

2022 Annual Report

Banks Public School



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Introduction

The Annual Report for 2022 is provided to the community of Banks Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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Banks Public School

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School vision

At Banks Public School we work together to nurture and inspire all students to be resilient, creative and independent learners who are known and valued. Students are motivated and engaged critical thinkers and problem-solvers with the knowledge, understanding, skills and values for future success in life.

School context

Banks Public School draws students from the Western Sydney suburb of St Clair. It serves a diverse community of families from low to middle class working backgrounds. The school population of 389 students includes 31% from non-English speaking backgrounds and 4.1% Aboriginal and Torres Strait Islanders.

This school plan will focus on the high level areas for improvement in Reading, Numeracy, Attendance and Wellbeing. **These areas have been established through our situational analysis and community consultation with all stakeholders.** The school is currently engaged in programs to develop and sustain all areas of student development such as Speech Therapy, Chaplaincy, Junior Aboriginal Education Consultative Group, Leadership groups and Peer Support.

An active Learning and Support team and comprehensive student welfare programs effectively support all areas of student engagement and wellbeing. The school has a very active involvement with STEPS (St Clair and Erskine Park Learning Community) and local businesses engaging in programs to facilitate student, staff and community development. Opportunities exist through these partnerships for talent identification and development, professional sharing and a celebration of student and school success.

The school is well resourced and has excellent facilities such as spacious, attractive grounds with ample playground areas, fixed playground equipment, air conditioned classrooms with innovative technologies and adjoining wet areas, an assembly hall, a modern library, a computer room, a school run canteen, onsite before and after school care, an audio-visual room and covered outdoor learning areas. A wide variety of extracurricular activities enhance student development including a new Yarning Circle installed in 2021. The school community shows a keen interest in the school and is very supportive.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

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.

- Instructional leadership
- Data-driven targeted intervention

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,685.00
Socio-economic background: \$205,457.00
Integration funding support: \$82,368.00
Aboriginal background: \$13,961.00
Low level adjustment for disability: \$219,836.00
COVID ILSP: \$252,520.00
English language proficiency: \$41,627.00
Literacy and numeracy: \$44,203.00

Summary of progress

Through the continued implementation of instructional leadership and data-driven targeted intervention our school has continued to improve in the percentage of students performing in the top 2 bands in reading. This has been achieved by using internal assessment data to target intervention and effective classroom practices driven by "What Works Best". Throughout the year the AP Curriculum & Instruction allocation of 2.0 FTE was utilised to develop data talk processes and build the capacity of all teachers for the new curriculum.

In 2023, the AP Curriculum & Instruction role will be utilised to continue instructional leadership practices and data-driven intervention to build strong foundations for academic success with the new syllabus.

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
NAPLAN Top 2 Bands - Reading Improvement in the percentage of students achieving in the top 2 bands in NAPLAN to be at or above the school's lower bound system-negotiated target in reading of 27.5%.	• 28.83% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target.
NAPLAN Top 2 Bands - Numeracy Improvement in the percentage of students achieving in the top 2 bands in NAPLAN numeracy to be at or above the school's lower bound system-negotiated target of 23.5%.	• 16.04% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
Expected Growth - Reading Improvement in the percentage of	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

students achieving expected growth in NAPLAN **reading** to be moving towards the school's lower bound system-negotiated target of 53.2%.

Expected Growth - Numeracy

Improvement in the percentage of students achieving expected growth in NAPLAN **numeracy** to be moving towards the school's lower bound system-negotiated target of 57.4%.

- Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Purpose

In order for all teachers to improve every year we are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

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 and feedback
- High impact professional learning

Resources allocated to this strategic direction

Beginning teacher support: \$30,000.00
QTSS release: \$74,699.00
Socio-economic background: \$124,000.00
Professional learning: \$24,000.00

Summary of progress

Collaborative practice and feedback has been embedded as an ongoing process in the school. All stage teams meet weekly to collaborate with the focus on teaching, learning and assessment. Every teacher meets with our Assistant Principal-Curriculum and Instruction regularly to review student data and develop 'where to next?' in teaching and learning programs. Teachers across the school observe and reflect on evidence-based teaching strategies to develop effective classroom practices. Professional learning is embedded across the school that is linked to our School Improvement Plan and Situational Analysis. Our professional learning for Semester 2 was focused on the new syllabus implementation for 2023 and building the capacity of all staff.

Next year we will continue the professional learning of the new syllabus and engage our 3-6 teachers with the draft 3-6 syllabus for implementation in 2024.

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
<p>All teachers are implementing the most effective explicit teaching methods in literacy and numeracy.</p> <p>School Excellence Framework - move from sustaining and growing to excelling for the following themes in the SEF.</p> <ul style="list-style-type: none"> • Collaborative practice and feedback • Explicit teaching 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Collaborative Practice and Feedback and excelling in the theme of Explicit teaching.
<p>Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.</p> <p>School Excellence Framework - move from sustaining and growing to excelling for the following themes in the SEF.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Data use in teaching and sustaining and growing in the theme of Feedback.

- Data use in teaching
- Feedback

Strategic Direction 3: Attendance and wellbeing

Purpose

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

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.

- Attendance
- Caring for students

Resources allocated to this strategic direction

School support allocation (principal support): \$21,000.00

Summary of progress

Strong processes have been established across the school to monitor and improve attendance strategies to increase the percentage of students attending greater than 90% of the time. The attendance team follow up regularly with parents and establish mediums that build the connection with school. Practices in the school ensure every child is known, valued and cared for. Data is collected twice a term on each student and is followed up by the wellbeing team. The role of a Deputy Principal (Learning and Wellbeing) will continue in the school to improve both initiatives.

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
Attendance Increased (uplift) percentage of students attending school more than 90% of the time to be moving towards the lower bound system negotiated target of 80.7%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 16.81%.
Wellbeing Tell Them from Me - Wellbeing data (advocacy, belonging, expectations) improves to be moving towards the lower bound system-negotiated target of 88.2%.	<ul style="list-style-type: none">• Tell Them From Me data indicates 74.21% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$82,368.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Banks 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"> • Data-driven targeted intervention <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 <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All personalised learning plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: the use of integration funding will be adjusted throughout the year in response to student personalised learning reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$329,457.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Banks 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"> • Instructional leadership • Data-driven targeted intervention • Collaborative practice and feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support collaboration and curriculum and instruction implementation. <p>The allocation of this funding has resulted in the following impact: in numeracy and reading, the employment of an above-establishment AP C&I (0.8) position provided additional support and strategies leading to an improvement in internal/external performance measures. Extra release time for teachers to collaborate with their team on a weekly basis with a focus on teaching, learning and assessment. The impact of the use of this funding since 2017 has increased the percentage of results in the top 2 bands for reading and numeracy from 10.78% (2016) to 22.6% (2022) and reduced the bottom 2 bands in Reading from 34% (2017) to 24% (2022)</p> <p>After evaluation, the next steps to support our students will be: utilise funding to continue the support an above-establishment APC&I position (0.8) in 2023 and an additional Assistant Principal position from 2023 (1.0)</p>
<p>Aboriginal background</p> <p>\$13,961.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Banks 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</p>

<p>Aboriginal background</p> <p>\$13,961.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-driven targeted intervention <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Aboriginal students receiving weekly in-class support with their personalised learning plans. An increase has been noted in average NAPLAN scores for our Aboriginal students since 2017.</p> <p>After evaluation, the next steps to support our students will be: engaging a literacy and numeracy focused school learning support officer position (0.2) to deliver differentiated and personalised support to our First Nation students.</p>
<p>English language proficiency</p> <p>\$41,627.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Banks 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"> • Data-driven targeted intervention <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: English as an Additional Language or Dialect (EAL/D) students receiving weekly in-class or withdrawal intervention based on language development in the focus area of vocabulary development. An increase has been noted in the % of EAL/D student performing in the Top 2 Bands for Reading and Numeracy in Year 3. (2022 - 36.36%)</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning to support EALD students across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$219,836.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Banks 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"> • Data-driven targeted intervention <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: weekly intervention for targeted students has reduced the students in the bottom two bands for reading and numeracy. In reading, the bottom two bands have reduced from 33% (2017) - 24% (2022). In numeracy, the bottom two bands have reduced from 30% (2017) - 25% (2022).</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$219,836.00</p>	<p>continuation of staff employed as intervention teachers.</p>
<p>Professional learning</p> <p>\$24,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Banks 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 and feedback • High impact professional learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • collaboration and reflection time for teachers to unpack the new syllabus. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices outlined in the new syllabus</p> <p>After evaluation, the next steps to support our students will be: to further develop effective practices in English and Mathematics using the online modules supplied by the department for the new syllabus implementation. Giving teachers time to unpack, reflect and redesign the Department's units of works for the new syllabus implementation.</p>
<p>Literacy and numeracy</p> <p>\$44,203.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Banks Public School from Kindergarten to Year 6.</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"> • Data-driven targeted intervention <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: weekly intervention for targeted students has reduced the students in the bottom two bands for reading and numeracy. In reading, the bottom two bands have reduced from 33% (2017) - 24% (2022). In numeracy, the bottom two bands have reduced from 30% (2017) - 25% (2022).</p> <p>After evaluation, the next steps to support our students will be: funding will not be available in 2023.</p>
<p>QTSS release</p> <p>\$74,699.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Banks 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 and feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative</p>

<p>QTSS release</p> <p>\$74,699.00</p>	<p>assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: to continue to release teachers to meet in stage teams for 1 hr per week to focus on embedding evidence-based, high impact teaching strategies within their classroom practices. Time will be also utilised to cover the 5 hrs per term of release for the new syllabus implementation,</p>
<p>COVID ILSP</p> <p>\$252,520.00</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"> • Data-driven targeted intervention <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 <p>The allocation of this funding has resulted in the following impact: differentiated teaching through on-going formative assessment followed by targeted reading and additive strategies programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Instructional leadership <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: an increase in percentage of students in the top two bands in reading from 13.10% (2016) to 28.83% (2022). An increase of teachers confidence to implement the new syllabus from 38.5% to 100% from pre- and post staff surveys.</p> <p>After evaluation, the next steps to support our students will be: professional learning, modelled lessons and data talks delivered to all staff focusing on strong foundations in reading and numeracy with evidence based teaching practices. Continuation of the snapshot assessment tool focusing heavily on reading and additive and multiplicative strategies.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	192	199	200	187
Girls	188	194	188	197

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.6	84.9	93.0	88.9
1	91.5	85.6	92.9	88.0
2	92.5	86.3	92.3	89.0
3	92.2	86.7	92.8	88.8
4	91.9	86.3	94.6	88.2
5	89.7	85.0	91.6	90.8
6	91.3	84.7	91.8	88.6
All Years	91.5	85.7	92.7	88.9
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)	4.2
Classroom Teacher(s)	13.88
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	80,571
Revenue	4,540,014
Appropriation	4,308,680
Sale of Goods and Services	96,725
Grants and contributions	132,828
Investment income	1,580
Other revenue	200
Expenses	-4,396,407
Employee related	-3,910,029
Operating expenses	-486,378
Surplus / deficit for the year	143,606
Closing Balance	224,177

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	83,075
Equity Total	601,244
Equity - Aboriginal	13,621
Equity - Socio-economic	328,772
Equity - Language	41,627
Equity - Disability	217,224
Base Total	2,806,591
Base - Per Capita	98,040
Base - Location	0
Base - Other	2,708,552
Other Total	377,297
Grand Total	3,868,207

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.

Tell Them From Me (TTFM) - Parent Survey Report

The 'Partners in Learning' parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Banks Public School (124 respondents) scores higher than the NSW school norm for all seven measures including: parents feel welcome, inclusive school, safety at school, school supports positive behaviour, school supports learning, parents support learning at home and parents are informed.

Two-way Communication with Parents (TTFM)

School Mean (NSW Govt Norm) 7.1 (6.6)

Does someone in your family do each of the following?

- Reports on my child's progress are written in terms I understand.. **7.7**
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately. **7.6**
- I am informed about my child's behaviour at school, whether positive or negative. **6.9**
- The teachers would inform me if my child were not making adequate progress in school subjects. **7.2**
- I am well informed about my child's progress in school subjects. **6.8**
- I am informed about opportunities concerning my child's future. **6.7**
- I am informed about my child's social and emotional development. **6.6**

Tell Them From Me (TTFM) - Student Survey Report

- Students with positive relationships - Students have friends at school they can trust and who encourage them to make positive choices. Our school is currently sitting at 79% across years 4-6.
- Students that value schooling outcomes - Students believe that schooling is useful in their everyday life and will have a strong bearing on their future. Our school is currently sitting at 84% across years 4-6.
- Students who are interested and motivated - Students are interested and motivated in their learning. Our school is currently sitting at 53% across years 4-6.

Tell Them From Me (TTFM) - Teacher Survey Report

School Mean 8.3 - (NSW Govt Norm 7.1)

- School leaders have helped me establish challenging and visible learning goals for students. 8.0
- School leaders have helped me create new learning opportunities for students. 8.4 School leaders have provided me with useful feedback about my teaching. 7.9
- School leaders have helped me improve my teaching. 8.3
- School leaders have provided guidance for monitoring student progress. 8.9
- I work with school leaders to create a safe and orderly school environment. 9.2
- School leaders have taken time to observe my teaching. 6.9
- School leaders have supported me during stressful times. 8.6

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.