

# Banks Public School

## 2019 Annual Report



4571

## Introduction

The Annual Report for 2019 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.

### School contact details

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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 33% 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, and 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

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>

### Self-assessment using the School Excellence Framework

| Elements   | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Excelling              |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Sustaining and Growing |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | Sustaining and Growing |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Sustaining and Growing |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Sustaining and Growing |
| LEADING: Educational leadership                        | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources                              | Excelling              |
| LEADING: Management practices and processes            | Excelling              |

## 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.

### Improvement Measures

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/>

Increase the percentage of students performing in the top four bands in NAPLAN Writing.

School-wide data will reflect positive changes in student wellbeing.

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%.

<https://www.nsw.gov.au/improving-nsw/premiers-priorities/>

### Overall summary of progress

Overall our % of Results in the Top 2 Bands for Reading and Numeracy have steadily been increasing since 2016 (10.78%), 2017 (16.83%), 2018 (17.95%) and 2019 (21.03%). These show an 11% increase since 2016.

### Progress towards achieving improvement measures

#### Process 1: Strategic Intervention

Identify, implement and evaluate effective intervention programs to meet student learning needs in Literacy and Numeracy.

| Evaluation  | Funds Expended (Resources)                                |
|---|---|
| <p>Our 2019 NAPLAN results in Reading have shown that we have made an 11% increase of students in the top 2 Bands since 2016 and we have had a 11% decrease of students in the bottom 2 Bands since 2016.</p> <p>Our 2019 NAPLAN results in Numeracy have shown that we have made an 8% increase of students in the top 2 Bands since 2016 and we have had a 14% decrease of students in the bottom 2 Bands since 2016.</p> <p>These combined results are displaying that our intervention programs across K–2 are making a significant improvements in Reading and Numeracy outcomes for our students.</p> | Intervention teacher (2.4) allocation working across K–2. |

#### Process 2: Social and Emotional Resilience

Deliver, implement and evaluate the resilience strategies advocated in the Bounce Back wellbeing program across K–6.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| All staff are now aware of the structure of Bounce Back lessons and follow |                            |

## Progress towards achieving improvement measures

the overview. Stage coordinators take responsibility for the follow up of any resources and assist any staff with issues. Staff have reported that students are responsive to circle time and are more receptive to 'bounce back' after issues.

The results of surveys with both staff and students noted an improvement in most areas however the following statements had a vast increase from base line data at the beginning of the year to end of year:

Staff– Improvement in–

- \*Teaching initiative, goal setting and problem solving skills
- \*Developing optimistic and helpful thinking
- \*Teaching the skills of conflict management

Students– Improvement in–

- \*This is a safe class to be in
- \*I feel like I belong and am accepted in this class
- \*Our class gets along well with the teacher
- \*Other people can help if you talk to them
- \*Sadness, failure, rejection are all a part of life
- \*Accept what can't be changed.

A Parent questionnaire was implemented on survey monkey and a limited response meant that results were not able to be deemed accurate. From the results attained, most of these parents reported that this was a positive program and had noted an improvement in their child's resilience, however most parents did not follow up discussions at home related to what had been taught that week.

Kindergarten parents for 2020 were shown the Powerpoint for parents to gain an understanding of the program and an example of circle time was shown on a transition afternoon.

## Next Steps

Our next steps for 2020 is to focus on our Reading assessment practices in K–2 and Numeracy teaching in Years 4–5.

Our Focus for wellbeing is to establish the Be You program across the school to enable further development of our wellbeing initiatives.

## 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.

### Improvement Measures

Improve the value added theme in the School Excellence Framework from 'Delivering' to 'Sustaining and Growing' in the Teaching domain.

Improvement in 'What Works Best in Practice' surveys.

### Progress towards achieving improvement measures

#### Process 1: Evidence Informed Pedagogy

Identify, implement and evaluate the most effective explicit teaching methods including formative assessment, in response to research informed pedagogy in literacy and numeracy.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <ul style="list-style-type: none"><li>• In the Teaching Domain in the Value Added area we have moved to Delivering in K–2, Sustaining and Growing in 3–5 and Excelling in 5–7.</li><li>• Scope and sequences, assessment schedules and assessment tasks are triangulated</li><li>• Evidence in teaching and learning programs</li><li>• Lesson observations are regularly carried out across the school</li></ul> |                            |

#### Process 2: Reflective Teaching Practice

Identify, implement and evaluate collaborative processes for planning, observation and feedback to improve teaching practices.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <ul style="list-style-type: none"><li>• Student, teacher and parent input is regularly gathered regarding student engagement and the culture of high expectations through the Tell Them From Me Surveys and What Works Best Surveys</li><li>• Naplan data is monitored and reports are analysed through SCOUT to tailor our Professional Learning practices</li><li>• Explicit teaching is guided by syllabus documents and differentiated according to student assessment data</li><li>• Teacher Professional Development Plans are maintained and reviewed regularly.</li></ul> |                            |

### Next Steps

Our next steps will be to focus on explicit teaching, effective feedback and collaborative learning with targeted DOE support.

### Strategic Direction 3

Innovate Excellence in Learning

#### 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.

#### Improvement Measures

Reduction in negative behaviour incidents within the classroom and the playground.

Increased community engagement through established mediums and increased number of parents/volunteers supporting the learning needs of the students.

#### Overall summary of progress

Our community engagement has increased with 15 parent helpers assisting in K–2 classrooms each and every week. An established and vibrant P&C that focuses on learning and provides ongoing support to the school.

#### Progress towards achieving improvement measures

##### Process 1: Positive Behaviour for Learning

Implement PBL as a whole school approach to deliver consistent proactive responses to student behaviour through collection of data.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| PBL practices have been established across the whole school with the whole school matrix developed and utilised by students, teachers and parents. |                            |

##### Process 2: Community Engagement

Establish, implement and evaluate clear communication methods via various mediums that engage our school community.

| Evaluation  | Funds Expended (Resources)                |
|---|---|
| Since the commencement of the 2018–2020 school plan we have increased our online engagement with parents with the establishment of a Facebook page which now has 557 likes and a Schoolzine app that it utilised across the school for all notes, newsletters and payments. | Schoolzine platform, SENTRAL and Facebook |

#### Next Steps

Streamline all communication processes across the school and evaluate the effectiveness of all mediums.

A PBL matrix will be developed for all classrooms and learning spaces.



| Key Initiatives                                     | Resources (annual)                                 | Impact achieved this year  |
|---|--|--|
| <b>Aboriginal background loading</b>                | \$21 263 (SLSO)                                    | Improved literacy and numeracy outcomes for our Aboriginal students through QuickSmart Literacy and Numeracy interventions. All Aboriginal students work with an Aboriginal mentor to design and monitor students Personalised Learning Pathways.  |
| <b>English language proficiency</b>                 | \$34 956 (Classroom Teacher)                       | Teacher employed to support targeted students in tiered intervention programs to identify and address English Language proficiency. All students assessed using EALD learning progressions.  |
| <b>Low level adjustment for disability</b>          | 1.3 Teacher allocation<br>\$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.   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$68 832 (Classroom Teacher release)               | Teachers employed to release all teams across the school to develop collaborative practices within teaching, learning and assessment.  |
| <b>Socio-economic background</b>                    | \$278 982 (2.0 Teacher and SLSO allocation)        | Utilised funding to employ extra SLSOs to work with classroom intervention programs. We have employed an extra classroom teacher to manage our tiered intervention programs across the school. Employment of a speech therapist one day per week to work with K-2 students of moderate need.                           |
| <b>Support for beginning teachers</b>               | Teacher allocation.                                | Employment of an additional teacher in our RFF timetable to release beginning teachers and experienced staff members to mentor beginning teachers. Induction program for beginning teachers implemented and evaluated with two teachers receiving their Accreditation at Proficiency level.                            |
| <b>Early Action for Success</b>                     | 1.2 Instructional Leader position                  | 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. Our instructional leaders have also monitored our tiered intervention programs across K-2. |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2016       | 2017 | 2018 | 2019 |
| Boys     | 177        | 184  | 203  | 192  |
| Girls    | 178        | 186  | 188  | 188  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2016 | 2017 | 2018 | 2019 |
| K         | 94.6 | 95.6 | 95.7 | 91.6 |
| 1         | 92.8 | 93.7 | 93.9 | 91.5 |
| 2         | 92.6 | 94.6 | 92.7 | 92.5 |
| 3         | 93.4 | 93   | 93.4 | 92.2 |
| 4         | 94   | 94   | 91.5 | 91.9 |
| 5         | 92   | 95.8 | 93.9 | 89.7 |
| 6         | 93.2 | 92.3 | 94.3 | 91.3 |
| All Years | 93.3 | 94.2 | 93.6 | 91.5 |
| 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)                  | 3     |
| Classroom Teacher(s)                    | 13.88 |
| 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

### 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 673,283                 |
| <b>Revenue</b>                        | 3,960,595               |
| Appropriation                         | 3,726,095               |
| Sale of Goods and Services            | 49,402                  |
| Grants and contributions              | 178,484                 |
| Investment income                     | 6,514                   |
| Other revenue                         | 100                     |
| <b>Expenses</b>                       | -4,401,967              |
| Employee related                      | -3,616,910              |
| Operating expenses                    | -785,056                |
| <b>Surplus / deficit for the year</b> | -441,371                |

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>   | 92,371                        |
| <b>Equity Total</b>     | 545,442                       |
| Equity - Aboriginal     | 21,623                        |
| Equity - Socio-economic | 278,982                       |
| Equity - Language       | 34,956                        |
| Equity - Disability     | 209,881                       |
| <b>Base Total</b>       | 2,605,948                     |
| Base - Per Capita       | 91,744                        |
| Base - Location         | 0                             |
| Base - Other            | 2,514,205                     |
| <b>Other Total</b>      | 399,245                       |
| <b>Grand Total</b>      | 3,643,007                     |

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

### 360 Reflection Survey – Teacher and Parent

The feedback report identified several key strengths – we recommend that school leaders take the time to recognise these key strengths.

- Information – Quality and ease of use – The school uses a range of tools (for example, email, twitter, newsletters) to communicate to me.
- Engagement with others – Members of our school community are invited to and encouraged to engage in a wide-range of school activities.
- Inclusivity – Administrative staff are respectful of and sensitive to all cultural backgrounds in their interactions.

The feedback report also identified some key areas for development. These are the categories where the school was rated down:

- Engagement with others – I am often asked about how well the school communicates and engages with me.
- Collaboration is valued and recognised – I see administrative staff at my school being acknowledged for their work.
- Community partnerships – As a member of the school community I am invited to consult on school matters and contribute to shaping decisions.

# 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.

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 continued our participation in the Junior AECG in our local area which allowed further connections for our Aboriginal students.

In Term 4 a special morning tea was held for our Aboriginal students and their families to celebrate the goals achieved during 2019.

## 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.