

2023 Annual Report

Banksmeadow Public School



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Introduction

The Annual Report for 2023 is provided to the community of Banksmeadow Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Banksmeadow Public School

Trevelyan & Wiggins Sts

Botany, 2019

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

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

9316 9608

School vision

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

School context

Banksmeadow Public School is located in the Eastern Suburbs of Sydney. The school has a Department of Education and Communities preschool catering for 40 places and three support unit classes catering for students with autism and moderate intellectual disabilities. Banksmeadow Public School provides students with quality public education through a wide range of learning opportunities and experiences and a focus on high academic performance and excellent attainment. The school implements Positive Behaviour for Learning strategies (PBL) and actively incorporates the values of being safe, respectful, resilient, active learners into all aspects of school life. A strong and effective partnership exists with an active and articulate community from diverse cultural backgrounds and professions. The leadership team comprises of the Principal and five Assistant Principals. Current school priorities include literacy, numeracy, future focused learning, student leadership, sport and student wellbeing.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

Summary of progress

The focus for 2023 was to continue to embed evidence based practices in K-6 classrooms. The school provided teachers with opportunities to develop their knowledge and skills in the most current research of best practice in teaching Mathematics and English. This included the support from the expertise of the curriculum advisor to guide our teachers in consolidating implementation the K-2 curriculum and preparing for the implementation of the 3-6 curriculum. Demonstration lessons and ongoing professional learning in regular stage meetings throughout the year was organised and all teachers were involved. The addition of the APCI role strengthened the support for teachers and additional knowledge. Teachers continued to evaluate data from a small group of students in the form of work samples to inform future practice. We were able to utilise the learnings from the accelerator adapter K-2 project as we prepared for implementation in 3-6.

Next year we will continue to focus on collection of data on a consistent basis and provide opportunities for teachers to analyse this data which will support improvement towards future planning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• An increase in the percentage of students per grade performing above the mean in Reading Check In Assessment for Year 4, 5 and 6 for 2023 compared to Year 3, 4 and 5 in 2022.	<p>In 2023, the annual progress measures indicate that the school has met the expected level of achievement.</p> <p>Average Check in score Year 6 - School 2023 (407.2) from 2022 (383.3)</p> <p>Average Check in score Year 5 - School 2023 (378.3) from 2022 (357.5)</p> <p>Average Check in score Year 4 - School 2023 (369.6) baseline</p> <p>Plans are currently underway to set new targets moving forward as a result of our achievements in 2023.</p>
<p>An increase in the percentage of students per grade performing above the mean in Numeracy Check In Assessment for Year 4, 5 and 6 for 2023 compared to Year 3, 4 and 5 in 2022</p>	<p>In 2023, the annual progress measures indicate that the school has met the expected level of achievement.</p> <p>Average Check in score Year 6 - School 2023 (399.7) from 2022 (381.0)</p> <p>Average Check in score Year 5 - School 2023 (375.2) from 2022 (345.8)</p> <p>Average Check in score Year 4 - School 2023 (355.8) baseline</p>

<p>An increase in the percentage of students per grade performing above the mean in Numeracy Check In Assessment for Year 4, 5 and 6 for 2023 compared to Year 3, 4 and 5 in 2022</p>	<p>Plans are currently underway to set new targets moving forward as a result of our achievements in 2023.</p>
<p>70% of students reach the expected end of year progression level in Understanding texts</p> <p>ESI - (UnT4-UnT5)</p> <p>Stage 1 (UnT5-UnT6)</p> <p>Stage 2 (UnT6-UnT8)</p> <p>Stage 3 s (UnT7-UnT9)</p>	<p>The school has used a range of assessment data including Check in assessments, NAPLAN and ongoing fortnightly Plan data to monitor progress in the progression area of Understanding texts.</p> <p>60% of students in Early Stage 1 achieved the end of year progression level in Understanding Texts (4 and 5) in the Comprehension Domain.</p> <p>67% of students in Stage 1 achieved the end of year progression level in Understanding Texts (5 and 6) in the Comprehension Domain.</p> <p>73.57% of students in Stage 2 achieved the end of year progression level in Understanding Texts (6 - 8).</p> <p>69% of students in Stage 3 achieved the end of year progression level in Understanding Texts (7 - 9).</p>
<p>70% of students reach the expected end of stage progression level in quantifying numbers and number patterns and algebraic thinking.</p> <p>ES1 (QuN1-QuN6)</p> <p>ES1 (NPA1-NPA2)</p> <p>Stage 1 (QuN6-QuN8)</p> <p>Stage 1 (NPA3)</p> <p>Stage 2 (QuN8-QuN10)</p> <p>Stage 2 (NPA4-NPA6)</p> <p>Stage 3 (QuN11-QuN12)</p> <p>Stage 3 (NPA4-NPA7)</p>	<p>The school has used a range of assessment data including Check in assessments, NAPLAN and Plan data to monitor progress in the progression area of quantifying numbers and number patterns and algebraic thinking. The summary below is based on available data.</p> <p>55% of students in Early Stage 1 achieved the end of year progression level in Quantifying number (1-6)</p> <p>62% of students in Early Stage 1 achieved the end of year progression level in number patterns and algebraic thinking (1-2)</p> <p>68% of students in Stage 1 achieved the end of year progression level in Quantifying number (6-8)</p> <p>71% of students in Stage 1 achieved the end of year progression level in number patterns and algebraic thinking (3)</p> <p>48% of students in Stage 2 achieved the end of year progression level in Number and Place Value (6-8)</p> <p>31% of students in Stage 2 achieved the end of year progression level in number patterns and algebraic thinking (4-6)</p> <p>73% of students in Stage 3 achieved the end of year progression level in Number and Place Value (8-10) .</p> <p>45% of students in Stage 3 achieved the end of year progression level in number patterns and algebraic thinking (5-7).</p>

Purpose

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

Initiatives

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

- QTR
- Excellence in Assessment

Resources allocated to this strategic direction

Summary of progress

In 2023, our school placed emphasis on enhancing Quality Teaching Rounds (QTR) and overall assessment practices across all grade levels. The QTR initiative entailed the formation of small school teams (Professional Learning Communities) tasked with observing instructional practices using the Quality Teacher Model, facilitating constructive feedback. Additionally, BPS strengthened assessment practices, including the teacher familiarisation and use of assessment resources offered by the Department of Education, including those accessible through ALAN. Through targeted professional development opportunities, teachers deepened their understanding of how to effectively utilise these assessments, discern optimal timing for their implementation, and interpret resulting data to inform instructional decisions.

Teachers had opportunities to learn about the Department of Education resources available to them, including those via ALAN. Professional learning sessions were conducted to develop teachers' understanding of best practices in assessment, including when to use assessments and how to interpret assessment data. This included a whole school moderating session with a focus on writing using the literacy progressions.

The professional growth of our staff was supported through the attendance of two Assistant Principals at the QT Academy Conference, subsequently leading to the delivery of comprehensive whole-school professional development sessions. Under the guidance of our leadership team, three rounds of QTR were successfully executed, with diverse cohorts of teachers engaging in collaborative Professional Learning Communities. The impact of these efforts was substantiated by teacher survey data, revealing a notable increase in collegial collaboration and a perceptible elevation in the quality of feedback received on instructional practices, affirming the efficacy of this school-wide initiative.

Next year we will continue to run QTR to ensure all teachers have taken part in this process, and continue to embed and refine assessment practices, which includes the development of the Banksmeadow Public School Bookwork and Feedback policy. This will focus on using formative assessment tasks embedded in quality teaching and learning programs to provide rich and meaningful opportunities for teacher feedback and student goal setting.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">* The annual QTR Teacher Survey demonstrates a 5% improvement in teacher survey responses.* Delivery of 2 TPL sessions per term to build understanding of the QT Model (classroom and assessment practice)	<p>Two Assistant Principals attended a 3 day conference run by the Quality Teaching Academy. Following this, the leadership team ran two professional development sessions with the whole staff with a focus on the Quality Teaching Model and the purpose and structure of Quality Teaching Rounds.</p> <p>Teachers submitted expressions of interest and we ran three rounds of QTR with three diverse PLC"s formed by teachers from mainstream K-6, the preschool and the Support Unit. Pre and post survey data shows a significant increase in teacher collaboration, quality of feedback and confidence in delivering quality teaching practices.</p>

<ul style="list-style-type: none"> • 25 - 50% of staff have participated in at least one set of Quality Teaching Rounds in PLCs that cross stage and subject areas. • 25 - 50% of teachers collaboratively develop teaching and learning programs incorporating QTM. • Tell them from me(TTFM) teacher survey data show improvement in the following drivers of student outcomes - Collaboration (baseline 7.6) and learning culture (baseline (7.2)to 8 and 7.6 respectively 	<ul style="list-style-type: none"> - 9 teachers and 2 executive staff participated in a set of Quality Teaching Rounds. These ran across stage and across curriculum areas. - All teaching staff engaged in a full day of collaborative planning every term, to develop quality teaching and learning programs using assessment data to pinpoint focus areas. - TTFM data shows collaboration 7.3 and learning culture 7.0. Unfortunately this was a very small sample size (6) and the data is not reliable. In 2024 we will ensure that we enlist a much higher number of staff to complete the survey.
<p>School Assessment in the School Excellence Framework shows moving towards excelling in the following elements</p> <p>Assessment (Learning)-</p> <p>Data Skills and Use (Teaching)</p> <p>Effective Classroom Practice (Teaching)</p>	<ul style="list-style-type: none"> - In 2023, the executive team drove a focus on consistent school-wide practices for assessment which are used to monitor, plan and report on student learning across the curriculum. This includes formative assessment which is integrated into teaching practice in every classroom. This was demonstrated by the ongoing development and refinement of the whole school assessment schedule, the in-depth analysis of check-in data, whole school moderating sessions (consistent teacher judgement), whole school professional learning on formative assessment, and the collaborative planning of teaching and learning programs. - In 2023, , student data was regularly used school-wide to identify student achievements, progress and wellbeing needs, in order to reflect on teaching effectiveness and inform future school directions. This was achieved through the implementation of a whole school assessment schedule with collaborative planning days using student data to inform teaching and learning programs, the introduction of collaborative developed learning goals for students in Stage 3, and LaST analysis of wellbeing and attendance data which drives wellbeing initiatives. - In 2023, the introduction of the Quality Teaching Rounds supported teachers to use the Quality Teaching Framework to identify, understand, and implement the most effective explicit teaching methods, with a focus on evidence-informed inclusive teaching strategies. The introduction of the APCI role in 2023 allowed the APCI to work closely with the executive team and teaching staff to embed evidence-informed literacy and numeracy practices. Professional Learning in 2023 had a strong focus on explicit teaching in reading and unpacking the science of reading including Scarborough's Reading Rope and the Big Six Framework.

Strategic Direction 3: Wellbeing and Engagement

Purpose

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

Initiatives

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

- Student Engagement
- Positive School Culture

Resources allocated to this strategic direction

Summary of progress

We have continued to prioritise student engagement and positive school culture.

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

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

This year we have continued to embed our Positive Behaviour for Learning program. The evidence based program collects data in real time and enables us to make adjustments to the explicit teaching of expectations. We also ran our Peer Support program to work towards students feeling a positive sense of belonging and advocacy at school which in turn has resulted in improvements to attendance data.

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

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• TTFM Increase advocacy at school from 84% in 2020 to 90% by 2024• TTFM Increase sense of belonging from 76% in 2020 to 90% by 2024• Decrease negative recorded behaviours and suspensions by a minimum of 5% determined by a two year baseline of incident reports as at year end 2020	<p>Tell Them From Me data shows 79% of students identify as having positive Wellbeing (Sense of Belonging) at school indicating progress yet to be met. However it shows an 8% uplift from 2022.</p> <p>Tell Them From Me data shows a school mean of 8.2 (NSW Gov norm 7.7) students identify as having advocacy at school.</p> <p>In order to improve upon these results, the school will be focusing on the following:</p> <ol style="list-style-type: none">1. Implement Peer Mentoring Programs including buddies2. Promote Student Leadership Opportunities and student voice through

<ul style="list-style-type: none"> • TTFM Increase advocacy at school from 84% in 2020 to 90% by 2024 • TTFM Increase sense of belonging from 76% in 2020 to 90% by 2024 • Decrease negative recorded behaviours and suspensions by a minimum of 5% determined by a two year baseline of incident reports as at year end 2020 	<p>the SRC and senior leaders such as STEM captain, library monitors and the senior leadership team</p> <p>3. Continue to celebrate Diversity and Inclusion including NAIDOC week and Harmony Day. Cultural festivals, international days, and heritage weeks can provide opportunities for students to share their unique identities and learn from one another. Additionally, create inclusive spaces where all students feel respected, accepted, and represented, regardless of their backgrounds or abilities.</p> <p>4. Continue to run the whole school Peer Support Program in Term 2 2024.</p>
<ul style="list-style-type: none"> • Wellbeing - Between 89.9% and 94.9% of students reporting positive wellbeing as evidenced by Tell Them From me. 	<p>In 2023 according to the TTFM student survey 85% of students reported having positive relationships and 90% students reported positive behavior at school.</p> <p>In order to improve upon these results, the school will be focusing on the following:</p> <p>1. Promote Physical Activity and Healthy Habits through a strong physical education program including the specialised programs - swimming (Year 2 and Support Unit), gymnastics and dance. In addition to weekly sport and health lessons.</p> <p>2. Foster Emotional Intelligence and Resilience Skills. In 2023 the school will participate in the Anxiety Project to foster resilience and teach students how to recognise and manage their emotions.</p> <p>3. Create a Positive and Supportive School Climate:</p> <p>4. Continue to assist families to access Support Services through our learning and support team which includes our school occupational therapist.</p>
<ul style="list-style-type: none"> • Attendance - Between 84.4% and 89.4% of students attending school for 90% of time or more. 	<p>The number of students who attend more than 90% of the time has also improved from 49.8% to 59.6% in 2023. The school had an overall attendance rate of 89.3%.</p> <p>In order to improve upon these results, the school will be focusing on the following:</p> <p>1. Refining our process to follow up non-attendance in a timely manner.</p> <p>2. Communicating Effectively: Keeping families and students informed about school policies and procedures, academic progress, and other important information. Using a variety of communication methods, such as phone calls, email, newsletters, and social media, to ensure that information is reaching families in a timely and accessible way.</p> <p>3. Identify and Address Barriers: Identify any barriers to attendance and work to address them. This could include addressing transportation</p>

• Attendance - Between 84.4% and 89.4% of students attending school for 90% of time or more.

issues, providing support for students with health issues, or addressing family challenges that may be affecting attendance. This will be raised through our learning and support meetings as well as using the school Occupational Therapist.

4.

Use Data to Inform Interventions: Monitor attendance data regularly and use it to inform interventions . This could include tracking individual student attendance, identifying trends in attendance patterns, and targeting interventions to specific students or groups.

5.

Make Learning Engaging: Through professional learning, teach staff to create a positive and engaging learning environment that motivates students to attend school. Use hands-on, interactive learning activities and connect learning to students' interests and experiences.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$11,191.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Banksmeadow 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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Students feel supported as they transition into Australian schooling.</p> <p>After evaluation, the next steps to support our students will be: Continue to support within our EALD program</p>
<p>Integration funding support</p> <p>\$123,265.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Banksmeadow Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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 • staffing release for targeted professional learning around [course] • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Integration funding support for students with additional needs had a significant impact on their educational experience. This funding provided resources and support for students with disabilities or other additional needs to access the curriculum and participate in school life. Integration funding provided additional staff, such as teaching aides or specialist teachers, to support students with complex needs. With this support, students with additional needs were able to participate fully in their educational experience, achieve their learning goals, and develop their social and emotional skills.</p> <p>After evaluation, the next steps to support our students will be: Continue with literacy and numeracy interventions. Meetings to continue between individual equity and class teachers to analyse data, make learning adjustments and check student progress. IEPs to be updated in 2024</p>
<p>Socio-economic background</p> <p>\$48,866.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Banksmeadow Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Socio-economic background</p> <p>\$48,866.92</p>	<ul style="list-style-type: none"> • employment of an Occupational Therapist to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students who have additional needs or difficulties with fine motor skills and sensory processing were able to receive the support they needed to improve their academic performance. With the help of the occupational therapist, students were able to develop skills that would help them succeed both in and out of the classroom.</p> <p>Additionally, having an occupational therapist on staff at the school helped to increase awareness about the importance of addressing sensory and motor difficulties in children. Teachers and parents were able to learn techniques and strategies to support children with these challenges, which could prevent more significant difficulties from developing later on.</p> <p>The occupational therapist also worked collaboratively with teachers, parents, and other professionals to develop and implement strategies to support students. This approach helped to create a more cohesive and effective system for addressing student needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ the OT in 2024 and continue to have the OT sit on the Learning and Support Team.</p>
<p>Aboriginal background</p> <p>\$16,498.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Banksmeadow Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader 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> <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 • Employment of tutors to teach preschool students Dharawal language for 1 hour each week. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in Aboriginal and/or Torres Strait Islander students having increased opportunities to access the curriculum through personalised plans and access to teacher support and targeted resources. The Aboriginal teacher has developed strong connections between home and school.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will continue with its current support model. The school will engage with the Aboriginal Education Officer for additional resources and training for staff as required and it is also expected that more opportunities will be available for Aboriginal and Torres Strait Islander students to participate in events across the network. We will continue the preschool language program.</p>
<p>English language proficiency</p> <p>\$77,962.04</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Banksmeadow Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$77,962.04</p>	<ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: The EALD teacher helped students develop their language skills in English and supported them to integrate with their peers, build their confidence and self-esteem, and access the curriculum in a meaningful way. They also worked collaboratively with classroom teachers to ensure that the learning needs of EALD students were understood and met, and that their cultural backgrounds and perspectives were valued and respected.</p> <p>After evaluation, the next steps to support our students will be: We will continue this model in 2024.</p>
<p>Low level adjustment for disability</p> <p>\$154,245.30</p>	<p>Low level adjustment for disability equity loading provides support for students at Banksmeadow Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of an Occupational Therapist to provide intervention programs that support student needs <p>The allocation of this funding has resulted in the following impact: This program has allowed a greater number of students to receive intensive literacy support which complimented the COVidLSP. Most students improved results on tracking sheet and made progress in post assessment. Students' confidence increased and they enjoyed the individual support. Individual learning plans written and implemented for all students identified under the National Consistent Collection of Data for students with a disability.</p> <p>After evaluation, the next steps to support our students will be: We will continue the intensive withdrawal model as it has been preferred by the school and data reflects greater gains for the students.</p>
<p>Professional learning</p> <p>\$29,447.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Banksmeadow Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning including QTR rounds • course costs for staff undertaking recognised courses • Release for teachers to participate in collaborative planning days. <p>The allocation of this funding has resulted in the following impact: Collaborative planning days also ensured that all staff contributed to the development of programs and resources and that there was a shared commitment to engaging in relevant research, data analysis and professional learning to support classroom practices.</p>

Professional learning \$29,447.00	<p>After evaluation, the next steps to support our students will be: We will continue QTR rounds in 2024 as well as collaborative planning days.</p>
QTSS release \$75,400.42	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Banksmeadow 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> <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 • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: This funding resulted in greater opportunities for students to excel in literacy and numeracy through ability of exec to work in classrooms, designing/running PL and drive collaborative planning. This has also enabled exec to work with students supporting behaviour and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: This model will continue in 2024 as it was highly valued by staff and students and the community.</p>
COVID ILSP \$60,847.99	<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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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: Additional small group instruction was delivered in literacy and numeracy. Teachers, students and parents report increased motivation and confidence for all students. Qualitative evidence indicates all students have increased their repertoire of reading strategies and are more effectively applying these skills across a broader range of texts and learning areas.</p> <p>After evaluation, the next steps to support our students will be: Continue to strengthen literacy and numeracy intervention programs supported with increased data analysis and use.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	161	159	159	149
Girls	140	142	134	122

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.8	94.7	90.9	90.8
1	91.4	93.9	81.9	91.6
2	95.3	93.6	84.0	91.6
3	91.9	95.8	85.7	90.4
4	92.8	94.0	90.1	90.5
5	89.1	92.8	88.8	93.5
6	90.9	91.8	83.5	88.6
All Years	92.2	93.8	86.3	91.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	4.8
Classroom Teacher(s)	13.02
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher EAL/D	0.2
School Counsellor	1
School Administration and Support Staff	7.72

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	318,708.91
Revenue	4,809,649.29
Appropriation	4,522,628.23
Sale of Goods and Services	8,663.96
Grants and contributions	243,348.03
Investment income	13,229.07
Other revenue	21,780.00
Expenses	-4,653,962.82
Employee related	-4,280,451.11
Operating expenses	-373,511.71
Surplus / deficit for the year	155,686.47
Closing Balance	474,395.38

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.

	2023 SBAR Adjustments (\$)
Targeted Total	104,503
Equity Total	297,573
Equity - Aboriginal	16,499
Equity - Socio-economic	48,867
Equity - Language	77,962
Equity - Disability	154,245
Base Total	2,775,722
Base - Per Capita	85,969
Base - Location	0
Base - Other	2,689,753
Other Total	878,869
Grand Total	4,056,667

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2023 parents, students and teachers completed the Tell Them from Me surveys.

In 2023, feedback from parents and carers was collected using the Tell Them From Me (TTFM) Partners in Learning Survey. A very limited number of parents completed the survey which must be factored in when analysing the results.

Parent feedback provided the school with the following data:

- parents felt welcome at the school 9.6 (up from 6.6)
- I feel well informed about school activities 10.0 (up from 6.7)
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately 8.1 (up from 6.2)
- Parents indicated that students are expected to pay attention in class and their child is clear about rules for behaviour.

Moving forward in 2024, greater emphasis will be placed on connecting with parents to complete the survey. In addition more work to ensure parents are aware of the depth and breadth of our work, including additional programs run by teachers.

In 2023 the school received very pleasing feedback through the TTFM survey (Years 4-6)

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

- students indicated strongly that the school had expectations for success. 8.7
- students indicated a strong level of advocacy at school 8.1
- 85% of students indicated they have positive relationships at school.

Moving forward in 2024 Student feedback will continue to be collected through Student Representative Council (SRC) meetings. These meetings provide a regular forum for students to 'share their voice' and contribute to the organisation and running of events and initiatives across the school. opportunities for student voice is an important initiative in SD3 and will continue to be an area of focus in 2024.

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

Our school community values diversity and is dedicated to embedding Aboriginal perspectives across all aspects of our curriculum and educational programs. We strive to provide meaningful and authentic learning experiences that promote reconciliation, understanding, and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.

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

As a school community, we are united in our commitment to building a more equitable and inclusive society, where every individual is treated with dignity and respect, regardless of their race, ethnicity, or cultural background. We believe that by working together and embracing our differences, we can create a brighter future for all.

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

Through our curriculum, teaching practices, and extracurricular activities, we strive to promote cultural awareness, appreciation, and respect for different ways of life. We provide opportunities for students to learn about various cultures, languages, and traditions, both within Australia and around the world.

We recognize that multicultural education is an ongoing journey that requires collaboration, dialogue, and reflection. We are committed to working closely with our diverse school community, including students, parents, and community organizations, to ensure that our practices are inclusive and responsive to the needs of all students.