

# 2020 Annual Report

## Banks Public School



4571

# Introduction

The Annual Report for 2020 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 vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 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/>

### 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>2020 NAPLAN did not occur due to COVID-19</p> <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> <p>Our internal measures have been strengthened during 2020 and processes will be in place in 2021 for whole school reporting and validating against external measures.</p>	<p>Intervention teacher (2.4) allocation working across K-2.</p>

#### 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)
<p>All staff are now aware of the structure of Bounce Back lessons and follow</p>	<p>Wellbeing and Learning Support</p>

## 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.

During our situational analysis in Term 3 and 4 it was noted that our school needs to identify the individual needs of each child's wellbeing more specifically. Practices and processes will be implemented in the new school plan to identify the needs of individual students.

Position (Deputy Principal level)

## 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)
<p>During 2020, our teaching and learning programs have been reinforced through professional learning of What Works Best and LEED Professional Learning.</p> <ul style="list-style-type: none"><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><li>• What Works Best Surveys through the LEED project have identified areas for improvement in explicit data, assessment and use of data to inform practice. (Which will be identified through the new school planning process (SEIA))</li></ul>	Instructional Leadership (1.2)

##### 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>• Check in assessment 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>	QTSS and Socio-Economic funding utilised to enable the processes across the school.

### Strategic Direction 3

Innovate Excellence in Leading

#### Purpose

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

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

#### 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.

#### 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. The PBL have identified the need to keep the focus on our behaviour data and explicitly teach the skills and strategies for all settings in the school.	

##### Process 2: Community Engagement

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

Evaluation	Funds Expended (Resources)
<p>We have established our communication mediums throughout the school with Facebook, Schoolzine APP and digital newsletters with strong community participation.</p> <p>Our future endeavours that came as a need through COVID-19 include a parent friendly medium for classroom contact and video messaging to communicate quickly and effectively to our community.</p> <p>These mediums will be embedded in communication practices from 2021. Each class using Class DOJO and principal messaging to be communicated through video and streamed via already established mediums.</p>	



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SLSO allocation of \$16 217	Improved literacy and numeracy outcomes for our Aboriginal students through Literacy and Numeracy interventions. All Aboriginal students developed Personalised Learning Pathways with their classroom teacher and or parent/carer.
<b>English language proficiency</b>	Teacher allocation of \$46 338	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>	Teacher allocation of \$213 035	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. 0.7 Teacher allocation utilised for tiered intervention.
<b>Quality Teaching, Successful Students (QTSS)</b>	Teacher allocation of \$70 006	Teachers employed to release all teams across the school to develop collaborative practices within teaching, learning and assessment.
<b>Socio-economic background</b>	\$313 000 for SLSO and teacher 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. A school Chaplain has been employed 10 hrs per week to support students and families in 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 Deputy Principal allocation	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			
	2017	2018	2019	2020
Boys	184	203	192	199
Girls	186	188	188	194

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	95.7	91.6	84.9
1	93.7	93.9	91.5	85.6
2	94.6	92.7	92.5	86.3
3	93	93.4	92.2	86.7
4	94	91.5	91.9	86.3
5	95.8	93.9	89.7	85
6	92.3	94.3	91.3	84.7
All Years	94.2	93.6	91.5	85.7
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)	3
Classroom Teacher(s)	13.87
Literacy and Numeracy Intervention	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, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	231,912
<b>Revenue</b>	3,931,260
Appropriation	3,807,711
Sale of Goods and Services	53,647
Grants and contributions	69,149
Investment income	753
<b>Expenses</b>	-3,991,094
Employee related	-3,662,801
Operating expenses	-328,293
<b>Surplus / deficit for the year</b>	-59,834
<b>Closing Balance</b>	172,078

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	42,683
<b>Equity Total</b>	589,307
Equity - Aboriginal	16,217
Equity - Socio-economic	313,717
Equity - Language	46,338
Equity - Disability	213,035
<b>Base Total</b>	2,680,922
Base - Per Capita	91,392
Base - Location	0
Base - Other	2,589,530
<b>Other Total</b>	388,191
<b>Grand Total</b>	3,701,103

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

### People Pulse Survey results from 2020.

#### Strengths:

[MENTALLY HEALTHY COMMUNITIES] My teacher encourages me to treat others with respect. 87.68%

[MENTALLY HEALTHY COMMUNITIES] I know what a helpful/positive friend looks like, and how to be a helpful/positive friend to others. 85.77%

[FAMILY PARTNERSHIPS] I believe both my teacher and my family want me to be the best I can be. 85.28%

[LEARNING RESILIENCE] My teacher encourages me to take on new challenges. 84.57%

[EARLY SUPPORT] If I was worried about a friend who was sad or upset, I would know what to do to help them. 77.80%

#### Areas for improvement:

[FAMILY PARTNERSHIPS] I know my teacher often talks to my family about what I'm good at and what I can be better on. 43.04%

[MENTALLY HEALTHY COMMUNITIES] My school is a place where I can show my emotions and share my feelings. 51.61%

[EARLY SUPPORT] I feel comfortable speaking to my teacher if I am feeling sad or upset. 57.48%

[FAMILY PARTNERSHIPS] My family often asks me to share with them what I'm good at and how I can be better at school. 62.95%

[MENTALLY HEALTHY COMMUNITIES] I feel accepted at my school and that I belong. 65.89%



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.