

Banks Public School

Annual Report



2018



4571

Introduction

The Annual Report for **2018** is provided to the community of Banks Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Working together

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School background

School vision statement

At Banks Public School we work together to nurture and inspire all students to be resilient, creative and independent learners who are known and valued. Students are motivated and engaged critical thinkers and problem–solvers with the knowledge, understanding, skills and values for future success in life.

School context

Banks Public School draws students from the Western Sydney suburb of St Clair. It serves a diverse community of families from low to middle class working backgrounds. The school population of 388 students includes 32% from non–English speaking backgrounds and 7% Aboriginal and Torres Strait Islanders. In recent years there has been a noticeable increase in the number of students from Pacific Islander backgrounds.

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework 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.

Learning

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

Banks PS is sustaining and growing as our school culture is strongly focused on learning and is building educational aspiration amongst the whole school community. Banks PS is very fortunate to be part of both the Early Action for Success initiative and the Bump it Up strategy. Over the past two years we have seen significant shift in learning culture through instructional leadership. The evidence displayed through our self-assessments shows that we have strong processes and practices in place to support student learning and wellbeing. Although our student performance measures are still delivering in most themes we have identified areas in assessment, reporting and curriculum. These are outlined in our 2018–2020 school plan to address through collaborative processes, instructional leadership, strategic interventions and informed classroom practice. We were excited to celebrate the element of wellbeing as excelling with our strategic and planned approach to develop whole school wellbeing processes so our students can connect, succeed and thrive. Our school prides itself on our positive, respectful relationships among students and staff which is evident through the extensive consultation with all stakeholders within our school community.

Teaching

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

Banks PS is sustaining and growing through strategic instructional leadership. All elements of the teaching domain have been impacted. We are starting to see shift in effective classroom practice, data skills and use and learning development. Through professional learning, data analysis and collaboration we moved away from the online maths program Stepping Stones and implemented a maths block which utilised the syllabus for planning, teaching and assessing. This impact of changed teaching practice in 2017 was led and driven by our Instructional Leader of numeracy and has enabled effective programming practices to be used across the school. Early results of our research based synthetic phonics implementation in Kindergarten is that our internal assessments are showing significant increase in phonemic awareness which is resulting in improved reading and writing outcomes. Our results in phonemic awareness in Term 1 of Kindergarten 2018 superseded our Term 4 results of Kindergarten 2017. This has been a project that has come from our Strategic Direction 2 team to Inspire Excellence in Teaching. Our teachers demonstrate personal responsibility for improving their teaching practice through the coordinated efforts of collaboration, coaching and mentoring. Our teachers take a shared responsibility for student improvement and contribute to each others practices.

Leading

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

Banks PS is sustaining and growing. This has been demonstrated through strategic planning, instructional leadership, professional learning and developing a culture of high expectations. These practices are enabling our school to be on the journey for continuous improvement. The school has a strong belief in distributed leadership and utilises expertise in our whole staff to provide the best learning environment for our students. We have a very experienced executive team who have worked with each other for many years. This provides strong continuity of our school management practices and processes. The resource of instructional leadership through Early Action for Success has enabled our leadership team to facilitate whole school improvement and develop others capacities in teaching and leading. We are in transition of many of our school teaching and learning programs and we are working to embed the most evidence based teaching practices in all classrooms. Our planning process with all stakeholders has enabled us to develop a strategic plan that embeds clear processes which directs school activity towards school improvement and implement a shared vision across the school. Staff at Banks PS understand what they need to do to help address the school improvement measures and are working as collaborative teams to ensure we are completing and evaluating our milestones.

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:

Strategic Direction 1

Create Excellence in Learning

Purpose

Individual student's capabilities and needs are used to plan learning experiences that will enable students to connect, succeed and thrive. Strategic intervention programs will be designed to challenge all students to maximise their learning.

Students are continually challenged and motivated to deliver their personal best in order to develop into confident and creative individuals with the ability to adapt and become responsible citizens.

Overall summary of progress

Intervention initiatives were severely disrupted throughout the year due to high levels of staff turnover and the need for individual professional learning prior to program implementation.

