2009 Annual School Report
Banksmeadow

NSW Public Schools – Leading the way
Messages

Principal's message

The installation of interactive whiteboards and the connected classroom have had a profound effect on the way teachers teach and how children learn. With the financial support of the P&C all but two classrooms have interactive whiteboards. These two classrooms will have their interactive whiteboards in 2010. The use of technology in the classroom has extended to include class ‘Blogs’ and ‘Wikispaces’.

The computer laboratory is providing a wonderful opportunity for teachers and children to develop their skills. The success of the weekly class sessions is in no small part due to the teaching of Kelly Robinson.

2009 saw the beginning of construction of our new library and assembly hall. The benefit of having these new facilities cannot be underestimated. The times when assemblies were held under the COLA in windy and rainy conditions will be a thing of the past. Our new library will provide us with another ‘connected classroom’.

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.

John Owen

P&C and/or School Council message

Banksmeadow Public School has an active and enthusiastic Parents and Citizens’ Association. We enjoy getting together each month, actively supporting our school and working towards improving the opportunities for our children.

Our goal is to assist the school with the essential equipment it needs to provide our children with a rounded and complete Primary School education.

In 2009, we focused on ensuring each classroom was fitted with an interactive ‘Smart Board’. We supported the school through the purchase of dictionaries, board games and other useful resources.

In 2010, we have supported the installation of new blinds in every classroom and are focussing our efforts on providing air conditioning in each of our classrooms. Our major fundraiser this year will be a ‘Play the Game’ night which will be held at Botany RSL on Saturday 5th June.

However, “The P&C isn't all about fundraising!” This is the place to have your say about “whole school” issues. All manner of things have been discussed, dissected and debated. Everyone is given a chance to air their concerns. P&C is where your voice can be heard.
The P & C meets on the first Monday of each month (school holidays excepted) in the school library at 7:00pm. Meetings include receipt of correspondence, reports of various activities, a personal report by the Principal, allocations of funds and general business where matters of interest concerning the school and education are discussed.

New members always welcome.

Chris Curry
President

Student representative’s message

The Student Leadership Team will work towards making our school a better place for all. We want the Forever Garden to be a place where children learn how to look after plants. We will hold events to raise funds for charity, including Crazy Hair Day and International Food Day. As student leaders we will be role models for all the children at Banksmeadow.

Summah, Adam, Casey, Bryce, Chelsea, Corey, Jodi and Max.

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 at Banksmeadow has been stable over the last three years. All classrooms are being utilised along with a demountable classroom.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<td>93.9</td>
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<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
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</table>

Management of non-attendance

Explanation of non-attendance is sought from parents when necessary. When explanations are not provided communication is made to the parents by telephone, letter and/or interview with the principal.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.
Staff information

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

Banksmeadow Public School has 12 classroom teachers who are assisted by support staff to meet students’ needs.

The school office is staffed by a school administration manager (SAM) and two school administration officers (SAO). A general assistant (GA) is employed for one day a week.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Pre School Teachers</td>
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<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Counsellor</td>
<td>0.2</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>5.522</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>19.837</strong></td>
</tr>
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One indigenous teacher and two indigenous teachers-aides are employed at the school.

Teacher qualifications

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

Enter text here

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Financial summary

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

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<th>Date of financial summary:</th>
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<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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<td>Tied funds</td>
<td>77 021.73</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>583 708.16</strong></td>
</tr>
</tbody>
</table>

| **Expenditure**            | $485 868.52 |
| Teaching & learning        |            |
| Key learning areas         | 27 297.31   |
| Excursions                 | 25 834.70   |
| Extracurricular dissections| 93 803.11   |
| Library                    | 635.97      |
| Training & development     | 15.00       |
| Tied funds                 | 104 464.00  |
| Casual relief teachers     | 45 770.44   |
| Administration & office    | 49 670.22   |
| School-operated canteen    | 0.00        |
| Utilities                  | 25 203.64   |
| Maintenance                | 18 629.96   |
| Trust accounts             | 37 847.75   |
| Capital programs           | 36 696.42   |
| **Total expenditure**      | **485 868.52** |
| **Balance carried forward**| **117 839.64** |

$10000.00 of tied funds was used for the professional learning of teachers.

A full copy of the school's 2009 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 2009

Achievements Performing Arts
The school had another very successful year in the Performing Arts.

Dance
Early in 2009, 12 students danced at the Olympic Youth Festival Opening Ceremony at the Entertainment Centre.

In Term 1 the school employed a professional dance teacher, Ms Vicky Hunt to assist Mrs Bragg with our gifted and talented program. A Junior (Years 2-4) and Senior (Years 5-6) group was established in early Term 1. The Junior Dance performed “Hokey Pokey” a hip hop dance and the senior group performed “Wind Me Up” – a lyrical style dance. Both groups included both boys and girls and auditioned for the Sydney Regional Festival with the senior group successfully performing at the Seymour Centre.

Both groups also performed at Eastgardens for Education Week and Showcase at South’s Juniors in the local Performing Arts event. 12 students represented the school in the Schools Spectacular at the Sydney Entertainment Centre. The school performance within the combined primary segment was called “Dreams Come True”.

At the end of the year, both groups gave excellent performances at the end of year concert at Matraville Sports High School.

All students Kindergarten – Year 6 participated in the Footsteps dance program in Term 3. Each week students in learnt new choreography in both social and partner dances. The students developed their fitness as well as performance techniques throughout this enjoyable and popular program.

Band
In 2009 the school employed a new band teacher-Mr Roy Hall. The aim of the new program was to establish a school band that could perform throughout the year rather than the focus being so much on the lessons. 25 students signed up to be involved with nearly all students staying throughout the entire year. The students had small group tuition each week as well as joining the other band members for a concert practice at the end of the day. Beginner students joined the concert practice as soon as they knew a few notes to play, and this allowed every child to participate in performances sooner.

The group performed during Education Week at Eastgardens as well as at school during school assemblies and at the end of year Presentation night. For the first time in quite a few years, the band also performed at the Big Band Bash at Daceyville Public School.

Guitar
In 2009 we established a music program for students interested in learning the guitar. A tutor was employed and about 12 students from Years 3-6 had lessons in a small group each week. The students performed at assemblies throughout the year.

Choir
A large and enthusiastic group of students from Years 2-6 performed throughout the year at assemblies, Education Week activities and at the end of year concert under the guidance of Mrs Moffatt and Ms Haynes.

Preschool 2009
The preschool catered for 50 students in 2009. 30 students attended 5 days a week and 20 students attended either 3 days or 2 days a week. One student with additional needs had teacher’s aide support throughout the year.
On the 1st July 2009 the preschool became licensed under the Department of Community Services. The policies and procedures continued to be guided by the Department of Education however the professional practices also now come under the umbrella of DOCS.

The preschool students were involved in whole school activities including the Easter Hat Parade, NAIDOC celebrations and the Fit-a-thon. In terms 2 and 4 the Preschool students participated in the primary school’s gymnastics program. The preschool students attended an excursion to Fairfield City Farm with Kindergarten and the Support Class.

For the first time in 2009, parents provided their own meals. In preparation for this, parents were provided with lots of information during orientation, preschool newsletters and posters on display throughout the Centre to assist with ideas about what were healthy snacks to bring to the preschool. Initially, there were some teething problems but eventually parents, staff and students all became very familiar with the guidelines in the new nutrition policy.

The executive staff in charge of the preschool and one classroom teacher participated in professional learning on the ‘Munch and Move’ Early Childhood program established by the NSW Health Department. Goals were set by the staff to assist with the aims of this program including encouraging students to drink more water, eat more fruit and vegetables, reduce snacking and get active for an hour or more each day.

The staff purchased resources to enhance the student’s knowledge of healthy foods including games, puzzles, cards and toys with healthy aspects. The teachers planned lessons that specifically encouraged healthy eating. Each class was also involved in lessons to develop fundamental movement skills, which are a key feature of the Munch and Move program.

The Munch and Move coordinator was so impressed by the implementation of the program, that the staff were invited to present a case study to be published by NSW Health.

Preschool staff participated in other professional learning throughout the year with Preschool Network meetings and staff Development Days.

In 2009 a new colour photocopier was purchased for the Preschool using both school funds and parent/teacher fundraising. This resource has assisted the staff greatly in preparation of the student Portfolios and everyday printing.

Parents were involved in Meet the Teacher evenings at the beginning of the year, parent/teacher interviews mid year and Orientation programs for school at the end of the year. Twice a term Preschool newsletters were sent home to parents with information about what was happening in the classrooms, upcoming events and ideas to do at home to assist with preparation for school. Portfolios with developmental updates were available to be looked at by parents throughout the year and sent home at the end of the year for parents to keep.

Students were involved in the Kids into Kindy program in late Term 3 and early Term 4 in preparation for school. Kindergarten students from the primary school came down to speak to the children about school from a child’s perspective. Preschool students were also given a Year 4/5 buddy to meet and play with while attending the primary school.
The Preschool buildings had significant upgrades towards the end of 2009/early 2010 with the new COLA erected between the 2 classrooms to give more shade during outside play and the new extensions to both classrooms with much needed extra storage.

**Sport**

In 2009 the students at Banksmeadow Public School participated in a broad range of sporting activities. Participation in sport is very strong and is always well supported by parents and the broader community.

One hundred and one students competed in the Eastern Suburbs Primary School Sports Association competition in Rugby League, Netball, AFL, Cricket and Softball, with additional school teams entered into the Netball competition. In 2009 Banksmeadow P.S. won the Junior Rugby League competition with the seniors finishing in 2nd place, making the school the overall point score winners of the competition.

Five students were selected into Eastern Suburbs Zone teams representing Netball, Rugby League, Touch Football, Cricket and Soccer. Two students were also selected into the Sydney Regional Rugby League team that competed in the State carnival.

Students not competing in the ESPSSA teams’ competition were involved in a range of school-based sports activities designed to build skills, develop agility and coordination and increase confidence. These activities included Gymnastics, Tabloids, T-Ball, Continuous Cricket and Oz Tag.

Banksmeadow Public School participated in all three ESPSSA carnivals, Athletics, Cross Country and Swimming against thirteen local schools. Of the thirty-nine students who represented our school in Athletics, five students went on to represent the Zone at the Sydney Regional carnival held at Homebush.

Thirty two students represented the school at the Cross Country carnival, three of those qualified to the next level and thirty four students competed at the Zone Swimming carnival, six went on to represent the Zone at the Sydney Regional carnival. Our school finished overall 4th in swimming, 5th in Athletics and 5th in Cross Country.

In addition our school entered teams into local competitions including the South Sydney Oz Tag, AFL Paul Kelly Cup, Rugby Leagues South Sydney Knockout and Bob McCarthy Cup, Milo Cup Cricket and Rugby Union gala days.

The Junior Rugby League team won the South Sydney Knockout and then represented the South Sydney district in the State All Schools Knockout competition. The Senior Rugby League team finished the carnival as runners up. The school cricket team won the Milo Cup cricket and represented the Eastern Suburbs district at the Regional Finals.

Fifty-five students in years 2-6 participated in the Departments Learn To Swim program, which was held during Term 4 and is very positively supported by the students and parents.

This year one hundred and twenty three students, from years 3-6, participated in the Premiers Sporting Challenge. Students were required to keep a diary of their daily physical activity over a ten-week period. Sixty-two students received a Gold achievement award and sixty-one students achieved Silver.

**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 the 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)
Literacy – NAPLAN Year 3

With an average result of 395.5 this year’s year 3 cohort was below the average for our Local Schools Group. Over 53% of students were in band 4 or higher. No students were in band 1. There are too many students in band 2 and the school will target these students in 2010.

Numeracy – NAPLAN Year 3

With an average result of 379.5 this year’s year 3 cohort was below the average for our LSG. Over 50% of students were in band 4 or higher. Students in Band 1 will be targeted through the school’s Learning Assistance support.

Literacy – NAPLAN Year 5

Percentage of students in bands: Year 3 reading

|--------------------|----------------------------|------------------|---------------------|

Numeracy – NAPLAN Year 5

Percentage of students in bands: Year 3 numeracy

|--------------------|----------------------------|------------------|---------------------|

Percentage of students in bands: Year 5 reading

|--------------------|----------------------------|------------------|---------------------|

Percentage of students in bands: Year 5 numeracy

|--------------------|----------------------------|------------------|---------------------|
Minimum standards

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 percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

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<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
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<td>Reading</td>
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<tr>
<td>Writing</td>
<td>91</td>
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<tr>
<td>Spelling</td>
<td>97</td>
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<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

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<th>Percentage of Year 5 students achieving at and above minimum standard</th>
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</thead>
<tbody>
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<td>Writing</td>
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<tr>
<td>Spelling</td>
<td>91</td>
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<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
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Significant programs and initiatives

**Live Life Well @ School**

In 2009 Banksmeadow Public School was involved in the Live Life Well @School Program. The aim of this program was to encourage students to participate in more physical activity and to increase awareness of good nutrition.

K-2 students participated in a “Health Hussle” each morning and primary students were involved in a boxing and training circuit. Fundamental Movement Skills were taught as part of the release from face to face program. All students
participated in Jump Rope for Heart to raise funds for The National Heart Foundation.

Lunch and Recess times were switched around to encourage students to eat a nutritious meal earlier in the day. Students participated in Walk to School Day and received a fruit salad breakfast when they arrived at school. Students were encouraged to bring a piece of fruit to school each morning to eat during Munch Crunch and Read. Compost scraps were weighed daily as part of maths lessons and then used on the Forever Garden and worm farm.

Aboriginal education

Last year was a terrific year for Aboriginal Education at Banksmeadow. We started off with a year 6 student being awarded the Deadly Kids Award, which she received, from Regional Director Dr Lambert at a ceremony at Carriageworks.

Our indigenous students and their families were very involved in our NAIDOC week celebrations and all students participated in sports, art, dance and history lessons. Parents, Grandparents and extended family attended our assembly that was led by Aboriginal students from the Primary classes.

Throughout the year our families and community continued to participate in a variety of class activities that varied from fitness in Kindergarten to Astronomy in Stage 3. The year ended with two-year five Aboriginal students being elected to the 2010 leadership team as vice-captain and prefect.

Multicultural education

The celebration of Harmony Day is an important event in Banksmeadow’s calendar. The key concepts of togetherness, peace, respect for other cultures and people are reinforced. Children recognise that Australia is a multicultural country.

Respect and responsibility

‘Resilient Kids’ – “Encountering Disappointment, Thinking and Acting Positively”

In 2009 students were taught the skills of ‘doing well’ in different life situations. Children were encouraged to adopt an optimistic outlook whilst learning specific social and problem solving skills.

Upper primary children enjoyed the interactive element that the teachers felt reinforced the group activities.

Kindergarten teachers found the program very effective. It was noted that some parents were actively involved encouraging their children to take responsibility for their actions.

Detention numbers decreased significantly, as many children were willing to accept responsibility and make amends when needed.

The program will be repeated in term 3 2010.

Special Needs Class

K–6H consists of 9 students with a primary diagnosis of Moderate Intellectual Disability (Io). Students are aged between 5 and 10 years of age, 4 girls and 5 boys. The class composes of: 1 Kindergarten boy, 1 yr 1 girl, 1 yr 2 girl, 1 yr 2 boy, 2 yr 3 boys, 1 yr 3 girl, 1 yr 4 girl and 1 yr 5 boy. K – 6 H has one full time Aide and Teacher.

Students’ development and communication is assisted through the use of visual support, basic Makaton Sign and individualised education plans (IEPs).

Students’ are included in all whole school programs and many infant excursions. Select students are regularly integrated into age / stage appropriate mainstream classes for a variety of activities and experiences.

Public speaking

During 2009 Banksmeadow started a lunchtime public speaking group that led to students involved making dramatic improvements in their confidence and presentation skills. Students were selected to represent the school at the District Multi-cultural Perspectives Speech Contest and the Bondi District Speech Contest.

The students made us very proud and although no one placed, this was an excellent opportunity for the students to gain experience and develop skills.
Progress on 2009 targets

Target 1
*NAPLAN writing results to match state average.*

Writing results in year 3 and year 5 NAPLAN were less than the state average. This result was not expected and writing needs to remain a focus. In 2010 staff will continue to participate in regional projects to improve writing. This target will remain a target for 2010.

Target 2
*Improved student access to Technology to facilitate Multi-Literacy.*

This target was achieved and will continue to be a focus.

Our achievements include:

Students in stage 3 classes using class ‘blogs’ to complete homework and communicate with teachers and classmates.

Eight out of the ten classrooms have Interactive Whiteboards. Staff has been trained and are using this technology extensively.

An interactive classroom has been established. The computer laboratory has been upgraded with desktop computers along with the installation of appropriate furniture. Students have been introduced to software applications to strengthen learning.

All students are using online applications in mathematics (3-6) and reading (Kindergarten).

Staff have been using ‘Wikispaces’ to communicate with each other.

Target 3
*Aboriginal students will equal the ATSI students’ averages on 2009 NAPLAN.*

In year 3 100% of Aboriginal students exceeded the state averages in all aspects of literacy and numeracy.

In year 5 50% of Aboriginal students exceeded the state averages in all aspects of literacy and numeracy.

The school receives funds from Sydney Region to target Aboriginal students with learning difficulties. This funding is used to employ teachers-aides to deliver specific programs one-to-one or in small groups. The Learning Support Team determines which children will participate in the program.

Funding has been sought from Sydney Region to continue the program in 2010.

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 2009 our school carried out evaluations of School Culture and Reading.

Educational and management practice

School Culture was the management practice area evaluated.

Background

Families were randomly selected to receive a survey questionnaire. The Department of School Education and Training using the SchoolMap Best Practice Statements prepared the survey.

Findings and conclusions

The responses to the parent survey were either ‘almost always’ or ‘usually’ or ‘sometimes’. The vast majority of responses by students, parents and staff were ‘almost always’ or ‘usually’.

94% of parents’ responses were ‘almost always’ or ‘usually’

91% of staff responses were ‘almost always’ or ‘usually’

92% of students’ responses were ‘almost always’ or ‘usually’.

Future directions

The results show that the majority of the Banksmeadow Public School Community is positive about the culture of the school.

Communication between the school and its community has been strengthened through the use of technology. The school is sending its newsletters via email to families plus publishing its term newspaper online.
These lines of communication allow the school to communicate its values and beliefs. The aim is to increase the number of families who receive newsletters via email.

Information about school programs and the professional learning of teachers is communicated to parents through newsletters. Parents know that teachers are supporting their children and working to improve learning outcomes.

Curriculum

Reading

Background

It has become evident that fewer children are borrowing books from the library. For many older children reading is not seen as an enjoyable recreational activity. The level of participation in the ‘Premier’s Reading Challenge’ has declined.

Findings and conclusions

Children view reading as ‘hard work’ when they are not fluent readers. The ‘Home Readers’ that are taken home are at a level that is above the child’s fluency level and hence children are struggling with the text producing a negative reading experience.

Parents are concerned that reading ‘easy’ texts is of no benefit because children are not being extended.

The level of borrowing from the library by older children is declining.

In the ‘Munch Crunch and Read’ sessions of a morning, the books chosen by some children to read are not engaging, with children ‘pretending’ to read.

Future directions

Teachers are to provide children with ‘Home Readers’ that are at the child’s fluency level and not at their instructional level.

Parents are to be shown at parent-teacher meetings where their child’s fluency level should be and have explained that to improve this level children need to practice using books that appear ‘easy’.

More library books are to be borrowed as class sets by teachers.

Online sites are to be investigated as a way of stimulating children’s interest in reading books. These sites and other strategies are to be discussed and presented at fortnightly staff professional learning sessions.

When the new library is completed greater emphasis will be placed on the value of reading for pleasure.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Children in the primary grades, years 3-6, were given a questionnaire prepared by ACER about Quality of School Life. ‘General satisfaction’ was one of the elements measured.

90% of children agreed or mostly agreed they like to be at school.

93% of children agreed or mostly agreed they feel happy at school.

92% of children agreed or mostly agreed they are proud to be a student.

90% of children agreed or mostly agreed they enjoy what they do in class.

In response to the survey about the school’s culture:

90% of parents almost always or usually supported what was happening at school.

10% of parents were sometimes supportive of what happens at the school.

90% of parents were almost always or usually proud of the school.

10% of parents were sometimes proud of the school.

In response to the survey about the school’s culture:

90% of teachers were almost always or usually supported what was happening at school.
10% of teachers were sometimes supportive of what happens at school.
100% of teachers were almost always or usually proud of the school.

**Professional learning**
The focus for professional learning was centred on three main areas. Staff attended professional learning activities to improve students writing, improve student health and improve the delivery of ICT.

All staff attended writing professional learning held at Pagewood Public School. Chifley Public School also attended. Teachers from the three schools were shown the key components of a good narrative and how they could best improve children’s narrative writing.

Three teachers were involved with the Health Department to deliver ‘Live Life Well at School.’ The school implemented strategies across the school to increase the level of physical activity and increase awareness of good nutrition.

ICT professional learning was held at school during School Development Days and at regional professional development courses.

In addition to the above teachers also attended courses for school executive, use of Interactive Whiteboards and special education.

**School development 2009 – 2011**
Banksmeadow has developed a three-year plan for the school. These targets have incorporated state and regional targets as well.

**Targets for 2010**

**Target 1**
*NAPLAN writing results to match state average.*

**Strategies to achieve this target include:**
- Participation in ‘writing project’ with Pagewood Public School using regional support staff.
- Participation in regional project to use animation to improve children’s writing.
- Using online resources in teaching and learning to improve writing.
- Analysing children’s writing to determine strengths and weaknesses.
- ‘Quality teaching’ of writing.
- Whole school approach to the teaching of writing.

Our success will be measured by:
Improved writing scores on NAPLAN.
Improved quality of children’s writing K-6.

**Target 2**
*To reduce the percentage of students in the ‘at and below minimum standard’ bands in numeracy and literacy in 2010 NAPLAN.*

- Yr 5 numeracy to 18% in 2010.
- Yr 5 literacy to 20% in 2010.
- Yr 3 numeracy to 20% in 2010
- Yr 3 literacy to 16% in 2010.

**Strategies to achieve this target include:**
- Early identification of students who do not meet minimum benchmark.
- Extra support provided in the form of teachers-aide time to deliver specific programs to improve learning outcomes.
- Students given practice at reading and interpreting the questions used in NAPLAN.

Our success will be measured by:
The reduction in the percentage of children in the ‘at and below minimum standard’ bands in numeracy and literacy in 2010 NAPLAN.
The level of improvement shown by children targeted to receive extra support in numeracy and literacy.

**Target 3**
*Improved student outcomes in literacy.*

**Strategies to achieve this target include:**
- Additional teachers-aide time provided to implement programs to support children having difficulties.
- Teachers to identify children having difficulties using minimum benchmarks across the school.
- Benchmarking to be standardised across the school.
- Support provided by Assistant Principal Learning Difficulties.
- Promote ‘reading for pleasure.’

Our success will be measured by:
Improved NAPLAN results.
Improved results on standardised tests used in-house.
Increased borrowing from library.
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: