School context
In 2013 Banksia Road Primary School began the year with 446 students in 17 classes, (91% NESB). During the year enrolments grew to 456 students with an expectation of continued growth in 2014. The school has an active and harmonious school community who work cooperatively to support student learning. The school has a close collegial and professional working relationship with Mt. Lewis Infants School, whose students enter our Year 3 classes and local Community of Schools, including Chullora and Bankstown North Primary Schools.

In 2013 the school formed 17 classes, 4 of which were composite classes. In addition the school implemented a comprehensive Literacy and Numeracy support program led by the Learning Support Team.

In 2013 three new permanent staff members were appointed at the beginning of the year. These vacancies resulted from one teacher transferring, another leaving the service and increased student numbers. Due to increased enrolments being sustained an additional Assistant Principal was appointed in December to commence duties in 2014.

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

The school continued to effectively utilise National Partnerships funding in 2013. This being the final year for this particular funding support. This program supported school targets including major projects and initiatives including:

- Implementation of Spelling Mastery Year 1-6 creating a structured and streamlined focus on Spelling and Grammar
- Student Engagement – including student mentor program, Even Start programs and Individual Learning Programs
- Speech Pathology and Occupational Therapist supporting K-4
- Community Partnerships – Benevolent Society Kitchen project & Kids and Dads Program; and vegetable garden project
- Continuation of Summer School program

Principal’s message
Banksia Road Primary School sits in a beautiful setting of expansive playgrounds and trees. In 2013 the school has seen the addition of five new classrooms in the K-2 area. Following the installation of these rooms the K-2 playground has been upgraded to provide a calm, safe and clean area for children to play. Student enrolments in 2013 rose to 456, and it is expected to continue this pattern in 2014.

In 2013 the school had twenty-five full time teaching staff, including the Principal and four Assistant Principals. There are fourteen classroom teachers, five support teachers and a librarian. In addition there are three part time support teachers. The school has a full time School Administration Manager, School Assistant, and four Student Learning Support Officers. As part of the National Partnerships program in 2013 the school employed an Assistant Principal Learning & Support, 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 2013 the school continued to build partnerships with Community Organizations. These partnerships included the Benevolent Society and Community Connections. Through the Benevolent Society the school continues to host a number of Community education programs and conduct a very successful “Kids and Dads” program.

The school receives funding through the Federal Government’s National Partnerships Low Socio-Economic program, and has implemented programs to enhance student engagement and achievement. 2013 was the final year for this funding.

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.

Mrs. Jenny Eggins
P & C and/or School Council 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 to take an active role in the school through the many P&C activities and programs. In 2013 the parents had a successful year of fund raising.

The P&C is looking forward to 2014 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 2013. 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 be consistent with privacy and personal information policies.

Student enrolment profile

Student enrolments have continued to increase in 2013. Strong growth in Kindergarten and Year 3 enrolments together with a constant if small flow from private and independent schools has seen the school reach above 450 students.

Student attendance profile

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<td>94.3</td>
<td>94.2</td>
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</tbody>
</table>
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.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal National Partnerships</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Primary Part Time Teacher</td>
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<tr>
<td>Primary Teacher RFF</td>
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<tr>
<td>Primary PSF Scheme Teacher</td>
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<tr>
<td>Primary Community Language Teacher</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Support Staff National Partnerships</td>
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<td>Total</td>
<td>35.482</td>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. In 2013 there were no Indigenous persons employed at Banksia Road

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<td>NSW Institute of Teachers Accreditation</td>
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</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>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1286631.50</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>535562.81</td>
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</table>

A full copy of the school’s 2013 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.

Note that while Training and Development indicates expenditure of $1285.45 actual expenditure was $94477.15 funded through National Partnerships. Likewise National Partnerships was the funding source for Library resource purchases in excess of $30,000.
School performance 2013

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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 to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 3 - Numeracy
Other achievements

Banksia Road continues to thrive and see student success across curriculum areas. In celebrating our achievements we 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. We provide a caring, creative and challenging curriculum, where children take on the challenge and responsibility to be safe, respectful learners. It is our belief that every student will be a successful learner.

The Arts

The school’s commitment to providing a rich and engaging curriculum is 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. They also participated in the East Hills dance festival. A Highlight of the year was the outstanding performances by Banksia Bouncers, K-2 Dance group, and the Banksia Road Choirs at the combined Banksia Road and Mt.Lewis Spring Concert.

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 3rd Annual Art Show, with every student exhibiting at least one art work. This year we also included an art spark competition with the theme ‘Water’. This attracted entries from all classes Kindergarten to Year 6 and was judged by a South Strathfield High School art teacher.
Students were invited to participate in an art competition to design a Christmas card for our Local federal Member. One Kindergarten student receiving a “highly commended” award.

**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, 19 students represented the school and Bankstown District at Regional Carnivals. One student represented South Western Sydney at State level.

**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. Significant results include:
- Mathematics – 3 students achieving a Credit
- English – 3 students achieving a Distinction & 3 students achieving a Credit

**Selective High School**

In 2013 two students were successful in gaining and accepting first round offers for placement in Selective High Schools.

**Significant programs and initiatives**

Banksia Road provides diverse and challenging learning experiences for its students. In 2013 the school received its final year of funding under the Federal Government’s Low Socio-economic National Partnership Program. Over the last four years this has seen teachers provided with high level and intensive professional learning and students benefiting 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 2 Indigenous students in 2013, each of whom has an individual learning plan. This plan is supported by the school’s Learning Support Teacher. In 2013 one Indigenous student participated in the Bankstown Indigenous Cultural Day. School attendance of Indigenous students is above 97%.

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 92% of its students come from a non-English speaking background. The school and its community actively celebrate this diversity. Harmony Day is jubilantly 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 in Kindergarten to Year 2 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 had its final year as a participant in the National Partnerships Low Socio-Economic Program. Evaluation of the 2013 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
- Introduction of TOWN in Years 3-6 to further the development effective learning programs in Mathematics
- Appointment of Assistant Principal Learning & Support. This initiative included:
  - Full review of LST programs and strategies – leading to streamlining of program delivery training of parent helpers.
  - Continued Student Mentor appointed focusing on Stage 2 & 3 boys, reflected a noticeable change in behaviour and classroom engagement of target group of boys.
  - Implementation of Even Start & Multi- Lit to support students in Years 3-6 at risk.
  - Implementation of Spelling Mastery program Year 1-6 – resulting in a whole school positive shift in student skill development and growth in spelling.
- Continued Occupational Therapist and Speech Pathologist program to include K-4.
- Continuation of Summer School, during January 2013 & 2014.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Detailed Data Analysis – both systemic and school based
- Classroom Walkthroughs
- Surveys – teacher, student & parent
- In-depth programs reviews in Numeracy, Spelling & Learning and Support
School planning 2012—2014: progress in 2013

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

Outcomes from 2012–2014
Professional learning for teachers in programs including L3, Best Start, TEN & TOWN ensured that teachers were equipped with skills and knowledge to support students learning through quality teaching and learning programs. Student growth across numeracy and literacy was noted. It was also evident through the evaluation process that there was significant improvement in the achievement levels of those students deemed at risk in numeracy and reading through the implementation of Learning Support programs.

Evidence of progress towards outcomes in 2013:
- Percentage of Year 3 students in the Bands 5 & 6 increased by 5.9% to 13.8% in Reading
- Percentage of Year 5 students in the Bands 7 & 8 increased by 6.3% to 15.9% in Reading
- Percentage of Year 5 students in the Bands 7 & 8 increased by 2.7% to 16.2% in Numeracy

Strategies to achieve these outcomes in 2014:
- Continued teacher professional learning focus on Literacy – including Guided Reading & 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
90% Year 5 students to achieve NAPLAN growth at or above State average in Literacy and Numeracy.

Outcomes from 2012–2014
Student growth had a positive trend in both Literacy and Numeracy. There was a stronger growth trend in Spelling than Writing and Reading. This was particularly noted in the stronger achievement by girls in spelling.

Evidence of progress towards outcomes in 2013:
- 44.6% of students achieved at or above expected growth in reading
- 50.8% achieved at or above expected growth in Spelling
- Year 5 girls scored 8 scaled scores above State average growth

Strategies to achieve these outcomes in 2014:
- Implement reviewed LAST program that provides explicit and targeted support to students at risk.
- Provide explicit training for parent helpers who assist with reading.
- Ensure mentoring of teachers in best practice.
- Provide clear and explicit feedback to students on their learning and progress.
- Utilise the processes of formative assessment to inform and support quality teaching practice.
Professional learning

In 2013 teaching staff participated in professional learning focusing on the target areas of Literacy – including L3 and Spelling Mastery; Numeracy - TEN and compliance training. Teachers also undertook 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.

Parent/caregiver, student, and teacher satisfaction

In 2013, 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

- 98% 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
- 95% 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.
- 97% of parents agree that the school maintains a focus on Literacy and Numeracy
- 96% agree that the school teaches and promotes core values.

Students:

- Student surveys indicate strongly that their classroom is an interesting place to be
- 87% agree that their teacher talks to their parents about their learning
- 92% agree that our school has good equipment
- 98% 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
- 97% 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
- 95% either strongly or somewhat agree that their teaching practice is supported by critical reflection and an understanding of effective practice and current research.
Program evaluations

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out evaluation of Literacy – with a focus on spelling and writing.

Background

The school has a strong focus on the delivery of curriculum through Quality Teaching. In 2013 the school looked closely at Literacy. School data continued to reflect that students are continuing to underperform in areas of Grammar and Reading. Analysis of anecdotal data reflected that students participating in lessons that were short, sharp and explicit were having greater success. With this in mind it was determined that the school would implement the Spelling Mastery program (1-6). Research into this program indicated that, while a spelling program, it has the potential to provide students with skills and confidence in all aspects of Literacy, especially spelling and comprehension. 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 Spelling Mastery has provided a strong foundation to support all aspects of Literacy learning. Students indicated that they now feel more confident in their ability to spell and participate in all aspects of Literacy lessons.

Strategies for this evaluation included Classroom Walkthroughs, data analysis and feedback surveys. All teachers have given their strong commitment to the implementation of this program and indicate that student engagement and growth in these lessons is strong. Data analysis reflects that 98% of students showed expected positive growth and progression to the next level for 2014. All teachers participated in at least one targeted professional learning program directly related to the implementation of Spelling Mastery.

Data analysis of NAPLAN writing indicated that students while students in Year 3 & 5 have a strong understanding and execution of the basic functions of writing including sentence structure and the spelling of high frequency words. It is in the areas of technical language, engaging the audience and demonstration of a more controlled use of clauses and phrases in simple and complex sentences that our students require further development.

Through focused discussion of school and systemic data it has been concluded that:

- Spelling Mastery supports the teaching of writing and enhanced a consistent approach to the teaching of grammar and structure
- The whole school 30 minute lesson for Spelling Mastery ensures that the program is fully implemented and students are appropriately grouped
- Accelerated Literacy provides for teacher consistency in the teaching of writing.
- L3 has produced strong results in the teaching of reading which is also having a strong flow over effect into aspects of writing and spelling

Future directions

- Continue full implementation of Spelling Mastery
- Induct new teachers to the school in Benchmarking and assessment analysis
- Provide Australian Curriculum specific professional learning with a focus on Writing
- Ensure program planning and assessment reflects explicit teaching strategies in Literacy and consistency of teacher judgment
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: