

# Banksmeadow Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### 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)

9316 9608

## 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

## 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.

### Improvement Measures

Students will achieve expected growth in literacy

Students will achieve expected growth in numeracy

Increase the number of students in the top 2 bands for literacy and numeracy

Staff will show evidence of STEM practice in their program

### Progress towards achieving improvement measures

#### Process 1: STEM

Participate in multi-disciplinary Problem Based Learning with an emphasis on STEM approaches. Students demonstrate higher order thinking skills and the ability to collaborate and construct solutions to real life problems in a dynamic class environment.

Evaluation	Funds Expended (Resources)
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. 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.	We purchased a 3D printer. We used staff expertise to support all classroom teachers. We utilised the STEM project kits each term. This includes PC robotics, tablet robotics and filming.

#### Process 2: Curriculum Delivery

Embed Teaching and learning practices to address student needs in relation to literacy and numeracy where teachers have an understanding of where the student is now and where the student needs to go next in their literacy and numeracy development. Facilitate a shared professional understanding of literacy and numeracy development. A whole school approach to teaching and learning with teacher programs reflecting whole school scope and sequences.

Evaluation	Funds Expended (Resources)
In 2019, we continued to build the knowledge of staff in the use of the literacy and numeracy progressions. We sustained a strong focus on writing, specifically <i>Creating texts, Grammar and Punctuation</i> . This included professional learning on the progressions, as well as using the PLAN2 application that can be used to track student progress. Staff worked together to develop resources to support teaching and learning opportunities that would cater to the needs of individual learners.	

## 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.

### Improvement Measures

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.

### Progress towards achieving improvement measures

#### Process 1: Formative Assessment

Making learning visible through formative assessment. Ongoing evidence of learning is systematically collected, analysed and used effectively to inform and adapt teaching. This will provide timely feedback and opportunities to set challenging learning goals in consultation with students. Whole school processes evaluate and measure school improvement.

Evaluation	Funds Expended (Resources)
<p>Class teachers used data from PAT assessments to plan groups and set learning goals as evidenced in teaching programs.</p> <p>Writing samples were able to drive learning intentions and assist in planning for whole school writing sessions.</p> <p>Teachers used these tools to make adjustments and respond to student learning and understanding. They used the assessment practices with a range of strategies for students to communicate understanding and ensure multiple opportunities for students to demonstrate understanding.</p>	<p>Purchased PAT assessment platform.</p> <p>Casual relief for teachers to mark and analyse writing samples.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$3000.00)</li></ul>

#### Process 2: Collaborative Practices

Through collaborative practices, including coaching and mentoring, P–6 teachers will participate in teaching and learning communities as a framework for lesson studies to share and improve practice.

Evaluation	Funds Expended (Resources)
<p>Excellent opportunities for collaboration. All staff aware of goals and strategic approach.</p> <p>Teachers worked in stages and as a whole staff to use knowledge gained from lesson studies to collaboratively create lessons.</p> <p>The lesson studies fostered the development of a common understanding of what good teaching practice looks like. It also focused discussion on planning, implementing, observing and reflecting on classroom practice. The lesson studies supports teachers to become more attuned to how they structure lessons in their class and the impact of their teaching on students.</p>	<p>Casual relief – three days</p> <p>Casual relief – 5 days</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$3000.00)</li><li>• English language proficiency (\$1000.00)</li></ul>

## 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.

#### Improvement Measures

Sustain current attendance patterns

Tell them from me survey indicates 80% of students have a positive disposition of themselves and their school.

Tell them from me survey indicates 80% of the community has satisfaction in school programs and communication

PBL data indicates that there is a reduction in major and minor incidents.

Welfare and learning support data, for targeted students, achieves intended impact.

#### Progress towards achieving improvement measures

##### Process 1: Wellbeing and Engagement

Utilise the wellbeing framework to promote a culture of mindfulness, through positive psychology and growth mindset for students and all staff.

Strengthen and build on successful and sustainable practices of PBL with a focus on staff training, systematic and responsive student learning and parent information.

Evaluation	Funds Expended (Resources)
<p>The PBL evidenced-based problem-solving framework supported the development of a planned whole school approach to wellbeing and a school culture strongly focused on learning.</p> <p>The student assessment data has been used across the school to inform teaching effectiveness and future directions for the school and individual student level.</p> <p>The data has used to make important decisions to inform the actions of teachers to address student needs. The data that is shared with staff and students allows the school community to focus on developing a safe and supportive learning environment. Senior students have attended PBL meetings to present ideas and offer the team feedback..</p>	<p>Casual relief – 5 days</p> <p>Teacher support</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$2500.00)</li><li>• Aboriginal background loading (\$10000.00)</li></ul>

##### Process 2: Making connections for learning

Build on the strong foundations of community through improved communication structures and collaboration with external agencies to enable access of services to students and families.

Evaluation	Funds Expended (Resources)
<p>The Tell them from Me student survey gives us information from students in Years 4–6 about the Departments strategic goal that "Every student in known, valued and cared for".</p> <p>74% of students reported feeling a feeling of being accepted, valued and</p>	<p>Skoolbag annual subscription</p>

## Progress towards achieving improvement measures

included at Banksmeadow.

97% of students reported teachers value academic achievement and hold high expectations of all students at Banksmeadow.

85% of students reported advocacy and support for learning at school.

Our weekly school newsletter is an essential part of building a sense of community and connecting our parents to school activities. The skoolbag communication tool has enabled faster distribution for this weekly event and also a platform for distribution of communication in a quick, simple and effective way.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Teacher days</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$10 000.00)</li> </ul>	<p>Mrs Steinman has worked on our Learning and Support team and in classrooms to support Aboriginal students and assist class teachers to develop Personalised Learning and Support Plans. This has developed strong connections with students and families and promoted a rich understanding of their culture and heritage. Aboriginal students have accessed external events including Gilli Dance group and Public Speaking events where they have represented our school with distinction and pride.</p> <p>The partnership with the AECG is important for the Banksmeadow community to promote respect, empowerment through a process of collaborative consultation and is fundamental to the achievement of equality.</p>
<b>English language proficiency</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$62 007.00)</li> </ul>	<p>In 2019 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.</p> <p>This teacher worked in cooperation with class teachers and other specialist teachers to support EAL/D students. They were able to support teachers in establishing a class environment that promoted differentiated learning and valued cultural and linguistic diversity.</p>
<b>Low level adjustment for disability</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$94 000.00)</li> </ul>	<p>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.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$61 000.00)</li> </ul>	<p>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.</p>
<b>Socio-economic background</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$2 500.00)</li> </ul>	<p>Additional SLSO support in class to support students to make progress towards their learning goals and deliver the multiliteracy program.</p>
<b>Support for beginning teachers</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$28 000.00)</li> </ul>	<p>Two early career teachers were supported by an experienced teacher in a mentor program.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Targeted student support for refugees and new arrivals (\$19 000.00)</li> </ul>	<p>One teacher employed for one day each week to support new arrival students.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	139	155	167	172
Girls	115	118	111	140

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	95.8	96.6	94.9
1	96.1	94.3	95.7	95.8
2	93.2	95.2	94.8	92.7
3	95.6	93.8	93.8	94.5
4	96.6	94	92.7	94.2
5	95.4	96.1	94.2	92.9
6	92.8	95.8	94.4	94.3
All Years	95.1	95	94.6	94.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.04
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	8.02

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	583,838
<b>Revenue</b>	4,059,829
Appropriation	3,829,466
Sale of Goods and Services	23,157
Grants and contributions	202,443
Investment income	2,963
Other revenue	1,800
<b>Expenses</b>	-4,261,031
Employee related	-3,846,324
Operating expenses	-414,707
<b>Surplus / deficit for the year</b>	-201,202

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	651,649
<b>Equity Total</b>	213,720
Equity - Aboriginal	11,104
Equity - Socio-economic	34,575
Equity - Language	62,007
Equity - Disability	106,034
<b>Base Total</b>	2,216,005
Base - Per Capita	73,794
Base - Location	0
Base - Other	2,142,212
<b>Other Total</b>	662,419
<b>Grand Total</b>	3,743,793

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

Each year our school participates in the Tell Them From Me survey project. We survey students twice each year and teachers and community members once.

In 2019 we 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, Learning Culture. 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 2018. Of the responses collected, parents identified strengths of the school as parents feeling welcome, an inclusive environment and supports positive behaviour.

## Policy requirements

### Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.