

Bankstown Public School

Annual Report



2018



7405

Introduction

The Annual Report for **2018** is provided to the community of **Bankstown 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.

Terry Spratt

Principal

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Message from the Principal

Welcome to the Bankstown Public School Annual Report for 2018. As I reflect upon the events of 2018 I am extremely impressed by, and immensely proud of the achievements of our school community, students, staff and parents. It is an incredible privilege to lead a school community that is totally committed to continuous improvement in academic, social, sporting and cultural learning outcomes for all students. The school continues to respond to changes in the community and society.

At the same time the school is totally aware that in primary education, high level learning outcomes result from good relationships between students, their teachers and peers. Bankstown Public School is proud of the supportive way students are nurtured in their learning and there is always a consistent focus on celebrating student success.

The ethos of the school is encapsulated in our motto "A good name grows", which encompasses our vision of learning as an all embracing continuous process. There remains a total commitment to developing all children to their full potential in all areas. We believe all children are unique and have special abilities, needs and experiences. The year focused on creating a culture of mutual respect, tolerance and caring behaviour towards others by taking responsibility to live our School Community Values on a daily basis – Respect, Responsibility, Teamwork, Honesty, Pride, Commitment, Trust and Friendship

The students are to be commended for their consistent efforts, self-discipline and excellent achievements in all Key Learning Areas.

I thank the staff for their continued efforts on a daily basis and their dedication to providing a stimulating curriculum that meets the learning needs of all students, with an extensive range of extra-curricular activities.

Our school community supports and values the opportunities provided to the students and works in partnership with the staff to ensure a safe, respectful and an engaging learning environment for all students. I would like to thank all parents for their support and efforts.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Terry Spratt

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. 96% of students are from non-English speaking backgrounds and 10 are Aboriginal or Torres Strait Islander students. There are currently 52 language backgrounds with 35% Arabic, 27% Vietnamese and 7% students speaking Urdu.

Learning opportunities are extended to include experiences such as grade excursions, curriculum camps, PSSA sport, a highly resourced library, ICT rooms and flexible learning spaces, BYOD for Stage 3, choir, public speaking, debating, Peer Mentoring Program, student leadership (SRC) and dance groups.

The staff at Bankstown Public School are a highly committed and diverse group of experienced, early career and temporary teachers. There are 35 class teachers with one Year 3 – 6 IM Special Education class, for students with a mild intellectual disability.

The Executive team consists of a Principal, 2 Deputy Principals, 3 Instructional Leaders at Deputy Principal level and 4 Assistant Principals. Our educational programs are complemented by quality support programs including teachers of English as an Additional Language (EALD), Community Language teachers (CL), Learning And Support Teachers (LaST), Interventionists and Quality Teachers, Successful Students (QTSS), School Learning Support Officers (SLSO), Community Liaison Officers (CLO) including refugee support for students and families.

The school has a Community Hub coordinator who works with the school community to build parent capacity to support student learning. We have very strong student welfare programs and 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. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of this process indicated that Bankstown Public School is at Sustaining and Growing for all 14 elements across the three domains.

In the domain of **LEARNING**:

- there is a demonstrated commitment across the school community that all students make learning progress
- partnerships with parents support clear improvement aims and planning for learning
- the school collects and analyses information to inform and support successful student transitions
- the school seeks to collaborate with parents of students whose continuity of learning is at risk
- teachers, parents and the school work together to support consistent and systematic processes that ensure student attendance is maximised
- expectations of behaviour are co-developed with students, staff and the community and are explicit and ensure effective conditions for learning

- well-developed and evidence-based approaches support individual student needs and a whole school approach to wellbeing and engagement
- the school monitors and reviews its curriculum provision to meet the changing needs of students
- teachers differentiate curriculum, make adjustments to programming and delivery of content and articulate learning intentions with success criteria that students' can access
- the school uses a range of formative and summative assessment strategies for students to receive feedback on their learning
- the school has systematic processes to collect, analyse and report internal and external student and school performance data on a regular basis, supported by individualised and policy compliant school reports that present information on learning progress and recommendations for future learning goals
- at least 90% of students achieved at or above national minimum standards on NAPLAN reading, writing and numeracy.

In the domain of TEACHING:

- teachers collaborate across stages and teams to share curriculum knowledge, data, feedback and other information about student progress and achievement to inform the development of evidence-based programs and lessons
- all classrooms and other learning environments are well-managed within a consistent school-wide approach, where teachers model and share a repertoire of flexible strategies for classroom management and promotion of student engagement
- data is comprehensively used and analysed school wide, both inside and outside the classroom to allow informed decisions to be made based on evidence and feedback to support teaching and learning across the school
- teachers Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, enhancing teacher capacity and supporting teacher delivery of pedagogy to address all student needs
- teachers engage in professional discussion and collaborate to improve teaching and learning in all aspects of the school. Negotiated observations of classroom teaching practice occur to support teachers and provide appropriate feedback.

In the domain of LEADING:

- the leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member, proactively enhancing the performance of both teaching and non-teaching staff
- the school embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan
- physical learning spaces are used flexibly to meet a broad range of student learning, interests and needs
- technology is effectively used to enhance learning and service delivery
- the school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality, Strong Foundations

Purpose

To develop a whole school approach based on quality teaching, evidence based practices, collaboration and professional dialogue to enhance student progress and wellbeing.

Overall summary of progress

In 2018 our evidence-based strategies and quality teaching practices have been integrated to maximise potential teaching and learning opportunities. This was supported by the development and implementation of a school-wide tracking tool to communicate student needs and information to key educational stakeholders, increasing professional dialogue and enhancing student wellbeing. The streamlining of programming, supported by Instructional leaders, facilitated improved assessment practices. Future teaching and learning cycles were informed by data analysis closely linked to syllabus and learning progression markers. This has prompted improved literacy and numeracy outcomes for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving expected growth in Literacy Years 3–5 and Years 5–7.	Professional Learning Literacy Learning Progressions PLAN2 software Spirals of Inquiry resources L3 resources and readings Employment of school-funded Instructional Leader (\$164 000)	Increased proportion of students Years 3–6 demonstrated significant growth in writing as indicated via progression tracking data Instructional Leaders facilitated the development and implementation of teaching and learning cycles spanning across a maximum of 5 weeks, analysing student data systematically to increase teacher pedagogy and identify point of need
Increased number of students achieving a years growth for a years teaching in Numeracy.	Professional Learning Numeracy Learning Progressions PLAN2 software SENA testing Building Numeracy Leadership training (\$30000)	Pre and Post testing including SENA supported targeted programming and strategic resource allocation. This enhanced understanding of mathematical concepts and the transference of skills In NAPLAN numeracy, 66% of students exceeded state average growth
Improved school processes and practices are responsive to all students' needs.	Flexible timetabling SENTRAL training PLaSP templates Employment of SLSOs (\$120 000) Low Level Disability \$124 318	All student progress and needs monitored against a newly devised K–6 tracking tool PLaSPs updated weekly in classrooms and uploaded to SENTRAL at the end of each term Strategic timetabling of SLSOs to cater for a wide range of diverse student needs. Tiered Intervention model employed to address identified students and their needs

Next Steps

- streamlining of structures, processes and practices to enhance and support all students K–6 through the implementation of intervention folders, in alignment with every student is known, valued and cared for
- Building Numeracy Leadership professional learning to support teachers in fostering the development and growth of all students as mathematicians
- enhance formative assessment practices to guide and inform differentiated programming



Strategic Direction 2

Professional, Innovative Educators

Purpose

To provide quality future focused teaching and learning opportunities by empowering our educators with current practices and deep knowledge.

Overall summary of progress

In 2018, Bankstown Public School commenced its Visible Learning journey. This involved the creation of a visible learning team and professional learning for all staff. The refinement of the BPS Assessment schedule guided grade planning days and regular data analysis sessions. These sessions, with the support of Instructional Leaders, enabled all staff to work collaboratively, analysing data and planning teaching and learning cycles based on identified student needs. Teachers developed a deeper understanding of curriculum requirements by developing and implementing school-based scope and sequences in alignment with syllabus documentation. The moderation of pre and post writing samples improved accuracy of consistent teacher judgment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Visible learning is embedded in all classrooms.	Corwin professional learning including foundation day and evidence into practice \$15 600	Collection of baseline data including student surveys indicated that students believe good learners are compliant and follow rules Staff engaged in professional learning and reading to ascertain a deeper understanding of visible learning
Consistent structures to track and monitor data which drives the next teaching and learning cycle.	Data Days in grade teams Grade planning days	Regular data sessions, both in grades and with Instructional Leaders, to support the analysis of student information Data Days timetabled to allow analysis and professional discussion of student literacy and numeracy data
Teaching and learning cycles are reflective of deep curriculum knowledge and assessment.	Professional Learning Planning Days \$8 000	New scope and sequences for mathematics, Science and Geography/History created, trialled and implemented Commencement of new English scope and sequence Short, sharp planning cycles informed by student data and aligned with syllabus outcomes, and tracked against progressions

Next Steps

- school creation of Learner Dispositions through consultation and inclusion of all educational stakeholders
- Visible Learning team established to plan and drive future directions including professional learning
- development and Implementation of learning cycles and units of work aligned with newly devised school based scope and sequences



Strategic Direction 3

Empowered, Collaborative Partnerships

Purpose

To enhance collaboration and build authentic leadership opportunities enabling active partnerships across the school community.

Overall summary of progress

In 2018, Bankstown Public School undertook an extensive evaluation, as identified through the external validation, the need to enhance authentic student leadership and student voice in decision making. Students were provided leadership opportunities through a number of forums including SRC, peer mentoring, White Ribbon and sporting events. Community partnerships were fostered and sustained through the use of external organisations and the Community Hub, providing a number of experiences to strengthen relationships between all stakeholders. Parent feedback was also collated and analysed throughout the year to assist the school in future decision making.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Authentic student leadership opportunities and increased student voice in decision making.	Professional Learning Professional readings	Evaluated and strengthened SRC model to increase the effectiveness of authentic leadership opportunities Increased awareness of student voice through the introduction of visible learning Peer Mentoring opportunities provided by Stage 3 students to develop greater leadership capabilities
Mentoring and coaching model embedded within the school.	PDPs Australian Professional Standards for Teachers Growth Coaching resources Syllabus, DoE and CESE documents Casual release for school leaders – \$6000 Learning Journals	Authentic coaching sessions supported through strategically timetabled PDP process Senior executive provided ongoing mentoring opportunities to executive, aspiring leaders and future leaders All staff engaged in PDP process
Community partnerships are sustained and strengthened.	Community Hub School Plan	Surveys were conducted to engage community interaction with the school indicating extremely positive results, 93% of students happy coming to school School engaged with many external services and providers including Bankstown Youth Development Services, Bankstown Sports Club, Mil Pra AECG and several sporting organisations

Next Steps

- SRC model restructured to increase authentic leadership opportunities
- Visible Learning to continue to support student voice, in alignment with additional professional readings

– sustaining and building existing and new relationships with external organisations and community members



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3 403	<p>100% of students had parent consultation in the development of their PLPs, informing teacher direction and supporting the achievement of personal goals, particularly around cultural significance.</p> <p>All students participated in quality teaching experiences about Aboriginal and Torres Strait Islander histories through strategic curriculum content. Students participated in dance, art and regional competitions and traditional days in Bankstown and with AECG.</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>Continued relationship with Kari to support transition to high school for Year 6 student with ongoing needs.</p> <p>Continued focus on engagement and maintenance of attendance.</p>
English language proficiency	\$62 468	<p>The EAL/D Team teaching strengthened the development of student's literacy skills, particularly in the area of writing across the school by developing criteria based units of work for grades 3–6, co-planning and co-teaching.</p> <p>An additional teacher was employed 3 days per week to support EAL/D programs and increase support for each grade.</p> <p>Each grade was allocated an ESL teacher to ensure greater consistency across the grade and continuity of programs.</p> <p>Strategic grade planning days timetabled and data from English analysed to support teaching and learning cycles.</p>
Low level adjustment for disability	\$124 318	<p>Student needs were assessed and then supported through a wide range of school programs implemented by additional SLSOs and supported through school counsellor and learning support team interventions.</p> <p>Effective transition programs coordinated for entry into Kindergarten and from Year 6 to Year 7.</p>
Quality Teaching, Successful Students (QTSS)	Staffing allocation of 1.456	<p>Increased capacity of staff to deliver differentiated curriculum to all students.</p> <p>Strategic timetabled support for beginning teachers to support planning, programming, assessment, administrative and general school requirements.</p>

Quality Teaching, Successful Students (QTSS)	Staffing allocation of 1.456	Employment of an Interventionist to support EAfS program K–1.
Socio-economic background	\$936 392	<p>Evidence-based research on Visible Learning commenced as a whole school with a focus on improving student outcomes and teacher practice to align with school vision and school plan.</p> <p>A school-funded instructional leader was appointed to support pedagogy and practice 4–6, with a focus on literacy.</p> <p>School flexible learning spaces were established and supported through the purchase of additional resources including technology and furniture.</p> <p>Additional school learning support officers to support identified student needs employed and supported through Learning and Support Team..</p> <p>Additional professional learning opportunities, aligned to school plan and the performance and development framework were provided both internally and externally, across all Key Learning Areas and Strategic Directions.</p> <p>Strategic transition focus on closer alignment between Year 2 and Year 3 for staff with Instructional Leader, Interventionist and professional learning based on curriculum links.</p> <p>Each grade was directly supervised and supported by an Assistant Principal or Future Leader resulting in enhanced leadership opportunities and strategic support for both staff and students in attaining improved student outcomes.</p> <p>Additional resources purchased across all Key Learning Areas to support programs and engagement.</p>
Support for beginning teachers	\$61 000	<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>L3 Training provided to Beginning Teachers K–2.</p> <p>Focused pedagogy of Literacy provided through Instructional Leader 4–6 with support of Interventionist.</p> <p>Professional learning opportunities throughout the induction period, focused on identified needs, goals and curriculum</p>

Support for beginning teachers	\$61 000	<p>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 teachers in alignment with DoE policy requirements.</p>
Targeted student support for refugees and new arrivals	\$59 178	<p>Strategic employment of a teacher one day a week, supported by Community Liaison Officer and Learning and Support Team ensured programs for identified students supported engagement, wellbeing, curriculum access and transition to school.</p> <p>Personalised Learning and Support Plans established and implemented for identified students addressing a variety of needs.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	521	474	461	464
Girls	427	422	405	423

The transient nature of the population due to external factors saw an overall increase of school population in 2018.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93	91.7	92.7	92.5
1	91.9	93.2	90.2	93.6
2	92.9	92.7	91.5	92.6
3	92.5	92.7	92.3	92.6
4	93.5	94.7	91.2	92.8
5	92.3	93.7	93	92.1
6	93.2	93.6	92.3	91.6
All Years	92.8	93.2	91.9	92.5
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

School attendance is an integral part of wellbeing and directly related to the DoE 2018–2022 strategic plan, with particular reference to Goal 2 where every student is known, valued and cared for.

Bankstown Public has an established Attendance Policy which it implements to ensure that staff, parents and students understand the requirements relating to school attendance as well as promoting positive attitudes towards school attendance.

Non-attendance is managed collaboratively and collectively by the classroom teacher, grade supervisor, administrative staff and both Deputy Principals.

The school works closely with regional personnel including the Home School Liaison Officer to address any issues of identified students who have demonstrated concerns around attendance.

Parents requesting leave for their students must consult with the principal.

In 2018, school attendance improved by .6% compared to 2017 as a result of school interventions and support, and closed the gap with the state average which declined.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	35.41
Teacher of Reading Recovery	1.16
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.4
Teacher ESL	5.4
School Counsellor	2
School Administration and Support Staff	6.17
Other Positions	4.4

*Full Time Equivalent

Our staff composes of two Aboriginal staff members.

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	53

Professional learning and teacher accreditation

In 2018, the major focus areas for professional learning for staff were literacy, the delivery of differentiated curriculum, science, NESA compliance and requirements, and evidence-based practices through the introduction of the school wide Visible Learning initiative.

Instructional Leaders provided professional learning around Literacy through evidence-based practices, EAfS initiative, analysis of data to provide information for teaching and learning cycles, Writing (4–6), and the development of consistent literacy planning at grade planning days. This support, with strategic timetabling and additional Interventionist support, strongly impacted the staff's ability to provide engaging, relevant and evidence based teaching and learning programs.

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.

A group of eight teachers also accessed the Building Numeracy Leadership (BNL) state initiative professional learning sessions in 2018 with a view for full school implementation in 2019.

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.

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 supported all teachers with their mandatory accreditation at Proficient level in 2018. Conversations around the Australian Professional Standards for Teachers and evidence to support the achievement of these standards was integrated into all professional learning sessions. Discussions concerning the Performance and Development Framework as well as mentoring and coaching sessions, specific to stages of teachers development was also utilised. Teachers currently accredited with NESA (BoSTES) log their participation in and reflection of professional learning online.

The Reading Recovery staffing allocation was used to create additional support for early intervention in Kindergarten.

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

	2018 Actual (\$)
Opening Balance	581,424
Revenue	9,797,219
Appropriation	9,405,444
Sale of Goods and Services	97,990
Grants and Contributions	284,490
Gain and Loss	0
Other Revenue	400
Investment Income	8,894
Expenses	-9,247,838
Recurrent Expenses	-9,247,838
Employee Related	-8,398,968
Operating Expenses	-848,870
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	549,381
Balance Carried Forward	1,130,805

The Bankstown Public School senior executive, senior office staff and Business Manager meet regularly for finance meetings to discuss all matters related to the budget, monitor expenditure and ensure continued compliance with policy and guidelines.

In 2018, the school moved over to the eFPT (Enterprise Financial Planning Tool) as part of Departmental requirements.

A substantial amount of money carried forward has strategically been put aside for school beautification and includes the redesigning and rebuilding of a Community Hub. A donation from the local member of parliament through NSW government funds is also included in this balance that was granted as part of the project.

Financial summary equity funding

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

Financial information

Financial summary

	2018 Actual (\$)
Base Total	5,522,500
Base Per Capita	169,620
Base Location	0
Other Base	5,352,881
Equity Total	1,917,839
Equity Aboriginal	3,403
Equity Socio economic	936,392
Equity Language	624,678
Equity Disability	353,366
Targeted Total	232,999
Other Total	1,344,018
Grand Total	9,017,357

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.

The NAPLAN results indicate that the following percentage of **Year 3** students achieved at or above national minimum standards:

- 97.4% of students in Writing
- 94.9% of students in Spelling
- 95.8% of students in Grammar and Punctuation
- 89% of our students in Reading.

The NAPLAN results indicate that the following percentage of **Year 5** students achieved at or above national minimum standards:

- 89.9% of students were at or above in Writing
- 94.1% of students were at or above for Spelling
- 91.6% of students were at or above for Grammar and Punctuation
- 84% of students were at or above for Reading.

The NAPLAN results also demonstrate very strong growth for students in Year 5 from Year 3. The results are as follows:

- 68.5% exceeded state average growth in Writing
- 57.4% matched state average growth in Spelling
- 64.8% exceeded state average growth in Grammar and Punctuation by 8%
- 63% of students achieved average state growth in Reading.

The NAPLAN results indicate that the following percentage of **Year 3** and **Year 5** students achieved at or above national minimum standards:

– 97.4% in Year 3

– 93.3% in Year 5

The NAPLAN results also demonstrate strong growth for students in Year 5 from Year 3. The results are as follows:

– 66% exceeded state average growth, 6% higher than the state average.

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.

In relation to the NSW Premiers priorities with students performing in the top 2 bands, the NAPLAN results indicate that the following percentage of **Year 3** students achieved the top 2 bands:

– 47.9% in Writing exceeding the state average by 2.8%

– 50.8% in Spelling exceeding the state average by 0.6%

– 45.8% in Grammar and Punctuation

– 36.4% in Reading, an increase of 0.2% from 2017

– 24.6% in Numeracy.

The following percentage of **Year 5** students achieved the top 2 bands:

– 19.3% in Writing exceeding the state average by 4.4%

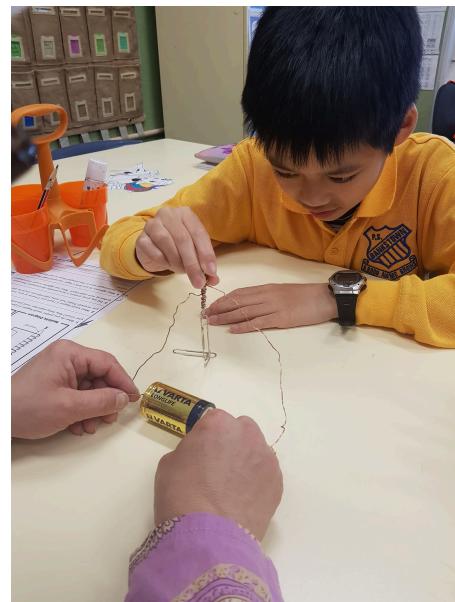
– 42.9% in Spelling exceeding the state average by 7%

– 37% in Grammar and Punctuation exceeding the state average by 2.2%

– 23.5% in Reading, a slight increase from the 2017 result

– 23.5% in Numeracy.

From these results, and an overall analysis of NAPLAN results, triangulated by internal data, Reading and Numeracy will be strategically targeted areas in 2019.



Parent/caregiver, student, teacher satisfaction

Each year Bankstown Public school seeks feedback from parents, students and teachers about the goals, programs, initiatives and events undertaken to determine satisfaction with the school. The feedback was overwhelmingly positive.

Surveys were conducted with parents throughout the year at different intervals to ascertain parent perception and engagement of the school. The strengths in the data, 96%, showed the majority of parents feel welcome in the school and that teachers and staff are approachable. Parents felt that staff took an interest in their child's learning and encouraged students to do their best with 93% extremely satisfied with what the school provides. Parents believe the school supported positive behaviour and school rules are clear with an a majority support. Parents also expressed a strong support of the homework procedures with a strengthening of consistency between classes being an area for future focus. A high majority, 76%, also endorsed the school's assessment and reporting procedures whilst indicating additional information in this area to fully access and understand the student reports with language barriers the main concern.

Staff felt they worked well with their leadership team and discussed learning issues with other staff to improve their own knowledge. They set high expectations for student learning and are developing strategies to feedback to students during lessons, strengthened by our commitment to Visible Learning components as a school-wide focus. They felt that clear rules and high standards are set across all classes. Staff felt they work well with parents and processes are in place to keep parents informed, formally and informally.

Students felt they had a high sense of belonging to the school. Students enjoyed the positive teacher student relationships and valued the school's PBL expectations and values. Students expressed that they felt confident speaking to teachers and that teachers responded to their learning needs and concerns. Students felt

teachers actively supported their learning and that there is a range of valuable learning opportunities for students across all Key Learning Areas in all learning environments..

In 2019, further Tell Them From Me surveys will be conducted to support and validate our directions, programs and procedures as a school.

Policy requirements

Aboriginal education

During 2018, Bankstown Public School continued its commitment to improving the educational outcomes of all Aboriginal and Torres Strait Islander students. We continued to develop Personalised Learning Pathways (PDP) supported by the 8 ways of learning framework, for each individual student which involved goal setting, reflection and consultation with parents. This was supported by regular meetings and facilitation from an additionally employed teacher.

Once again, we dedicated a week of celebrating Aboriginal and Torres Strait Islander heritage through a NAIDOC assembly, whole school activities and a school-wide art competition. We also recognised the theme 'Because of her, we can' recognising Mrs Patricia Leverett, our teacher of Aboriginal heritage during these celebrations for her commitment to First Nations People and the inclusion of both Indigenous and Non-Indigenous students on Aboriginal perspectives.

The school continued our association with Bankstown Arts Centre and Mil Pra Association to participate in activities related to dance and art.

Strategic Inclusion of across curriculum perspectives in all Key Learning Areas, specifically with History and Geography were also implemented.

The facilitation of the Aboriginal Education Consultative Group (AECG) to meet on our site continued, with additional staff members from the school joining the group.

Multicultural and anti-racism education

Bankstown Public School celebrates and endorses its diverse community from 57 different language backgrounds and students from over 70 different nations, 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 as per curriculum requirements.

Bankstown Public School participates in White Ribbon Day and our school continued to be officially recognised as a 'White Ribbon School' supporting anti-violence messages across our community. Once again, the involved students through the support and guidance of the Bankstown Youth Development Services (BYDS) wrote, produced and performed a

presented as a video and at community events.

Other significant events, both internally and externally that the school continued to support in relation to multicultural and anti-racism initiatives include poster competitions, Harmony Day, presentations at assemblies, peer support programs and participation in the official national day against bullying. These events supported cultural diversity in 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 and an additional teacher 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.

Translators and translating services were also employed as a method of engaging with our community to promote collaboration and inclusion.