The Bounce Back program was implemented across K–6 classes and regular milestones were achieved. Resilience and student well-being initiatives were addressed through the program and well-being is being embedded into classroom and school practices. This is leading to improved student welfare outcomes as staff are explicitly teaching social values and linking to other areas of the curriculum. Circle time is a key component of the program and through this staff and students are building safe and supportive class and school learning environments.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Premier's Priority: Increase the average percentage of students in the top two bands in NAPLAN for Reading and Numeracy from 14.72% (AVG 2015–2017) to 25%. https://www.nsw.gov.au/improving-nsw/premiers-priorities/improving-education-results/	Stage 2 AP to deliver Bump It Up initiative to Years 3/2 and 5/4 for 3 hours per week.	Average percentage of students in the top 2 bands in NAPLAN for Reading and Numeracy: 2016 – 2018 – 15.44%
Increase the percentage of students performing in the top four bands in NAPLAN Writing.	Professional learning around learning intentions, success criteria, effective feedback and explicit teaching. Ninja Writing program Professional learning around using the Creating Texts element of the Literacy Learning Progression to identify next steps in student learning.	Percentage of students performing in the top four bands in NAPLAN Writing: Year 3 and 5 we are seeing sustained practice in all classrooms.
School-wide data will reflect positive changes in student wellbeing.	Text Books purchased \$2400 4 staff attending PL for program– Cost of PL \$1195 Casuals–\$1800	All staff have now implemented the Resilience program for two terms. Each stage has a co-ordinator who has been trained in the program and is responsible for following up on the weekly lessons. Students are now actively involved in the understanding of the program and the components eg Circle Time. Staff employed in 2019 will be able to continue to effectively implement the program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School-wide data will reflect positive changes in student wellbeing.	Casuals for school PL— \$1800	All staff have now implemented the Resilience program for two terms. Each stage has a co-ordinator who has been trained in the program and is responsible for following up on the weekly lessons. Students are now actively involved in the understanding of the program and the components eg Circle Time. Staff employed in 2019 will be able to continue to effectively implement the program.
<p>Premier's Priority: Increase the average percentage of Aboriginal Students in the top two bands in NAPLAN for Reading and Numeracy from 7.14% (AVG 2015–2017) to 30%.</p> <p>https://www.nsw.gov.au/improving-nsw/premiers-priorities/</p>	<p>Professional learning around learning intentions, success criteria, effective feedback and explicit teaching.</p> <p>Professional learning around using the Understanding Texts element of the Literacy Learning Progression and Additive Strategies element of the Numeracy Learning Progression to identify next steps in student learning.</p>	<p>Average percentage of Aboriginal Students in the top 2 bands in NAPLAN for Reading and Numeracy:</p> <p>2016–2018: 10.26% an increase of 3%.</p>

Next Steps

Expansion of Strategic Intervention program to include Year 3.

Continuation of professional learning and implementation of the Bounce Back resilience program throughout 2019.

Compare baseline data obtained from staff and students with post teaching data to determine progress across the year.

Feedback related to the program obtained from parents, with parent information sessions scheduled.

Inclusion of 'Be You', a mental health initiative, in our school to promote positive mental health in our students.

Strategic Direction 2

Inspire Excellence in Teaching

Purpose

Future school directions are informed by the analysis of student data and reflection on teacher effectiveness. The impact of quality teaching will be evaluated to enhance student learning outcomes and reflect evidence based pedagogy.

Teachers will collaborate to implement innovative, effective teaching practices through engaging classroom environments. A culture of high expectations will be established and embedded.

Overall summary of progress

All teachers participated in professional learning around the What Works Best document (CESE) and the Teaching Creative Thinking text (Bill Lucas). Teachers recorded their learning in a learning journal and completed the What Works Best Survey as a foundation for future learning. Staff unpacked the themes, including; high expectations, feedback and explicit teaching. Staff reflected on current teacher practice to drive quality teaching and productive learning.

Staff gained a deeper understanding of the English and Mathematics syllabus documents through collegial discussions during collaboration meetings. Stage teams and instructional leaders developed draft overviews and scope and sequences for the Key Learning Areas of English and Mathematics. An introduction to the Learning Progressions was delivered to staff. The Jolly Grammar program was extended to all Stages and aligned to the draft English scope and sequence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve the value added theme in the School Excellence Framework from 'Delivering' to 'Sustaining and Growing' in the Teaching domain.		We have seen an increase in K-3 and sustained results in 3-5. We are still delivering across the theme of value-added.
Improvement in 'What Works Best in Practice' surveys.		We have seen an increase in high expectations and explicit teaching in regards to teachers surveys conducted in 2017-2018.

Next Steps

- * Executive team will work with the LANSAs to review current assessment practices and identify areas of focus within English and Mathematics.
- * Staff will participate in the second What Works Best Survey and results will be compared and analysed.
- * Staff will collaboratively design teaching and learning programs, incorporating differentiation and assessment tasks.
- * Instructional leaders will continue to deliver professional learning to deepen their knowledge of the Learning Progressions and monitor student growth using PLAN2 data.

Strategic Direction 3

Innovate Excellence in Leading

Purpose

A framework for the school and its community will be developed to collectively support the wellbeing of every student and establish positive social expectations.

Management and communication practices and processes are responsive to school community feedback and support a positive whole school culture.

Overall summary of progress

Overall progress is that all communication methods planned have been implemented and well received by community.

PBL team have started to implement and embed the Positive Behaviour for Learning pedagogy and philosophy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduction in negative behaviour incidents within the classroom and the playground.		We have seen a reduction in classroom and playground incidents as reported in SENTRAL wellbeing.
Increased community engagement through established mediums and increased number of parents/volunteers supporting the learning needs of the students.	The cost for our new communication methods to our school community cost \$2500 for an online newsletter and school app for iphone/android.	Through our new communication methods we have 420 people actively involved in our new Facebook page and 279 contacts on our app. These new methods have synced our information and communication to our community.

Next Steps

Next year we will be finalising our new Website in Term 1 and refining our branding so it is consistent across all platforms.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20 322 (SLSO)	Improved literacy and numeracy outcomes for our Aboriginal students through QuickSmart Literacy and Numeracy interventions. All Aboriginal students with Aboriginal mentor to design and monitor students Personalised Learning Pathways.
English language proficiency	\$57 489 (Classroom Teacher)	Teacher employed to support targeted students in tiered intervention programs to identify and address English Language proficiency.
Low level adjustment for disability	1.3 Teacher allocation \$61 487 Flexible (SLSO)	SLSO employed with targeted students in tiered intervention programs. Classroom teacher allocation of 0.3 utilised to support our targeted students 1.0 allocation of Learning and Support Teacher to identify, address and plan for targeted students.
Quality Teaching, Successful Students (QTSS)	\$65 799 (Classroom Teacher release)	Teachers employed to release all teams across the school to develop collaborative practices within teaching, learning and assessment.
Socio-economic background	\$237 669 (2.0 Teacher and SLSO allocation)	Utilised funding to employ extra SLSOs work with classroom intervention programs. We have employed an extra classroom teacher to manage our targeted Bump it Up groups and other tiered intervention across the school. Employment of a speech therapist one day per week to work with K-2 students of moderate need.
Support for beginning teachers	Teacher allocation.	Employment of an additional teachers in RFF timetable to release beginning teachers and experienced staff member to mentor beginning teachers. Induction program for beginning teachers implemented and evaluated with three teachers receiving their Accreditation at Proficiency level.
Early Action for Success	\$191 127	Our Instructional leaders have worked with all our staff in classrooms and supported them through evidence based classroom teaching methods and ongoing data analysis to design differentiated teaching and learning plans.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	183	177	184	203
Girls	176	178	186	188

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94	94.6	95.6	95.7
1	90.6	92.8	93.7	93.9
2	93.2	92.6	94.6	92.7
3	93.6	93.4	93	93.4
4	94.4	94	94	91.5
5	91.1	92	95.8	93.9
6	91.7	93.2	92.3	94.3
All Years	92.7	93.3	94.2	93.6
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

Our school has maintained a positive student attendance profile in 2018 and surpassed DoE averages. Our non-attendance is managed through SENTRAL and teachers phoning parents/carers on the third day if a child is absent. We send letters home to parents for unjustified reasons on a fortnightly basis.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

Banks Public School as two permanent members of staff who identify as being Aboriginal in 2018.

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

Throughout 2018 professional learning was conducted by all our teachers and SLSO's to support the implementation of the 2018–2020 school plan. Our school participated in professional learning in Bounce Back, Positive Behaviour for Learning, CESE documents of best practices and we had a phonics consultant work with our whole school in Term 4.

Our staff were trained in Early Action for Success strategies including the implementation of the learning progressions based on formative assessment.

We had three teachers receive their accreditation at Proficient level in 2018.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	751,833
Revenue	3,816,809
Appropriation	3,684,278
Sale of Goods and Services	57,863
Grants and Contributions	165,214
Gain and Loss	0
Other Revenue	-99,108
Investment Income	8,562
Expenses	-3,895,359
Recurrent Expenses	-3,895,359
Employee Related	-3,469,200
Operating Expenses	-426,159
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-78,551
Balance Carried Forward	673,283

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

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,687,763
Base Per Capita	71,547
Base Location	0
Other Base	2,616,216
Equity Total	512,314
Equity Aboriginal	20,322
Equity Socio economic	237,669
Equity Language	57,489
Equity Disability	196,834
Targeted Total	34,033
Other Total	306,317
Grand Total	3,540,427

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.

Early intervention strategies (eg explicit teaching) have contributed to improved results in NAPLAN Year 3 Reading.

There has been an increase in the number of students in the top 2 bands for:

Year 3 Reading

Year 5 Grammar & Punctuation

Year 5 Spelling

Year 5 Writing

There has been a noticeable decrease in the number of students in the bottom 2 bands for Year 5 Reading.

NAPLAN Value Added Across Years K–3 and 3–5 show a reversal in the downward trend of the previous 2 years.

Areas of focus for 2019 are in the area of writing, with explicit teaching of synthetic phonics K–6 and targeted writing intervention programs for focus students in K–3.

Through Early Action for Success initiatives such as; Problem a Day, hands-on differentiated activities, targeted intervention, PaTCH parent support and staff Professional Learning based on the Mathematics syllabus and National Numeracy Learning Progressions, we have seen improvement in Year 5 Numeracy results and the Year 3 results are in line with our school's Statistically Similar School Group.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band

distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

State Priority of Bump it Up Target

We have seen an increase of the average % of NAPLAN Reading and Numeracy results in the top 2 bands. (17.95%)

Our Year 3 results are showing improvement since 2017.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me students surveys have shown an increase in advocacy at school (higher than state average). We have continued to show consistency for our students with sense of belonging at school and expectations for success.

People Matter Survey: 87% of staff at Banks Public School report that "My job gives me a feeling of personal accomplishment". 100% of staff at Banks Public School report that "I feel motivated to contribute more than what is normally required at work"

2019 we will be conducting our follow up from our 2017 Customer Service 360 Reflection Survey.

Policy requirements

Aboriginal education

At the start of the year specific learning and personal goals were developed by Aboriginal students in consultation with their parents/carers and their classroom teacher. These goals were recorded and reviewed throughout the year. An Aboriginal Cultural group was established where students met each week to discuss items of cultural significance. We joined the AECG in our local area which allowed one of our senior students to take on a leadership role as the Secretary.

As part of our NAIDOC Celebrations, students from the STEPS Learning Community joined in on Stepping Up Together Day. This day is dedicated to Aboriginal students and their friends working together in various activities at schools throughout the STEPS community, showcasing talents, harnessing skills and developing awareness of Indigenous Education.

In Term 4 a special morning tea was held for our Aboriginal students and their families to celebrate the goals achieved during 2018. After the morning tea we had a special guest who showed the whole school how to play the didgeridoo, dance and speak the Aboriginal language. He even led a smoking ceremony to initiate our new Aboriginal Flag.

Multicultural and anti-racism education

Banks Public School has a diverse population which includes 32% of students from non-English speaking backgrounds and 7% Aboriginal and Torres Strait Islanders. There has been a noticeable increase in the number of students from Pacific Islander backgrounds.

The EAL/D students from Banks Public School come from 31 language backgrounds other than English. Samoan, Arabic, Igbo, Dari and Punjabi are the most common languages spoken by the students and their families at Banks Public School.

The school has an additional language or dialect (EAL/D) teacher. Mr Smith works alongside class teachers to develop English language proficiency in EAL/D students.

The EAL/D students are assessed in four phases of English language proficiency on the EAL/D Continuum. These phases are Beginning, Emerging, Developing and Consolidating. The teaching staff are supported through the use of the EAL/D phases to make curriculum adaptations to assist their EAL/D students. Multicultural perspectives are taught within the curriculum. Students in K-6 are educated for their place in a culturally diverse society.

In Term 2 the students celebrated Harmony Day with a Multicultural Day. The students wore their national dress or orange clothes to represent 'harmony'. The students enjoyed parading in their national dress and learning about our multicultural community.