2022 Annual Report

Banksmeadow Public School

1121

Introduction

The Annual Report for 2022 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

Banksmeadow Public School

Trevelyan & Wiggins Sts

Botany, 2019

https://banksmeado-p.schools.nsw.gov.au

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

9316 9608

Message from the principal

I am delighted to present the annual school report for the 2022 academic year. I would like to take this opportunity to thank our dedicated staff, parents, and students for their hard work and commitment to our school's vision and mission.

As a school, we have continued to focus on our strategic directions to ensure we provide our students with the best possible education. Our three key strategic directions are:

1. Student growth and attainment: We strive to create a learning environment that supports and challenges our students to achieve their full potential. We have implemented a range of evidence-based teaching practices that have led to improved student outcomes, as reflected in our assessment data.
2. Collaborative practice: We recognise the importance of collaboration among staff, students, and parents to achieve our goals. We have worked hard to create a culture of collaboration and professional learning, which has led to more effective teaching and improved student outcomes.
3. Wellbeing and engagement: We believe that a positive and supportive school environment is essential for our students' wellbeing and engagement in learning. We have implemented various programs to support student wellbeing, such as our mindfulness program, and have seen a positive impact on our students' mental health and engagement in learning.

We are very proud to have a preschool and a support unit. Our preschool provides a nurturing and stimulating environment that supports children's social, emotional, and cognitive development. Our support unit provides individualised support to students with additional needs, ensuring they can access the curriculum and participate fully in school life.

I would like to thank our staff, parents, and students for their ongoing support and commitment to our school's vision and mission. We are proud of our achievements this year and look forward to continuing to provide an outstanding education for our students.

Sincerely,

Fiona Dixon

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

Low level adjustment for disability: $31,927.00
Literacy and numeracy intervention: $36,200.00
Literacy and numeracy: $7,916.00
Professional learning: $7,000.00
Per capita: $85,501.00

Summary of progress

The focus for 2022 was to embed evidence based practices in K-6 classrooms, particularly K-2 as an accelerated adopter school. The school provided teachers with opportunities to develop their knowledge and skills in the most current research of best practice in teaching Mathematics and English. This included the support from the expertise of the curriculum advisor to guide our Stage one teachers in implementing the K-2 curriculum. Demonstration lessons and ongoing professional learning in regular stage meetings throughout the year was organised and all Stage One teachers were involved. A range of resources including quality texts and decodable readers were purchased to support the implementation of the units. As a result, teachers were able to use the time allocated each week to familiarise themselves with the new unit lessons, share ideas and resources with colleagues and use consistent teacher judgement to compare work samples as well as establishing resources for lessons. Teachers built their knowledge over time of the components and outcomes of the syllabus and were able to develop confidence. Teachers started to evaluate data from a small group of students in the form of work samples to inform future practice. The units were very detailed and the teachers did find some of the content not suitable for the needs of the students and learnt to differentiate the program to suit student needs.

Next year the focus will be to collect data on a consistent basis and provide opportunities for teachers to analyse this data using the progressions which will support improvement towards future planning.

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
A minimum of 45.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading (system negotiated target).	In 2022, the annual progress measures indicate that the school has exceeded the expected level of achievement. In NAPLAN Reading, 56% of Year 3 students and 46% of Year 5 students scored in the top 2 bands. As an overall school result, 52% 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 2023.
N/A	N/A
A minimum of 35.7% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy. (system negotiated target).	In 2022, the annual progress measures indicate that the school has exceeded the expected level of achievement. In NAPLAN Numeracy, 46% of Year 3 students and 21% of Year 5 students scored in the top 2 bands. As an overall school result, 37% 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 2023.

N/A	N/A
70% of students reach the expected end of year progression level in Understanding texts ESI - (UnT4-UnT5) Stage 1 (UnT5-UnT6) Stage 2 (UnT6-UnT8) Stage 3 s (UnT7-UnT9)	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. 54% of students in Early Stage 1 achieved the end of year progression level in Understanding Texts (4 and 5) in the Comprehension Domain. 51% of students in Stage 1 achieved the end of year progression level in Understanding Texts (5 and 6) in the Comprehension Domain. 73.57% of students in Stage 2 achieved the end of year progression level in Understanding Texts (6 - 8). 69% of students in Stage 3 achieved the end of year progression level in Understanding Texts (7 - 9).
70% of students reach the expected end of stage progression level in quantifying numbers and number patterns and algebraic thinking. ES1 (QuN1-QuN6) ES1 (NPA1-NPA2) Stage 1 (QuN6-QuN8) Stage 1 (NPA3) Stage 2 (QuN8-QuN10) Stage 2 (NPA4-NPA6) Stage 3 (QuN11-QuN12) Stage 3 (NPA4-NPA7)	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 patterns and algebraic thinking. The summary below is based on available data. 58% of students in Early Stage 1 achieved the end of year progression level in Quantifying number (1-6) 54% of students in Early Stage 1 achieved the end of year progression level in number patterns and algebraic thinking (1-2) 62% of students in Stage 1 achieved the end of year progression level in Quantifying number (6-8) 63% of students in Stage 1 achieved the end of year progression level in number patterns and algebraic thinking (3) 48% of students in Stage 2 achieved the end of year progression level in Number and Place Value (6-8) 31% of students in Stage 2 achieved the end of year progression level in number patterns and algebraic thinking (4-6) 73% of students in Stage 3 achieved the end of year progression level in Number and Place Value (8-10) . 45% of students in Stage 3 achieved the end of year progression level in number patterns and algebraic thinking (5-7).

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: $20,000.00

Summary of progress

The school focus for 2022 was on QTR and whole school assessment practices. The QTR initiative involved creating small school teams observing practice using the quality teacher model to provide feedback. In assessment teachers had opportunities to learn about the Department of Education resources available to them via ALAN. Teachers participated in professional learning to develop their understanding of how best to use these assessments, when to use the assessments and how to interpret the data from the assessments.

The QTR program was unable to run due to inability to secure casual staff to release teachers to regularly participate in the teaching rounds. Coaching and mentoring supported the enhancement of teachers to be able to utilise assessment tools to reflect on student achievement and plan furture learning.

In 2023 we will launch the QTR program which will be lead by executive staff and support teachers to build small learning communities. In 2023 teachers will be planning to utilise assessment data to plan learning on a consistent basis.

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
* The annual QTR Teacher Survey demonstrates a 5% improvement in teacher survey responses. * Delivery of 2 TPL sessions per term to build understanding of the QT Model (classroom and assessment practice).	Due to the teacher shortages and ongoing covid restrictions at the beginning of the year we were unable to implement this program. The QTR program will begin in Term 2 2023.. Two Assistant Principals will attend a 2 day professional learning program about quality teaching in practice through the QTR framework. The executive team will develop an action plan for teacher observations and professional reflection and feedback.
• 25 - 50% of staff have participated in at least one set of Quality Teaching Rounds in PLCs that cross stage and subject areas. • 25 - 50% of teachers collaboratively develop teaching and learning programs incorporating QTM. • Tell them from me(TTFM) teacher survey data show improvement in the following drivers of student outcomes - Collaboration (baseline 7.6) and	Due to the teacher shortages and ongoing covid restrictions at the beginning of the year we were unable to implement this program. The QTR program will begin in Term 2 2023.. Two Assistant Principals will attend a 2 day professional learning program about quality teaching in practice through the QTR framework. The executive team will develop an action plan for teacher observations and professional reflection and feedback.

learning culture (baseline (7.2)to 8 and 7.6 respectively	
School Assessment in the School Excellence Framework shows moving towards excelling in the following elements Assessment (Learning)- Data Skills and Use (Teaching) Effective Classroom Practice (Teaching)	Assessment - Students of concern were assessed in phonics and phonological awareness to inform future practice. These students were identified through learning and support meetings and formative assessment practice. The school introduced the use of the IFSR for teachers to gather data on student progress in Mathematical concepts to inform future planning. Data skills and Use - At the end of 2022, we analysed check in data to identify areas of student need.. The school leadership team comprehensively analyzed check In data to identify trends in cohort performance to identify skill gaps for improvements and areas for extension. All teachers are contributing to collecting and analysing data. Effective Classroom Practice - Teacher's lesson planning references student information including progress and achievement data.

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

QTSS release: $72,055.00

Summary of progress

Due to the COVID-19 pandemic and a teacher shortage, there have been challenges in achieving targets for student engagement and positive school culture. The pandemic forced schools to shift to remote and hybrid learning, which posed significant challenges in maintaining student engagement and building a positive school culture. Remote learning led to isolation and disconnection among students and teachers, and the absence of in-person interactions made it challenging to build a strong sense of community.

Additionally, the teacher shortage further exacerbated these challenges, as we struggled to provide students with adequate support and resources. With fewer teachers, it was more difficult to provide individualised attention and support for students, which has impacted their engagement and sense of belonging in the classroom.

Despite these challenges, we have made progress in addressing these issues. Teachers worked to develop innovative strategies to engage students remotely, such as using interactive digital tools and incorporating real-world examples to keep students interested and motivated. Schools have also prioritised building a positive school culture, such as by organising virtual events to provide students with opportunities for social interaction and connection.

Moving forward, it will be essential to continue to prioritise student engagement and positive school culture, particularly as we have returned to in-person learning. Addressing the teacher shortage will also be critical in ensuring that students receive the support they need to succeed.

Efforts to strengthen the learning and support team to support student needs have shown progress in improving academic achievement and student well-being. The executive team, school occupational therapist, key stakeholders and having an Assistant Principal (welfare and wellbeing) plays a critical role in identifying and addressing the academic and social-emotional needs of students, providing targeted support and resources to help students succeed.

By working collaboratively with teachers, parents, and other stakeholders, the learning and support team has developed effective interventions and strategies to support struggling students. This team provides individualised academic support, connecting students with counselling services, and collaborating with community partners to provide additional resources.

The Tell Them From Me survey is an important tool for gathering feedback from students, teachers, and parents about various aspects of school life, including student well-being. Progress has been made in using the data from the Tell Them From Me survey to inform decision-making and drive initiatives. Banksmeadow Public School has used the data to identify areas of strength and areas for improvement, and has developed targeted interventions and strategies to address student needs.

In the future, Banksmeadow Public School will continue to use the data from the Tell Them From Me survey to drive initiatives and improve student well-being. This may include conducting more frequent surveys to track progress and identify emerging issues, using data to inform professional development for teachers and staff, and involving students in the development and implementation of initiatives.

Additionally, it will be important for Banksmeadow Public School to use the data from the Tell Them From Me survey in a holistic way, considering the intersection of various factors that impact student well-being, such as social, emotional, and academic factors. By taking a comprehensive and data-driven approach to supporting student well-being, schools can help to create a positive and supportive learning environment where all students can thrive.

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
• TTFM Increase advocacy at school from 86% in 2021 to 87.5% in 2022 • TTFM Increase sense of belonging from 80% in 2021 84% in 2022 • Decrease negative recorded behaviours and suspensions by a minimum of 3% 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 2022.	Tell Them From Me data shows 71% of students identify as having positive Wellbeing (Sense of Belonging) at school indicating progress yet to be met. In order to improve upon these results, the school will be focusing on the following: 1. Fostering a Positive Classroom Culture by undertaking professional learning opportunities to build a positive and inclusive classroom environment that promotes a sense of belonging for all students. This will include encourage positive interactions among students and between students and teachers, and address any instances of bullying or exclusion promptly. 2. Build Positive Relationships through small interactive group sessions. Build positive relationships with students and create opportunities for them to build relationships with one another. 3. Increase Student Engagement: Promoting student engagement by providing opportunities for active learning and giving students a voice in their learning. Provide students with opportunities to contribute to the classroom and school community, such as through volunteering or extracurricular activities. This has been hindered this year due to cohorting and COVID. 4. Provide Adequate Support: Ensure that students have access to the support they need to succeed academically and emotionally through further detection in our Learning and Support meetings. Provide additional support or resources to students who need it, such as counseling. 5. Promote Student Autonomy: Encourage students to take ownership of their learning and decision-making. Provide opportunities for students to make choices and decisions about their learning and other aspects of school life. 6. Celebrate Diversity: Recognise and celebrate the diversity of the student body. Encourage students to share their cultural backgrounds and experiences and incorporate diverse perspectives and experiences into the curriculum. 7. Provide Regular Feedback: Professional learning on providing regular feedback to students on their academic progress and behaviour. This can help students feel valued and supported and promote a sense of belonging. It will also be helpful for the school to regularly monitor and assess student wellbeing using tools such as surveys or check-ins to track progress and identify areas for improvement.

• TTFM Increase advocacy at school from 86% in 2021 to 87.5% in 2022 • TTFM Increase sense of belonging from 80% in 2021 84% in 2022 • Decrease negative recorded behaviours and suspensions by a minimum of 3% 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 2022.	
• Wellbeing - Between 91.9% and 92.9% of students reporting positive wellbeing as evidenced by Tell Them From me. • Attendance - Between 86.4% and 87.4% of students attending school for 90% of time or more.	In Semester 2 2022 there was 293 students enrolled. The attendance rate was 87.6% which is an improvement from 84% in Semester 1. Our attendance rate increase can be contributed to a greater focus on targeting students with an attendance rate lower than 85% through our learning and support team meetings and following up with tailored support and advice for students with attendance issues.
• Attendance - Between 84.4% and 89.4% of students attending school for 90% of time or more.	The number of students who attend more than 90% of the time has also improved from 32.2% to 49.8%. Due to COVID regulations, and rules surrounding sickness and illness, this impacted our attendance of students over 90%. BPS will now focus on 1. Establishing Positive Relationships: Build positive relationships with students and their families. Make a concerted effort to get to know each student and their families personally. This helps create a sense of community and belonging, which can motivate students to attend school regularly. 2. Communicating Effectively: Keeping families and students informed about school policies and procedures, academic progress, and other important information. Using a variety of communication methods, such as phone calls, email, newsletters, and social media, to ensure that information is reaching families in a timely and accessible way. 3. Identify and Address Barriers: Identify any barriers to attendance and work to address them. This could include addressing transportation issues, providing support for students with health issues, or addressing family challenges that may be affecting attendance. This will be raised through our learning and support meetings as well as using the school Occupational Therapist. 4. Use Data to Inform Interventions: Monitor attendance data regularly and use it to inform interventions (AP wellbeing and Wellfare). This could include tracking individual student attendance, identifying trends in attendance patterns, and targeting interventions to specific students or groups. 5. Make Learning Engaging: Through professional learning, teach staff to create a positive and engaging learning environment that motivates students to attend school. Use hands-on, interactive learning activities and connect learning to students' interests and experiences. It will also be helpful to regularly monitor attendance data and assess the effectiveness of interventions to identify areas for improvement.

Funding sources	Impact achieved this year
Integration funding support $139,606.00	Integration funding support (IFS) allocations support eligible students at Banksmeadow Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of behaviour management plans • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) **The allocation of this funding has resulted in the following impact:** Integration funding support for students with additional needs had a significant impact on their educational experience. This funding provided resources and support for students with disabilities or other additional needs to access the curriculum and participate in school life. Integration funding provided additional staff, such as teaching aides or specialist teachers, to support students with complex needs. With this support, students with additional needs were able to participate fully in their educational experience, achieve their learning goals, and develop their social and emotional skills. **After evaluation, the next steps to support our students will be:** Continue with literacy and numeracy interventions. Meetings to continue between individual equity and class teachers to analyse data, make learning adjustments and check student progress. IEPs to be updated in 2023
Socio-economic background $76,257.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of an Occupational Therapist to support students with additional learning needs **The allocation of this funding has resulted in the following impact:** Students who have additional needs or difficulties with fine motor skills and sensory processing were able to receive the support they needed to improve their academic performance. With the help of the occupational therapist, students were able to develop skills that would help them succeed both in and out of the classroom. Additionally, having an occupational therapist on staff at the school helped to increase awareness about the importance of addressing sensory and motor difficulties in children. Teachers and parents were able to learn techniques and strategies to support children with these challenges, which could prevent more significant difficulties from developing later on. The occupational therapist also worked collaboratively with teachers,

Socio-economic background $76,257.00	parents, and other professionals to develop and implement strategies to support students. This approach helped to create a more cohesive and effective system for addressing student needs. **After evaluation, the next steps to support our students will be:** Continue to employ the OT in 2023 and continue to have the OT sit on the Learning and Support Team.
Aboriginal background $14,920.00	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 student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** In 2023, 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. In 2023 the school will explore the K-10 Aboriginal Languages syllabus.
English language proficiency $50,366.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Banksmeadow Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in the following impact:** The EALD teacher helped students develop their language skills in English and supported them to integrate with their peers, build their confidence and self-esteem, and access the curriculum in a meaningful way. They also worked collaboratively with classroom teachers to ensure that the learning needs of EALD students were understood and met, and that their cultural backgrounds and perspectives were valued and respected. **After evaluation, the next steps to support our students will be:**

English language proficiency $50,366.00	We will continue this model in 2023.
Low level adjustment for disability $31,927.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting **The allocation of this funding has resulted in the following impact:** This program has allowed a greater number of students to receive intensive literacy support which compliments the COVidILSP. Most students improved results on tracking sheet and made progress in post assessment. Students' confidence increased and they enjoyed the individual support. Individual learning plans written and implemented for all students identified under the National Consistent Collection of Data for students with a disability. **After evaluation, the next steps to support our students will be:** We will continue the intensive withdrawal model as it has been was preferred by the school and data reflects greater gains for the students.
Professional learning $27,000.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Numeracy • Excellence in Assessment **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching numeracy • Release for teachers to participate in collaborative planning days. **The allocation of this funding has resulted in the following impact:** Numeracy results in NAPLAN and internal assessment measures have demonstrated good 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. **After evaluation, the next steps to support our students will be:** Due to a teacher shortage we were unable to proceed with our QTR initiative. We look to begin this program in Term 2 2023.
Literacy and numeracy $7,916.00	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. **Funds have been targeted to provide additional support to students**

Literacy and numeracy $7,916.00	**enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this initiative funding include:** • updating reading resources to meet the needs of students • purchasing of literacy resources such as quality picture books for guided and shared instruction **The allocation of this funding has resulted in the following impact:** Enabled teachers top focus on evidence-based teaching strategies using decodable readers. This reading program has been rolled out during 2022 in K-2 and in year 3 and 4 where required. **After evaluation, the next steps to support our students will be:** A focus on quality literature to support history, geography and science units. Purchase of additional maths resources for every classroom.
QTSS release $72,055.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Banksmeadow Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Positive School Culture **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** This model will continue ion 2023 as it was highly valued by staff and students and the community.
Literacy and numeracy intervention $36,200.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this initiative funding include:** • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy **The allocation of this funding has resulted in the following impact:** This partially funded the AP as an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students through the learning and support program.

Literacy and numeracy intervention $36,200.00	**After evaluation, the next steps to support our students will be:** We will continue this initiative in 2023.
COVID ILSP $81,516.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** Additional small group instruction was delivered in literacy and numeracy. Teachers, students and parents report increased motivation and confidence for all students. Qualitative evidence indicates all students have increased their repertoire of reading strategies and are more effectively applying these skills across a broader range of texts and learning areas. **After evaluation, the next steps to support our students will be:** There will be continued strengthening of personalised literacy and numeracy intervention programs supported with increased data analysis and use.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	172	161	159	159
Girls	140	140	142	134

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	94.8	94.7	90.9
1	95.8	91.4	93.9	81.9
2	92.7	95.3	93.6	84.0
3	94.5	91.9	95.8	85.7
4	94.2	92.8	94.0	90.1
5	92.9	89.1	92.8	88.8
6	94.3	90.9	91.8	83.5
All Years	94.2	92.2	93.8	86.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	14.05
Literacy and Numeracy Intervent	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	7.72

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	221,366
Revenue	4,628,718
Appropriation	4,396,685
Sale of Goods and Services	3,235
Grants and contributions	209,298
Investment income	3,649
Other revenue	15,850
Expenses	-4,522,439
Employee related	-4,047,064
Operating expenses	-475,375
Surplus / deficit for the year	106,279
Closing Balance	327,646

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	141,676
Equity Total	249,875
Equity - Aboriginal	14,920
Equity - Socio-economic	53,069
Equity - Language	73,350
Equity - Disability	108,536
Base Total	2,832,595
Base - Per Capita	85,502
Base - Location	0
Base - Other	2,747,093
Other Total	788,153
Grand Total	4,012,299

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.

Parent/caregiver, student, teacher satisfaction

In 2022 parents, students and teachers completed the Tell Them from Me surveys.

In 2022, feedback from parents and carers was collected using the Tell Them From Me (TTFM) Partners in Learning Survey. A very limited number of parents completed the survey which must be factored in when analysing the results.

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 0.2 above the NSW Government norm.
- parents feel they can easily speak to their child's teacher.
- parents indicated that the school reports are written in terms they understand (0.1 above NSW Gov norm)
- Parents indicated that students are expected to pay attention in class and their child is clear about rules for behaviour.

Moving forward in 2023, greater emphasis will be placed on connecting with parents to complete the survey. In addition more work to ensure parents are aware of the depth and breadth of our work, including additional programs run by teachers.

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:

- 96% of students indicated strongly that the school had expectations for success.
- 88% students indicated a strong level of advocacy at school
- 80% of students indicated a sense of belonging which was an increase from 70% in 2022

Moving forward in 2022 Student feedback will continue to 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. opportunities for student voice is an important initiative in SD3 and will continue to be an area of focus in 2023.

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 felt there was a consistent focus on professional learning in the areas of literacy/numeracy and the new curriculum.
- 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 valued the collaboration with the support unit and preschool teachers.

Moving forward, the school will continue to prioritise professional learning that aligns to the school's strategic directions.

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 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

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.