

# 2021 Annual Report

## Banksmeadow Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Banksmeadow Public School

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## Message from the principal

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It has been a good opportunity to reflect on the challenges of 2021 which in many regards were greater than the previous year. Needless to say, the extended learning from home period and very strict COVID regulations had a significant impact on school operations in 2021.

High levels of student engagement and access to quality teaching practices prior to the pandemic was evident, with both internal and external assessment data showing significant growth and high levels of achievement for our students across all areas of the curriculum. Our success was reflected in our NAPLAN results in 2021.

Limited opportunities for parents to access the school grounds did provide a challenge. Our P&C continued to work closely with school staff to plan future opportunities for community engagement with the school.

The school focused on trying to take advantage of the challenges presented to us in 2021. The extended learning from home period significantly built and consolidated the knowledge, skills and confidence of both students and staff to effectively use technology to support learning. Staff also utilised the opportunity to work closely together (even if online) to collaboratively develop and implement high quality teaching and learning programs and interactive resources. Staff also further developed their capacity by accessing targeted research and online professional learning during the working from home period. Term 4 provided us with the opportunity to return to regular face to face teaching and it was wonderful to see all of our students thrive through the opportunity to once again interact with their teacher and peers. This provided the school with an opportunity to close the year with a number of important events including our Kindergarten Orientation program, Picnic Fun Day, and the Year 6 Farewell .

Our students were able to capture those essential social opportunities and we were thrilled to be able to host events that celebrated student achievement and recognised the contributions that our students had made to the school throughout the year. I was proud of our achievements in 2021 and look forward to a very fulfilling and successful 2022. I look forward to recapturing important partnerships with the school community and also look forward to returning to our full compliment valued educational programs and extra-curricular activities. Let us hope that the year ahead does not present us with the challenges that we have faced over the past 2 years. Thank you as always for your wonderful support of the school.

Fiona Dixon

Principal

## School vision

To continue to be an inclusive environment that fosters respectful, resilient and confident life-long learners who collaborate, reflect and support each other. We prepare our students for rewarding lives as engaged citizens in a complex and dynamic society.

## 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 provides students with quality public education through a wide range of learning opportunities and experiences and a focus on high academic performance and excellent attainment. The school implements Positive Behaviour for Learning strategies (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, future focused learning, student 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student learning outcomes in literacy and numeracy and build foundations for success in all key learning areas. We will refine evidence based and data driven practices that respond to the learning needs of every student.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

### Resources allocated to this strategic direction

**COVID ILSP:** \$101,000.00

**Low level adjustment for disability:** \$31,927.00

**Literacy and numeracy:** \$2,800.00

### Summary of progress

#### Questions:

To what extent have we achieved our annual progress measures?

What lessons have we learned from our next steps?

What adjustments need to be made to the strategic direction?

#### Data

NAPLAN

Progressions

#### Analysis

The analysis will consider the evidence produced by the data collected.

#### Implication

The implications will be informed by the analysis. The implications will provide insight into:

\* 2022 activities

\*appropriateness of improvement measures

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
In 2019 51.3% of students achieved in the top 2 bands in NAPLAN literacy. To achieve our 2022 school target of 45.4% we need to sustain and improve on these results.  54% of students achieve in the top two NAPLAN bands in Reading.	In 2021, the annual progress measures indicate that the school has exceeded the expected level of achievement. In NAPLAN Reading, 72% of Year 3 students and 36% of Year 5 students scored in the top 2 bands. As an overall school result, 55% of students achieved in the top 2 bands. Plans are currently underway to set new targets moving forward as a result of our achievements in 2022.

An uplift of 5.72% to reach the upper band target of 58.5% of students achieving expected growth in NAPLAN reading.	In 2021 we were on track to hit our uplift with 58.1% of Year 5 students achieved expected growth in Reading., an uplift of 5.32%
32% of students achieve in the top two NAPLAN bands in numeracy	In 2021, the annual progress measures indicate that the school has exceeded the expected level of achievement. In NAPLAN Numeracy, 52% of Year 3 students and 22% of Year 5 students scored in the top 2 bands. As an overall school result, 38% of students achieved in the top 2 bands. Plans are currently underway to set new targets moving forward as a result of our achievements in 2022.
An uplift of 10% from baseline (33.4%) to trend toward the lower band target of 49% of students achieving expected growth in NAPLAN numeracy.	In 2021 48.6% of students achieved expected growth in NAPLAN numeracy. This is on track to meet our lower bound target of 49%. and above the uplift of 43.9% target for 2021.
<p>60% of students reach the expected end of year progression level in Understanding texts</p> <p>ESI - (UnT4-UnT5)</p> <p>Stage 1 (UnT5-UnT6)</p> <p>Stage 2 (UnT6-UnT8)</p> <p>Stage 3 s (UnT7-UnT9)</p>	<p>The school has used a range of assessment data including Check in assessments, NAPLAN and Plan data to monitor progress in the progression area of Understanding texts. Due to covid disruption not all markers were evaluated. and not all students were assessed. The summary below is based on available data.</p> <p>48% of students in Early Stage 1 achieved the end of year progression level in Understanding Texts (4 and 5) in the Comprehension Domain.</p> <p>45% of students in Stage 1 achieved the end of year progression level in Understanding Texts (5 and 6) in the Comprehension Domain.</p> <p>64.1% of students in Stage 2 achieved the end of year progression level in Understanding Texts (6 - 8)</p> <p>64.9% of students in Stage 3 achieved the end of year progression level in Understanding Texts (7 - 9) .</p>
<p>60% of students reach the expected end of stage progression level in quantifying numbers and number patterns and algebraic thinking.</p> <p>ES1 (QuN1-QuN6)</p> <p>ES1 (NPA1-NPA2)</p> <p>Stage 1 (QuN6-QuN8)</p> <p>Stage 1 (NPA3)</p> <p>Stage 2 (QuN8-QuN10)</p> <p>Stage 2 (NPA4-NPA6)</p> <p>Stage 3 (QuN11-QuN12)</p> <p>Stage 3 (NPA4-NPA7)</p>	<p>The school has used a range of assessment data including Check in assessments, NAPLAN and Plan data to monitor progress in the progression area of quantifying numbers and number patters and algebraic thinking. Due to covid disruption not all markers were evaluated. and not all students were assessed. The summary below is based on available data.</p> <p>54% of students in Early Stage 1 achieved the end of year progression level in Quantifying number (1-6)</p> <p>52% of students in Early Stage 1 achieved the end of year progression level in number patterns and algebraic thinking (1-2)</p> <p>58% of students in Stage 1 achieved the end of year progression level in Quantifying number (6-8)</p> <p>55% of students in Stage 1 achieved the end of year progression level in number patterns and algebraic thinking (3)</p> <p>62% of students in Stage 2 achieved the end of year progression level in Quantifying number (8-10)</p> <p>51% of students in Stage 2 achieved the end of year progression level in number patterns and algebraic thinking (4-6)</p> <p>64.9% of students in Stage 3 achieved the end of year progression level in Quantifying number (11-12) .</p> <p>64% of students in Stage 3 achieved the end of year progression level in number patterns and algebraic thinking (4-7)</p>

## Strategic Direction 2: Collaborative Practice

### Purpose

Improve teacher practice through explicit systems for collaboration, assessment and feedback to create a culture of continuous improvement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- QTR
- Excellence in Assessment

### Resources allocated to this strategic direction

Professional learning: \$4,000.00

### Summary of progress

#### Questions:

To what extent have we achieved our annual progress measures?

What lessons have we learned from our next steps?

What adjustments need to be made to the strategic direction?

#### Data

TTFM survey data,

QTR Participation rate and teacher survey

SeF Self assessment

#### Analysis

The analysis will consider the evidence produced by the data collected.

#### Implication

The implications will be informed by the analysis. The implications will provide insight into:

\* 2022 activities

\*appropriateness of improvement measures

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
* All staff to complete the QTR Teacher Survey and set individual goals for improvement.	Due to covid impact on school operations we were unable to move forward with this program due to staff shortages, teachers working remotely and the inability to mix cohorts. A new timeline for deployment is being developed.
* Delivery of 2 TPL sessions per term to	



<p>build understanding of the QT Model (classroom and assessment practice).</p>	
<ul style="list-style-type: none"> <li>• 10- 25% of staff have participated in at least one set of Quality Teaching Rounds in PLCs that cross stage and subject areas.</li> <li>• 10- 25% of teachers collaboratively develop teaching and learning programs incorporating QTM.</li> <li>• Tell them from me(TTFM) teacher survey data show improvement in the following drivers of student outcomes - Collaboration (baseline 7.6) and learning culture (baseline (7.2)to 7.8 and 7.4 respectively</li> </ul>	<p>Due to covid impact on school operations we were unable to move forward with this program due to staff shortages, teachers working remotely and the inability to mix cohorts. A new timeline for deployment is being developed.</p>
<p>School Assessment in the School Excellence Framework shows moving towards excelling in the following elements</p> <p>Assessment (Learning)-</p> <p>Data Skills and Use (Teaching)</p> <p>Effective Classroom Practice (Teaching)</p>	<p>The data gathered from teacher surveys and focus groups during professional learning sessions has indicated the following assessment across the three elements -</p> <p>Assessment (Learning)- Sustaining and growing</p> <p>Data Skills and Use (Teaching) - Delivering</p> <p>Effective Classroom Practice (Teaching) - Delivering</p>

## Strategic Direction 3: Wellbeing and Engagement

### Purpose

To implement school-wide programs and multidisciplinary support structures to connect, communicate and develop positive mindsets and capabilities, maximising success and engagement for our students and staff.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Engagement
- Positive School Culture

### Resources allocated to this strategic direction

**Professional learning:** \$3,198.00

### Summary of progress

#### Questions:

To what extent have we achieved our annual progress measures?

What lessons have we learned from our next steps?

What adjustments need to be made to the strategic direction?

#### Data

TTFM survey Data

Attendance Data

#### Analysis

The analysis will consider the evidence produced by the data collected.

#### Implication

The implications will be informed by the analysis. The implications will provide insight into:

\* 2022 activities

\*appropriateness of improvement measures

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• TTFM Increase advocacy at school from 84% in 2020 to 86% in 2021</li><li>• TTFM Increase sense of belonging from 76% in 2020 to 80% in 2021</li><li>• Decrease negative recorded behaviours and suspensions by a minimum of 2% determined by a two year baseline of incident reports as at year end 2020 (8 recorded suspensions, 12 red slips and 219</li></ul>	<p>The TTFM student survey in 2021 indicated the following results -</p> <ul style="list-style-type: none"><li>• TTFM Increase advocacy at school from 84% in 2020 to 91 in 2021</li><li>• TTFM Increase sense of belonging from 76% in 2020 to 70% in 2021</li><li>• Decrease negative recorded behaviours and suspensions by a minimum of 2% determined by a two year baseline of incident reports as at year end 2020 (8 recorded suspensions, 12 red slips and 219 yellow slips in 2020) in 2021</li></ul>

yellow slips in 2020) in 2021.	
<ul style="list-style-type: none"> <li>• Wellbeing - Between 89.9% and 91.5% of students reporting positive wellbeing as evidenced by Tell Them From me.</li> <li>• Attendance - Between 84.4% and 86.4% of students attending school for 90% of time or more.</li> </ul>	<p>According to the</p> <ul style="list-style-type: none"> <li>• Wellbeing - Between 86% of students reporting positive wellbeing as evidenced by Tell Them From me Primary 11</li> </ul>
<ul style="list-style-type: none"> <li>• Attendance - Between 81.4% and 87.4% of students attending school for 90% of time or more</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance - 30 % of students attending school for 90% of time or more. This is drastically impacted by covid 19 and isolation requirements in 2021.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$134,318.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Banksmeadow Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Targeted/funded students gaining greater access to literacy and numeracy outcomes through direct support, programs and resources that are differentiated to meet their individual needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, the school will extend the role of the SLSOs to provide support to targeted groups of students, with a focus on literacy. This will allow larger cohorts of students in each class to receive additional support.</p>
<p>Socio-economic background</p> <p>\$53,453.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Banksmeadow Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through [program] to support student learning</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The employment of an Occupational Therapist to work with teachers and families. It has also resulted in providing families with support when connecting with external services. The expertise that it brings to our Learning and Support team has impacted in individual and groups of students in achieving goals from their individual education plan. In addition we have been able to support students and families with access to resources and opportunities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to employ the occupational therapist.</p>
<p>Aboriginal background</p> <p>\$15,636.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Banksmeadow Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader</p>

<p>Aboriginal background</p> <p>\$15,636.00</p>	<p>student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in Aboriginal and/or Torres Strait Islander students having increased opportunities to access the curriculum through personalised plans and access to teacher support and targeted resources. The Aboriginal teacher has developed strong connections between home and school. excursion and incursion costs have been supported where requested or required.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, the school will continue with its current support model. The school will engage with the Aboriginal Education Officer for additional resources and training for staff as required and it is also expected that more opportunities will be available for Aboriginal and Torres Strait Islander students to participate in events across the network.</p>
<p>English language proficiency</p> <p>\$73,349.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Banksmeadow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A dedicated EAL/D teacher being able to support the development of English language skills in identified students through intensive withdrawal and in-class additional support programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, the school expects to receive flexible funding and staffing allocation. This funding will likely be used to continue with the model from 2021.</p>
<p>Low level adjustment for disability</p> <p>\$31,927.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Banksmeadow Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Low level adjustment for disability</p> <p>\$31,927.00</p>	<ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This program has allowed a greater number of students to receive intensive literacy support which compliments the COVIDLSP</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The intensive withdrawal model was preferred by the school and data reflects greater gains for the students, compared to the traditional in-class roving support previously offered.</p>
<p>Professional learning</p> <p>\$27,198.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Banksmeadow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• QTR</li> <li>• Positive School Culture</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• Release of teachers to participate in collaborative planning days</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The full impact of this program was impeded by covid-19. However writing results in NAPLAN demonstrated excellent growth. Collaborative planning days also ensured that all staff contributed to the development of programs and resources and that there was a shared commitment to engaging in relevant research, data analysis and professional learning to support classroom practices.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The model that was utilised in 2021 will continue in 2022. It is hoped that the easement of COVID restrictions will allow the school to begin work on the QTR.</p>
<p>Beginning teacher support</p> <p>\$4,485.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Banksmeadow Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Release time for teacher to work with a mentor for programming, assessment and report writing.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>Beginning teacher support</p> <p>\$4,485.00</p>	<p>The beginning teacher program highlights areas for future professional learning for both the mentor and the mentee and provide the opportunity to evaluate and reflect on learning</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The program will continue with beginning teachers in 2022.</p>
<p>Literacy and numeracy</p> <p>\$2,800.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Banksmeadow Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Purchase of decodable readers</li> <li>• Purchase of reading assessment kit Years 3-6</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Enabled teachers to focus on evidence based teaching strategies using decodable readers. The assessment kit has supported the ability of teachers to benchmark students in Years 3-6 and identify those that require additional support. It allows teachers to engage in the whole school assessment schedule.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> These resources will continue to be well utilised in 2022. A focus on quality guided reading texts for 3- in 2022.</p>
<p>QTSS release</p> <p>\$68,504.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Banksmeadow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This funding resulted in greater opportunities for students to excel in literacy and numeracy through ability of exec to work in classrooms, designing/running PL and drive collaborative planning. This has also enabled exec to work with students supporting behaviour and wellbeing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This model will continue in 2022 as it was highly valued by staff and students.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Banksmeadow Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This funding has resulted in the employment of a class teacher 0.3 to work with evidence based practices and compliment the covid ILSP for students at risk in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The funding for this initiative in 2022 will be used for the same purpose.</p>
<p>COVID ILSP</p> <p>\$101,001.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students in Years 2-6 receiving intensive small group support in Literacy and Numeracy. The funding allowed for the employment of a teacher 0.8 to work with small groups of students. These groups are carefully constructed using assessment data and evaluated every 5 weeks.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The program has been successful as reflected in internal and external data. It will continue in 2022 although funds significantly reduced.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	167	172	161	159
Girls	111	140	140	142

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.6	94.9	94.8	94.7
1	95.7	95.8	91.4	93.9
2	94.8	92.7	95.3	93.6
3	93.8	94.5	91.9	95.8
4	92.7	94.2	92.8	94
5	94.2	92.9	89.1	92.8
6	94.4	94.3	90.9	91.8
All Years	94.6	94.2	92.2	93.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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
Teacher ESL	0.2
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	236,237
<b>Revenue</b>	4,169,452
Appropriation	4,066,540
Sale of Goods and Services	-2,351
Grants and contributions	104,106
Investment income	357
Other revenue	800
<b>Expenses</b>	-4,108,199
Employee related	-3,781,304
Operating expenses	-326,894
<b>Surplus / deficit for the year</b>	61,254
<b>Closing Balance</b>	297,490

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	134,318
<b>Equity Total</b>	252,552
Equity - Aboriginal	15,637
Equity - Socio-economic	53,453
Equity - Language	73,052
Equity - Disability	110,409
<b>Base Total</b>	2,783,439
Base - Per Capita	82,041
Base - Location	0
Base - Other	2,701,398
<b>Other Total</b>	718,465
<b>Grand Total</b>	3,888,773

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.

## Parent/caregiver, student, teacher satisfaction

In 2021 parents, students and teachers completed the Tell Them from Me surveys.

In 2021, feedback from parents and carers was collected using the Tell Them From Me (TTFM) Partners in Learning Survey.

Parent feedback provided the school with the following data:

- parents felt welcome at the school (despite limited opportunities due to COVID) with a mean score 0.4 above the NSW Government norm.
- parents felt well informed with a mean score 0.5 above the NSW Government norm.
- parents indicated that the school supports learning and there was a strong indication that the school supports inclusive learning.

\* parents felt highly informed of school programs, events and matters involving their child/children with the school mean 1.0 above the government norm

Moving forward in 2022, greater emphasis will be placed on re-establishing 'on site' partnerships with families and increasing opportunities to work in collaboration with community organisations and other schools for the benefit of the students.

In 2021, the school received very pleasing feedback through the TTFM survey (Years 4-6)

Student responses indicated that the school was performing well in the following areas:

- 97% of students indicated strongly that the school had expectations for success.
- students indicated a strong level of advocacy at school - 91% (up from 84% in 2020)
- 70% of students indicated a sense of belonging which was a drop from 76% in 2020

Moving forward in 2022 Student feedback will also be collected through Student Representative Council (SRC) meetings. These meetings provide a regular forum for students to 'share their voice' and contribute to the organisation and running of events and initiatives across the school. They were highly disrupted during covid in 2021.

In 2021, teacher feedback was measured through a variety of methods including the TTFM survey, internal staff surveys and discussions held during team and whole staff meetings. Teacher feedback indicated the following:

- staff felt highly supported by their peers and the school's leadership team to improve teaching practice.
- staff believed that the school is an inclusive environment that includes students with additional learning needs in classroom activities and uses individual education plans to set goals for students with additional needs.
- staff felt that the school was collaborative and that staff and students benefited from collaborative planning and resource development as well as opportunities to share ideas and expertise

Moving forward, the school will continue to prioritise professional learning that aligns to the school's strategic directions. Further opportunities will also be developed for staff to lead professional learning for colleagues. Data literacy and the use of data to inform practice will also remain a high priority for staff in 2022.

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.