachers from Scope-it coding program in Term 4.. The Science and Technology team developed a new Science and Technology Scope and Sequence and led professional learning on the new Science and Technology syllabus. Under the Wellbeing project, staff attended additional PBL training, one teacher completed training to become a PBL coach. Staff attended Peaceful Kids sessions and participated in Emotion Coaching training.. The staff completed all mandatory training required through

the NSW Department of Education. All teachers moved to NSW Education Standards Authority (NESA) Accreditation and Maintenance process. All staff received a Working With Children Check.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	613,409
<b>Revenue</b>	3,504,800
Appropriation	3,455,729
Sale of Goods and Services	-141,908
Grants and Contributions	187,556
Gain and Loss	0
Other Revenue	0
Investment Income	3,423
<b>Expenses</b>	-3,534,371
Recurrent Expenses	-3,534,371
Employee Related	-3,164,727
Operating Expenses	-369,644
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-29,571
<b>Balance Carried Forward</b>	583,838

The School Finance committee consists of the School Principal, Executive, Teachers and the School Administration Manager.. Any major expenditures are discussed during School P&C meetings and projects presented to the P & C. Unspent funds will be used to replace technology, purchase new technology and to the continual upgrade of learning environments including upgrading the preschool, shared learning space in Block B, support unit playground, library and outdoor play equipment. The carried forward balance will also be used to fund additional support staff. Further details concerning the statement can be obtained by contacting the school

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,929,584
Base Per Capita	59,558
Base Location	0
Other Base	1,870,026
<b>Equity Total</b>	202,548
Equity Aboriginal	10,229
Equity Socio economic	30,801
Equity Language	63,079
Equity Disability	98,439
<b>Targeted Total</b>	615,656
<b>Other Total</b>	439,041
<b>Grand Total</b>	3,186,829

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

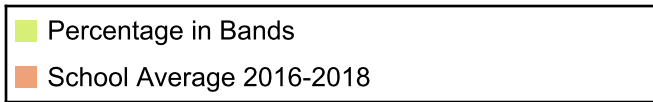
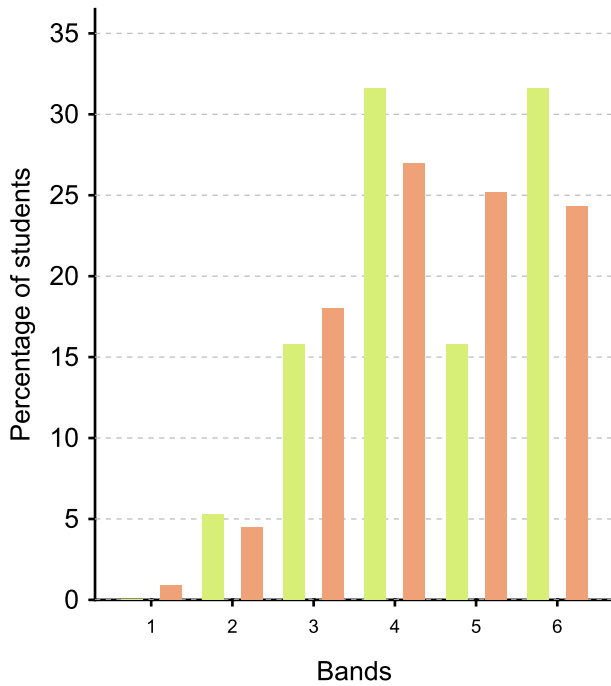
In Literacy (including Reading, Writing, Spelling, and Grammar and Punctuation)

- In Year 3 Reading, 43% of our students achieved in the top two bands.
- In Year 3 Writing, 18% of our students scored in the top two bands.
- In Year 3 Spelling, 48% of our students scored in

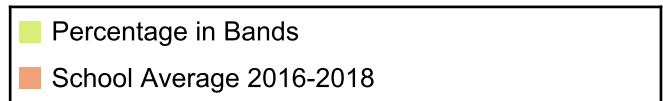
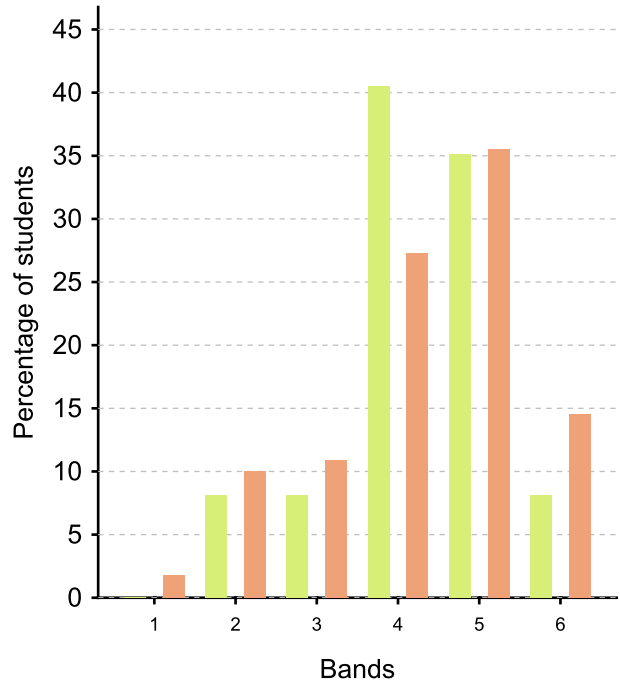
the top two bands.

- In Year 3 Grammar and Punctuation, 40% of our students scored in the top two bands.
- In Year 5 Reading, 34% of our students achieved in the top two bands.
- In Year 5 Writing, 14% of our students scored in the top two bands.
- In Year 5 Spelling, 28% of our students scored in the top two bands.
- In Year 5 Grammar and Punctuation, 17% of our students scored in the top two bands.

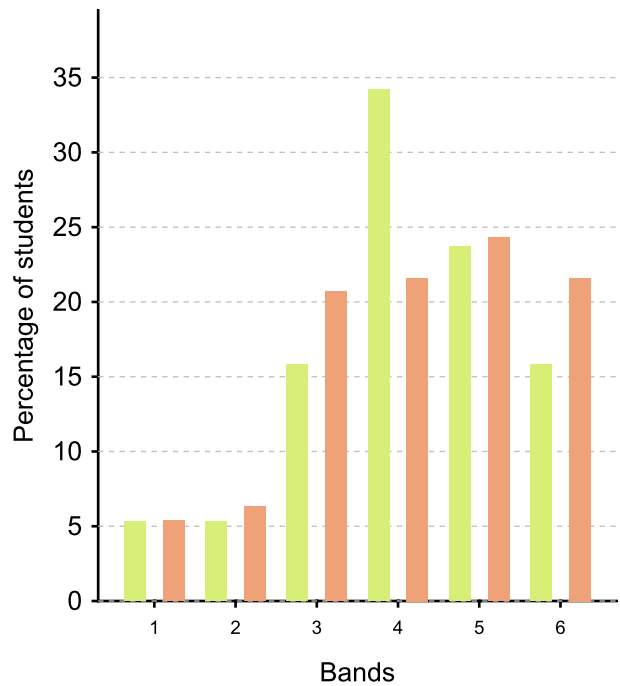
**Percentage in bands:**  
Year 3 Spelling



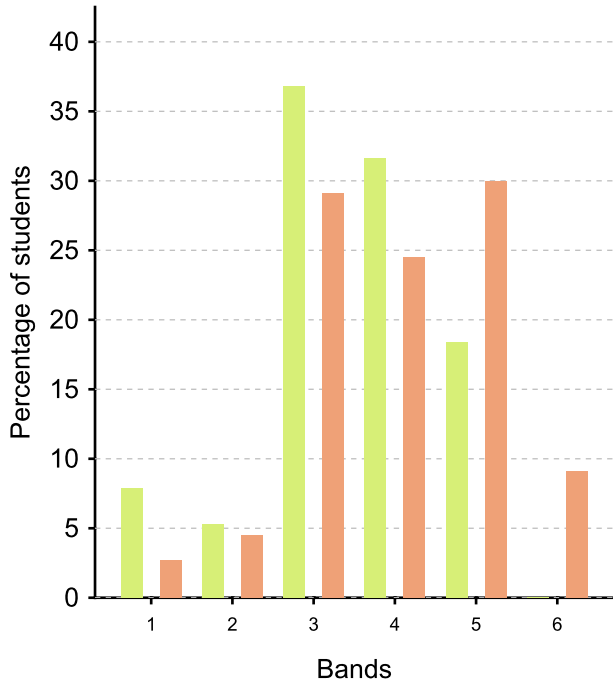
**Percentage in bands:**  
Year 3 Reading



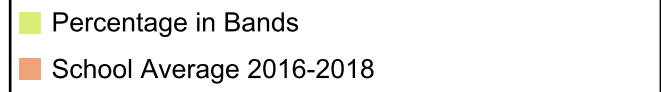
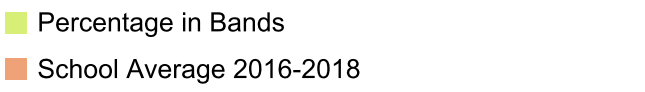
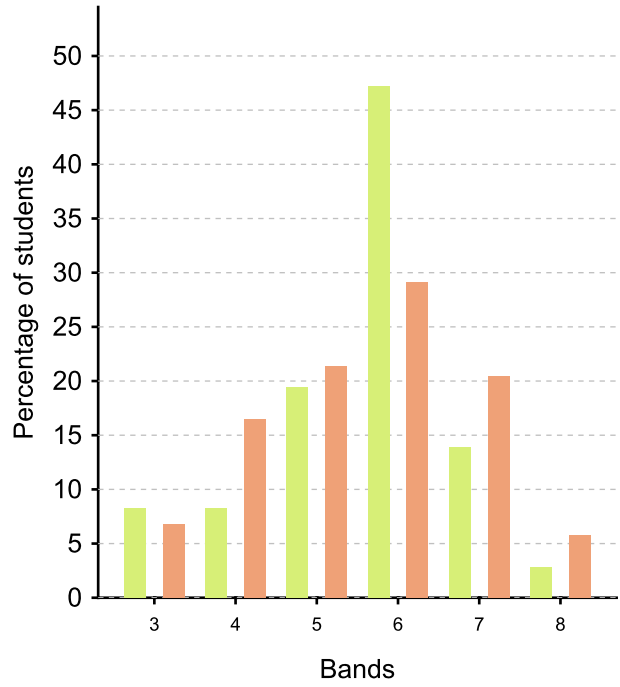
**Percentage in bands:**  
Year 3 Grammar & Punctuation



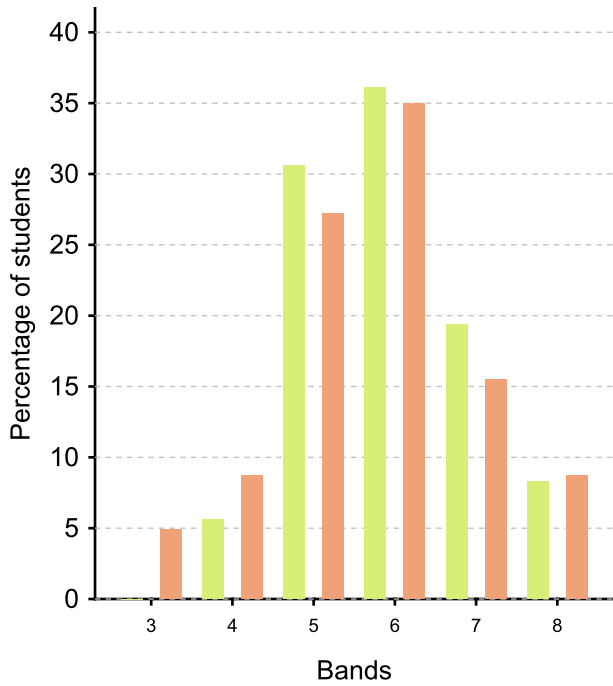
**Percentage in bands:**  
Year 3 Writing



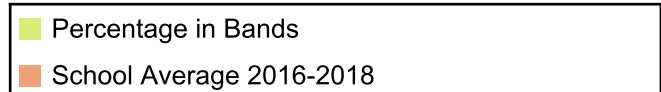
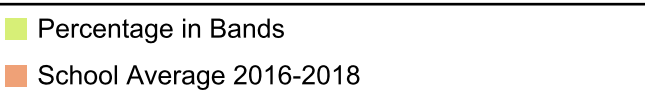
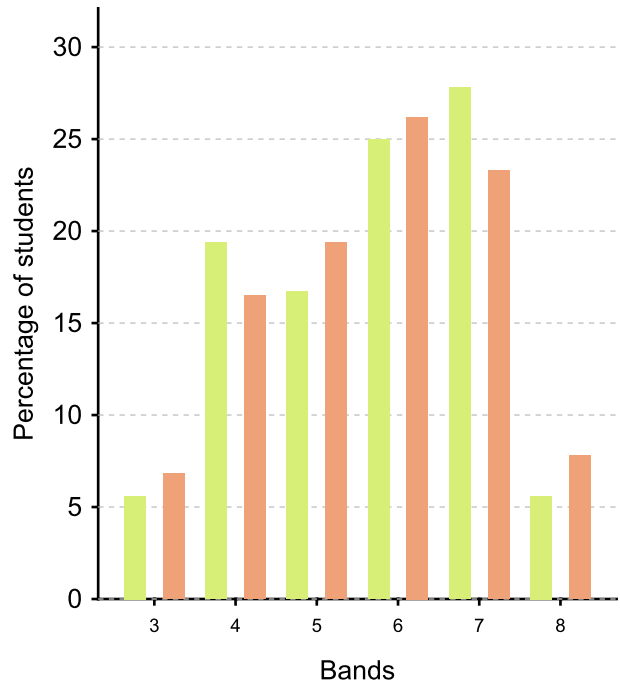
**Percentage in bands:**  
Year 5 Grammar & Punctuation



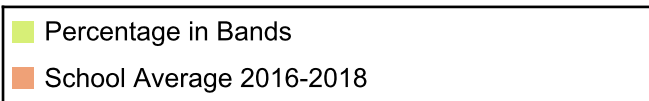
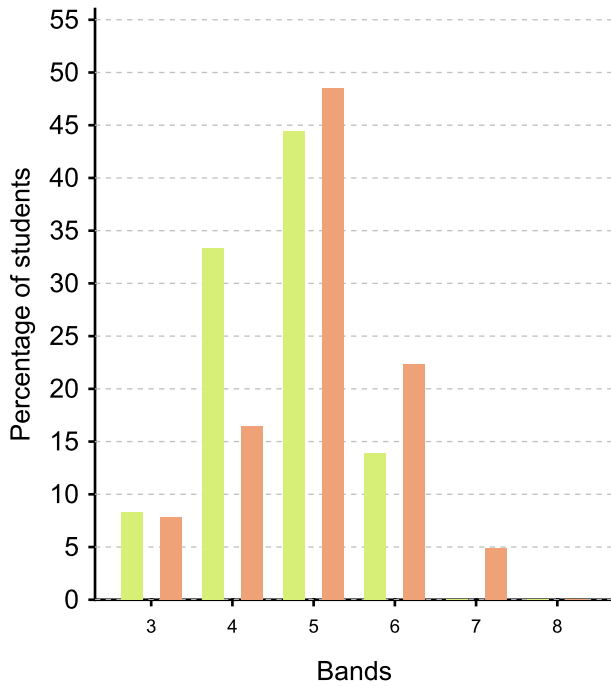
**Percentage in bands:**  
Year 5 Spelling



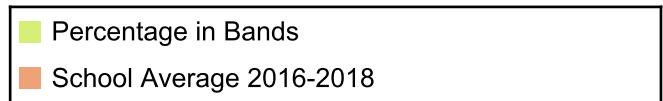
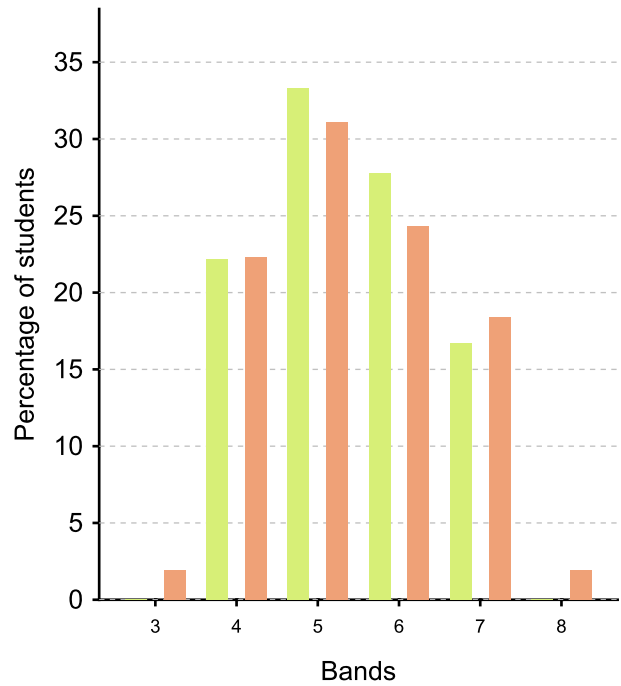
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



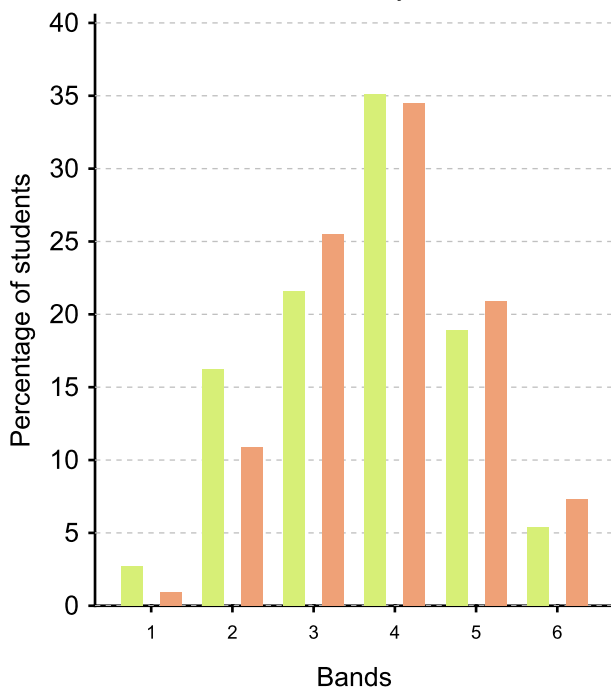
**Percentage in bands:**  
Year 5 Numeracy



In Numeracy,

- In Year 3 , 25% of our students scored in the top two bands.
- In Year 5 , 17% of our students achieved in the top two bands.

**Percentage in bands:**  
Year 3 Numeracy



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.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands. In Year 5 one Aboriginal students scored in Band 7 for Reading and Spelling and band 6 for Writing, Grammar and Punctuation and Numeracy. In Year 3, one Aboriginal students scored in Band 3 for Reading, Spelling, Writing and Grammar and Punctuation and Band 2 for Numeracy.

### Parent/caregiver, student, teacher satisfaction

Students, teachers and parents were invited to participate in the Tell Them From Me (TTFM) survey at the beginning and end of 2018. The TTFM survey was completed by 100% of students in Years 4, 5 and 6. The survey showed that students at Banksmeadow Public School continue to have a strong sense of belonging, believe the school has high expectations for success and a strong advocacy for them. The TTFM Teacher survey highlighted the strengths of our school: staff identified the strengths as Collaboration, Inclusivity, Teaching Strategies and using technology in the classroom. The staff rated as high leadership and parental involvement. The number of parents who responded to the Tell Them From Me Survey saw an increase from 2017. Of the responses collected, parents identified strengths of the school as parents feeling welcome, supports learning and support of behaviour.

## Policy requirements

### Aboriginal education

Staff and students at Banksmeadow Public School aim to develop a greater understanding of Aboriginal Australia through the incorporation of Aboriginal perspectives into all key learning areas. Important historical and contemporary issues were discussed during quality teaching lessons during Reconciliation Week and NAIDOC Week. Aboriginal students worked together with a teacher to create an artwork for the Pauline McLeod Primary Art Competition. A range of Aboriginal texts are incorporated regularly into classroom learning programs. The teacher supporting Aboriginal students attended professional learning in 8 Ways of learning framework.

### Multicultural and anti-racism education

The school appoints a teacher as the Anti-Racism Officer each year to manage any students that have been subjected to any form of racism. The school focused on celebrating Multicultural Australia and diversity through Harmony Day, the School Values and through the school's wellbeing programs. In 2018, Banksmeadow Public School engaged an English as an Additional Language or Dialect teacher in supporting students through team teaching and small group withdrawal programs to support learning needs.