School context statement

Banksmeadow Public School, established in 1881, is located in the Sydney suburb of Botany. The school has an enrolment of approximately 270 students across classes from Preschool to Year 6, including an IO support class. Our student population includes 18% from backgrounds other than English and 7% Aboriginal students. The school has a dedicated, experienced staff that works collaboratively with an active, supportive community to provide a positive, caring and stimulating learning environment. Educational programs are provided to cater for all students' academic, physical and social development. A balanced, comprehensive curriculum, catering for differences in achievement and ability, encourages and provides opportunities for students to achieve success in many different spheres. School priorities include literacy, numeracy, creative and performing arts, sport, technology, student welfare and leadership programs.

Principal’s message

I am pleased to provide the school community with the 2014 Annual School Report which highlights the many achievements and initiatives of the school over the last year.

I appreciate the efforts of our parents and the broader school community in supporting the school. The staff continue to show a commitment to best practice in education and dedication to the students and school. The students have eagerly taken on the opportunities open to them.

The highlights of the year include;

- An upgrade of the Preschool outdoor playground areas funded by a Community Grant and the school.
- The schools debating team reaching the semi-finals of the Sydney Schools Debating Competition.
- The senior dance group chosen to perform in the Sydney Dance Festival at the Seymour Centre and both dance groups performing at Showcase at the Juniors.
- The Film Club achieving success in Film By the Sea by having two films chosen for the evening premiere screening.
- A Year 6 student winning the Lionel Bowen Young Writers Award.
- Three art works chosen for the Koori Art Expressions exhibition.
- A Year 6 and a Year 5 team participating in the Mind Marathon at East Hills Boys High School for the first time.
- Continued success of our PSSA sporting teams and individual students in the swimming, cross country and athletics carnivals.
- The senior and junior Rugby League teams participating in the State Knockout competition finishing second and fourth respectively.
- Opportunities for students to participate in the Multicultural Public Speaking Competition, as well as the Premier’s Sporting Challenge and Spelling Bee.
- Students winning all three places in the City of Botany Bay Council photography competition.
- The P&C continuing to support the school through fund raising events.

In 2015 the school will plan for the implementation of the Board of Studies History syllabus in 2016. We will also evaluate our new English units of work and our Mathematics scope and sequences.

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.

Cathy Lucantonio
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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
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<td>Male</td>
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<td>117</td>
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<td>101</td>
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Student attendance profile

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<th>Year</th>
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<th>2011</th>
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<th>2014</th>
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<td>K</td>
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<td>95.2</td>
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<tr>
<td>1</td>
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<td>94.9</td>
<td>95.0</td>
<td>95.9</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.

Banksmeadow Public School has 10 classroom teachers Kindergarten to Year 6, three part time Preschool teachers and one Support Class teacher.

The teachers are assisted by four School Learning and Support Officers to meet the needs of our students.

The school office is staffed by a School Administration Manager (SAM) and two part-time School Administration Officers (SAO). A General Assistant (GA) is employed one day per week.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Preschool Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of Moderate Intellectual</td>
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<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.522</td>
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<tr>
<td>Total</td>
<td>21.237</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Banksmeadow Public School has two indigenous staff members.

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>69%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>31%</td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

All teaching and administrative staff participated in school development days, after school professional learning and sharing sessions and external courses provided by the DEC and outside agencies. All professional learning was aligned to the key priorities of the school plan and included areas such as implementation of the new Mathematics syllabus, writing, integrating technology, quality teaching and leadership development. Two new scheme teachers were working towards accreditation and three teachers were maintaining accreditation at the Professional Competence level. The expenditure for professional learning in 2014 was $13071.

Beginning Teachers

Beginning teacher funding was used to support one teacher in their second year of teaching. The funding was used to allow the teacher to attend targeted professional learning and to provide opportunities for the teacher to meet with their mentor and observe teaching practices in a number of different settings.

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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<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>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<tr>
<td>Trust receipts</td>
<td>118816.20</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>883813.01</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 17156.69   |
| Excursions                | 18430.60   |
| Extracurricular dissections| 114623.33  |
| Library                   | 1124.23    |
| Training & development    | 3214.36    |
| Tied funds                | 89297.01   |
| Casual relief teachers    | 46647.20   |
| Administration & office   | 55320.34   |
| School-operated canteen   | 0.00       |
| Utilities                 | 40722.93   |

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

Year 3 students performed above state averages across all aspects of Literacy except grammar and punctuation where they were on par. 61% of students were placed in the top two bands for reading compared to 49% for the state. In writing 59% were in the top two bands compared to 48% for the state. 81% of students were in the top three bands for reading and 83% were in the top three bands for writing.
NAPLAN Year 3 - Numeracy

Year 3 students performed on par with state averages in all aspects of numeracy. 30% of students were in the top two bands compared to 42% for the state. 54% were in the top three bands. Students showed strength in the number and patterns and algebra strands.

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

Year 5 students performed on par with state averages in all aspects of Literacy. In reading 53% of students were placed in the top three bands compared with 60% for the state. In writing 35% of students were in the top three bands compared with 46% for the state.
NAPLAN Year 5 - Numeracy

[Enter your text and graph from the electronic Data Summary Sheet where appropriate.]

Year 5 students performed on par with state averages in numeracy. 56% of students were in the top three bands for numeracy compared with 58% for the state. Students showed particular strength in the areas of data, measurement and space and geometry.

Other achievements

Performing Arts

Dance

A large group of boys and girls from Years 2 to 6 auditioned to be part of our Junior and Senior ensembles in 2014. Forty-eight students were selected for the groups and they participated in weekly lessons run by our professional choreographer Vicki Hunt. The junior group performed The Marionette’s Dance which told the story of a group of puppets coming to life. Our senior group performed a contemporary piece One Tribe which told the story of a young Aboriginal boy’s journey into his clan. The senior group successfully auditioned for the Sydney Dance Festival at the Seymour Centre and their performance was considered one of the best on the night. Both groups performed in Showcase at the Juniors in August. Each group prepared a performance for the end of year School Concert.
A number of students participated in DEC dance workshops this year. These were held over a number of days at the Sydney Dance Theatre studios at Walsh Bay in Sydney. Taylise and Madison from Year 3 and Alice from Year 1 participated in workshops taught by professional choreographers.

In Term 3 all students in Kindergarten to Year 6 participated in the Dance Fever program. Students learnt both individual and partner dances as well as a whole school routine for the primary grades. Students in Years 3 to 6 participated successfully at the Dance Fever Challenge at Homebush Sports Centre with a number of our students gaining places. Our Year 3 and Year 5 students were the overall winners for their grade on the evening and the school was named overall champion school of the smaller schools.

**Band**

Twenty-eight students signed up for band in 2014. The students participated in lessons run by two professional tutors as well as whole band practices. The band participated in combined workshops with other local primary schools in preparation for the Big Band Bash at Daceyville Public school. This allowed both small bands to have a larger and cohesive sound for the performance. The band also performed each term in school assemblies.

**Guitar**

The guitar program continued to be very popular in 2014. Both experienced and beginner students attended lessons throughout the year on Thursdays. The senior group regularly performed at school assemblies and displayed a high level of performance skills. Both groups also performed at the end of year concert.

**Sport**

Banksmeadow Public School offers a range of sporting opportunities for all students and in 2014 our sporting programs have continued to grow in strength and numbers. In 2014, students in Years 3 to 6 participated in the Premier’s Sporting Challenge. The Premier’s Sporting Challenge aimed to engage students in sport and physical activity and encouraged them to lead healthy, active lifestyles. It involved students participating in a 10 week sport and physical activity challenge. Out of 126 students in Years 3 to 6, 30% received a diamond award, 60% received a gold award and 10% received silver awards. Therefore the majority of students, on average, are participating in 60+ minutes per day of physical activity.

In 2014, the school had very high participation in PSSA sports such as Rugby League, AFL, soccer, cricket, netball and softball. Over 100 students in Years 3 to 6 participated in one or more of the Eastern Suburbs Primary Schools Sport Association (ESPSSA) competitions on Fridays during summer or winter. All students displayed excellent teamwork, sportsmanship and commitment by training weekly with teachers who volunteered to act as coaches. Students who were not members of PSSA teams were also provided opportunities for non-competitive skill based games by participating in weekly school sporting activities.

Banksmeadow students achieved better results across the PSSA competitions then in previous years. In the winter competition, our open Rugby League team was joint premiers in the senior division with our senior A netball and junior Rugby League teams placing second in their competitions. Our open and Under-10’s Rugby League teams both successfully made it through to the NSW All Schools Knockout competition in Penrith after winning the South Sydney Knockout for a second year in a row. Our opens team continued on from this success becoming the first team in the ESPSSA to finish in the top two teams in NSW.

More of our students were selected to compete at District, Regional and State level in many different sports. Ten students were selected as Eastern Suburbs Zone representatives in a range of sports including: basketball (1), Rugby League (3), touch football (5) and Golf (1). Following these zone carnivals, the school had nine
students selected to play in Sydney East Regional Teams in golf (1), Rugby League (3) and touch football (5). We also had two students selected as NSW State Representatives at PSSA national carnivals in Rugby League and golf.

The school performed well across all three Eastern Suburbs PSSA zone carnivals this year. We had many students rewarded for their effort and achievement’s in athletics, cross-country and swimming with three students representing Eastern Suburbs zone in swimming, one student in cross country and four in athletics. Two students in athletics and one in swimming progressed to the State All-schools carnivals finishing with impressive results.

Throughout the year at school level students were given the opportunity to develop skills in a variety of school based Physical Education programs. During Term 1 specialist teachers ran a PDHPE program for Kindergarten to Year 2 that developed the students’ gross and fine motor skills. The program also supported teachers to teach nutrition and healthy lifestyle lessons. In Years 3 to 6 the students participated in the Flip Gymnastics program. It was run by specialist gymnastics coaches who helped the students develop physical fitness, strength, flexibility and balance.

In Term 2, students from Kindergarten to Year 2 participated in Gymnastics classes that improved agility, strength and flexibility. Students in Years 3 to 6 were involved in a martial arts program that enabled them to extend their balance, strength and flexibility, which were developed in the gymnastics classes throughout Term 1. Students also built on their confidence and discipline through the art of Wing Chun.

In Term 3 the whole school participated in the Dance Fever program. Many students went on to represent the school in the showcase at the end of term. Many students received placings and scholarships to undertake further dance lessons. Overall the school achieved first place in three areas of the competition.

In Term 4, Year 2 and 3 students participated in the Department of Education Swimming Scheme. The program provided intensive ‘Learn to Swim’ lessons over a two week period to help non-swimmers develop basic swimming and water safety skills and extend experienced swimmers’ skills. K-2 also developed their strength and conditioning through weekly lessons with a personal trainer. Students from K-6 also engaged in the ‘Jump rope for Heart’ initiative in Term 4 in which students raised funds for the Heart Foundation and enjoyed a ‘skip off’ day.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

The integration of Aboriginal perspectives and content into units of work across all grades encouraged a deeper understanding and respect for Aboriginal history and culture.

Our Aboriginal students participated in the Indigenous Veterans Ceremony at the ANZAC memorial Hyde Park laying a wreath in honour of Indigenous Veterans.

Year 2 and 3 submitted artworks in the 2014 Reconciliation Primary School Art Competition in honour of Pauline McLeod. Our artworks
travelled to local municipal council libraries on show for a few months. One of our artworks titled *Footprint Journey*, inspired by the Reconciliation theme for 2014 of *Walk the Talk*, won third place.

Students, parents and community members celebrated NAIDOC week with a variety of in-class activities. Community members were invited to our Assembly lead by our Aboriginal students followed by a bush tucker morning tea. Our Aboriginal students shared some of their Aboriginal heritage by retelling personal stories of their grandparents and great grandparents. The Senior Dance group performed their Aboriginal inspired dance ‘Rhythm of the Heat’.

For the sixth consecutive year students successfully participated in the Sydney Region Art Project, *Koori Art Expressions*. Years 2, 3 and 4 produced three artworks that were submitted for the exhibition. Our Aboriginal students also produced a work for submission.

Three Year 5 students took part in the Sydney Region Yarn-Up program over three days at the Powerhouse Museum and State Parliament House. The program is designed to promote public speaking and debating skills and the Banksmeadow students developed their skills and confidently participated in the final debates and public speaking activities.

The Learning and Support Team worked closely with class teachers to identify and support Aboriginal students working below age appropriate outcomes and Individual Education Programs (IEPs) were developed for all Aboriginal students. This year a new IEP format has been developed for use in 2015.

**Multicultural education and anti-racism**

Multicultural perspectives are imbedded in many school learning programs and enable students to learn about and research the history and cultures of other countries. As a result students improve their understanding and knowledge of different cultures.

The whole school celebrated our cultural diversity base through participation in Harmony Day activities and a whole school assembly. Classes celebrated by hosting multicultural feasts where students shared snacks and foods from other cultures.

Students across the school had the opportunity to participate in the Multicultural Perspectives Public Speaking Competition where the themes reflect Australia’s diverse population and current issues surrounding multiculturalism.

One staff member completed the TELL (Teaching English Language Learners) course which informs on the EALD Pedagogy for Classrooms to create best outcomes for EALD students.

**Aboriginal background**

A Personalised Learning Plan was completed for all Aboriginal students through a three way meeting process ensuring both students and parents were involved in setting learning goals for the coming year. Leadership opportunities were provide for the students both within and beyond the school. Families were supported to enable students to participate in excursions, incursions and extra-curricular activities.

Planned whole school activities built an inclusive school culture and members of our Aboriginal communities were welcomed into the school.

**Socio-economic background**

Of high importance was to ensure the participation of all students in all learning opportunities in the school. Support was given to families when required. Individual, small group and in-class support was provided to many students from Preschool to Year 6 to improve student’s learning outcomes in both literacy and numeracy.

**Learning and Support**

Individual students’ learning and support needs were meet through working with parents to formulate Individual Educational Plans that reflected their needs. A variety of adjustments were made in the educational environment to support student’s participation and engagement in the classroom as well as with other school programs.

Professional learning and advice was accessed for teachers to enable them to recognise and respond to the additional learning needs of students in their class. The school’s Learning and Support Team, school counsellor and Department of Education and Communities network staff supported all teachers and parents.
Other significant initiatives

Positive Behaviour for Learning

Safe, Respectful, Resilient and Active Learners, our school expectations were highlighted through teaching modules across the school, Preschool to Year 6 and in our support class. The expectations were complemented by the anti-bullying program, Bigger Than a Bully, which emphasised the rights of all students to be safe and treated respectfully. Age appropriate activities were completed in the first three weeks of the year, and re-visited at the beginning of each term.

Some classes trialed the Mr Angry Ant picture book and program. This explored the issue of anger with a positive focus and the development of appropriate strategies before it may become a problem behaviour. The promotion of self-awareness as a key to self-regulation is an important strategy for our positive behaviour plans.

Preschool

The Preschool catered for 43 students in 2014. Students attended a 2/3 day alternating fortnight.

The Preschool children participated in whole school activities including Anzac Day, NAIDOC celebrations, Education Week science day and Remembrance Day. The Preschool educators organised events such as discos and fundraising events to support charities and to develop stronger relationships with the children and their families. The children participated in the school’s gymnastics program in Term 2 and had opportunities to visit the school in preparation for Kindergarten by exploring the school’s garden areas, visiting the school library and participating in the Kids into Kindy program.

In 2014, the Preschool educators continued their ongoing review of policies with consultation from the Preschool parent committee and ensured that our practices reflected the regulatory expectations. The educators participated in weekly staff meetings led by the Assistant Principal. During these meetings, a quality improvement plan was established and implemented to reflect both our strengths and areas for improvement. A joint reflective journal was established to reflect and identify key improvements and share ideas about how these can be achieved.

Preschool educators and school executive attended conferences and workshops run by the DEC as well as outside agencies. Educators also attended network meetings to clarify information about the assessment visits and to share knowledge and experiences. Feedback was given from schools that had already been assessed and the necessary action was taken to ensure that we comply with the new standards.

The Preschool grant committee applied for additional funding in 2014 to complete the upgrade to the Preschool playground. The committee included representatives from the school’s P&C, school executive, ACTIVOOSH service and local community mentor Maria Pender. The first phase of the playground upgrade was completed in October. This work included a new storage shed, a dry creek bed, a rockery with native plants; an outdoor mud kitchen and water play area as well new pathways to link the new areas.

Developing further community links was a key goal in 2014. The Preschool contacted local community groups and businesses such as Brasserie Bread, Mascot Police, the Ambulance Service, the SES and Waverley Council Lifeguards who visited the service and shared their knowledge and skills during learning experiences.

A parent committee was formed at the beginning of the year to encourage feedback about policy reform and any other issues regarding the Preschool. A number of parents visited the Preschool throughout the year and shared their skills in cooking, cultural and religious events and shared information about their family
background and traditions. This year a number of new procedures were adopted to encourage parent participation. This included children taking turns to share family stories in the form of a class book. Parents were also encouraged to jot down quick ideas about current events and interests in their child’s lives when signing in each morning.

Parents were also involved in 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. Learning journals were sent home in digital form for the first time with examples of each child’s individual learning goals, developmental updates and achievements.

The Preschool continued to focus on educating both the parents and students on healthy eating and lifestyle choices. The educators participated in a workshop run by representatives of the NSW Health Munch and Move program and this was implemented in both classrooms. Parents were also 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 Preschool.

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:

- Analysis of NAPLAN Smart data.
- Results of standardised tests across the school and other school-based data.
- Data collected from surveys of staff, students and parents.
- Qualitative data collected by staff.
- Data collected from a whole school Appreciative Inquiry, “Dream Banksmeadow”.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

NAPLAN and school based data will show consistent growth in overall literacy K – 6.

Evidence of achievement of outcomes in 2014:

- The achievements of Year 3 students in the NAPLAN reading and writing tests exceeded set targets.
- The achievements of Year 5 students in the NAPLAN reading and writing tests were just below set targets.

Strategies to achieve these outcomes in 2014:

- Teachers attended professional learning sessions on writing and comprehension.
- Information from professional learning opportunities was shared with all staff.
- A series of workshops related to the teaching of reading, writing and grammar and punctuation were held at the school for K – 2 teachers.

School priority 2

Numeracy

Outcomes from 2012–2014

NAPLAN and school based data will show consistent growth in numeracy K – 6.

Evidence of achievement of outcomes in 2014:

- The achievements of both Year 3 and Year 5 students in the NAPLAN numeracy tests were just below set targets.

Strategies to achieve these outcomes in 2014:

- Teachers attended professional learning sessions on working mathematically and number.
- Information from professional learning opportunities was shared with all staff.
- A series of workshops related to the teaching of measurement and space and geometry were held at the school for K – 2 teachers.
School priority 3
Curriculum and Assessment

Outcomes from 2012–2014
All teaching staff are confident in planning and programming using the NSW Board of Studies (BOS) English syllabus in preparation for implementation in 2014.

Evidence of achievement of outcomes in 2014:
- All teaching staff were confident in implementing the new English syllabus in 2014.
- Four quality English units were developed by each stage.
- All English units used quality literature and included the use of multi-modal texts.
- Cross curriculum priorities and general capabilities were addressed.

Strategies to achieve these outcomes in 2014:
- Members of the English team attended professional learning on implementing the English syllabus and were confident to lead the implementation at school level.
- Whole school professional learning on all aspects of the new syllabus.
- Dedicated whole school and stage planning, sharing and reflection opportunities.
- Quality literature resources purchased.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

The evaluation data was collected through interviews, focus groups and surveys.

Their responses are presented below.

Students felt the school was a friendly and safe place to be and they enjoyed the large playground spaces and sporting opportunities. All age groups strongly believed they were supported in their learning by good teachers.

Parents appreciated the dedication of the teachers and the fact that staff are very approachable. Another positive was the open communication channels between the school and home. They felt their children were supported in their learning and innovation was a feature of the school. The range of opportunities for extra-curricular activities was considered a great advantage for a small school. Parents particularly liked the friendly community feel of the school.

The teachers felt the strong teamwork and collaboration between the staff provided them with a good working environment. This was further emphasised by the feeling that the students, teachers and parents worked together. The teachers felt their work was appreciated.

Overall the satisfaction of the school community could be considered as high.

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.
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.

Cathy Lucantonio - Principal
Roxanne Bragg - Assistant Principal
Sharen Jack – Assistant Principal
Ben Heinecke – Assistant Principal
Danielle Pretty – P&C President

School contact information

Banksmeadow Public School
Trevelyan and Wiggins Streets
Botany NSW 2019
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Fax: 9316 4513
Email: banksmeado-p.school@det.nsw.edu.au
Web:www.banksmeado-p.schools.det.nsw.edu.au
School Code: 1121

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: