2008 Annual School Report
Banksmeadow

NSW Public Schools – Leading the way
Our school at a glance

Students

The school enrolment was 279 students in 2008, comprising 40 preschoolers, 25% children from Non English Speaking Background (NESB), 8% from an Aboriginal or Torres Strait Islander background (ATSI) and 230 children K-6. The support class had 10 children. Banksmeadow Public School continues to maintain a strong school enrolment experiencing a slight increase over the last four years.

The attendance rate of students is consistent with both regional and state averages. In 2008 Banksmeadow Public comprised twelve classes of which two were pre-school classes, one support class I.O. and nine classes for children Kindergarten to Year 6.

Staff

Banksmeadow School employs 25 staff members. The staff consists of a school principal, 3 assistant principals, 6 K-6 classroom teachers, 1 specialist teacher of moderate intellectually disabled children, 3 pre-school teachers, 3 specialist support staff, 1 school counsellor, 1 classroom integration aide, 3 administrative officers, a general assistant and 2 cleaning staff.

Significant programs and initiatives

Banksmeadow Public School endeavours to provide programs and activities that motivate student involvement and encourage parent participation.

In 2008 school initiatives were:

- Implementation of the “Beststart” program in Kindergarten.
- Construction of our “Forever Garden”.
- Introduction of “Robotics” for Gifted and Talented.
- Acquisition of sufficient laptop computers for whole class computer lessons.
- Relocation of library to dedicated demountable library and use of old library space for a computer laboratory.
- Transition to school initiative for indigenous students.
- Professional Learning for Teachers using Count Me In Too and across the school testing using SENNA.

In 2008 we continued our School Priorities relating to improving student learning outcomes in Literacy and Numeracy,

Student achievement in 2008

Literacy – NAPLAN Year 3

82% of Year 3 children at Banksmeadow achieved placement in the top three bands, bands 4-6.

Numeracy – NAPLAN Year 3

74.2% of Year 3 children at Banksmeadow achieved placement in the top three bands, bands 4-6.

Literacy – NAPLAN Year 5

56% of Year 5 children at Banksmeadow achieved placement in the top three bands, bands 6-8.

Numeracy – NAPLAN Year 5

51% of Year 5 children at Banksmeadow achieved placement in the top three bands, bands 6-8.

Messages

Principal's message

The acquisition of a demountable library at Banksmeadow was a significant event in 2008. Having a dedicated space to house the library collection and provide children with the opportunity to come and read books and participate in library activities has been of great benefit. Many children now use the library at lunch times to engage with books and other library activities. The library is also the meeting place for the P&C.
The “Forever Garden” was constructed with the support of staff and community members. Rolph Kolbe parent, and Jacquie Twitchings teacher, was instrumental in establishing the garden. The Hon. Peter Garrett, Federal Member for Kingsford Smith and Minister for the Environment was invited to the school to open the garden.

The children who have already tasted the produce from the vegie garden when they made soup care for the ‘Forever Garden’. The “Forever Garden” is a project that is ongoing and owes its success to the strong relationship between the school and its community.

In 2009 the Department of Community Services will regulate the Banksmeadow Preschool. In 2008 the service was assessed to see if it complied with the D.O.C.S. regulations. In 2008 the preschool was upgraded with a new sandpit and shade cover, new decking, new concrete paths and a shade cover for the play equipment.

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. The P & C Committee has a very supportive team of parents working for the betterment of our children's education.

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. Books, home readers, computers, sporting equipment and landscaping are just some of the improvements we have achieved. 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.

We encourage parents to:

Participate in developing the school's education policy

Foster parent participation and involvement in the school

Be the forum for parents to discuss issues pertaining to the school and its community and for gathering opinions

Promote and support communication and cooperation within the school community

Provide extra amenities for the benefit of students

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 school leaders at Banksmeadow together with the older children assist with the Kindergarten children to make them feel welcome. We have raised money for different charities. The painting of a mural on the water tank is a project in which we would like all children at Banksmeadow to be involved.

Rebecca Nicol Matt Olesen

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.

Banksmeadow continues to experience strong student enrolments in the primary school and in the preschool. The enrolment trend has shown a gradual increase over the past four years.

Student enrolment profile

Student enrolment profile

<table>
<thead>
<tr>
<th>Student Enrolment</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>121</td>
<td>119</td>
<td>110</td>
<td>111</td>
<td>125</td>
</tr>
<tr>
<td>Female</td>
<td>94</td>
<td>107</td>
<td>117</td>
<td>117</td>
<td>112</td>
</tr>
</tbody>
</table>

Student attendance profile

The attendance rate of students is consistent with state and regional averages.

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>1/2W</td>
<td>1</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>1/2W</td>
<td>2</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3/4H</td>
<td>4</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>3/4H</td>
<td>3</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4/5W</td>
<td>4</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>4/5W</td>
<td>5</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>5PY</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>K/6H</td>
<td>K-6</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Structure of classes

The teachers of the Kindergarten classes successfully team-teach in a double classroom. There were three composite classes, a Year 1/Year 2, a Year 3/Year 4 and a Year 4/Year 5.

The K/6H class is a special education class that is supported by a specialist teacher and a support-teacher learning officer.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Teachers Preschool</td>
<td>2</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>2</td>
</tr>
<tr>
<td>School learning Support Officer</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1.222</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>1</td>
</tr>
<tr>
<td>Primary General Assistant</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>19.837</td>
</tr>
</tbody>
</table>

Staff retention

The proportion of staff retained at the school is 100%.

Staff attendance

Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.1%.

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></td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>163 281.02</td>
</tr>
<tr>
<td>Global funds</td>
<td>120 934.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>83 840.30</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>137 480.15</td>
</tr>
<tr>
<td>Interest</td>
<td>11 002.90</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>107 447.67</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>623 986.13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>25 440.90</td>
</tr>
<tr>
<td>Excursions</td>
<td>18 040.28</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>84 179.60</td>
</tr>
<tr>
<td>Library</td>
<td>3 251.81</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>475.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>104 835.80</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>41 130.56</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>36 377.37</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>22 328.17</td>
</tr>
<tr>
<td>Maintenance</td>
<td>15 251.79</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>105 894.17</td>
</tr>
<tr>
<td>Capital programs</td>
<td>22 358.62</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>479 564.90</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>144 421.23</td>
</tr>
</tbody>
</table>

The balance carried forward of $144421 includes $100 000 of committed funds.

A full copy of the school’s 2008 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 2008

The children at Banksmeadow are given opportunities to participate in a wide range of sporting, cultural and academic activities.

Achievements

Arts
Band
- New band room was officially opened and used throughout the year.
• Approximately 40 students Years 2-6 were having lessons last year.
• Approximately 20 students performed as the school band for Education Week at Eastgardens and the Annual Concert at Souths Juniors.
• All students from beginners to advanced performed in mini concerts at the end of the year for family and friends for in the band room. This was followed by a luncheon for parents who attended.

Choir
• Choir rehearsed each week in Terms 1, 2 and 4. Students performed for Education Week at Eastgardens. To celebrate NAIDOC Week the choir performed a Torres Strait Island lullaby. At the Souths Juniors Annual Concert the choir performed a Peter Allen song.

Dance
• The senior Dance group involved 20 students from Years 5 and 6.
• The junior dance group involved 20 students, both boys and girls, in Years 3 and 5.
• The senior dance group successfully auditioned and performed in the Sydney Region Dance Festival at the Seymour Centre.
• Both dance groups performed at the local district festival, Showcase, and at Souths Juniors.
• 16 students performed in the 25th Anniversary Schools Spectacular at Sydney Entertainment Centre.
• 12 students performed at the Australian Youth Olympics Opening Ceremony at the Entertainment Centre in January.
• All students participated in the Footsteps dance lessons during Term 3.
• Every class performed at the Annual Christmas Concert at Souths Juniors in December. The theme was “A Tribute to Stageshow Musicals.”

Sport
A healthy lifestyle and active involvement in all aspects of sport are strongly emphasised at Banksmeadow P.S. with high participation from students and positive support from teachers and parents. During the 2008 school year the students at Banksmeadow P.S. participated in a variety of sports at PSSA level. The school offered teams at the PSSA weekly competition level in Softball, Netball, Cricket, AFL, Soccer and Rugby League. Banksmeadow P.S. held the annual swimming, athletics and cross-country and carnivals.
• 39 students represented our school in swimming at District level and 8 of those students went on to compete at the Sydney Regional carnival.
• 26 students represented our school at the District Athletics carnival of which 7 students were successful in gaining representative places at the Sydney Regional Athletics carnival.

• 32 students represented our school at the District Cross Country and 2 of those students went on to compete at the Regional Cross Country event.
• Students also participated in a variety of sports trials; successful students represented the District in Rugby League, Touch Football, Netball and Tennis.

The school entered competitive teams in Gala days, including Oz tag, Rugby League and Rugby Union, AFL and Touch Football.

In 2008 Banksmeadow P.S.:
• Runners-up at the South Sydney Knockout,
• 1st place girls division of the Bob McCarthy Cup,
• 1st place in the Oz Tag and;
• Runners-up in the Chris Whittaker Rugby Union Cup.
Banksmeadow P.S. participates in an annual swimming school program involving non-swimming students with the aim of teaching life saving swimming skills and basic water safety. In 2008 students participated in this program.

At school sport is offered on a weekly basis to ensure all students have the opportunity to develop essential gross motor skills. Students participate in skill development including agility, hand-eye coordination and fitness activities.

Preschool

The preschool catered for 52 students in 2008. 28 students attended 5 days per week and 12 students attended either 3 days or 2 days per week.

The staff provides a wide range of learning experiences based on the children's needs and interests in keeping with the emergent curriculum. Staff were involved in professional learning on new ways to program and document student's development. Both teaching and executive staff directly involved with the preschool participated in professional learning associated with the licensing of the preschool with DOCS in 2009.

The preschool students were involved in whole school activities including Easter Hat Parade, NAIDOC celebrations, Sport, gymnastics, excursion to Sydney Aquarium with Kindergarten and the Support class, visits to the library and assemblies.

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 newsletters were sent home to parents. Portfolios with developmental updates were available to be looked at by parents throughout the year and sent home at the end of the year.

Our transition program for transitioning children into Kindergarten is Called “Kids into Kindy”. This program allows children from Kindergarten to talk to preschoolers about their experiences. Preschoolers spend time in the Kindergarten classroom and meet their year 5 buddies who will support them when they attend Kindergarten in the following year.

In 2008 the sandpit was upgraded, decking was added, new areas were concreted and a new shade cover was erected above the play equipment.

A wireless link was established between the preschool and main building allowing access to the Internet and the school's intranet.

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)

In 2008 32 Year 3 students sat for the NAPLAN, 2 of these students were from homes where a language other than English was spoken (NESB). Forty-two Year 5 students sat for the NAPLAN, 7 of these students were from a background other than English.

Literacy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Percentage of students in bands: Year 3 reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>Percentage in band</td>
</tr>
<tr>
<td>School average 2005 - 2007</td>
</tr>
<tr>
<td>LSG average 2008</td>
</tr>
<tr>
<td>State average 2008</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students in bands: Year 3 writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
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<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>Percentage in band</td>
</tr>
<tr>
<td>School average 2005 - 2007</td>
</tr>
<tr>
<td>LSG average 2008</td>
</tr>
<tr>
<td>State average 2008</td>
</tr>
</tbody>
</table>
The literacy results for Year 3 indicate strength in reading with areas for improvement in grammar and punctuation, writing and spelling. Target 3 will aim to improve student performance in these areas.

Numeracy – NAPLAN Year 3

The numeracy results show 50% of Year 3 children are in the top two bands, with no children in band 1. The school has targeted numeracy in Target 3.

Literacy – NAPLAN Year 5
The literacy results for Year 5 show areas for improvement and as for Year 3 these areas will be targeted in target 3.

**Numeracy – NAPLAN Year 5**

The numeracy results in Year 5 show a shift towards the proficient bands when compared with the school average from 2005-2007. The school will continue to target numeracy. (Target 3.)

**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.

**Significant programs and initiatives**

**Aboriginal education**

In 2008 the school implemented a transition to school program for indigenous students. A key component of this initiative was informing parents about the way Banksmeadow teaches numeracy and literacy in the early years of schooling.

At Banksmeadow a committee of parents and staff has worked to make our N.A.I.D.O.C. celebrations a significant event in the school year. Members of the committee have taught Banksmeadow children about the customs and beliefs of Aboriginal culture. In 2009 an Aboriginal community member will design a mural to paint on our water tank. This activity will form part of the celebrations to be held in N.A.I.D.O.C. Week.

**Multicultural education**

To celebrate the Beijing Olympics, the school held its own mini Olympics. In preparation for our Olympics the children and teachers were involved in various activities. Each class adopted a competing country and in the weeks leading up to our Olympics learnt about their country's culture. Students prepared food from their country, made passports to take with them as they toured the classrooms to see the country displays in other classrooms. Parents also accompanied the students on their tour.
On the day of our Olympics the whole school enjoyed a Yum Cha lunch and the students participated in sports activities planned and coordinated by parents from the P&C and community members.

Respect and responsibility

A review of school practice was undertaken involving staff and students. The findings showed there is a need to improve peer relationships on the playground and students need to show greater respect to all staff, teaching and non-teaching, particularly to staff that are not a child’s class teacher.

In 2009 a whole school initiative will be introduced whereby all staff will acknowledge students who behave respectfully and responsibly in the school playground. Children who show they care for the needs of others will be targeted. Staff will also be asked to acknowledge those students who are not students in their class.

Other programs

Children in Years 6 were introduced to Robotics in 2008. Children had to construct their robot and use software to program their robot to do simple movements. In 2009 this program will be expanded to include all children in Years 5 and 6. Movie making will also be included.

Progress on 2008 targets

Target 1
To improve literacy and numeracy outcomes for all our students.

The NAPLAN results in reading; writing and numeracy for matched students show the greatest percentage increase since 2004. The percentage increase for 2006-2008 in these areas was greater than the scores for Local Schools Group and the State.

Our achievements include:

Average progress in reading for matched students*

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>84.6</td>
<td>69.9</td>
<td>99.6</td>
</tr>
<tr>
<td>LSG</td>
<td>88.7</td>
<td>88.0</td>
<td>87.0</td>
</tr>
<tr>
<td>State</td>
<td>87.6</td>
<td>87.5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>50.3</td>
<td>51.9</td>
<td>77.8</td>
</tr>
<tr>
<td>LSG</td>
<td>60.5</td>
<td>78.3</td>
<td>72.1</td>
</tr>
<tr>
<td>State</td>
<td>69.6</td>
<td>77.5</td>
<td>71.2</td>
</tr>
</tbody>
</table>

Average progress in numeracy for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>67.8</td>
<td>45.5</td>
<td>96.5</td>
</tr>
<tr>
<td>LSG</td>
<td>93.4</td>
<td>84.7</td>
<td>83.3</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
</tr>
</tbody>
</table>

Target 2
To employ Quality Teaching and Learning strategies which optimise individual student performance.

The tables used in target 1 indicate that progress is positive and that improved performance results from the teaching strategies being implemented.

Target 3
To improve the outcomes for children in ICT.

Through teacher professional learning more lessons are being taught that incorporate ICT. Team teaching and whole class lessons (there is enough computers in the computer laboratory to accommodate this) have improved outcomes for children. The addition of whiteboards in 2009 will further enhance student outcomes. The school aims to ensure that the Kindergarten of 2010 will have access to an electronic whiteboard throughout their schooling at Banksmeadow.

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 2008 our school carried out evaluations of Learning and Numeracy.

Educational and management practice

The students, teachers and parents were surveyed using the “School Map Best Practice Statements” to determine how Learning is accommodated at the school.
Background

The survey looked at three aspects of Learning: Learning Environment, Teacher Learning and Student Learning. Surveys were completed by staff and students at school with surveys sent home to parents. All families received a survey form while only children in Years 3-6 were surveyed.

Findings and conclusions

In the area of Learning Environment within a classroom, parents (65%) and teachers (75%), feel that the school provides a stimulating and secure environment in which students can learn and that the relationships between home, school and the community enhance learning. Student surveys were mixed in their responses, with 57% agreeing with the above. The remaining 43% of students responded “sometimes or rarely” to the number of people, other than teachers, who help them learn.

In the area of Student Learning, parents (74%), students (67%) and teachers (54%) agreed that students took responsibility for and showed pride in their learning. Of the other responses (11%) of parents feel unable to respond to questions relating to how their child learns within the classroom and all three surveyed groups feel students need to improve their engagement in reflection and self-assessment practices of their work.

In the area of Teacher Learning, teachers (75%) feel strongly that critical reflection and an understanding of effective practice and current research support their teaching practice. Students (48%) agreed that teachers find new ways to help them learn. Parents (27%) and students (52%) agreed that teachers rarely upgraded their skills or shared ideas. The survey revealed that 25% of parents are unaware of the time teachers were involved in professional learning activities. When teachers were not on duty it was assumed they were on leave.

Future directions

Through the school newsletter the community will be informed when teachers are attending professional learning activities. Greater detail will be provided to inform parents of the content of Staff Development Days.

Opportunities for children to judge and reflect on their own performance will be provided during and at the end of units of work in the form of questionnaires and rating scales.

Teachers and consultants, of how children are taught at school, will provide more opportunities for parents to attend demonstrations.

Curriculum

Literacy

Background

The teaching and learning of English is a major DET priority. At Banksmeadow Public School, literacy learning is based around a broad framework encompassing reading, writing, listening and talking as outlined in the Board of Studies Foundation Statements.

The assessment of student work samples demonstrates an overall improvement in structural and language features in students’ written texts.

The participation of staff in regional literacy projects has enabled staff to improve the literacy outcomes for children in stages 1 and 2.

Parent surveys show home reading has been successful, with 94% of students achieving ‘Premiers Reading Challenge’ targets.

NAPLAN analysis suggests further improvements can be made in students’ literal and inferential comprehension skills.

Parent tutor programs in reading supported by the Support Teacher Learning have improved outcomes for targeted children.

Future directions

• promote professional development of staff in teaching comprehension skills and literature;
• provide further opportunities and experiences for students to develop public speaking skills; and
• develop literacy-based resources that incorporate the use of a variety of technologies.

Professional learning

The NSW public education system is committed to providing an education that fully develops the talents and capabilities of all students. Staff professional learning is valued and recognised as a major contributing factor for improving the learning outcomes of students.

Professional learning refers to all training and development opportunities, formal and informal, individual and shared, that provides opportunities for professional discourse, interaction, practice, reflection and analysis.

Staff participated in professional learning activities related to numeracy and literacy, implementing technology in the classroom, executive development, autism, beginning teachers, assessment of children in Kindergarten and preschool teaching and learning. The average
cost per staff member for course fees and casual
teacher replacement was $350.00. This cost was
for the 14 teaching staff and 5 support staff.

School development 2009 – 2011
By the end of 2011 Banksmeadow Public School
would like to have addressed the following critical
issues:
• Improved student outcomes in all KLA’s with
particular focus in the areas of literacy and
numeracy;
• Improved student access to technology to
facilitate multi-literacy’s;
• Enhanced use and understanding of Quality
Teaching principles;
• Closing the gap between Aboriginal students
and the rest of the student body;
• Professionally developing all school staff
(teaching and support);
• Building relationships with other public
schools in the area; and maintaining school
numbers.

Targets for 2009
By the end of 2009 Banksmeadow Public School
will have addressed the following critical issues:
• Completed a review of literacy and numeracy
assessment across the school;
• Installation and introduction to connected
learning, establishment of a computer lab and
installation of 2 interactive whiteboards;
• Review and implement scope and sequence
for literacy learning incorporating Quality
Teaching principles;
• Introduction of Individual Learning Plans and
Student Tracking Sheet for every student to
assist with planning;
• Reviewing the effects of Quality Teaching on
Aboriginal students with the assistance of
Western Sydney University;
• Improved results in NAPLAN assessments,
with a focus on writing; and Implementation of
Transition to School program for students at
risk.

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

**Strategies to achieve this target include:**
Sustained TPL in Literacy.
Writing project with local schools
Development of scope and sequence of skills to
be taught and rubrics to ensure Consistent
Teacher Judgement.

Implementation of Individual Learning Profiles
used to plan high interest literacy and numeracy
programs.

**Our success will be measured by:**
Use of standardised tests for literacy and
numeracy.
Improved scores on standardised tests and
NAPLAN.

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

**Strategies to achieve this target include:**
Students will be trained in the appropriate
protocols needed to safely access the internet at
home/school.
Establishment of permanent ICT learning centre
and connected classroom.
Teacher Professional Learning in relation to
technology hardware and software.

**Our success will be measured by:**
Number of students accessing their email and
homepages.
Level of confidence shown by staff in use of ICT
equipment.

Target 3
**Improved growth in reading, spelling and
numeracy scores on standardised tests K-6.**

**Strategies to achieve this target include:**
Improved planning within stages reflecting
analysis of NAPLAN and standardised test
scores.
Participation in Writing project with local schools.
Introduction of student tracking sheet to facilitate
information sharing among staff.

**Our success will be measured by:**
Scores achieved on standardised tests.
Scores achieved on NAPLAN tests.

Target 4
**Aboriginal students will equal the ATSI
students NAPLAN averages in 2009.**

**Strategies to achieve this target include:**
Identify areas of need using results from NAPLAN
and provide support.
Develop IEP’s and use small group/individual skill
based tuition.
Develop Individual Learning Profile in collaboration with indigenous students and parents.

Participate in University Western Sydney study of effects of Quality teaching on Indigenous students.

*Our success will be measured by:*

Scores achieved by students on NAPLAN

Parent surveys

**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: