

2022 Annual Report

Bankstown North Public School



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Introduction

The Annual Report for 2022 is provided to the community of Bankstown North 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.

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School vision

At Bankstown North Public School we focus on high expectations, quality teaching and positive partnerships to ensure our students have the best education. We strive to develop creative, resilient, lifelong learners who are prepared for the future through continuous reflection on our practice. We value collaboration between the school, our parents and the wider community to support the needs of every child.

School context

Bankstown North Public School is a P2 school in South West Sydney. The school has an enrolment of approximately 339 students, with 99% coming from English as an Additional Language and/or Dialect (EAL/D) backgrounds. We have over 33 different language groups represented in our school. Our enrolments have been quite stable over the past few years however, this is projected to be increasing over the next few years with local residential developments.

Our school is currently undergoing a significant redevelopment with delivery of a brand new state of the art school facility due for completion in 2022. This will deliver 24 new collaborative classroom spaces, a new library and administrative area. Staff are currently undertaking extensive professional learning in best practice for innovative learning spaces in preparation for delivering quality educational practice in our new build.

Staff at Bankstown North Public School are committed to providing students with challenging and engaging learning experiences which enable them to demonstrate growth in their learning. Collaborative practice and consistent teacher judgement is a key focus for Professional Learning as every teacher continues to extend their knowledge through new learning. Positive partnerships are highly regarded by all stakeholders as a means to support students in their learning. Bankstown North Public School provides a wide range of extra-curricula opportunities for our students including drama club, K-6 dance groups, sporting events and chess club.

EAL/D and Learning and Support teachers provide specific and additional teaching and learning programs for students in collaboration with their classroom teacher. Every student is monitored and assessed to ensure progress is achieved and maintained through Personalised Learning and Support Plans (PLasPs) and Personalised Learning Plans (PLPs).

Through our situational analysis we have identified several areas of focus for our 2021-2024 Strategic Improvement Plan. This includes improving our Reading and Numeracy programs and achievement, developing sustainable connections with our students, staff and community which reflect our high expectations and aspirations for the future, and utilising data driven practices which ensures students have access to stage appropriate differentiated learning.

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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Student progress is regularly monitored through formative and summative assessment practices ensuring syllabus alignment and consistent teacher judgement. Teachers engage in regular professional dialogue and plan collaboratively to ensure teaching and learning programs challenge and engage all students. Data sources are utilised to determine, monitor and plan high level learning activities.

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.

- Collaborative Practice
- Data Driven Practices

Resources allocated to this strategic direction

Professional learning: \$5,000.00

Socio-economic background: \$65,000.00

Low level adjustment for disability: \$186,444.29

AP Curriculum & Instruction: \$120,000.00

Summary of progress

This year the leadership team established professional learning communities (PLCs) focused on continuous improvement of teaching and learning. With the support of our educational partner, SPELD NSW, the English PLC and executive, delivered a series of Professional Learning (PL) to the whole school. Topics covered during PL included cognitive processes involved in how students learn to read, explicit instruction using the gradual release model, programming using an interim Spelling Scope and Sequence, phonics and spelling instructional routines, the role and use of decodable readers, and assessing phonics and spelling formatively, as well as, a range of evidence-informed assessments including InitialLit Spelling assessments for K-2 and The Diagnostic Spelling Test - Nonwords (DiSTn) for 3-6.

Differentiated professional learning for all staff encompassed lesson observations, demonstration lessons by executive, peer observations, data conversations, and collaborative planning. This resulted in significant changes to teacher programming, assessment, classroom routines and teaching practice.

To gather staff voice on implementation the English PLC conducted a survey in Week 5 of Term 4.

Survey results revealed that there was:

- 70% growth (from 18% to 70%) in how confident staff felt in their knowledge of the content (Phonics and Spelling) of the interim Spelling Scope and Sequence.
- 82% growth (from 6% to 88%) in how confident staff felt in programming for spelling instruction using the interim Spelling Scope and Sequence
- 82% growth (from 12% to 94%) in how confident staff felt in teaching spelling to their students; and
- 71% growth (from 29% to 100%) in how confident staff felt assessing students skills in spelling.

Furthermore, analysis of pre and post student DiSTn 3-6 spelling data showed that there was a:

- 1% increase (from 1% to 2%) of students in Years 3-6 who scored in the *Above* or *Well above average* percentile
- 20% increase (from 15% to 35%) of students in Years 3-6 who scored in the *Average* percentile
- 4% decrease (from 42% to 37%) of students in Years 3-6 who scored in the *Below average* percentile
- 19% decrease (from 36% to 17%) of students in Years 3-6 who scored in the *Well below average* percentile; and
- 5% decrease (from 5% to 0%) of students in Years 3-6 who scored in the *Substantially below average* percentile

Although we have made positive gains in the chosen area of focus Spelling over 3 terms, 54% of Years 3-6 students are still *below* or *well below* average, therefore Spelling will remain a priority in 2023.

The focus for Term 4 was to build the capacity of our English PLC in fluency and assessments used to measure fluency. This involved our Educational Partner, SPELD NSW, delivering professional learning to the PLC. The PLC in collaboration with SPELD NSW and Sarah McDonagh aims to implement fluency learning whole-school in Term 1, 2023 alongside Spelling.

In 2022, a Numeracy Professional Learning Community (NPLC) was established as part of the school's journey in establishing PLCs. The school's decision to prioritise Literacy due to a statewide movement in reading pedagogy meant that numeracy did not become a major whole school priority. The PLC focussed on evaluating prior professional learning undertaken by staff prior to 2022, implementation of consistent K-6 assessments, explicit programming and external data triangulation. Evidence-based learning was one of the key drivers in our professional learning journey in improving teaching and learning. The NPLC undertook research based on; Barak Rosenshine 'Principles of Instruction', Di Siemon 'Big Ideas in Number', Sarah Powell 'Mathematic Intervention' and Peter Sullivan 'Working Mathematically (Problem Solving and Reasoning)'.

Initial teacher survey results indicated:

- some K-2 teachers engaged in numeracy professional learning (PL) in 2021.

-all staff wanted whole school professional learning in syllabus content, teaching and learning strategies and practice as well as consistent K-6 assessments.

2022 Numeracy Progress:

In 2023 Stage 2 teams built capacity in analysing and triangulating external data (NAPLAN, Check-in and ACER Progressive Achievement Test (PAT)) to identify cohort needs to inform teaching and learning. Early Stage 1 and Stage 1 teams built capacity in administering Interview for Student Reasoning-Additive (IfSR) and analysing the data to identify student needs using numeracy progression version 3 markers.

All staff K-6 participated in initial PL on the new K-2 mathematics syllabus and unpacking the Numeracy Progressions version 3- Number and Place Value, Counting processes, additive and multiplicative strategies. K-6 teachers are working towards using the numeracy progressions to develop and implement daily reviews in daily mathematics lessons as part of explicit teaching and formative assessment. Year 2, 3, 4 and 5 classes were targeted by the Assistant Principal, Curriculum and Instruction to support teachers and students through demonstration shoulder to shoulder lessons and programming based on problem solving skills.

Late in term 4 stage 2 and 3 teachers unpacked the new 3-6 Mathematics syllabus as part of curriculum reform. Stage 2 and 3 will be using the new syllabus in 2023 and planning days focused on developing a scope and sequence for term 1 2023. Early stage 1 and stage 1 began to develop term 1 2023 programs using the k-2 mathematics unit by NESA.

The NPLC designed a consistent K-6 mathematics program template which was NESA compliant and incorporated evidence-based research findings ready for 2023 programming. The program template included daily reviews, fluency and resources required for scaffolding student learning.

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 proportion of Year 3 and 5 students achieving Top 2 Bands in NAPLAN Reading increases by 8.6% to meet or exceed the lower bound system negotiated target.	34.6% of students in years 3 and 5 achieved in the top 2 bands in NAPLAN Reading 2022. There was a 2.8% increase of year 3 and 5 students in the top 2 bands compared to the 31.8% lower bound target.
The proportion of Year 3 and 5 students achieving Top 2 Bands in NAPLAN Numeracy increases by 8.2% to meet or exceed the lower bound system negotiated target.	20.7% of students in years 3 and 5 achieved in the top 2 bands in NAPLAN Numeracy 2022. The lower bound targets of 24.2% indicates a decline of 3.5%. There has been a 4.7% increase from the baseline of 16.0%.
65% of Year 1 students achieve Phonic Knowledge and Word Recognition PKW5 on the Learning Progressions by the end of Semester 1.	57% of Year 1 students achieved Phonic Knowledge and Word Recognition (PKW5) in the Learning Progressions by the end of Semester 1 indicating we have exceeded our school established target
Excelling in the theme of "Data Use in Teaching" within the School Excellence Framework (SEF) element of "Data Skills and Use".	Self-assessment against the School Excellence Framework shows the school progressed from Delivering to Sustaining and Growing in the elements of Data Use in Teaching and Data Analysis.



Strategic Direction 2: High Expectations for all

Purpose

Students need to be consistently challenged in all areas of their learning and development and every student will be provided with learning programs which meet their needs. Teachers engage with continuous professional learning informed by evidence-based practices to deliver responsive, high quality and innovative learning programs. Our school community is aspirational and values both education and opportunities for the future.

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.

- High Expectations and Explicit Teaching
- Personalised Learning and Differentiation

Resources allocated to this strategic direction

Integration funding support: \$62,289.00

English language proficiency: \$332,928.62

Summary of progress

Our focus for 2022 has been on implementing evidence-based explicit instruction including Direct Instruction (EDI) and Science of Reading to build an evidence informed instructional approach. The focus on professional learning has driven ongoing efforts to support the professional growth of all teaching staff to deepen teaching practice for continuous growth in student progress and achievement. All staff engaged in school-based and external high impact professional learning (HIPL) to develop teacher knowledge around how students learn to read and its implications for classroom practice.

Differentiated professional learning for all staff included demonstration lessons by executive, data conversations and collaborative planning. This resulted in positive changes to teacher programming, assessment, classroom routines and teaching practice. All classroom teachers are now integrating explicit phonics and spelling instruction as part of their reading comprehension programs. K-2 classroom have implemented a structured literacy block to ensure all elements of *reading* are explicitly taught. Overall, 2022 professional learning data has shown a positive trend. Next year a 3-6 structured literacy block will be established. We will continue our focus on HIPL, particularly on the Science of Teaching and Learning so that explicit instruction is applied to all Key Learning Areas. We will continue to collaborate with other schools to share and embed best practice, provide additional collaborative planning and instructional coaching time, as well as strengthen data practices to build teacher capacity.

To determine if students had made progress in reading as a result of professional learning, effect-sizes were calculated.

Results revealed that:

- **95%** of students in **Years K-2** achieved an **effect size of 0.4 or greater** in reading measured by WARN, WARL and WARP; and
- **89.9%** of students in **Years 3-6** achieved an **effect size of 0.4 or greater** in reading measured by WAR

All students are supported through targeted curriculum differentiation that supports and challenges student learning by identifying our most vulnerable students who require support via learning and support (LaST), English as an Additional Language (EAL/D), School Learning and Support Officers (SLSOs) and Aboriginal Education. Students with limited English are provided with additional scaffolding or differentiated tasks linked to the EAL/D Progressions. Our Aboriginal students have a clear Personalised Learning Plan (PLP) that supports attendance at school, literacy and numeracy development and a cultural goal, designed in consultation with the parents and classroom teacher. This year we have established a Response to Intervention (RTI) model in our school which ensures that all students needing additional literacy and reading support identified through universal screeners and class-based assessments are provided with extra instruction either in class or via a small group withdrawal setting.

Analysis of data showed:

- **90%** of targeted students in **ES1** who received **intervention** achieved an effect size of 0.4 or greater in reading measured by Wheldall Assessment of Reading Non words (WARN);
- **96%** of targeted students in **Year 1** who received **intervention** achieved an effect size of 0.4 or greater in reading measured by WARN and Wheldall Assessment of Reading List (WARL);
- **87%** of targeted students in **Year 2** who received **intervention** achieved an effect size of 0.4 or greater in reading measured by WARN and WARL.;

- **89%** of targeted students in **Year 3** who received **intervention** achieved an effect size of 0.4 or greater in reading measured by Wheldall Assessment of Reading Passage (WARP);
- **81%** of targeted students in **Year 4** who received **intervention** achieved an effect size of 0.4 or greater in reading measured by WARP;
- **83%** of targeted students in **Year 5** who received **intervention** achieved an effect size of 0.4 or greater in reading measured by WARP;
- **75%** of targeted students in **Year 6** who received **intervention** achieved an effect size of 0.4 or greater in reading measured by WARP.

Next year will trial using the Dynamic Indicators of Basic Early Literacy Skills (Dibels) assessment from Kindergarten through to Year 6 to identify, monitor and provide supports for students that are at risk in their development of early literacy and early reading skills. We will continue to ensure that our targeted students are provided with personalised learning and differentiation through our newly established RTI model. Furthermore, the school is looking at providing additional intensive support for the large number of students who are starting school with oral language difficulties.

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 proportion of Year 3 and 5 students achieving expected growth in NAPLAN Reading increases by 7% to meet or exceed the lower bound system negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The proportion of Year 3 and 5 students achieving expected growth in NAPLAN Numeracy increases by 4% to move towards the lower bound system negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
School mean for the Tell Them From Me TTFM "Expectations for Success" measure shows an upward trend towards the NSW Govt. Norm.	The school mean for Expectations for Success increased by 0.1 indicating an upward trend towards the NSW Govt. Norm.
The proportion of Year 2-6 students achieving 0.4 growth (effect size) in PAT Reading increases by 8-10% above 2020 baseline.	65.6% of Year 2-6 students achieved 0.4 growth (effect size) in PAT Reading which is an increase of 8.2% above the 2020 baseline.
The proportion of Year 2-6 students achieving 0.4 growth (effect size) in PAT Numeracy increases by 8% above 2020 baseline.	71.8% of Year 2-6 students achieved 0.4 growth (effect size) in PAT Numeracy which is an increase of 9.6% above the 2020 baseline.

Strategic Direction 3: Positive Partnerships

Purpose

Robust programs exist to build upon students' skills, knowledge and understanding. We have strong relationships and meaningful connections with our students, their families and the wider school community. We are able to utilise our connections to facilitate additional supports for families when required. Our staff, students and parents work collaboratively in a positive partnership to proactively support each other.

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.

- Connections and Continuity
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$111,780.74

Refugee Student Support: \$3,655.78

Aboriginal background: \$716.37

Summary of progress

Our focus in 2022 was to continue to engage our students in robust wellbeing programs to build upon skills, knowledge and understanding of how to react in difficult situations. We have continued to maintain strong relationships and meaningful connections with our students, their families and the wider school community and utilise our connections to facilitate additional supports for families when required. Our staff, students and parents work collaboratively in a positive partnership to proactively support each other across areas of need.

Our continuous engagement with the Positive Living Skills (PLS) program has resulted in an upward trend in 'expectations for success', 'advocacy at school' and 'positive relationships' in our 2022 Tell Them From Me (TTFM) data results. Our PLS program is implemented in classrooms each fortnight, with a clear scope and sequence in place to support students' wellbeing. Furthermore, our Song Room program provided all students equal access to a dance program that focused on self-esteem and high expectations for all to achieve. Dances were differentiated based on the needs of the students and students with additional needs were provided with slow, clear, explicit instructions resulting in a 98% satisfaction rate in the program by our students.

We provide strong transition points between preschool to Kindergarten and Year 6 to Year 7, through targeted Kindergarten transition programs and high school transition meetings. Our Kindergarten transition programs are completed in a structured, systematic manner, ensuring all parents are aware of expectations of uniform, attendance and behaviour coming into kindergarten and all students are screened and provided with appropriate support structures prior to commencing Kindergarten. Our high school transitions programs are robust and clear. Parents are communicated with regularly and provided with high school information sessions, supported through one-on-one conversations and parents are kept updated each step of the way. Students are provided with opportunities to visit local feeder high schools and experience high school for a day. Furthermore, students requiring intervention or identified as 'high risk' are catered to through extra orientation days and conversations with the learning and support team at the selected high school. These transition programs have enabled our kindergarten cohort and year 6 cohort to have a successful transition to their new level of education, with 100% of Year 6 students gaining a placement in their chosen school in 2022.

Our staff and students are provided with opportunities to engage in and strengthen their leadership capabilities. In 2022, a 'middle leadership' group was formed with aspiring leaders taking part in modules to build upon their leadership abilities. As a result, 4/5 attendees were successful in gaining a 'teacher leader' role in 2023, and 1 member was successful in gaining a Relieving Assistant Principal role in 2023. Our student leadership team were provided with authentic and purposeful opportunities to engage in learning through 'Young Leaders Day' and by running successful events such as our lolly guessing competition and a market day, which saw funds raised for our 2022 Year 6 Farewell.

Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. Attendance data is regularly analysed during team meetings. Students deemed as having poor attendance, including lateness, are placed on a Lateness and Attendance Monitoring Program (LAMP) so they can be closely monitored. Individual and class awards, trophies and rewards are the some of the ways we celebrate and acknowledge regular and improved attendance.

Next year in this initiative, we will continue to provide students with access to the Positive Living Skills (PLS) program

and upskill our new staff members to ensure that they have the skills and knowledge to implement this effectively with their students. Kindergarten and high school transition with continue to strengthen and grow, with a bigger focus placed on preschool visits earlier in the year. We will continue to strengthen and grow our teacher leaders and our student leadership body by providing them with clear policies and role statements to support leadership growth and development. **We intend on holding regular parent information sessions and workshops for the parents of targeted vulnerable students, with the main purpose of lifting their attendance rates.**

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
Percentage of students attending greater than 90% of the time increases by 6.1% to be at or exceed the system negotiated lower bound target.	The number of students attending greater than 90% of the time or more has decreased by 25.3% from baseline, however this figure was significantly affected by the reopening of international borders and a significant number of students travelling overseas. Attendance will continue to be a strong focus in 2023.
An increase in the percentage of students in Years 2-6 who self assess at Very Highly Developed/Highly Developed in the PAT SEL assessment from 2021 results.	There was a 2.4% increase of students in Years 2-6 who self assessed at <i>Very Highly Developed/Highly Developed</i> in the PAT SEL assessment compared to 2021 results.
Percentage of students demonstrating positive well-being, as indicated through TTFM, to increase by 3.6% to be at or exceed the system negotiated lower bound target.	Although there was a slight decrease in the percentage of students demonstrating positive well-being this has been a result of the transition to the new building and students not having the same opportunities with play space, a sense of classroom belonging and school activities. We anticipate that once we have transitioned to our new site there will be an upward trajectory.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$7,321.56</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connections and Continuity • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: Additional English as an additional language or dialect (EAL/D) lessons for targeted students at beginning and emerging. Partnerships between the school and the parents/carers to support transition to school. As a direct result of DoE guidelines, all parents/carers receive information outlining their child's EAL/D Phase.</p> <p>After evaluation, the next steps to support our students will be: Professional learning in EAL/D progressions and in The Survivors of Torture and Trauma Assistance and Rehabilitation Service (STTARS) will continue for all staff.</p>
<p>Integration funding support</p> <p>\$124,578.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bankstown North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations and Explicit Teaching • Personalised Learning and Differentiation • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All students with IFS have an IEP and are being supported to work towards individual goals. Student learning and support officers (SLSO) assisting a number of students in the classroom and in the playground to provide improved access the curriculum and to develop their social and emotional strategies as needed.</p> <p>After evaluation, the next steps to support our students will be: Developing expectations and guidelines for further maximising SLSOs impact in the classroom and on the playground.</p>
<p>Socio-economic background</p> <p>\$323,561.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bankstown North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice • Connections and Continuity • Other funded activities

<p>Socio-economic background</p> <p>\$323,561.48</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through SPELD NSW to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Grade planning days occurred termly which allowed for collaborative practice, data-driven discussions and development of high impact programs. All staff trained in the implementation of InitialLit for implementation in the classroom. Employed an educational partner from SPELD NSW to support professional learning for staff in literacy. Student assistance by way of extra curricular activities, uniform, food etc ensured all students had equal access and every student could be supported to be at their best and ready to learn.</p> <p>After evaluation, the next steps to support our students will be: All staff trained in the use of DIEBELS assessment and a school wide data tracking process developed. Implement stronger transition programs Preschool to Kindergarten and Year 6 to Year 7. Develop attendance procedures to support students at risk.</p>
<p>Aboriginal background</p> <p>\$1,432.74</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bankstown North 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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connections and Continuity • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Student assistance by way of extra curricular activities, uniform, food etc ensured all students had equal access and every student could be supported to be at their best and ready to learn.</p> <p>After evaluation, the next steps to support our students will be: Continued collaborative PLP process with student, parent/carers and teacher. Targeted transition programs to support transition to high school and Kindergarten.</p>
<p>English language proficiency</p> <p>\$665,857.24</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bankstown North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations and Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • small group withdrawal instruction in phonics and reading using the MiniLit and MacqLit program

<p>English language proficiency</p> <p>\$665,857.24</p>	<ul style="list-style-type: none"> • in-class support of EALD students once to four times a week depending on need in numeracy or writing (EALD and classroom teacher negotiated) • small group withdrawal of NAP students focusing on oral language and communication including basic interpersonal skills (minimum three times a week) • small group withdrawal of NAP students building on vocabulary and cultural specific understanding (minimum three times a week) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased staff support and enhanced teacher expertise to support students from EAL/D backgrounds, particularly new arrivals students. - Student increase confidence in interacting with peers and teachers both socially and academic - Improvements in identifying student's EALD phase and accurate reporting to parents using the EALD progressions <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Develop a strategic approach to the provision of EAL/D support at the school via an EAL/D strategy. - Continue transition phase of NAP students off the NAP program - Continue to program specific units in literacy for EALD and NAP withdrawal
<p>Low level adjustment for disability</p> <p>\$372,888.58</p>	<p>Low level adjustment for disability equity loading provides support for students at Bankstown North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional learning • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in the following impact:</p> <p>There is a shared approach in the use of effective teaching and learning practices.</p> <p>The school's instructional approach is underpinned by high impact professional learning practices, including impact cycles and collaborative inquiry.</p> <p>Support through self-funded Deputy Principal, Teaching and Learning in the development and implementation of K-2 Structured Literacy Block.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>A continued focus through executive observations, data discussions and PL. Further teacher led collaborative learning will be planned to upscale impact.</p>
<p>Professional learning</p> <p>\$32,652.42</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 Bankstown North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Professional learning</p> <p>\$32,652.42</p>	<ul style="list-style-type: none"> • engaging our Educational Partner, SPELD NSW, to unpack evidence-based approaches to teaching phonics and spelling and implement explicit teaching practices • Professional learning in InitialLit, MiniLit and MultiLit programs to provide students with Tier 1, Tier 2 and Tier 3 support. <p>The allocation of this funding has resulted in the following impact: Professional learning for staff in effective literacy teaching practices. The provision of extensive reading intervention programs K-6.</p> <p>After evaluation, the next steps to support our students will be: More frequent data collection to identify students not making progress earlier. Sharing progress with classroom teachers with implications for classroom practice Further Professional Learning in the teaching and assessing of reading and to support a whole-school approach to mathematics.</p>
<p>QTSS release</p> <p>\$64,355.76</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bankstown North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: 0.56 FTE allocation has resulted in building teacher capacity in effective teaching practices and instruction.</p> <p>After evaluation, the next steps to support our students will be: Release K-2 and 3-6 Assistant Principals to support literacy and numeracy learning in classrooms in line with whole-school priorities.</p>
<p>COVID ILSP</p> <p>\$147,179.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Providing targeted, explicit small-group instruction for student groups in the areas of fluency, additive strategies and reading (MiniLit and MacqLit) • Releasing staff to analyse school and student data to identify students for small group tuition, as well as to assess and monitor progress of student groups. <p>The allocation of this funding has resulted in the following impact: Successful employment of 1 part time teacher and 1 fulltime SLSO who provided intensive, small-group, targeted intervention in Literacy and Numeracy for Stage 1 and 2 students. The Covid ILSP Team integrated multiple data sources for learning analytics whereby they identified student need before creating; assessing and tracking data of target groups in PLAN2 across a 10-20 week tuition cycle. The majority of students in the program demonstrated significant growth towards their personalised learning goals. The minimal students whose gains were slight were referred</p>

COVID ILSP \$147,179.00	<p>to LaST for individualised support via tier 3 intervention measures.</p> <p>After evaluation, the next steps to support our students will be: Continued allocation of resources to provide small-group, targeted tuition with a focus on reading (MiniLit and MacqLit) and oral language fluency (Languagelift).</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	177	181	178	169
Girls	151	163	155	155

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.9	94.1	91.9	81.9
1	89.2	92.5	91.4	87.7
2	91.0	93.4	91.0	87.5
3	89.6	93.3	93.6	86.2
4	90.0	94.8	93.6	87.1
5	92.5	94.0	91.8	85.8
6	88.8	93.9	92.0	83.6
All Years	90.1	93.7	92.2	85.8
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)	11.61
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher ESL	2.4
School Counsellor	1
School Administration and Support Staff	2.87

*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	448,949
Revenue	4,280,155
Appropriation	4,203,183
Sale of Goods and Services	10,728
Grants and contributions	62,649
Investment income	2,895
Other revenue	700
Expenses	-4,019,891
Employee related	-3,630,364
Operating expenses	-389,527
Surplus / deficit for the year	260,264
Closing Balance	709,212

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	65,955
Equity Total	666,870
Equity - Aboriginal	716
Equity - Socio-economic	146,781
Equity - Language	332,929
Equity - Disability	186,444
Base Total	2,480,175
Base - Per Capita	84,142
Base - Location	0
Base - Other	2,396,033
Other Total	500,696
Grand Total	3,713,695

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

At the end of 2022, our whole school community participated in the 'Tell Them From Me Survey' we will be using the information gathered to drive our future directions. An overview of the results are included below:

Students:

All students in Years 4-6 completed the 'Tell Them From Me' survey during Term 1 and Term 4 in 2022. The information gathered from our students helps guide our planning for school improvement. The following information was gathered:

At the end of 2022 we asked our students in the 'Tell Them From Me Survey' if they had positive relationships at school and if they had friends at school they can trust and who encourage them to make positive choices. 80% of our students indicated that they have positive relationships at school. Our Tell Them From Me data indicated that our students feel they have someone at school who consistently provides encouragement and can be turned to for advice. Our school mean in this area was 7.5.

In the open-ended question "What does your teacher do that helps improve your learning?" Responses included the following areas as examples of what is working well:

- My teacher gives useful feedback on our school work.
- My teacher gives feedback and explains tricky questions that I do not understand and give examples.
- She explains the questions and we do a example for each lesson we do.
- Responds to my questions and encourages me.

This feedback from our students will help inform our future planning.

Teachers:

All teaching staff completed the 'Tell Them From Me Survey' during Term 4 of 2022. On the open ended item "A focus for this year has been to build capacity to teach spelling. What professional learning, resources or experiences have increased your capacity to teach spelling?"

Responses included the following areas as examples of what is working well:

- Coaching from SPELD NSW, ongoing professional learning and lesson demonstrations have been helpful.
- Observing demonstration lessons, having a go at programming and writing scripts for an assigned week gave me chance to learn and study in depth about spelling rules and hence increased my capacity to teach spelling. Also having extra PL on Wednesday afternoons and twilight sessions helped me develop further knowledge and implement effective teaching strategies. It was less overwhelming when we planned with a partner initially and then moved on to the individual task.
- I liked the fact that we all had one focus That we are developing a school-wide approach to teaching spelling. It was good that we had external support but also the support of our exec. The demonstration lessons in classes were good too. We used to have lots of things to focus on and were asked to implement lots of things at once which was too much. With spelling, we didn't really need too many resources. The experiences that increased capacity were definitely the demonstrations, the PL from SPELD, having a go scripting and planning and actually doing the lessons.

Areas in the teacher survey that performed above state norms include:

- Leadership
- Data informs practice
- Teaching strategies
- Inclusive school
- Parent involvement
- Challenging and visible goals
- Planned learning opportunities
- Quality feedback

Parents:

In 2021 only 29 families completed the 'Tell Them From Me Survey' in 2022 141 families completed the survey showing a significant increase in parent participation and the shared understanding that feedback is highly valued and acted upon.

The school asked open-ended questions to gather feedback from our parent community. The survey asked: 'Are you happy with the level of communication between the school and your child's teachers? If not, when and how would you prefer them to communicate?

The majority of responses referenced the strong communication tools that our school and families use. Some of the

responses included:

- I am happy with all teachers, office staff and principal. Everyone communicates very well. They have problem-solving staff and I am very satisfied with the school I will definitely recommend this school to my friends and relatives.
- Emails are always a welcome way to communicate and are very useful for me as a working, single parent. I value the quick responses and acknowledgments I get. I would like more face-to-face interviews.
- They are all very good to talk to and welcoming. You can ask them anything and they will have a helpful response. They use phone, seesaw and email, it is all useful. You can also talk to them in person but more of this would be good.
- They are very responsive and active in all areas of communication. They could use Facebook more to share what is happening.

Areas in the parent survey that performed above state norms include:

- Parents feel welcome
- Parents are informed
- Parents support learning at home
- School supports learning
- School supports positive behaviour
- Safety at school
- Inclusive school

We value feedback from our parent community and will take this feedback on board as we move forward.

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.

Aboriginal Education - School statement

Personalised Learning and Pathways were implemented and monitored for all Aboriginal students. These were developed collaboratively with the classroom teacher, student and family. The aim of these plans was to act as an empowerment plan in order to facilitate inspirational goals for each student. As a part of the PLPs student attendance was closely monitored. Students responded well to having input into their learning goals. The section for where parents could support provided a great opportunity to discuss the links between home and school. Definite benefits in the discussions between student, parent and school related to learning.

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.

Anti-Racism - School statement

Staff took on the role of Anti-Racism Contact Officers to monitor any reports of racism and act upon these in a timely manner. We take pride in celebrating our diversity at school and in the wider community. We celebrate cultural diversity and have a specific focus on being an inclusive school. Respecting all cultural backgrounds and traditions is an integral part of our school community.

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.

Multicultural and anti-racism education - School Statement

Bankstown North Public School is a culturally diverse community that is rich in the representation of many cultures. Our students are from many different nationalities, all speaking English as an additional language. The EAL/D program provided explicit language support to students from LBOTE so that they could fully participate in schooling and achieve equitable educational outcomes. RAM equity funding for EAL/D was used to develop individual language programs for students who required intense tuition such as the New Arrivals Programs, collaborative team teaching in the classroom as well as providing targeted teaching programs to more independent EAL/D students. Teaching programs addressed the learning and cultural needs of students and promoted connections to cultural backgrounds and respect for all

students.

Other School Programs (optional)

Individualised Education Plans

Individualised Learning Plans (IEP) informed by sound holistic information about each student's well-being and learning needs in consultation with parents/carers. Individualisation and personalisation assists students to connect, succeed and thrive and accommodation and adjustments are made to suit needs as they arise.

IEP's strive to tailor learning to the specific needs of a student. At Bankstown North Public School IEP's are strengths based. We use staff expertise to tap into specialists that guide other teachers in the planning of SMART goals. They ensure that the goals are measurable, achievable, supported, time-framed and aim to support achievement. The IEP goals take into consideration academic, social and emotional domains. These goals are also communicated and negotiated with the student to allow them to be able to articulate their learning to make improvement. The school has also implemented professional learning to build teacher capacity in the implementation of effective IEPs. Teachers worked with a specialist teacher individually on identified goals. Adjustments and individualisation involves parents in the planning to support the learning in order to maximise the impact.