Banksia Road Primary School
Annual School Report

2012
Our school at a glance

Students

In 2012 the school population grew to 375 and 15 classes were formed. There were 9 parallel grade classes and 6 composite grade classes. It is expected that the school population will continue to grow in the coming years.

Staff

In 2012 there were two new permanent staff members appointed. One teacher transferred and another took leave without pay.

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

Significant programs and initiatives

In conjunction with National Partnerships and school targets major projects and initiatives in 2012 included:

- Accelerated Literacy – implementation K-6
- Student Engagement – including student mentor program
- Speech Pathology and Occupational Therapist supporting K-4
- Community Partnerships – Benevolent Society Kitchen project & Kids and Dads Program; and Padstow TAFE vegetable garden project
- Continuation of Summer School program

Student achievement in 2012

NAPLAN

Year 3

Reading: 30.2% of students in top 3 bands.  
Writing: 80.3% of students in top 3 bands  
Mathematics: 47.6% of students in top 3 bands

Year 5:

Reading: 36.3% of students in top 3 bands  
Writing: 79.9% of students in top 3 bands  
Mathematics: 30.8% of students in top 3 bands

Growth at or above expected minimum of 80 points: Year 5 students were above the State average in Reading, Spelling and Grammar.

Principal’s message

Banksia Road Primary School enjoys a bushland setting in the South Western Sydney suburb of Greenacre. Student enrolment in 2012 rose to 375, and is expected to exceed 400 in 2013.

The school has twenty-three full time teaching staff, including the Principal and three Assistant Principals. There are fifteen classroom teachers, five support teachers and a librarian. Also the school has a full time School Administration Manager, School Assistant and Student Learning Support Officer. As part of the National Partnerships program in 2012 the school employed a Leading Teacher – Student Engagement, two part-time Student Learning Support Officers, a Speech Pathologist and Occupational Therapist. The school is supported by a School Counsellor one and a half days a week. The school also has two part time office assistants, and a general assistant.

In 2012 the school continued to build partnerships with Community Organizations. These partnerships included the Benevolent Society and Padstow TAFE. Through the Benevolent Society the school has been fortunate in housing their Taste Kitchen and conducting a very successful “Kids and Dads” program. The TAFE supported the school with the construction of a vegetable garden project.

The school receives funding through the Federal Government’s National Partnerships Low Socio-Economic program, and has implemented a number of programs to enhance student engagement and achievement. This funding has also enabled the school to upgrade its resources. All classrooms are equipped with Interactive Whiteboards.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Jenny Eggins

Principal
P & C message

Banksia Road’s Parents and Citizens group meet on the third Monday each month. This group works closely to support the school and its program to ensure the best possible opportunities for success are available to our students.

The P&C encourage new and established parents take an active role in the school through the many P&C activities and programs. In 2012 the parents had a successful year of fund raising.

The P&C is looking forward to 2013 and continuing the support the learning and success of our students.

Student representative’s message

The SRC provides an opportunity for students to develop their leadership skills and have a real input into their school.

The SRC had a busy and productive year in 2012. They enthusiastically promoted and coordinated charity fundraising events including:

- Children’s Hospital
- Stewart House
- Bandana Day

The SRC also works hard to encourage positive student behaviour within classrooms and the playground, in support of the school wide PBIS program.

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>166</td>
<td>177</td>
<td>167</td>
<td>171</td>
<td>180</td>
<td>201</td>
</tr>
<tr>
<td>Female</td>
<td>161</td>
<td>161</td>
<td>158</td>
<td>148</td>
<td>161</td>
<td>167</td>
</tr>
</tbody>
</table>

Student enrolments have increased in 2012. Strong growth in Kindergarten and Year 3 enrolments and small grades exiting in Year 6 both in 2012 and 2013 will see growth continue.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.7</td>
<td>96.7</td>
<td>92.6</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.8</td>
<td>95.2</td>
<td>94.7</td>
<td>92.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.2</td>
<td>97.1</td>
<td>93.1</td>
<td>96.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.5</td>
<td>93.7</td>
<td>95.3</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.5</td>
<td>96.5</td>
<td>95.3</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.4</td>
<td>93.7</td>
<td>94.8</td>
<td>94.8</td>
<td></td>
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<td>6</td>
<td>91.3</td>
<td>93.1</td>
<td>96.3</td>
<td>95.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96.2</td>
<td>93.2</td>
<td>95.0</td>
<td>94.6</td>
<td>94.6</td>
</tr>
</tbody>
</table>

Attendance rates remain sound. In 2011 these rates were influenced by a small number of students with long term illness or special needs issues.

Management of non-attendance

Student attendance is monitored daily. Where there are concerns regarding attendance the school works closely with parents and Home School Liaison Officer to provide support and assistance in ensuring students attend school regularly.
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

In 2012 one teacher took leave without pay for the year and will return to the school in 2013. One teacher returned to classroom teaching following a year’s Leave.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.8</td>
</tr>
<tr>
<td>Part-time &amp; RFF</td>
<td>1.172</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.992</td>
</tr>
<tr>
<td>Teachers under National Partnerships</td>
<td>1.0</td>
</tr>
<tr>
<td>SLSO under National Partnerships</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>28.364</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2012 there were no Indigenous employees at the school.

Staff retention

In 2012 one teacher transferred to another school. The growth in student population necessitated the appointment of an additional full time teacher.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>288071.88</td>
</tr>
<tr>
<td>Global funds</td>
<td>193863.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>330544.17</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>91904.76</td>
</tr>
<tr>
<td>Interest</td>
<td>13082.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>28973.96</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>946441.05</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas 18183.61
  - Excursions 24360.90
  - Extracurricular dissections 37315.98
- Library 2683.96
- Training & development 2694.54
- Tied funds 258496.23
- Casual relief teachers 50024.34
- Administration & office 50988.01
- School-operated canteen 0.00
- Utilities 43592.30
- Maintenance 36466.60
- Trust accounts 59588.88
- Capital programs 6830.00
- Total expenditure 567595.35

Balance carried forward 378845.70

This statement excludes unpaid orders and salaries of $25,000. This statement does not accurately reflect funds expended in Professional Learning. Core Professional Learning programs for Literacy and Numeracy are funded through the Teacher Professional Learning dissection and National Partnerships funding, ie ‘Tied Funds’.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Banksia Road continued to enjoy a range of successes throughout 2012. In celebrating our achievements we must acknowledge the expertise and dedication of our teachers, the support of our community and the importance of our partners both within the local community of schools, government agencies and commerce. Banksia Road has continued to grow and enjoys a vibrant community working together to provide the best possible learning experiences and opportunities for our students. Our commitment to every child being a successful learner is firm. We provide for our students a caring, creative and challenging curriculum, where children take on the challenge and responsibility to be safe, respectful learners.

Achievements

Arts

The school’s commitment to providing a rich and engaging curriculum continued to be demonstrated through the success of our dance program. The Banksia Bouncers remain a strong and talented group. They performed at the Director’s concert at Homebush. The school participated in the Bankstown Performing Arts Festival and East Hills dance festivals. Highlights included outstanding performances by Banksia Bouncers, K-2 Dance group, and the Banksia Road Choirs.

Banksia Bouncers, the choir and class groups performed for the residents of Bupa Aged Care in Greenacre. These performances brought much joy to both the residents and the children.

The school conducted its 2nd Annual Art Show, with every student exhibited at least one art work. This year we also included an art spark competition with the theme ‘The World Around Us’. This attracted entries from all classes Kindergarten to Year 6 and was judged by a highly regarded Arts Professor from the University of Western Sydney.

Students were invited to participate in an art competition to design a Christmas card for our Local federal Member. Two students received “highly commended” awards.

Sport

Banksia Road Primary School participated in the Bankstown District PSSA summer and winter sports competitions as well as swimming, athletics and cross-country carnivals.

In 2012, 18 students represented the school and Bankstown District at Regional Carnivals. Two students gained a place in South Western Sydney Regional Teams. One student represented South Western Sydney on two occasions, being athletics and girls softball. The South Western Sydney girls softball team were State Champions.

The Junior Girls Netball and Soccer teams were successful in becoming joint PSSA premiers.

University Competitions

As part of our enrichment program students were again given the opportunity to participate in the University of NSW competitions for English and Mathematics. A total of 48 student entries were recorded in these competitions. Significant results include:

Mathematics – 5 students achieving a Credit
English – 4 students achieving a Credit

Selective High School

In 2012 5 students prepared and sat for Selective High School placement. One student successful in gaining and accepting a first round offer of placement for Sydney Boys High.
Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

Numeracy – NAPLAN Year 5

Progress in reading

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.
**Significant programs and initiatives**

Banksia Road provides diverse and challenging learning experiences for its students. As a Low Socio-economic National Partnership School, teachers are provided with high level and intensive professional learning and students benefit from well-resourced and innovative programs. Programs complement the NSW DEC curriculum and promote high levels of student engagement.

**Aboriginal education**

The school has a close association with the local Indigenous Community ensuring continued support for both Indigenous students and their families. Indigenous community members provide guidance and support for Indigenous students.

The school had 3 Indigenous students in 2012, each of whom has an individual learning plan. This plan is supported by the school’s Learning Support Teacher. In 2012 one Indigenous student participated in the Bankstown Indigenous Cultural Day. School attendance of Indigenous students is above 96%.

The school ensures that Indigenous culture and heritage are explicitly taught as part of the curriculum. The school acknowledges and celebrates Naidoc Day.

**Multicultural education**

Banksia Road has a student population where 89% of its students come from a non-English speaking background. The school and its community actively celebrate this diversity. Harmony Day is joyously celebrated. The school works to ensure that all members of its community feel safe and valued. All learning programs are inclusive and sensitive to the needs of all students.

The school has a comprehensive ESL program providing specialist support for students from non-English speaking backgrounds. In addition a new arrivals program is conducted for those students new to Australia who have little or no English. This program ensures students from Kindergarten to Year 6 enjoy successful and rewarding learning experiences and a functional mastery of the English language.

The school has a Community Language teacher of Arabic. All students from Arabic speaking backgrounds participate in a comprehensive Arabic Language program. The Community Language Teacher Arabic also ensures Arabic speaking parents are kept well informed of school activities and procedures. This is affected through translations in interviews and discussions and of the school newsletter.

**National partnership programs**

Banksia Road is in its third year as a participant in the National Partnerships Low Socio-Economic Program. Evaluation of the 2012 program evidenced success and growth in student achievement and professional learning of teachers.

Key elements in the implementation of programs through National Partnerships were:

- Utilisation of SMART data analysis to determine targets and assess progress
- Implementation of Best Start and L3 resulting in efficient tracking of student progress and achievement of reading targets in Kindergarten
- Implementation of TEN in K-2 resulting in significant growth in student achievement in Number
• Full implementation Accelerated Literacy. Student data indicates a positive effect on student learning outcomes. Naplan writing scores for Years 3 and 5 were strong, with growth above State average.

• Leading Teacher – Student Engagement. This initiative included:
  O Continued Student Mentor appointed focusing on Stage 2 & 3 boys, reflected a noticeable change in behaviour and classroom engagement of target group of boys.
  O Continued targeted Literacy strategy for at risk students.

• Extended Occupational Therapist and Speech Pathologist program to include K-4.

• Utilisation of Benchmarking procedures to enhance student tracking

• Full implementation of PBIS

• Continuation of Summer School, during January 2012 & 2013. Data continues to indicate improved academic and behavioural outcomes for participating students.

Progress on 2012 targets

In 2012 Banksia Road implemented strategies and practices to support optimal delivery of quality educational programs and student achievement. Achievements are noted relating to NAPLAN achievement bands.

Target 1

_Maintain or improve number of Year 3 and Year 5 students achieving in the Top 2 bands for Reading and decrease the number of students in the Lowest 2 Bands_

Our achievements include:

- 8% of Year 3 and Year 5 students achieved scores in the Top 2 Bands in Naplan Reading
- School benchmark data indicated that 74% of Year 4 students are achieving at or above Chronological age in reading.
- 48% of Year 5 students achieved growth in Reading at or above expected levels

Target 2

_Increase to 70% number of Year 5 students achieving at or above minimum growth in Numeracy_

Our achievements include

- 48% of Year 5 students achieved at or above expected growth in Mathematics
- School based TEN data indicates that 90% of Year 2 students achieved at or above expected benchmarks

Target 3

_To increase the proportion of student reaching Merit Medallion to 10% and to decrease the proportion of student suspended by 10%._

Our achievements include:

- There were no Long Suspensions in 2012
- 8 students had short suspensions in 2012
- 8% of students reached Merit Medallion in 2012
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Educational and management practice – Curriculum & Assessment.

Background

The school has a strong focus on the delivery of curriculum through Quality Teaching. The process of Curriculum delivery and its link to assessment is a vital element in ensuring school targets are addressed and the individual learning needs of students are met. This evaluation investigated the professional learning of teachers to support quality teaching and the delivery of a differentiated curriculum and the consistency, efficiency and effectiveness of assessment and evaluation practices. Data has been collected through the program reviews, classroom walkthroughs, evaluation of school and systemic data, interviews, formal and informal discussions and meetings.

Findings and conclusions

Teachers, parents and students strongly indicated that they felt that Curriculum delivery was effective and appropriate. Parents and students indicated that they had a clear understanding of assessment and reporting procedures and felt comfortable talking to the teacher about the learning process. Parents were aware that teachers need to participate in Professional Learning to support the delivery of Quality Teaching. A small number of parents expressed that this teacher learning seemed to result in too many days where their child’s teacher was absent.

A key strategy for this evaluation was the utilization of Classroom Walkthroughs. This process involved a small team of teachers, the Principal and a teacher from a neighboring school visiting every classroom and making specific observations on student engagement. 100% of teachers participated in this process. Generally students were well engaged. Classrooms were calm with children listening carefully and having a clear understanding of what was expected.

All teachers have a strong commitment to their professional learning. 95% of teachers attended all whole school professional learning. All teachers participated in at least one targeted professional learning program and kept a professional learning reflection log. All learning teams participate in planning days and weekly meetings to ensure that the planning of learning programs and assessments meets curriculum requirements and student needs. The school implements a benchmarking process in all grades. This process enables the monitoring of student growth in Literacy and Numeracy across a school year. Naplan, Best Start, TEN and L3 assessments are also utilized and analysed to inform student achievement and planning.

Future directions

- Maintain Benchmarking strategies K-6 and Classroom Walkthroughs
- Induct new teachers to the school in Benchmarking and assessment analysis
- Provide Australian Curriculum specific professional learning
- Utilise the school’s communication strategies to inform parents of teacher learning
- Continue professional learning focus on Numeracy through TEN & TOWN

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Teachers, parents and students are actively encouraged to express their feelings and opinions on all aspects of school organisation and student learning. Responses detailed here are a result of a direct survey. Parents, teachers and students were invited to respond to this survey.

Parents

- 97% parents strongly agree that the school is connected to its community and welcomes parental involvement.
- All parents indicated that they believe the school is tolerant and accepting of all students and that students are the school’s main concern
• 96% of parents feel strongly that the school is well equipped.
• 67% of parents strongly agree that the school’s student welfare programs are supportive. No parents disagreed with this element.
• 93% of parents agree that the school maintains a focus on Literacy and Numeracy
• 92% agree that the school teaches and promotes core values.

Students:
• Student surveys indicate strongly that their classroom is an interesting place to be
• 90% agree that their teacher talks to their parents about their learning
• 93% agree that our school has good equipment
• 95% agree that the school expects them to do their best
• Student interviews strongly indicated that they ‘loved Summer School’ and wished it went forever.

Teachers:
• All teachers believe they provide a stimulating and secure learning environment
• All teachers believe the school supports home to school communication
• 95% either strongly agree or somewhat agree that they use a wide range of appropriate resources to assist students with their learning
• All teachers agree that Professional Learning is an important element in enabling them to continue to provide Quality Teaching and Learning
• 92% either strongly or somewhat agree that their teaching practice is supported by critical reflection and an understanding of effective practice and current research.

Professional learning
In 2012 teaching staff participated in professional learning focusing on the target areas of Literacy – including Accelerated Literacy & L3; Numeracy - TEN and compliance training. Teachers also undertake Professional Learning that supported their personal professional needs and goals. Professional learning relating to target areas and DET requirements are held each fortnight and include the following:
• guest speakers
• Regional consultants working with whole staff and small groups
• Regionally conducted professional learning
• Online professional learning
• teacher presentations providing feedback from courses attended
• group learning and sharing
• school development days
• PAS Community of Schools Leadership program

In addition each teacher identified an area for personal learning and growth and was supported through Teacher Professional Learning. Teachers keep a professional learning log and reflection file.
School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
To increase by a minimum of 10% the number of students achieving in the top two NAPLAN bands in Reading and Numeracy.

2013 Targets to achieve this outcome include:
• 20% Year 5 and Year 3 students in the top two NAPLAN bands in numeracy & reading
• 80% Year 2 students achieve at or above Level 23 in reading
• 80% Year 2 students achieving at or above expected TEN benchmark

Strategies to achieve these targets include:
• Continued teacher professional learning focus on Literacy – including Accelerated Literacy & L3
• Teacher professional learning focused on Numeracy through TEN & TOWN training
• Development of quality assessment strategies and detailed analysis of student achievement data

School priority 2
Outcome for 2012–2014
90% Year 5 students to achieve NAPLAN growth at or above State average in Literacy and Numeracy.

2013 Targets to achieve this outcome include:
• Increase proportion of Year 5 students achieving or exceeding expected growth in Literacy by 5% as compared the 3 year average of results
• Increase proportion of Year 5 students achieving or exceeding expected growth in Numeracy by 5% as compared the 3 year average of results

Strategies to achieve these targets include:
• Expand Mentor program with a focus on Year 4 & 5 students
• Review LAST organization and program to maximize number of students supported.
• Provide explicit training for parent helpers who assist with reading
• Ensure mentoring of teachers in best practice

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Jenny Eggins Principal
Brian Perrett Assistant Principal
Sandra Christodoulos Assistant Principal
Nicole Capra Assistant Principal
Rebecca Wise Classroom Teacher
Kylie Elakhras P&C President

School contact information
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Web: www.banksiard-p.schools.nsw.edu.au
School Code: 4217

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: