

Bankstown North Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Bankstown North Public School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

At Bankstown North Public School, we believe in developing creative, life long learners who are prepared for 21st century challenges. We recognise the importance of our partnerships within the school and the wider community to nurture the whole child.

School context

Bankstown North Public School is a P2 school in South West Sydney. The area is well established, with many students residing in apartments. The school has an enrolment of approximately 388 students. 93% of students come from a non-English speaking background with 33 different languages being represented. There are currently 15 classes, with students in years 3 to 6 grouped into composite stage based classes.

The school takes great pride in our achievements in Creative Arts with specialist dance groups performing many times at different venues throughout the year. Bankstown North Public School staff members are enthusiastic and share a strong commitment to providing quality teaching programs to students. The experienced members of staff offer support and guidance for early career teachers as they develop their teaching skills. The school is set on a large site, offering extensive open grassed playing areas for sporting and other recreational activities. PSSA competitions provide students with opportunities to participate, learn and show sportsmanship while enjoying friendly competition.

Bankstown North Public School's purpose is to offer a wide variety of learning opportunities to students in an environment where they feel safe and secure. Students are encouraged to learn skills for life and demonstrate respect for others.

Our school motto is "Skill with Honour".

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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. During the external validation process, an independent panel of peer principals considered evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of learning we are Excelling in Wellbeing and Assessment and Reporting, while we are Sustaining and Growing in the elements of learning cultures, curriculum and learning, and student performance measures. In the domain of teaching, we are Sustaining and Growing in all five elements; effective classroom practice, data skills and use, collaborative practice, learning and developing and professional standards. In the domain of leading, we are Sustaining and Growing in all four elements, leadership, school planning, implementation and reporting, school resources and management practices and processes.

Our self-assessment and the external validation process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Students will be successful learners, leaders, thinkers and citizens in the 21st century

Purpose

To empower each student with the essential skills needed to adapt to our rapidly changing environment.

Students will be productive and ethical users of technology equipped with the skills required for 21st century learning.

Students will be nurtured to become resourceful, empathetic and resilient lifelong learners.

Overall summary of progress

Quality teaching and visible learning drove teacher clarity and student understanding. Through the use of learning intentions and success criteria, explicit teaching was at the core of all teaching and learning programs. Students used Success Criteria and data walls to self-regulate their learning and identify progress.

Positive Behaviour for Learning (PBL) continued to support the overall wellbeing of students across the school. Systems have been reviewed and refined to meet the needs of the school.

21st Century learning continued across the school incorporating Science, Technology, Engineering and Mathematics (STEM) whilst ensuring the development of students General Capabilities through Project Based Learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Learning environments are reflecting student 21st century learning and engagement and students are actively demonstrating 21st century learning across all six Key Learning Areas (KLA's) and learning environments.	\$56 600.00	At the end of 2017, Chromebooks were integrated throughout the majority of stage 2 classes. General Capabilities continued to be developed through Project Based Learning and STEM lessons. 21st Century learning environments established in the Early Stage One, stage one and EALD rooms. Teacher professional learning in Visual Literacy, supported the acquisition of film making skills.
Students are self-directed learners, are using reflective practices, articulating their own learning goals and have a clear vision of their learning journey.	Teacher allocation	Visible learning spaces were created to support student learning. Students utilised data walls to support their learning goals. Teachers embedded clear Learning Intentions and Success Criteria into all teaching and learning programs. The evaluation and implementation of Positive Behaviour for Learning (PBL) has continued school wide. Explicit lessons according to school expectations were revised and refined.

Next Steps

- Students achieve expected growth in literacy and numeracy through explicit teaching.
- Establish new Strategic Directions dedicated to Teaching and Learning, Wellbeing and Partnerships.

Strategic Direction 2

Staff will be knowledgeable, motivated, collaborative and reflective agents of change

Purpose

To enable teachers to be active risk takers and collaborative facilitators through creating an engaged and collegial community of learners.

To improve teaching practice in partnerships with colleagues, in order to reflect critically and analyse teaching methods, to ensure high quality, effective teacher performance that improves student learning outcomes.

Overall summary of progress

Evidence based programs, such as TEN, L3, L3-1 and Synthetic Phonics are implemented within the school. Through these programs, teachers acquired Literacy and Numeracy skills which supported explicit and effective teaching and learning. Teachers are taking greater ownership of their professional development with performance and development plans being formed to reflect their areas of need. Increased opportunities for leadership development exist and all teachers are given opportunities to lead curriculum, events or management teams.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All staff are implementing researched and evidence based programs and are utilising this research into best practice. Professional dialogue, programs, assessment tasks and rubrics reflect the change in pedagogy and curriculum with a focus on Literacy and Numeracy.</p>	<p>\$58 943.00</p>	<p>Continued implementation of Literacy, Language Learning (L3) in 2017 involved data collection at 5 week intervals, followed by analysis of student progress and levels of necessary intervention. Two teachers began their first year of L3 training and four teachers began their first year of L3-1. Analysis of student performance data at the end of 2017 indicated:</p> <ul style="list-style-type: none"> • 38% of kindergarten students were reading at or above benchmark level 9, while 59% were reading at levels 6-8 • 30% of kindergarten students were meeting writing benchmarks –Aspects of writing– cluster 4 or above • 67.6% of Year 1 students were at or above Reading texts – cluster 6 or above • 48.6% of Year 1 students were at expected benchmarks in Aspects of writing– cluster 6 or above • 65% of Year 2 students were at or above Reading texts– Cluster 8 or above • 45.6% of Year 2 students were at or above Aspects of Writing – Cluster 8 or above benchmarks <p>Regular data collection and evaluation of Targeted Early Numeracy (TEN) programs used to monitor progress and provide personalised learning. Five staff members received professional development and ongoing support from a TEN trainer. At the end of 2017, the results indicated:</p> <ul style="list-style-type: none"> • Kindergarten – 90% of students achieved school target (Perceptual Counting EAS) • Year 1 – 57% of students achieved school target (Counting on and Back EAS) • Year 2 – 11% of students achieved school target (Facile EAS)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All staff are implementing researched and evidence based programs and are utilising this research into best practice. Professional dialogue, programs, assessment tasks and rubrics reflect the change in pedagogy and curriculum with a focus on Literacy and Numeracy.</p>		<p>The school continued Quality Teaching Rounds (QTR), embedding explicit systems for collaboration, classroom observation, modelling of effective practice and feedback. Through this teachers developed a deeper understanding of the Quality Teaching Framework supporting teaching practice and improving student outcomes.</p>
<p>All teachers understand and are participating in the Performance and Development Framework for Principals, Executives and teachers in NSW Public Schools (Jan 2015) and are regularly reviewing negotiated goals, via personalised professional development plans. teachers and leaders are working towards achieving higher levels of accreditation.</p>	<p>Teacher Allocation</p>	<p>100% of teachers supported by supervisors, formed professional goals using the Performance and Development Plans (PDP), in line with Australian Professional Standards for Teachers. Teachers were heavily involved in ongoing school-based and personalised, professional learning to meet PDP goals. The processes included research, feedback in interviews, attending in services, providing evidence and completing evaluations that reflect achievement, as well as inform the next performance and development cycle.</p> <p>Eight New Scheme Teacher were supported to complete and receive accreditation at Proficiency Level in 2017.</p>

Next Steps

- Use data regularly to identify areas of growth and ensure consistent judgement of student progress.
- Establish new Strategic Directions dedicated to Teaching and Learning, Wellbeing and Partnerships.

Strategic Direction 3

An inclusive proactive and informed community

Purpose

To strengthen our community engagement by providing a welcoming and supportive environment, that shares the responsibility for student development, resulting in a more collaborative and inclusive environment.

Overall summary of progress

Through the implementation of Parent Workshops, parents, carers and the wider community were given opportunities to become active participants in the teaching and learning through the acquisition of skills they can use at home.

Educational partnerships and learning alliances continued to create links with local community groups and new businesses. Existing networks were strengthened and new connections developed to promote community engagement. Through these partnerships students were given various experiences linking learning that is occurring at school with the wider community.

The school was well supported by an active P&C committee, who provided an avenue for parents to become more involved in the decision making and support of school initiatives. This partnership allowed for greater transparency of programs and services offered at the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
New business/industry, educational partnerships and learning alliances have been created and links with the wider community to improve teaching and learning have been established and maintained.	\$400.00	Quality partnerships continued to be developed across our community including; Bankstown Sports Club, GWS Giants, Bankstown Police Unit, Code Camp, Bankstown City Council, Music Bus, TriSkills Gymnastics, Learning Links and BUPA aged care.
Parents and caregivers both engage and contribute to educational priorities of the school and improvement on a regular basis, and have been provided with opportunities to participate in their child's learning.	NIL	<p>Parent Workshops were introduced termly. These were opportunities for the school community to be actively involved in their child's learning by developing skills in literacy, numeracy and STEM. Increased parent participation rates throughout the year.</p> <p>Through inclusive practices and programs, all cultures are embraced at events and gatherings, including Sorry and Reconciliation Day assemblies, Harmony Day assembly, Grandparents Day and the ANZAC Day ceremony. Resulting in the school community building strong relationships across all cultures.</p> <p>Successful school events such as; Breakfast Club, Tea and Tissues, Cross Country BBQ, Easter Raffle, Mother's and Father's Day Stalls were well supported by the P&C committee led by 4 active members.</p> <p>39% of parents surveyed in the Tell Them From Me survey (TTFM) indicated that they voluntarily contributed assisting the teachers or school in some way.</p>

Next Steps

- Use technology to increase parent knowledge of, and participation in, their child's learning.
- Improve communication through regular distribution of information through accessible formats.
- Increase parent participation in all school endeavours.
- Establish new Strategic Directions dedicated to Teaching and Learning, Wellbeing and Partnerships.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$632.00	<p>This year the Aboriginal background loading was used to ensure our Aboriginal and Torres Strait Islander students were provided with opportunities to engage with, and embrace, their culture through their participation in a Community of Schools initiative: The Belonging Program. Whole school programs enabled all students to develop a deeper appreciation and understanding of the Aboriginal culture. Aboriginal students proudly delivered a Welcome to Country when opening our assemblies and on special occasions. Our school continues to build strong relationships across our school community, to ensure the educational outcomes and wellbeing of our Aboriginal and Torres Strait Islander students are met.</p>
English language proficiency	\$13 000.00	<p>The EAL/D teachers employed specific teaching and learning strategies to strengthen the oral and written language skills of targeted students receiving EAL/D support. Resources were purchased to support parents and caregivers in teaching reading at home.</p> <p>English language proficiency funding was used in part to employ an additional teacher to support EAL/D programs.</p> <p>An Interactive Whiteboard was installed into the EAL/D learning space to engage these students.</p>
Low level adjustment for disability	\$58 063.00	<p>School Learning Support Officer's (SLSO's) were employed to implement a range of school initiatives and interventions, supported through the Learning and Support Team. SLSOs were also employed to support our students with physical disabilities to engage with, and access, the curriculum. Curriculum resources were purchased to support the initiatives.</p>
Quality Teaching, Successful Students (QTSS)	Teacher allocation	<p>All teaching staff participated in Quality Teaching Rounds. QTSS allocation and added RAM funds were used to support teacher professional development. Teachers were released to work collaboratively with a group of peers, reflecting on their teaching practice using the principles of the Quality Teaching Model, as well as using peer feedback, to refine their pedagogy.</p>
Socio-economic background	\$160 000.00 approx.	<p>A school-funded instructional leader was appointed to support pedagogy and practice across the school.</p> <p>Additional School Learning Support Officers were employed to support identified students.</p> <p>An additional part-time teacher and School Administrative Support Staff (SASS), as well as teaching resources including L3 readers, were provided.</p>

<p>Support for beginning teachers</p>	<p>\$57 863.00</p>	<p>The school ensured that beginning teachers were supported through strategies such as Beginning Teacher Days, mentoring support, lesson observation, professional learning in Positive Behaviour for Learning and Curiosity and Powerful Learning Theories of Action for Teachers . Additionally in-school support for beginning teachers was provided through professional learning opportunities to complete accreditation and understand school procedures, DoE policies and curriculum.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Teacher allocation</p>	<p>New arrivals and refugee students were supported in accessing the curriculum and extracurricular activities through intensive withdrawal programs led by bilingual EAL/D teachers. Bilingual SLSO support was used to assist these students, ensuring engagement and participation in classroom activities.</p>
<p>Flexible Funding for Wellbeing Services Allocation 2016</p>	<p>\$47 791.00</p>	<p>A speech pathologist from Learning Links was employed two days a week to support identified students to overcome learning difficulties. This was through small group interventions and in specialised one on one support as identified. Teacher professional development and team teaching was provided to build capacity across the school.</p> <p>An additional teacher was employed to support our Social Skills program. By participating in the program, students were provided with opportunities to develop friendships with other students and problem solving skills.</p>
<p>Community Consultation Funding</p>	<p>\$9 252.00 + \$ 1 083.00 from RAM</p>	<p><i>Parent Workshops</i> in Literacy, Numeracy and Science, Technology, Engineering and Mathematics (STEM) were delivered each term, with an increasing number of parents and caregivers participating and developing skills that they could use to support their children with their learning.</p> <p>Our school Facebook page was established to increase communication with parents and the wider school community.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	192	189	189	195
Girls	169	180	188	178

During 2017 enrolments at Bankstown North Public School ranged between 374 and 355 students across all classes; Kindergarten to Year 6. There was a mobility rate of approximately 37% resulting in a varied student population throughout the school year. Over 91% of students came from families with language backgrounds other than English. More than 33 different cultural backgrounds were represented in these school population figures.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	94.6	93.3	91.3
1	93.9	94.5	93	93.2
2	95.9	93.3	95.9	92.7
3	95.1	92.4	92.6	94.3
4	95.7	94.2	93.5	93
5	95.8	94.6	95.4	94
6	95.7	93.4	94.8	93.5
All Years	95.4	93.8	94	93.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Our student attendance rate was below state standard. In total 44 children have taken extended leave during the school terms, and together this totals 1021 days of absences.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	13.51
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher of ESL	2
School Counsellor	0
School Administration & Support Staff	2.87
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their work force. In 2017 there were no Aboriginal or Torres Strait Islander community employed at Bankstown North Public School.

Bankstown North Public School was allocated 0.3 school counsellor allocation. This is not reflected in the Workforce composition table as the school counsellor was officially based at another school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	54
Postgraduate degree	46

Professional learning and teacher accreditation

In 2017, eligible permanent and temporary beginning teachers received Beginning Teachers Support Funding under the Great Teaching Inspired Learning Program. The funding was used to provide the equivalent of two hours per week release time through the provision of Beginning Teacher Days across each

term. They were afforded access to professional learning to develop strategies that improve pedagogy, student engagement and effective behaviour management. The beginning teachers worked closely with a mentor from the executive team throughout the school year to collaboratively plan for explicit teaching, observe classroom practices, receive feedback on their own pedagogy, reflect on developing teaching practices and begin the process of accreditation. The beginning teachers participated in Quality Teaching Rounds, as ongoing professional learning to improve the quality of their teaching through peer observation and feedback. The new scheme teachers were working towards achieving their accreditation at Professional Competence in 2017.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	149,520
Revenue	3,503,075
Appropriation	3,319,244
Sale of Goods and Services	12,008
Grants and Contributions	169,656
Gain and Loss	0
Other Revenue	0
Investment Income	2,167
Expenses	-3,583,712
Recurrent Expenses	-3,583,712
Employee Related	-3,075,452
Operating Expenses	-508,261
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-80,638
Balance Carried Forward	68,882

The financial summary tables cover 12 months from 1 January 2017 to 31 December 2017. The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

- The school received a total of \$8 300.00 in voluntary

contributions.

- We had an increase in income generated by leasing the school canteen and classrooms and the school hall.
- Significant expenditure of \$7 ,000.00 for the purchase of student curriculum materials and resources and technology equipment.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,481,575
Base Per Capita	57,616
Base Location	0
Other Base	2,423,959
Equity Total	605,569
Equity Aboriginal	632
Equity Socio economic	178,243
Equity Language	216,270
Equity Disability	210,424
Targeted Total	55,827
Other Total	108,327
Grand Total	3,251,297

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

In Year 3, the NAPLAN results indicate that 64.6% of students scored in the top two bands in Writing and 62.5% of students scored in the top two bands in Spelling. Whilst in Grammar, the percentage of Year 3 students in the top two bands has continued to increase

from one year to the next.

In Year 5, the NAPLAN results indicate that a significant number of students scored in the middle two bands in both Writing and Reading. Whilst 76% of students scored in the top 3 bands for Spelling. As a result of this data, the school has implemented strategies to improve student performance and increase the percentile of scores in the top 2 bands.

In Year 3 Numeracy, the NAPLAN results indicate that 27.1% of students scored in the top 2 bands and 48% are in the middle bands. Similarly, Year 5 Numeracy results indicate that 64.3 % of students scored in the middle bands, whilst only 12.9% of students have scored in the top two. As a result of this data the school has implemented strategies to improve student performance and increase the percentile of student scores in the top 2 bands.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Bankstown North Public School has continued to participate in the Tell Them from Me (TTFM) Survey. Students and teachers were also invited to participate in surveys and interviews to give feedback and suggestions for improvement. The survey responses indicated that our parents and community are positive about the direction the school is taking, which can be seen in the following results:

- More than 83% of parents surveyed believe that Bankstown North Public School is a welcoming place and 91% have reported that teachers are approachable
- 80% of parents surveyed reported that they are well informed of their child's progress and social and emotional development.
- A high proportion of students indicated that they found classroom instruction relevant to their everyday lives and that they enjoyed participating in school sports.
- The majority of parents, teachers and students felt that Bankstown North Public School:
 - Is a safe place where behaviour issues are dealt with in a timely manner and the school is effective in preventing bullying.
 - Sets high expectations for student achievement and

meets the diverse needs of students, while encouraging them to do their best.

– Is an inclusive school where teachers work to understand and create opportunities to support students with special needs, as well as help them to develop positive friendships.

These results have been analysed and targets have been set to inform future directions.

Policy requirements

Aboriginal education

Through strategic planning, our students have developed a greater understanding and awareness of Aboriginal Education during 2017. This year the Aboriginal background loading was used to ensure our Aboriginal and Torres Strait Islanders students were provided with opportunities to engage with, and embrace, their culture through their participation in a Community of School's initiative: The Belonging Program. Whole school programs enabled all students to develop a deeper appreciation and understanding of the Aboriginal culture. Aboriginal students proudly deliver a Welcome to Country when opening our assemblies and special occasions. Our school continues to build strong relationships across our school community, to ensure the educational outcomes and wellbeing of our Aboriginal and Torres Strait Islander students are met.

Multicultural and anti-racism education

Multicultural perspectives are included in all school activities and programs. Every year the school celebrates the cultural diversity of our community with specific events and activities. Cultural events, such as Easter and Ramadan are acknowledged and celebrated. In 2017, parents and carers were invited to attend for our Harmony Day celebrations, to be part of the audience for the 'Everybody Belongs' themed assembly. Although these special events occur on an annual basis, we at Bankstown North Public School encourage students every day to be respectful and embracing of others. A member of the Bankstown North Public School staff has undertaken specific training and is the school's Anti-Racism Contact Officer (ARCO). This person is trained to investigate, support and counsel victims of racism as well as those who do not demonstrate respect to other students within our school.