

2020 Annual Report

Banksmeadow Public School



1121

Introduction

The Annual Report for 2020 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

banksmeado-p.school@det.nsw.edu.au

9316 9608

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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.	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 2020, we continued to build the knowledge of staff in the use of the literacy and numeracy progressions. We sustained a strong focus on mathematics, specifically number talks. This included professional learning on numeracy and examination of internal and external data to drive teaching programs.	Number Talks PL and Assistant Principal released to work with teachers in classrooms to model and support the teaching of mathematics. Collaborative planning days each term to support Stage based collaborative practices.

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 internal/external assessments (including short DOE assessments) to plan groups and set learning goals as evidenced in teaching programs.</p> <p>Writing and numeracy samples were able to drive learning intentions and assist in planning for whole school writing sessions and number sense activities.</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>Casual relief for teachers to mark and analyse writing samples.</p> <p>Funding Sources: Low level adjustment for disability \$3,000</p>

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 collaborative on planning and evaluating programs.</p> <p>The lesson studies initiative was paused in 2020 due to Covid -19 restrictions.</p>	<p>Staff worked together to develop resources to support teaching and learning opportunities that would cater to the needs of individual learners.</p> <p>Casual relief -15 days</p> <p>Casual relief Funding Sources: Low level adjustment for disability and English language proficiency</p>

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 Smiling Minds program was introduced but was paused due to Covid-19 restrictions.</p> <p>A teacher was released to work with Aboriginal students one day each week. This teacher supported PLP's and assisted teachers embedding Aboriginal perspectives in class programs.</p> <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. The positive reward system was evaluated and a token system was introduced across the school.</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 continued to attend PBL meetings to present ideas and offer the team feedback..</p>	<p>Funding Sources:</p> <p>Aboriginal background loading \$14,000</p>

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.

Progress towards achieving improvement measures

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>In 2020 84% of students reported advocacy at school for their academic and wellbeing needs.</p> <p>In 2020 95% of students felt the school had high expectations for academic achievement and high expectations for success for all students.</p> <p>In 2020 76% of students felt a sense of belonging.</p> <p>In 2020 we trained in and introduced the application Compass . This application is used by community and teachers to distribute all communication to families, record absences, meetings, LaST team notes, behaviour instances, student reports and information permissions for all school events.</p>	Compass Subscription

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: Aboriginal background loading \$14,000	<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.</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>
English language proficiency	Funding Sources: English language proficiency \$60,339	<p>In 2020 an AP was released to support student teachers and also's to develop their skills and knowledge in catering for students with EALD backgrounds. 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. This also included working with these students and developing and delivering PL.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$108 495.00) 	<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 worked with the AL learning and Support. and specific learning adjustments.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$67 599.00) 	<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>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$8 000.00) 	<p>Additional SLSO support in class to support students to make progress towards their learning goals and deliver the multiliteracy program.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$18 856.00) 	<p>Two early career teachers (1 x first year and 1 x second year) were supported by an experienced teacher in a mentor program.</p>
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$20 054.00) 	<p>One teacher employed for one day each week to support new arrival students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	155	167	172	161
Girls	118	111	140	140

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.8	96.6	94.9	94.8
1	94.3	95.7	95.8	91.4
2	95.2	94.8	92.7	95.3
3	93.8	93.8	94.5	91.9
4	94	92.7	94.2	92.8
5	96.1	94.2	92.9	89.1
6	95.8	94.4	94.3	90.9
All Years	95	94.6	94.2	92.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	14.04
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	382,636
Revenue	4,077,569
Appropriation	3,887,056
Sale of Goods and Services	-63,568
Grants and contributions	219,478
Investment income	1,053
Other revenue	33,550
Expenses	-4,223,968
Employee related	-3,795,585
Operating expenses	-428,383
Surplus / deficit for the year	-146,399
Closing Balance	236,237

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.

	2020 Approved SBA (\$)
Targeted Total	148,716
Equity Total	231,333
Equity - Aboriginal	15,201
Equity - Socio-economic	47,298
Equity - Language	60,339
Equity - Disability	108,495
Base Total	2,740,504
Base - Per Capita	81,935
Base - Location	0
Base - Other	2,658,569
Other Total	677,853
Grand Total	3,798,406

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020 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 , felt the school had high expectations for academic achievement and high expectations for success for all students. Students also reported strong advocacy at school for their academic and wellbeing needs.. The TTFM Teacher survey highlighted the strengths of our school: staff identified the strengths as Collaboration, Inclusivity. The staff rated as high - Leadership and Parental Involvement. Of the responses collected, parents identified strengths of the school as parents feeling welcome, an inclusive environment and supports positive behaviour. Parents felt strongly that learning was supported at home and that students felt safe at school.

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.