School Context

In 2014 Banksia Road Primary School began the year with 460 students in 18 classes, (92% NESB). 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 Greenacre Primary Schools.

In 2014 two new permanent staff members were appointed throughout the year. These vacancies resulted from one teacher gaining a promotion and increased student numbers.

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

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.

Principal’s message

I commenced at the beginning of Term Two along with our Instructional Leader, Dianne Colb who is on a three year contract. We are part of the Early Action for Success Strategy which identifies the learning needs of our Infants students and ensures they are meeting expected benchmarks before entering Year 3.

The students, teachers and parents of Banksia Road PS have contributed to the outstanding results across a number of domains.

We established a ‘Games Room’ lunch time initiative for those students transitioning back into the playground. The Homework Club has been well received with over 60 students and many parents attending. We also established a preschool one morning a week to support a smooth transition into Kindergarten. These initiatives are supported by parents and coordinated by our teachers who volunteer their time to ensure we provide our students with every opportunity to succeed.

We were involved in a rigorous evaluation of school performance using a range of data. Our staff and many parents attended the two evening sessions as we collaboratively developed our three year strategic directions.

We achieved outstanding results in public speaking. In the District Multicultural Perspectives Public Speaking competition, three out of the four students representing Bankisa Road being highly commended. We hosted the Bankstown East Hills District public speaking competition, where two of our students won. We entered the Premier’s Debating Competition for the first time in over ten years and we will enter two teams next year.

Our dancers continue to excel with the ‘Bouncers’ qualifying to perform at the Regional Dance Festival and being invited to perform at the Come Together evening at Sydney Town Hall. Both our K-6 dance and Bouncers performed at the Greenacre Community Festival, the School Concert and the Presentation Day Assembly.

The Early Action for Success Strategy indicates very positive results in literacy and numeracy for our Infants students.

Our sporting teams continue to be very competitive. Most notably, our Junior Girls Soccer making the semi-finals and our Senior Girls soccer team winning their competition. Individually, one student represented the SWS Region at the State Athletics carnival in four separate events, making two finals.

I would like to thank the P & C for their hard work this year with fundraising, coordinating the uniform shop and their involvement in the strategic school planning.

Thank you to the teaching staff, office staff, SLsOs and our general assistant for the hard work and dedication to our students.

The school continues to build productive partnerships with Community Organisations such as the Benevolent Society, Career Connections and Masters Chullora.
Mr. Hamish Woudsma

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 to take an active role in the school through the many P&C activities and programs. In 2014 the parents had a successful year of fund raising with the major investment of an undercover walkway in the Infants area. The P & C also provided financial support to the onsite preschool group.

The P&C is looking forward to 2015 and continuing to support the learning and success of our students.

Student representatives’ message

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

The student representatives have worked collaboratively in 2014 to promote our school values. They enthusiastically organised and coordinated charity fundraising events including the Leukemia Foundation and the World Wildlife Fund.

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 2014. Strong growth in Kindergarten is indicated for 2015.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.5</td>
<td>95.1</td>
<td>95.6</td>
</tr>
<tr>
<td>1</td>
<td>92.7</td>
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<td>94.7</td>
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<td>2</td>
<td>96.7</td>
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<td>95.6</td>
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<tr>
<td>3</td>
<td>95.3</td>
<td>95.4</td>
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<tr>
<td>4</td>
<td>94.8</td>
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<tr>
<td>5</td>
<td>94.8</td>
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<td>6</td>
<td>95.0</td>
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<td>94.3</td>
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<tr>
<td>Total</td>
<td>94.6</td>
<td>95.0</td>
<td>95.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
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<td>93.9</td>
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<tr>
<td>Total</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Instructional Leader</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Early Action for Success above allocation</td>
<td>1.5</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>14</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.3</td>
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<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.0</td>
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<tr>
<td>Primary Part Time Teacher</td>
<td>0.8</td>
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<tr>
<td>Primary Teacher RFF</td>
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<tr>
<td>Primary Priority School Funding</td>
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<tr>
<td>Primary Community Language Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.226</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33.802</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce. In 2014, there were no Indigenous persons employed at Banksia Road.

**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>20</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

We have 13 new scheme teachers, two teachers completing highly accomplished and another teacher who is at the LEAD level.

**Beginning Teachers**

Three beginning teachers are part of the GTIL reform. These teachers have received a minimum of two hours extra RFF per week. They have each been provided with time to observe and discuss teaching practice with a school based mentor. Two teachers have been involved in reciprocal visits with a mentor outside of our school across both the private and public sector. Another teacher has been mentored by a Learning and Engagement Officer and is currently training to be a Regional based Focus on Reading facilitator. One of the beginning teachers is an aspiring leader who is an integral part of the leadership team.

**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>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>$535,562.81</td>
</tr>
<tr>
<td>Global funds</td>
<td>$289,476.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$561,039.83</td>
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<tr>
<td>School &amp; community sources</td>
<td>$130,659.03</td>
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<tr>
<td>Interest</td>
<td>$17,929.16</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>$1,593,517.62</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>$5,194.37</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$32,181.63</td>
</tr>
<tr>
<td>Excursions</td>
<td>$49,110.78</td>
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<tr>
<td>Extracurricular dissections</td>
<td>$580.20</td>
</tr>
<tr>
<td>Library</td>
<td>$982.35</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>
<tr>
<td><strong>Total expenditure</strong></td>
<td>$771,182.42</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$822,335.20</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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 2014

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

We were below the SSG (Similar School Group) in the top 3 skills bands and below our school average in the top band.

NAPLAN Year 5

We were below our school average.
We were below our school average.

Growth - Value added from Year 3 to Year 5

We were above State DEC growth and also above growth for Similar School Groups (SSG). This is the best growth since the 2009 – 11 scores.

There has been a steady decline in numeracy growth.

Growth in spelling is above State DEC.

Growth in grammar and punctuation is above State DEC.
Other achievements

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 come together awards at Sydney Town Hall and qualified to perform at the Regional Dance Festival at Homebush.

Greenacre Community Festival

The Bouncers and the K-2 dance groups both performed at the Bankstown East Hills District Dance Festival, the Greenacre Community Festival, the Banksia Road school concert and the Presentation Day. The 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 concert

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 2014, 19 students represented the school and Bankstown District at the Regional
Carnivals. One student represented Sydney South-West Region at the State level.

ICAS (International Competitions and Assessments for schools)

As part of our enrichment program students were again given the opportunity to participate in the ICAS competitions for English and Mathematics. Significant results include:

Mathematics – 5 students achieving a credit and 1 student receiving a distinction.

English – 6 students achieving a credit.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Apart from the teaching of Indigenous perspectives through the Integrated units and themes, we celebrated NAIDOC Week through the ‘Snake Tales’ celebration. Students learnt about snakes and lizards; safety issues when confronted with them and why they have been a major part of Aboriginal culture.

Snake Tales

Multicultural education and anti-racism

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 involves, translating the newsletter and translating for parents at formal meetings.

Aboriginal background

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.

We have two students who are Indigenous. Both have Personalised Learning Plans (PLPs) which are developed in consultation with parents. One student has received support from an EACG officer to monitor and improve attendance.

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

**Socio-economic background**

This funding has been used to employ a speech therapist for the entire year to support individual students and small groups. The speech therapist has also provided professional development for teachers and parents to build capacity.

The employment of highly skilled school learning support officers (SLSOs) has been integral to providing intensive support for individuals and groups of students.

Our Summer School which occurs for one week in the January school holidays is a great opportunity to provide students with highly engaging experiences. During the 2015 Summer, we had over 50 students attend for the week.

Our visit to the Power House Museum.

The Pre-school which operates for one morning a week is also funded through this bucket. It is a great way to develop school readiness whilst also facilitating the development of social skills.

**English language proficiency**

The EAL/D (English as an additional language or dialect) students each have a PLP and their progress is closely monitored in line with the literacy continuum. Students receive intensive support both in the classroom and in withdrawal groups. New arrivals receive immediate and intensive support.

**Learning and Support**

The learning and support team meet every week. Our counsellor works three days a fortnight. Teachers are devising ILP (Individual Learning Plans) for students requiring adjustments. These personalised learning plans will be further developed in consultation with parents.

**Other significant initiatives**

**Technology**

Banksia Road PS has a single computer lab located in the library. Each classroom has access to an Interactive Whiteboard or Projector, two iPads and three or four computers with access to the school server, internet and a block printer. In addition, there are an additional 12 iPads for classroom use available to borrow from the library.

Recent purchases in technology include software to be put onto the ET4L server and shared among the school computers and class sets of headphones to be kept in K-2 classes. During rollout our school was allocated 21 points. These were used to order and install 21 new computers and five new 16inch LCD screens. These computers were distributed and replaced older classroom machines. Our school also launched an App for parents to receive instant notifications and updates regarding school routine.

In 2015, we will be looking to introduce a 'BYOD' program within the school at some capacity (stage 2 and 3). Our aim is to provide students with the opportunity to utilise technology within the classroom with a smaller ratio of students per device. This will ensure our school is providing its
students with every opportunity to become 21st Century Learners, which is embedded in our school plan.

**Early Action for Success**

In Semester 2 Banksia Road Primary School was added to the Early Action for Success initiative. The school received $41 200 in funding. In addition a 1.5 staffing allocation was provided. This initiative has brought to the school an Instructional Leader who has extensive experience in improving academic results of students. The Instructional Leader works with teachers and executive, mainly K-2, in improving individual and whole school practices to increase the skills of our teachers and the results of our students.

Early Action for Success is the department’s strategy for implementing the NSW government’s State Literacy and Numeracy Plan. Early Action for Success aims to improve students’ performance through a targeted approach in primary schools in the lowest quartile of NAPLAN performance in literacy and numeracy. The strategy combines high quality leadership, a focus on the individual students and early intervention to ensure students at risk of not achieving expected outcomes are identified and receive additional support.

*Implementation:*

The key feature of this strategy was the appointment of an Instructional Leader to align school plans and initiatives.

Assessment information and data was collected regularly throughout the year and used to drive professional learning, tiered interventions and teaching and learning programs.

The instructional leader has played a key role in building staff skills and knowledge in teaching and assessing literacy and numeracy. Staff have received professional learning in the analysis of PLAN data and formative assessment.

A restructure of support timetables enabled a focused approach to targeting student needs in literacy and numeracy.

The Early Action for Success team tailored support for students with more complex literacy and numeracy needs. Students were involved in small group and individual lessons to personalise learning and to monitor student progress.

Kindergarten teachers have continued to implement L3 and all teachers K-2 have used TEN to facilitate numeracy acquisition.

The Instructional Leader has focused on targeted areas of writing, the Literacy and Numeracy K-10 Continuums and supported the introduction and implementation of the new English K-6 syllabus with the school executive.

The Early Action for Success team purchased resources such as guided readers, class dictionaries and maths resources to support student learning.

The Instructional Leader has developed networks with a community of schools who are part of the Early Action for Success initiative. This has enabled the sharing of ideas and resources to assist in the successful implementation of the strategy.

As part of the funding for Early Action for Success, an innovation grant was used to expand the existing school playgroup run by an SLSO (school learning support officer). An ECT (Early Childhood Teacher) staff member was employed to assist the SLSO in catering for the learning needs of pre-school aged children. Resources were also purchased with funds from the P & C and the program renamed as the “Banksia Star”
program. Data from the AEDC (Australian Education Development Census) formed the basis for this initiative.

Results:

High quality professional learning that built on teachers’ professional knowledge, skills and confidence.

A decline in the number of targeted students in the areas of reading, writing and numeracy, as compared from the start of 2014 to the end of 2014.

Student results were assessed using data from PLAN (Literacy and Numeracy Continuums):

Future Directions:

Access targeted programs such as Targeted Early Numeracy (TEN) for K-3, L3 and L3 Stage 1.

Focus on Reading program to be implemented across the school (K-6) with a focus on the explicit teaching of metacognitive comprehension and curriculum differentiation. Literacy continuum strands to be covered; comprehension, reading texts and vocabulary.

Continued teacher professional learning, using data to drive focus.

Continued implementation of tiered programs such as, additional School Learning Support Officers employed, Speech and Occupational Therapy and use of Learning and Support Teacher (LAST) support.

Assessment: formative and summative to be embedded across all KLAs (Key Learning Areas).

All staff to formulate and use PDPs (Professional Development Plans) to address their own learning needs.

Strengthened leadership capacity and teaching expertise across the school.

Tracking of students across K-2 to be detailed further with ILPs (Individual Learning Plans) for students not achieving benchmarks.

All K-2 teachers and support staff will participate in half-day team planning sessions every 5 weeks. These sessions will provide additional opportunities for teacher professional learning, utilising assessment data to identify areas of concern and establish quality teaching and assessment practices to improve student achievement.

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:

- Ongoing analysis for external data
- Continual revision of current school based assessment methods and consistent teacher judgment
- Qualitative and quantitative data sources
- Rigorous whole school evaluation of a range of data sources analysed over two evening workshops.

School planning 2012-2014:

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 in L3, Best Start, TEN and TOWN provided teachers with the pedagogical knowledge to deliver exemplary teaching. Detailed analysis of the literacy and numeracy continuums has allowed teachers to be more explicit with teaching whilst providing curriculum differentiation through fluid and flexible grouping. Teachers are using PLAN data to inform their teaching.
Evidence of achievement of outcomes in 2014:

In Year Three there was an increase of 7.3% pts (13.8 to 21.1) in reading and 3.0% pts (15.4 to 18.4)

In Year Five, there was a decrease in the number of students in the top two skills bands.

Strategies to achieve these outcomes in 2014:

- Teacher Professional Learning in L3 and the literacy and numeracy continuums
- TEN and TOWN
- Innovative Assessment practices which inform teaching

School priority 2

Average scaled growth in Literacy and Numeracy is 90% pts or above.

Outcomes from 2012–2014

Literacy (Average scaled growth - BRPS 87.1% pts; State 78.4% pts)
Numeracy (Average scaled growth - BRPS 72.8% pts; State 88.7% pts)

Evidence of achievement of outcomes in 2014:

Average scaled growth in Literacy was above state average. The PLAN (Personalised Literacy and Numeracy) continuum has been an integral component in our literacy and numeracy professional learning. This will continue to be a major focus as we embark on the pedagogy of Focus on Reading (FoR) in 2015.

Teachers have also undergone significant professional learning in the pedagogies of Targeting Early Numeracy (TEN) and Taking off with Numeracy (TOWN). There will be a continued focus on students verbalising their mental calculation skills in numeracy. This aligns well with the FoR pedagogy of metacognition where students are encouraged to make thinking visible when responding to texts.

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.

Teachers also engaged in extensive professional learning with the English syllabus for the Australian curriculum. This involved on line tutorials and extensive dialogue supporting the creation of a English scope and sequence. We continue to purchase and update our supply of quality literate and our report format has also been aligned with the Australian Curriculum. This will continue next year with the science and mathematics syllabus.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Term 2 Survey- Parents

List 3 things you really like about our school?

Many positive responses such as,

- The lovely and dedicated staff
- The teachers and staff show compassion towards the students and their families
- A respectful community with great programs eg; father and son night
- The quality of the learning programs and the discipline
- The school involves the parents and encourages them to make valued contributions
- Grounds eg; oval and b’ball court keep chdn active
- Feeling of belonging and acceptance among students in a multicultural school and promote celebration of its diversity which resonates in both staff and students
- It is a place that feels welcoming, chdn love to learn and teachers love to teach. Everybody wants to be there
- The school is an open door community – lots of programs
- Teachers are calm, happy and friendly

List 3 things that you think we can improve?
Some examples of the responses;
- The traffic (need rangers). Parents parking in driveways and reversing out
- The toilets need maintenance (soap dispensers and paper towels) x 3
- Enforce correct footwear (Mon to Thu: Black shoes)
- Arabic class should be K – 6
- Students report – ensure it makes suggestions on how parents can help their child in their learning.
- As the school grows, a need to separate Infants and Primary assemblies so that it can be enjoyed by students and parents

If you were the Principal for one day what would be your number one priority

- Safety
- Happy students that feel safe and want to come to school each day
- Maintain and attract good teachers
- Take care of the students and respect everyone
- Help students reach their goals
- Get to know students/parents
- Well behaved children
- Be positive, enthusiastic and an effective leader available to all
- Meet parents who are socially isolated.
- Organise initiatives so that parents are actively involved in supporting our school.

Term 4 – Student survey
Students at BRPS were interviewed about engagement in school. The following responses were highlighted by most students:

* they enjoyed when learning was challenging but preferred when it began easier and gradually became more complex or difficult.
* they also mentioned they liked to learn using concrete materials and "hands on" activities and games-based learning such as those that are the foundation of TEN. They enjoyed this kind of learning because they were able to interact with friends and learn in groups.
* Some of the upper primary students discussed how they liked to research and do project-based learning where they got a chance to drive their own learning about the topic as it felt empowering.
* All students interviewed divulged that they really enjoyed when their teachers worked with them individually to give them extra help or give greater feedback, this made them feel important and special and that the teacher cared about them. It also gave them the opportunity to find out whether they were doing well and what they could do better and even gave them a target on which particular areas they need to work on.
* Students liked to know what they were learning about and why. The want to have some choice as to what they were learning about and to know how they were going to be marked (criteria) and wanted to help create the marking criteria. They also wanted to peer and self-assess more.
* Lots of students enjoyed the extra-curricular activities they were able to participate in at school such as dance, sport, gardening, choir, camp, excursions, fun day and appreciated the teacher’s time and efforts making these available.
* All students found the school a fun, safe and happy place to be at and some students don’t look forward to holidays as they are not as exciting or as fun as school.
* Students enjoyed using technology, in particular the ipads but a number of students did not like homework but appreciated the
homework club being there to help them with their learning.

* Students were very aware of what kind of environment helps them to learn. They mentioned that they did not like when other students disrupt the class and stop their learning, found it unfair to them and to the teacher, many expressed the need for harsher consequences or students to be ejected from the classroom. Some students mentioned they didn't like being bullied by other people at school but also said teachers were good at stopping the bullying, one student spoke about cyber bullying.

* Most of the students interviewed said they liked being rewarded for hard work and good behaviour, they thought "Good As Gold Days" were good however wanted to do something more exciting like go on an excursion.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Our three strategic directions are:

1. Facilitating high quality student learning
2. Producing outstanding teachers and educational leaders
3. Fostering productive and supportive professional partnerships

**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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: