

# 2023 Annual Report

## Banks Public School



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# Introduction

The Annual Report for 2023 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.

## School contact details

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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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
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**  
**Integration funding support**  
**Aboriginal background**  
**English language proficiency**  
**Low level adjustment for disability**  
**Socio-economic background**  
**New Arrivals Program**

### 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 being on-track 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 collaborative processes and build the capacity of all teachers for the new curriculum.

In 2024, 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
<b>READING GROWTH</b>  An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased by 2.8%.
<b>NUMERACY GROWTH</b>  An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has decreased by 1%.

**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**

- QTSS release
- Socio-economic background
- Professional learning
- Beginning teacher support
- Per capita

**Summary of progress**

All stage teams meet weekly to collaborate with the focus on teaching, learning and assessment. 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 2024 and building the capacity of all staff.

Next year, we will continue the professional learning of the new syllabus and engage all teachers with the new syllabus implementation and refine teaching and assessment practices.

**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"> <li>• Collaborative practice and feedback</li> <li>• Explicit teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Collaborative Practice and Feedback and sustaining and growing in the theme of Explicit teaching.</li> </ul>
<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"> <li>• Data use in teaching</li> <li>• Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Data use in teaching and sustaining and growing in the theme of Feedback.</li> </ul>

## 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

#### Low level adjustment for disability

### 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
<b>Attendance</b> Increased percentage of students attending school more than 90% of the time to be at or above the lower bound system negotiated target of 80.7%.	The number of students attending greater than 90% of the time or more has increased by 9.4%.
<b>Wellbeing</b> Tell Them from Me - Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 88.2%.	Tell Them From Me data indicates 76.53% of students report a positive sense of wellbeing (increase of 2%) (Expectations for success, advocacy, and sense of belonging at school).

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$23,557.00</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 Banks Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven targeted intervention</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funds have been targeted to provide additional support to students enabling them to engage further with their learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> An EALD classroom teacher will be employed to further work with new arrivals across the school.</p>
<p>Integration funding support</p> <p>\$179,120.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven targeted intervention</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> 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>\$311,611.26</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven targeted intervention</li> <li>• Collaborative practice and feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support collaboration and curriculum and instruction implementation.</li> </ul>



<p>Socio-economic background</p> <p>\$311,611.26</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> in numeracy and reading, the employment of an above-establishment AP C&amp;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. Our internal snapshot data across the school is showing 51.9% of our students are on track or above for reading/comprehension and 51.6% of our students are on track or above for additive strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> utilise funding to continue the support of an above-establishment APC&amp;I position (0.8) in 2024 and an additional Assistant Principal position (1.0)</p>
<p>Aboriginal background</p> <p>\$14,054.28</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven targeted intervention</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal students receiving weekly in-class support with their personalised learning plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>\$36,682.08</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven targeted intervention</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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 in Check-in assessment in Year 4 data from Term 2 (33.3%) - Term 4 (50%).</p> <p><b>After evaluation, the next steps to support our students will be:</b> further employment of bilingual SLSO staff to support students across the school with data in 2024 predicting a high need.</p>
<p>Low level adjustment for disability</p> <p>\$217,224.13</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><b>Funds have been targeted to provide additional support to students</b></p>

<p>Low level adjustment for disability</p> <p>\$217,224.13</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven targeted intervention</li> <li>• Caring for students</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> weekly intervention for targeted students has reduced the students in intervention and off the boil stated by internal data sources. (Snapshot tool 2023)</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuation of staff employed as intervention teachers.</p>
<p>Professional learning</p> <p>\$27,425.35</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative practice and feedback</li> <li>• High impact professional learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• collaboration and reflection time for teachers to unpack the new syllabus.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices outlined in the new syllabus.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>QTSS release</p> <p>\$74,926.94</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative practice and feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence K-6. Teachers using the new syllabus with the new units of work. Teachers are embedding evidence based practices into teaching and learning cycles.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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</p>

<p>QTSS release</p> <p>\$74,926.94</p>	<p>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>\$189,389.66</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> continue the implementation of literacy and numeracy small group tuition using data (NAPLAN) sources to identify specific student needs.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	199	200	187	192
Girls	194	188	197	204

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	84.9	93.0	88.9	90.3
1	85.6	92.9	88.0	92.3
2	86.3	92.3	89.0	93.0
3	86.7	92.8	88.8	92.2
4	86.3	94.6	88.2	92.9
5	85.0	91.6	90.8	92.3
6	84.7	91.8	88.6	91.9
All Years	85.7	92.7	88.9	92.1
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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	15.01
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	110,261.57
<b>Revenue</b>	4,827,586.41
Appropriation	4,535,071.64
Sale of Goods and Services	116,580.00
Grants and contributions	170,233.61
Investment income	5,701.16
<b>Expenses</b>	-4,821,660.44
Employee related	-4,288,959.89
Operating expenses	-532,700.55
<b>Surplus / deficit for the year</b>	5,925.97
<b>Closing Balance</b>	116,187.54

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	132,208
<b>Equity Total</b>	579,572
Equity - Aboriginal	14,054
Equity - Socio-economic	311,611
Equity - Language	36,682
Equity - Disability	217,224
<b>Base Total</b>	2,985,215
Base - Per Capita	99,940
Base - Location	0
Base - Other	2,885,275
<b>Other Total</b>	368,672
<b>Grand Total</b>	4,065,666

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Tell Them From Me (TTFM)

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 (111 respondents) - 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. (scores rated out of a possible 10)

- Parents feel welcome (7.9)
- Parents Are Informed (7.0)
- Parents support learning at home (7.7)
- School Supports Learning (7.6)
- School supports positive behaviour (8.1)
- Safety at school (7.6)
- Inclusive school (7.6)

## Tell Them From Me (TTFM) - Student Survey Report

- Students with a positive sense of belonging 64% (NSW 81%)
- Students with positive behaviour at school 85% (NSW 83%)
- Explicit Teaching Practices and Feedback 8.0 (NSW 7.5)
- Advocacy at school 7.9 (NSW 7.7)

## Tell Them From Me (TTFM) - Teacher Survey Report

### Parent Involvement

School Mean 7.5 (NSW 6.8)

- I work with parents to help solve problems interfering with their child's progress. 8.2
- I share students' learning goals with their parents. 7.1
- I use strategies to engage parents in their child's learning. 7.8
- I ask parents to review and comment on students' work. 4.4
- I am in regular contact with the parents of students with special learning needs. 8.2
- Parents understand the expectations for students in my class. 8.1
- I make an effort to involve parents and other community members in creating learning opportunities. 8.1
- Parents are regularly informed about their child's progress. 8.3

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.