BANKSIA ROAD PRIMARY SCHOOL

ANNUAL SCHOOL REPORT

2011
Our school at a glance

Students

In 2011 the school population grew to 349 and 14 classes were formed. There were 11 parallel grade classes and 3 composite grade classes. It is expected that the school population will continue to grow in the coming years.

Staff

In 2011 there was two new permanent staff members appointed. One teacher transferred and another took leave without pay to travel. One teacher was seconded to Regional Office for a short period, while another returned to the school from a regional consulting appointment.

All teaching staff meets 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 2011 included:

- Accelerated Literacy – training for all teachers K-6
- Student Engagement – including student mentor program
- Speech Pathology and Occupational Therapist supporting K-4
- Continuation of Summer School program

Student achievement in 2011

NAPLAN

Year 3: Reading: 29.7% of students in top 2 bands.

Writing: 71% of students in top 2 bands

Mathematics: 20.3% of students in top 2 bands; 62.6% of students in mid 2 bands

Year 5: Reading: 33.8% of students in top 3 bands

Writing: 50% of students in top 2 bands

Mathematics: 41% of students in top 3 bands

Growth at or above expected minimum of 80 points: Year 5 students were 19.6 points above the State average in Reading and 17 points above State average in Numeracy.

Messages

Principal’s message

Banksia Road Primary School enjoys a bushland setting in the South Western Sydney suburb of Greenacre. Student enrolment in 2011 rose to 349.

The school has twenty-two full time teaching staff, including the Principal and three Assistant Principals. There are fourteen classroom teachers, four 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 the school employs 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 Counselor one and a half days a week. The school also has two part time office assistants, and a general assistant.

In late 2010 the school successfully gained a State Government grant, through the Premier’s Sporting Challenge, to upgrade the oval facilities. This work was undertaken in during the latter part of Semester 1, 2011. Work included installation of an underground watering system and tank and the complete leveling and resurfacing of the oval. Students now enjoy an exceptional playing field. This has further enhanced the physical and learning environment of the school.

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. The focus on Literacy, through Accelerated Literacy continued in 2011 with all teachers Kindergarten to Year 6 being trained.

Our commitment to providing a comprehensive, creative, challenging and caring curriculum where students achieve is resolute.

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 2011 the parents had a successful year of fund raising.

The P&C is looking forward to 2012 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 2011. They enthusiastically promoted and coordinated charity fundraising events including:

- You Can - collecting old mobile phones to support Youth Cancer centre’s across Australia.
- Jeans for Jeans Day
- Stewart House
- Maroon Day – supporting Queensland Flood victims
- Garden Project

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

School context

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

Student Enrolment

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

Student enrolments have increased in 2011. Strong growth in Year 3 enrolments and small grades exiting in Year 6 both in 2011 and 2012 will see growth continue.

Student attendance profile

Attendance rates remain sound. In 2011 these rates were influenced by a small number of students who were ill or had 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.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KC</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>KF</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1/2F</td>
<td>1</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1/2F</td>
<td>2</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>2J</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2T</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3L</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>4N</td>
<td>4</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>5G</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6W</td>
<td>6</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

Structure of classes

In 2011 fourteen substantive classes were formed. Where a composite class was formed, following school class formation policy, this class was an enrichment group.

Staff information

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

In 2011 one teacher took leave without pay for the year and will return to the school in 2012. Two teachers returned to full time teaching following Maternity Leave.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.588</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher of Community Language</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.922</td>
</tr>
<tr>
<td>Total</td>
<td>24.31</td>
</tr>
</tbody>
</table>

In addition to this the school administers District General Assistance Scheme Allocation and District School Counselor Allocation. The school also employs a School Learning Support Officer, on a needs basis, to support specific learning support programs for its three indigenous students.

Staff retention

In 2011 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>10</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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>295,476.07</td>
</tr>
<tr>
<td>Global Funds</td>
<td>117,223.42</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>356,494.91</td>
</tr>
<tr>
<td>School &amp; Community Sources</td>
<td>75,033.10</td>
</tr>
<tr>
<td>Interest</td>
<td>16,436.95</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25,430.16</td>
</tr>
<tr>
<td>School Operated Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>946,094.60</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; Learning</td>
<td></td>
</tr>
<tr>
<td>Key Learning Areas</td>
<td>12,991.73</td>
</tr>
<tr>
<td>Excursions</td>
<td>18,529.04</td>
</tr>
<tr>
<td>Extra Curricular Dissections</td>
<td>33,808.26</td>
</tr>
<tr>
<td>Library</td>
<td>4,866.47</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>280.00</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>319,413.23</td>
</tr>
<tr>
<td>Casual Relief Teachers</td>
<td>56,599.93</td>
</tr>
<tr>
<td>Administration &amp; Office</td>
<td>53,289.13</td>
</tr>
<tr>
<td>School – operated Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>36,879.83</td>
</tr>
<tr>
<td>Maintenance</td>
<td>55,073.72</td>
</tr>
<tr>
<td>Trust Accounts</td>
<td>19,080.25</td>
</tr>
<tr>
<td>Capital Programs</td>
<td>47,211.13</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>658,022.72</strong></td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
<td><strong>288,071.88</strong></td>
</tr>
</tbody>
</table>

This statement excludes unpaid orders and salaries of $20,488. This statement does not 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. In 2010 the school expended $11,371 on Teacher Professional Learning. Training Years K-2 teachers in Accelerated Literacy and other National Partnership projects include salaries of $130,848. The school also holds funds in Trust for District and Regional programs.

A full copy of the school’s 2011 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 2011

Banksia Road continued to enjoy a range of successes throughout 2011. In celebrating our achievements in 2011 we also 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. The school joined with Mt.Lewis Infants to produce the inaugural joint school concert. All students K-6 had the opportunity to participate in this production. Highlights were outstanding performances by Banksia Bouncers, K-2 Dance group, Mt.Lewis dance groups and the Banksia Road Choirs.

Students in Years 5 & 6 participated in an intensive art program. Students produced a range of artworks including paint on canvas and etchings. This program provided the base for the school’s first Art Exhibition held to high acclaim in Term 4.

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, while one student won the Year 6 award and had her design published.
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 2011, 21 of our students represented the school and Bankstown District at Regional Carnivals. One student was successful in gaining a place in the South Western Sydney Regional Swimming Team and competed at the State carnival.

The Junior Girls Netball team was 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 59 student entries were recorded in these competitions. Significant results include:

Mathematics – 2 students achieving a Credit
English – 4 students achieving a Credit and 2 students receiving a Distinction.

Selective High School

In 2011 5 students prepared and sat for Selective High School placement. Two students were successful in gaining and accepting a first round offer of placement.

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)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 3

[Graphs showing percentage of students in bands for Year 3 Reading and Writing]
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentage of our students achieving at or above these standards are reported below.

### Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.3</td>
</tr>
<tr>
<td>Writing</td>
<td>98.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.9</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.1</td>
</tr>
<tr>
<td>Writing</td>
<td>88.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>83.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.6</td>
</tr>
</tbody>
</table>
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’s close association with the local Indigenous Community ensures 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 2011, each of whom has an individual learning plan. This plan is supported by the school’s Learning Support Teacher and tutor.

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

Multicultural education

Banksia Road has a student population where 89% of its students come from a non-English speaking background. This in turn makes our school one that is culturally diverse. The school and its community actively celebrate this diversity and enjoy a cooperative and harmonious environment. 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 whereby all classes are provided with 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 has seen all its students from Kindergarten to Year 6 enjoy successful and rewarding learning experiences and a functional mastery of the English language.

The school also 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 second year as a participant in the National Partnerships Low Socio-Economic Program. This program provides considerable funds to provide opportunities for extensive teacher professional learning, the development and implementation of new and innovative programs and the employment of specialist staff. Evaluation of the 2011 program evidenced considerable success and growth in student achievement and professional learning and upskilling 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
- Completion of Teacher training K-2 and implementation Accelerated Literacy. Teachers have become adept at developing and delivering explicit and effective Literacy programs utilising the AL framework. Initial student data is indicating a positive effect on student learning outcomes. Naplan writing scores for Years 3 and 5 were strong, with growth above State average.
Appointment of Leading Teacher – Student Engagement. This initiative included:

- Student Mentor appointed focusing on Stage 2 & 3 boys, reflected a noticeable change in behavior and classroom engagement of target group of boys.
- Stage 3 Art Program resulting in a whole school art exhibition and students using new skills to enhance presentation of work.
- Implementation of targeted Literacy strategy for at risk students.

Appointment of Occupational Therapist and Speech Pathologist – K-2 leading to early intervention for at risk students and providing teachers with strategies to meet individual needs.

Utilisation of Benchmarking procedures to enhance student tracking

Full implementation of PBIS

Continuation of Summer School, during January 2011 & 2012. Initial data analysis indicates students attending this program are more likely to maintain or improve their Literacy and Numeracy levels over the long Summer Holiday. It also indicates that these students tend to have reduced negative behaviours in both the classroom and playground.

Professional dialogue between participants and sharing of ideas and expertise.

Noted strength in leadership skills and capabilities of participants.

Student Welfare – PBIS

2011 was the first year of full implementation of PBIS. The consistency in expectations of behaviour and support for students is clearly communicated to all stakeholders. Students actively articulate and practise being ‘Safe, Respectful Learners’. 2011 saw a reduction in the number of negative behaviour reports and suspensions. It also saw a significant increase in the number of students participating in ‘Good as Gold’ days.

PBIS is a key strategy in establishing and maintaining a safe and calm environment at the school. The PBIS team met regularly to assess the program and strategies to ensure targets are being met. It is planned that 2012 will have a strong focus on Classroom expectations and behaviour.

Summer School

Following on the success of 2010, Summer School 2011 was capped at 50 participants, and a waiting list. The program was conducted over 5 days and had a strong Literacy focus. Students participated in structured lessons at school as well as an excursion to the Sydney Aquarium. This program aims to bridge the learning gap that can occur over the long summer holiday.

In 2011 the school worked with an academic partner to begin structured analysis over the next two years of the measurable benefits of Summer School. This study looks at Literacy & Numeracy benchmarks and behavioural data of both students who attend Summer School and a control group of similar students who do not attend. Initial data suggests that those students attending this program are more likely than the control group to maintain or improve their Literacy /Numeracy benchmark scores, decrease their number of negative behaviour reports while increasing positive behaviour awards.

PAS Leadership program.

Banksia Road’s commitment to developing leadership capacity continued to be supported through participation in the PAS Community of School’s Leadership Program. The project is research based and facilitated by a project leader.

Significant achievements in 2011 included:

- Strengthening of collegial ties between schools
- Opportunities for aspiring educational leaders to share and learn from experienced executive and develop strategies to support whole school programs and personal professional learning
Progress on 2011 targets

In 2011 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

*Increase to 60% number of Year 5 students achieving or exceeding expected minimum growth of 80 points in reading. Also in NAPLAN reading to see 27% of Year 3 students in the top 2 band for reading and less than 19% in the lowest 2 bands.*

Achievements include:

- 61.5% Year 5 students achieved or exceeded expected minimum growth
- Year 5 student growth in Reading 19.6 points above the State average.
- 29.7% Year 3 students in Top 2 Bands for Reading

Target 2

*Increase to 70% number of Year 5 students achieving at or above minimum growth in Numeracy*

Achievements include:

- 68.4% of Year 5 students achieved at or above minimum expected growth in Numeracy
- Year 5 student growth in Numeracy 22.3 points above the State average.
- School based data supports and indicates student progress

Target 3

*To increase the proportion of student reaching Merit Medallion to 10% and to decrease the proportion of student suspended by 10%*

Achievements include:

- Targets met and exceeded
- Suspensions reduced from 29%
- Behaviour referrals for boys in years 3-6 reduced by 15%
- Classroom related behavior reports reduced by 42%

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of:

Educational and management practice

School Planning

Background

As a part of the reflective process incorporated a whole school evaluation was conducted focusing on ‘School Planning’. As a National Partnership school it is a requirement that the planning process is consultative and reflects the needs and aspirations of the broader school community and meets the requirements of National Partnerships evaluations and targets. This evaluation investigated the efficiency of planning and its effectiveness in providing open and clear directions for the improvement of student learning. It was also important to determine whether students and parents felt that the teaching students received met their needs. Another element looked at teachers’ needs for support and professional learning. Data has been collected through the utilization of surveys, interviews, formal and informal discussions and meetings.

Findings and conclusions

It is essential that all stakeholders have a common understanding of the school’s purpose and are united in their commitment to achieving this. Teachers, parents and students strongly indicated that the school has a clear statement of purpose and ensures that all stakeholders have the opportunity to contribute to decisions concerning school purpose. 95% of teachers agree that the school has a clear statement of purpose and educational priorities. 87% of parents and 83% of students indicated they agreed with the school’s educational priorities of strengthening Literacy and Numeracy skills.

Integral to ensuring student improvement is a measureable focus, targets need to be carefully determined and clearly communicated. The expectation is that targets will be achieved. 87% of teachers indicated that the school’s targets are clear and achievable. 93% of teachers strongly agree that the school’s targets are directly aimed at student improvement. Parents and students indicated they were aware of the school’s
targets. A small number of parents took time to note that, while they were aware of whole school targets, their prime interest was their own child and his or her progress.

Quality teaching cannot take without careful and considered planning. Planning includes ensuring teachers have a sound knowledge and understanding of the curriculum. It also involves analysis of student data and the development and utilization of efficient and effective assessment and evaluation strategies. 88% of teachers strongly agree that the school’s planning process responds to the emerging needs of students. 96% of teachers agree that the school has a clear management plan. 81% of students surveyed indicated that their teacher plans interesting lessons that help them learn well. 100% of parents strongly agreed that Banksia Road is an attractive and well resources school. Parents also strongly agreed that their child’s teacher is well organised and provides a quality learning environment for their child. 93% of teachers indicated that they always or almost always utilize their time efficiently to ensure classroom practice meets Quality Teaching Standards. 50% of teachers indicated that team planning is nearly always effective.

Future directions

- Review the school’s statement of purpose through consultation with teachers, students and parents. Ensure that this is then clearly communicated through the school’s website.
- Ensure teachers are availed of Professional Learning that supports the achievement of school targets and their personal professional learning goals
- Review the Team Planning process to ensure this is an efficient and effective process for the development and delivery of Quality Learning programs.
- Continue to use National Partnership guideline for the determination and evaluation of targets.

Curriculum

Creative and Practical Arts

Background

Banksia Road has a proud history of students achieving at high levels in the Creative Arts. We acknowledge the intrinsic value of the arts in providing students with the skills and ability to express their talents and aspirations. The school currently has a strong gifted and talented program for dance. In 2011 the school trialed an intensive art program in Stage 3. In this evaluation we seek to determine the impact of current creative arts programs on student engagement at school and their achievement in all aspects of the school curriculum. The arts provide the potential to promote skills of focus and concentration as well as creativity.

Findings and conclusions

Parents and students both strongly agreed that Creative Arts is their favourite activity at school. 85% of students indicated they were either in the dance group or wanted to be! 92% of Stage 3 students agreed that the Art Program was excellent and they felt they produced quality work. 96% of parents strongly agreed that the schools Art Show was very successful. A common comment regarding the art show was that parents were amazed at the quality of all the artwork for Kindergarten to Year 6. All parents surveyed want the Art Show to be an annual event.

87% of teachers agree or strongly agree that Creative Arts is an important element of the curriculum. 81% of teachers feel they have a strong understanding of the Creative Arts Curriculum and 88% enjoy teaching all strands of Creative Arts. Teachers also were in agreement that their students enjoy Creative and Practical Arts lessons. They were also unanimous in that the Art Show was a successful celebration of our Creative Arts Curriculum. 56% of teachers agreed or strongly agreed that their students know and can sing a minimum of six songs. 38% of teachers agree of strongly agree that their students know the first two verses of the National Anthem.

Future directions

- Continue current dance programs, including Friday sport program
- Investigate accelerating Senior Hip-Hop group to elite dance competitions and festivals
- Implement professional learning for teachers to support the Creative Arts Curriculum, with a focus on Music and singing.
- Stocktake all Creative Arts Resources and ensure each Strand is adequately resourced
- Include a Creative Arts as a key element in Student Engagement program with a focus on Music and Choir
Parent, student, and teacher satisfaction

In 2011 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
- 95% 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 teachers 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 me to do my 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
- 94% 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
- 70% either strongly agree or somewhat agree that the school community has high expectations of students
- 89% 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 2011 all teaching staff participated in professional learning focusing on the target areas of Accelerated Literacy, Student Welfare (PBIS) and compliance training. Teachers also participated in Professional Learning that supports their personal professional needs and goals. Professional learning relating to target areas and DET requirements were held each fortnight and included the following:
- guest speakers
- Regional consultants working with whole staff and small groups
- teacher presentations providing feedback from courses attended
- group learning and sharing
- school development days Term1, Term 2 and Term 3
- 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

*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*

2012 Targets to achieve this outcome include:

- 48% Year 3 students in Top 2 Naplan Bands for Reading & 14% or less of Year 3 students in lowest 2 Bands
- 51% Year 5 students in Top 2 Naplan Bands for Reading & 21% or less in the lowest 2 Bands
- Year 5 Naplan growth in Literacy above State and Regional average
- 65% of students K-2 achieve expected grade exit reading levels

Strategies to achieve these targets include:

- Full implementation of Accelerated Literacy
- Focus program for at risk students based on ‘Even Start’
- Expansion of Home Reading program and resources

School priority 2

Outcome for 2012–2014

*To improve number of Year 3 and Year 5 students achieving in the top 2 Naplan Bands for Numeracy, and reduce the number of students in the lowest 2 Bands*

2012 Targets to achieve this outcome include:

- 30% Year 3 students achieving in the top 2 NAPLAN Bands for Numeracy
- 21% Year 5 students achieving in the top 2 NAPLAN Bands for Numeracy
- Year 5 NAPLAN growth in Numeracy above State and Regional average
- Identified at risk Year 5 students achieving at or above minimum NAPLAN growth

Strategies to achieve these targets include:

- Teacher professional learning focusing on Numeracy, including TEN program
- Detailed analysis of SMART and school based data to inform planning and develop effective learning and assessment strategies that reflect Quality teaching
- Utilisation of student tracking and benchmark data to ensure focus on student improvement is measureable and attainable

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.

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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: