

Bankstown North Public School Annual Report



2016



1124

Introduction

The Annual Report for 2016 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.

Jon Godwin

Principal

School contact details

Bankstown North Public School

322 Hume Hwy

Bankstown, 2200

www.bankstownn-p.schools.nsw.edu.au

bankstownn-p.School@det.nsw.edu.au

9709 5506

School background

School vision statement

At Bankstown North Primary School, we believe in developing creative, lifelong 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 and 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 stage 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 the students. The experienced members of staff offer support and guidance for the 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. 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. In all areas of the School Excellence Framework we have determined that the school is working at the level of Delivering, although there are variances between each element.

In the domain of Learning, our efforts have focused on well-being, curriculum and learning. The school has successfully introduced processes for teachers performance and development through professional learning of Language, Literacy Learning (L3) and Teaching Early Numeracy (TEN). There has been particular focus on improving teaching methods in literacy and numeracy, with these professional learning activities focused on building teachers' understanding of effective teaching strategies in these areas. The school has implemented systems and processes for Positive Behaviour for Learning (PBL) which underpins a whole-school approach to wellbeing that clearly defines behavioural expectations, and creates a positive teaching and learning environment. A new positive reward system called Crickeys, was successfully introduced in the classroom and playground to encourage students to demonstrate the school expectations of: We make Good Choices; We are Safe and We are Learners.

Teachers aim to ensure that teaching and learning strategies from professional learning have been embedded into programming, assessment and classroom practice. We are working together to ensure that all teaching and learning programs have specific student goals, are built upon solid foundations and aspire to excellence. The use of learning intentions, success criteria, pace and narrative, as introduced in the Curiosity and Powerful Learning (CPL) program has promoted transparent student assessment criteria which have been used as a reflection tool for the learning that highlights students' strengths and identifies areas for development.

Our major focus in the domain of Teaching is linked to all major projects. The domain is linked to Strategic Direction 2: Staff will be knowledgeable, motivated, collaborative and reflective agents of change and evidence provided demonstrated that we are sustaining and growing in most elements of the Teaching Domain. Teachers are allocated time each term to collaboratively analyse data to inform planning and student progress is regularly monitored and tracked

using PLAN. School leaders reflect on students performance data. The implementation of Performance and Development Plans have strengthened the link between professional goals and the Australian Professional Standards for teachers. This process will allow the teachers to strengthen their practices of gathering supporting data to provide evidence of improvement in teaching goals.

In the domain of Leading, the school looked at the elements of leadership, school planning, implementation and reporting, school resources, as well as management practices and processes. The evidence provided demonstrated that Bankstown North Public School is sustaining and growing in most areas and excelling in some aspects of Leadership on the school excellence framework. In 2016, the school held a school-wide Tell Them From Me survey to solicit student, parent and teacher feedback on school performance. We acknowledge that leadership development is essential to school capacity building. In the domain of leading, improved focus on distributed leadership has promoted broader contributions to school programs.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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

Students are actively demonstrating 21st Century learning through Science, Technology, Engineering and Mathematics (STEM) education and developing their General Capabilities through the use of technology tools. This is showcased in the learning environments of the library and Makerspace.

Quality teaching, data walls and the use of teacher clarity have been a key professional learning focus to achieve this strategic direction, based on the Visual Learning research by Professor John Hattie.

Positive Behaviour for Learning, an evidence-based whole school process to improve learning outcomes for all students has been implemented.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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.	At the end of 2016, Chromebooks integrated throughout Stage 3 classes. General Capabilities developed in STEM lessons through team teaching. 21st Century learning environments established in library and Makerspace. Teacher professional learning in STEM education delivered to staff by the Future Focused Learning Team. Technology tools such as the Robotics and MaKey MaKey showcased.	\$16,392.00
Students are self-directed learners, are using reflective practices, articulating their own learning goals and have a clear vision of their learning journey.	Data walls created, students using learning goals, teacher clarity through use of learning intentions and success criteria, as well as bump it up walls. Positive Behaviour for Learning (PBL) team established and trained. School wide implementation of PBL system and practices. Explicit lessons according to school expectations commenced, with students articulating behaviour learning goals.	\$2,250.00

Next Steps

The following future directions will ensure the 3-year plan remains on track to provide high quality educational outcomes

- Continue to research and upskill our staff to develop a deeper understanding of evidence relating to the impact of 21st Century learning.
- Use Film Making and Visual Literacy to inspire and produce creative, problem solving and collaborative learners.
- Implementation of Chromebooks into Stage 2 classes.
- Evaluation and data collection of students' growth to determine the impact of learning intentions and success criteria in their learning.
- Continue to build on the PBL system, reviewing the school discipline policy and sustaining and growing community engagement.
- Develop and display PBL signs around the school.
- Analysis of PBL data in key points of time to inform future steps and strategies.

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

Staff are actively implementing researched and evidence based programs, such as TEN, L3 and Synthetic Phonics in their classrooms.

All teachers have a renewed focus on Literacy and Numeracy teaching and learning and are involved in embedding best practice, assessment tasks and rubrics into their programs to reflect the change in pedagogy and achieve improved student outcomes.

Teachers are taking greater ownership of their professional development with personalised learning 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)	Progress achieved this year	Funds Expended (Resources)
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>Continued implementation of Literacy, Language Learning (L3) in 2016 involved data collection at 5 week intervals, followed by analysis of student progress and levels of necessary intervention.</p> <p>Three teachers completed second year of Ongoing Professional Learning (OPL) in L3 Kindergarten training. Analysis of student performance data at the end of 2016 indicated:</p> <ul style="list-style-type: none">• 66% of Kindergarten students were reading at or above the Kindergarten benchmark (level 8)• 55% of Kindergarten students were meeting Writing benchmarks (Aspects of Writing – Cluster 4 or above) <p>Regular data collection and evaluation of Targeted Early Numeracy (TEN) programs used to monitor progress and provide personalised learning. Six staff members received professional development and ongoing support from TEN trainer. At the end of 2016, the results indicated:</p> <ul style="list-style-type: none">• Kindergarten – 94% of students achieved school target (Perceptual Counting EAS)• Year 1 – 52% of students achieved school target (Counting on and Back EAS)• Year 2 – 24% of students achieved school target (Facile EAS) <p>K–2 – 58% of students achieved at or above the school target.</p> <p>Through the implementation of Quality Teaching Rounds (QTR), our school embedded explicit systems for collaboration, classroom observation, modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.</p>	\$37, 446.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<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>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 heavily involved in ongoing school-based and personalised, professional learning to meet PDP goals. The processes included research, feedback in interviews, attending inservices, providing evidence and completing evaluations that reflect achievement, as well as inform next the performance and development cycle.</p> <p>One New Scheme Teacher was supported to complete and receive accreditation at Proficiency Level in 2016. One Beginning Teacher commenced accreditation which would be continued into 2017. 100% of teachers undertook external and internal professional learning, leading to opportunities to implement innovative strategies in classrooms. Creation of system to equitably distribute leadership opportunities and build capacity amongst all staff members.</p>	<p>Existing teacher allocation</p>

Next Steps

The following future directions will ensure the 3-year plan remains on track to provide high quality educational outcomes

- Targeted students not reaching exiting reading benchmarks will be given increased focus in teaching and learning programs. By the conclusion of 2017, 70% of students exiting the L3 Kindergarten program will be benchmarked at a level 8 or above.
- Numeracy PLAN results will be lifted by 10% across Year 1 and 2 students through targeted teaching, utilising the TEN program.
- Strategic mapping by the Literacy committee to highlight the success criteria that the school will use to evaluate teaching and learning programs in the aspects of Phonological and Phonemic Awareness, incorporating the new Spelling Scope and Sequence as well as the school wide Synthetic Phonics program.
- Partaking in leadership opportunities by all staff. Aspiring leaders supported to lead key learning area teams to increase leadership density. Authentic opportunities are provided to develop leadership and mentoring skills.
- Continuation of support offered to New Scheme Teachers in the process of completing their Accreditation through planned mentoring in weekly time slots.
- Further develop PDP process that is goal driven rather than based on achievement of strategies. Focus will be on articulating the Australian Professional Teaching Standards as well as linking goals to School's Strategic Directions using the SMART goal setting system. School leadership team to be trained in Growth Coaching to support staff in actively achieving their goals.
- Ongoing professional discussions based on the Quality Teaching Framework, as well as forming consistent teacher judgment. Teachers will use this knowledge to inform assessment and reporting practices and to ensure that differentiation is planned for all students.

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

The school has recognised the need to build educational partnerships and learning alliances by creating links with local community groups and new businesses. Through these partnerships the students were given various experiences linking learning that is occurring at school with the wider community. Existing networks were strengthened and new connections developed to promote community engagement.

The P&C committee was well-supported by the parent body and 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.

Parents, carers and the wider community were given opportunities to become active participants in the teaching and learning at our school in formal assemblies and school celebrations. In our school's Harmony Day celebrations parents and teachers were given the opportunity to develop authentic partnerships through presenting their views and experiences in migrating to Australia and having a sense of community, to the school body.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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.	Partnerships with Bankstown Police Unit, Code Camp, Bankstown City Council, Music Bus, Tri Skills Gymnastics, Dove Cottage Pre-School and BUPA aged care were established to create a more involved school community.	NIL Cost
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.	<p>37% of parents surveyed in Tell them from Me Survey (TTFM) indicated that they voluntarily contributed assisting the teachers or school in some way.</p> <p>Increased parent involvement through provision of in-class assistance, supporting improvement of reading fluency and decoding skills. This is reflected in the growth of PLAN aspect: Reading Texts, where 66% of Kindergarten students exited with achievement of school benchmarks.</p> <p>P&C committee led by 3 active members, supported 6 successful school events – Tea and Tissues, Cross Country BBQ, Mothers and Fathers Day stalls, Easter Raffle, Kindergarten Transition morning tea, Walk to School Safely refreshments and participation in the school's launch of the Crunch and Sip initiative.</p> <p>All cultures embraced through events and gatherings, including Sorry and Reconciliation Day assemblies, Harmony Day assembly, Grandparents Day and ANZAC Day ceremony. Resulting in the school community building strong relationships across all cultures.</p>	NIL Cost

Next Steps

The following future directions will ensure the 3–year plan remains on track to provide high quality educational outcomes

- Establish a Strengthening Family and Community Engagement team to strategise and deliver initiatives to support Strategic Direction 3 .
- Plan for and deliver parent workshops to engage parents in educational priorities, including Literacy, Numeracy and STEM.
- Connect parents to the learning that is happening in classrooms through the use of the See Saw app.
- Increase formal communication methods to increase accessibility, create a more informed community and celebrate successes through the use e–newsletters.
- Use social media for timely and effective distribution of school information, celebrate successes and inform and promote events at Bankstown North Public School.
- Investigate a range of alternate communication modes, such as Skoolbag app, to deliver school related information.
- Sustain the current educational partnerships and learning alliances as well as develop new partnerships.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All cultures embraced through school events and gatherings. Resulting in the school community building strong relationships across our school community. There is a greater knowledge and understanding of the Aboriginal culture established through whole school activities, while improving the educational outcomes and wellbeing of our Aboriginal and Torres Strait Islander students.	\$202.00
English language proficiency	Oral and written language skills have improved for students on EAL/D programs. Resources to be used in 2017 to support reading at home.	\$16,013.00
Low level adjustment for disability	To support our students with physical disabilities to engage with and access the curriculum, we have employed School Learning and Support Officers.	\$75,296.00
Quality Teaching, Successful Students (QTSS)	Quality Teaching Rounds implementation has led to building positive and respectful relationships across the school teaching community. Pedagogy refined using the principles of the Quality Teaching Framework with a focus of student improvement in learning outcomes and engagement	\$6,806.00
Socio-economic background	ICT resources to support student learning and Quality TPL to deliver evidence based practice have a measurable impact on student outcomes and learning that is delivered at Bankstown North Public School.	\$90,612.00
Support for beginning teachers	Exposure to and involvement in Quality Teaching Rounds has impacted on pedagogy, improved programming and deeper understanding of the Quality Teaching framework. Extra RFF was used to develop quality lessons and practices. While mentoring provided on-going practice based support.	\$1,179.00
Targeted student support for refugees and new arrivals	The majority of targeted students improved in language acquisition in terms of Listening and Speaking, and Reading and Viewing outcomes. Student's reading levels improved beyond the Level 15 milestones.	Teacher and SLSO allocation.
Flexible Funding for Wellbeing Services Allocation 2016	As a result of the program, most students have responded positively as they have been taught expected behaviours. There is consistency in the way teachers manage behavioural issues and a shared language that drives PBL across the school.	\$20,250.00
Community Consultation Funding	The Community Consultation Funding allocation was used to send teachers to 'Communicating and Engaging with your School Community' professional development. Funds were also used to release staff to plan and strategise initiatives to be delivered in 2017.	\$480.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	187	192	189	189
Girls	184	169	180	188

During 2016 enrolments at Bankstown North Public School ranged between 360 and 380 students across all classes Kindergarten to Year 6.

There was a mobility rate of approximately 22% 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 34 different cultural backgrounds were represented in these school population figures.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.1	95.2	94.6	93.3
1	95.7	93.9	94.5	93
2	95.2	95.9	93.3	95.9
3	95.6	95.1	92.4	92.6
4	96.2	95.7	94.2	93.5
5	96.4	95.8	94.6	95.4
6	95.7	95.7	93.4	94.8
All Years	95.6	95.4	93.8	94
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

As primary schools are no longer able to record

students taking extended leave from school as exempt, our student attendance rate was negatively affected and brought our attendance rate below state standard. In total 45 children have taken extended leave during the school terms, and together this totals 1380 days of absence.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.23
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher of ESL	2.2
School Administration & Support Staff	2.87
Other Positions	0.13

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016 there were no Aboriginal or Torres Strait Islander community employed at Bankstown North Public 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	52
Postgraduate degree	48

Professional learning and teacher accreditation

In Term 2 2016, we received funding under the Great Teaching Inspired Learning Program for on-going support for our permanently employed Beginning Teacher. The funding was used to provide two hours per week of release time and access to professional learning to develop strategies that improve student engagement and effective behaviour management. The Beginning Teacher 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 own pedagogy, and to reflect on developing teaching practices. The Beginning Teacher participated in Quality Teaching Rounds, as ongoing professional learning to improve the quality of her teaching through peer observation and feedback.

In 2016, we had 15 New Scheme Teachers. Three of our new scheme teachers were working towards achieving their accreditation at Professional Competence, one of which submitted her Accreditation documents during Term 4 2016. The remaining teachers will look at completing this process during 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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 \$9,180.00 in voluntary contributions.
- we had an increase in income generated by a leased school canteen.
- significant expenditure of \$28,000.00 for the purchase of student curriculum materials and resources, as well as and technology equipment for STEM.

Income	\$
Balance brought forward	142 359.12
Global funds	277 606.70
Tied funds	331 504.28
School & community sources	91 959.71
Interest	3 267.29
Trust receipts	6 419.25
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	13 887.82
Excursions	28 670.60
Extracurricular dissections	38 361.30
Library	9 689.56
Training & development	280.00
Tied funds	258 288.22
Short term relief	52 209.71
Administration & office	67 903.06
School-operated canteen	0.00
Utilities	38 692.91
Maintenance	41 177.68
Trust accounts	8 627.57
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 1 Dec 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	314 444.40
(2a) Appropriation	295 527.92
(2b) Sale of Goods and Services	1 318.46
(2c) Grants and Contributions	17 412.70
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	185.32
Expenses	-164 924.56
Recurrent Expenses	-164 924.56
(3a) Employee Related	-88 641.18
(3b) Operating Expenses	-76 283.38
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	149 519.84
Balance Carried Forward	149 519.84

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

- the school has regular finance committee meetings involving members of our school community.
- funds rolled over include money for further technology upgrade; new furniture and fixtures for the administration building; and funds already committed for purchases. This also included funds allocated for Wellbeing which have been utilised to employ a speech therapist in 2017 and funds to implement initiatives relating to Strategic Direction 3 – Engaging the Community.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 399 875.70
Base Per Capita	19 780.49
Base Location	0.00
Other Base	2 380 095.20
Equity Total	551 183.42
Equity Aboriginal	438.96
Equity Socio economic	103 437.53
Equity Language	244 478.60
Equity Disability	202 828.32
Targeted Total	62 269.64
Other Total	73 446.68
Grand Total	3 086 775.43

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.

The percentage of Year 3 students in the top two bands has increased for spelling and writing. In reading, there has been a significant increase in the number of students achieving bands 4 and 5. The average grammar and punctuation scores over a three year period for the Year 3 students have remained consistent.

72% of our Year 5 students have achieved bands 6 or greater in reading and 75% in spelling. NAPLAN data indicating growth in Year 5 writing and 24% of Year 5 students in the top two bands for grammar and punctuation

52% of students in Year 3 are in bands 3 and 4 for numeracy and in Year 5, 52.4% of students are in bands 5 and 6.

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.

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 carried out the Tell Them from Me (TTFM) Survey for the first time in 2016. 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 86% of parents surveyed believe that Bankstown North Public School is a welcoming place and teachers are approachable
- The majority of parents, teachers and students felt that Bankstown North Public School:
 - supports positive behaviour for learning through consistent expectations of student behaviour
 - 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
 - 72% of parents rated the school's communication as an area to be further developed. Specifically, parents would like more information on their child's future opportunities
 - Students indicated that they enjoyed the extra-curricular activities that were available but only 56% of students had positive homework behaviours.

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 2016.

Our Aboriginal student, participated in the Belonging program run through a community of schools in the East Hills area. The program, aimed at celebrating Aboriginal culture through art and storytelling, provided a wonderful opportunity to meet students from other schools and participate in team building activities.

Through the collaborative process, our Aboriginal student, his teacher and caregiver discussed, planned and set goals when creating an Individualised Learning Pathway plan to guide on-going learning and strategies to achieve identified educational and emotional goals.

Throughout the year, the students at Bankstown North Public School were involved in diverse programs and enriching learning experiences, all aimed at respecting and promoting this commitment to our Indigenous Communities. The students participated in activities commemorating and celebrating significant events.

During Reconciliation Week and Sorry Day, our students engaged with stories including 'The Stolen Girl' and 'Once there was a boy' to build their understanding behind the meaning of Sorry Day and the importance of reconciling past mistakes.

As part of NAIDOC Week celebrations, Aboriginal consultants and Aboriginal Elders ran student and teacher workshops to develop of our personalised 'Welcome to Country' linking it to our school ethos and values. Respectful relationships were built through participating in teacher and student workshops, which promoted student wellbeing.

Our 'Welcome to Country' is recited during our regular school assemblies and during special events, as well as playing the National Anthem which incorporates the sounds of the didgeridoo in its music. Bankstown North Public School is committed to increasing the knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people, amongst our staff and students.

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 2016, parents were invited into the school for our Harmony Day celebrations, some parents presenting their background and life story to the students whilst the other parents were part of the audience. Although these special events occur on an annual basis, we at Bankstown North Public School encourage 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.