



Barnsley Public School

Annual Report



2016



1138

Introduction

The Annual Report for 2016 is provided to the community of Barnsley as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jenni Langford

Principal

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Message from the Principal

Barnsley Public School

Barnsley Public School provides a strong student focused learning environment, with a supportive community. We are fortunate to have teaching and support staff who look to provide a wide range of experiences covering academics, creative and performing arts, sport, environmental education and promoting student wellbeing.

Our three strategic directions identify a school with high expectations and prioritised links with our community and partner schools in the Sugarloaf Community of Schools. Our vision spreads across the entire school with the main priority being inclusivity for all students with the belief that every can achieve.

I acknowledge the outstanding efforts of our students, highly valued contribution of staff, strong partnerships with the P&C and Kumaridha AECG as well as members of the community for continued support, generosity and assistance throughout the year.

Jenni Langford

Message from the school community

P&C Message

2016 was another big year for the P&C, with our major project being the replacement of the school basketball court. This project has now been fully funded and we anticipate construction to be completed by June 2017.

Once again the school canteen and uniform shop have had a successful year with the canteen being open 5 days per week and the uniform shop 2 mornings a week. Thank you so much for the on going community support in these areas.

2016 was another action packed year of fundraising and community activities and as always these were all a great success thanks to the strong support from the school, P&C members, volunteers and the wider community.

Gareth Halbert

P&C President

School background

School vision statement

We exist to make a difference in the lives of our students. We strive to provide the highest standard of education within a supportive environment that is inclusive of all.

We strive to be a high performing school that supports the achievement of all students and promotes a positive school culture.

We aim to:

Have strong leadership that raises expectations

Implement effective teaching with an emphasis on professional collaboration

Measure student progress and outcomes

Develop a positive school culture

Engage parents and the community

School context

Barnsley Public School is a primary school situated in the western suburbs of Newcastle. The school consists of approximately 305 students and enjoys positive parental support and engagement. The Family Occupation and Education Index (FOEI) is a school-level index of educational disadvantage related to socio-economic background. It has been selected as the basis of the equity loading for socio-economic background in the Department's new Resource Allocation Model. Barnsley's FOEI for 2017 is 122. Barnsley Public School has an indigenous enrolment of 11%.

The school is committed to continual school improvement and is focussed on ensuring that all students believe that they can be high achievers and strive to do their best.

The school has undertaken significant school improvement initiatives in recent years with a focus on setting high expectations and improving student outcomes.

Barnsley Public School is committed to working closely with its community of schools to implement a consistent pedagogical approach to improve student results and create a culture of excellence.

We value a proactive and restorative approach to wellbeing practices across the school community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

Barnsley Public School is sustaining and growing in the area of learning where students take responsibility in the area of ongoing performance improvement. An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.

School-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

Teaching

Barnsley Public School is sustaining and growing in effective classroom practices with all teachers are committed to

identifying, understanding and implementing the most effective teaching methods. Student assessment data are collected in 5 weekly cycle to identify student achievements and progress, in order to inform future school directions.

There are explicit systems for collaboration and feedback to sustain quality teaching practice. All professional learning is aligned to the school plan, and all staff demonstrate personal responsibility for maintaining and developing their professional standards.

Leading

Barnsley Public School is sustaining and growing with the school leadership team supporting a culture of high expectations and community engagement resulting in sustained whole school improvement. The school plan drives a whole school continuous improvement efforts, with the school's vision and strategic directions evident. Management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STRATEGIC DIRECTION 1 To provide systems leadership through a shared vision

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, effective communication, empowered leadership and organisational practices.

Overall summary of progress

Administration:

Streamlining of administrative, financial, communication and organisational workflows.

Organisation and Systems Innovation:

Provide staff professional learning on Systems Leadership.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Reduction of time spent in the administrative, financial, communication and organisational workflows of the school when LMBR, BI and SALM are introduced.</p> <p>Increased number of executive and aspiring executive staff who lead their teams efficiently and effectively.</p> <p>All staff sharing roles and responsibilities equitably.</p> <p>Track progress for baseline data on Quality Systems Matrix.</p>	<p>Reduction of time spent in the administrative, financial, communication and organisational workflows of the school when LMBR, BI and SALM are introduced. All staff sharing roles and responsibilities equitably.</p>	<p>PLT sessions, staff surveys, staff meetings, Communication meetings, agendas and minutes.</p>

Next Steps

Review effectiveness of organisational practices throughout the implementation of new systems. Proactive leadership on high expectations to support positive educational practices.

Strategic Direction 2

STRATEGIC DIRECTION 2 To create a high performing and dynamic learning environment

Purpose

To provide a high standard of education through the implementation of a signature pedagogy (Explicit Direct Instruction).

To support education through adequate resourcing/budgeting, ICT infrastructure, quality teaching and learning programs and the development of Professional Learning Communities.

To improve student learning outcomes through teaching and assessment practice based on Powerful Learning Accountable Teaching (PLAT)and develop literate and numerate students who can experience success as life long learners.

Overall summary of progress

To create a high performing and dynamic learning environment.

Purpose:

To provide a high standard of education through the implementation of a signature pedagogy (Explicit Direct Instruction).

Learning Community:

Build staff capacity to implement the NSWAC through Professional Learning and school wide consistent approach to programming, assessment and reporting.

Educational Innovation:

Continue to provide professional learning in evidence based approaches to support curriculum and pedagogy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff set high expectations for all students. Increased percentage of students reaching school benchmarks. Reduced percentage of students requiring intervention. Increased percentage of students achieving top two stanines/bands in annual standardised tests. Reduced percentage in bottom two stanines/bands.	Outcomes 2016 Data walls, Stage meetings, Surveys Programs, Assessment tasks, CTJ, rubrics Reading Recovery/Quicksmart /Multilit, small group intervention. Formative assessments, PAT assessment,Cars and Stars, SENA, Best Start Assessment, PLAN, Reading Levels.	Leader of Pedagogy, Professional Development in Leadership, Mentoring and Coaching.

Next Steps

Regular collection of student data in literacy and numeracy to identify future teaching experiences and students requiring intervention according to PLAT benchmarks.

Continued implementation of Professional Learning in community structures.

Implementation of Data Hub to track student assessment and reflect on quality teaching and learning practices.

Strategic Direction 3

STRATEGIC DIRECTION 3 To enhance community engagement and participation

Purpose

To increase community support for our students through a school wide focus on student equity and welfare.

To promote Barnsley as a community school that engages all relevant stakeholders in the support of our students.

Overall summary of progress

Community Engagement

To increase community support for our students through a school wide focus on student equity and welfare.

To promote Barnsley as a community school that engages all relevant stakeholders in the support of our students.

Establish a communication group including staff and community members to enhance public relations and co-ordinate feedback from the community.

Social and Emotional Learning:

To enhance student wellbeing through Positive Behaviour for Learning (PBL), Kids Matter and You Can Do It (YCDI) programs.

To reflect a positive school culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Community awareness of Barnsley Public School and the positive role it has in the community. Local support for BPS increases. Increased parent participation at school events and via P&C and AECG. Wellbeing Policy and Procedures reflect a positive school culture.	Review of Wellbeing policy and procedures Professional Learning in PBL and Kids Matter. Community awareness of Barnsley PS and a positive role it has in the community. High levels of engagement during Easter Hat celebrations, parent –teacher interviews, Book Week Parade. Over 90% of parents attended kindergarten readiness information sessions.	Systems Leadership for Wellbeing– Initiative of Wellbeing Project \$1650

Next Steps

Implementation of PBL and monitor staff, and students' opinions on wellbeing practices.

Monitor community engagement on a regular basis.

Update school website.

Strengthened Community and Engagement Team purpose and directions.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Teachers, students and parents involved in evaluation of learning goals	All Aboriginal students outcomes comparative to their cohort \$3119
Low level adjustment for disability	5 weekly data collection EDI	\$24810
Quality Teaching, Successful Students (QTSS)	Jointly plan and observe each other's lessons . Develop units of work and assessment tasks Work together to assess and analyse data	\$22000
Socio-economic background	Evaluate effectiveness of EDI consultant	Consultant \$28 000 Commbxes – \$40000
Support for beginning teachers	Teachers achieving or working towards accreditation processes reviewed and adjusted	\$17458

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	137	131	130	138
Girls	132	138	134	145

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.9	97	95.3	96.3
1	96	94.9	96.3	94.7
2	95.4	95.8	94.1	95.9
3	96	94.2	93.7	95.8
4	94.6	94.8	93.2	93
5	95.1	94.1	94.8	92.7
6	90.6	94	95	93
All Years	95	94.9	94.6	94.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KG	22
KK	21
1/2B	25
1/2T	24
1/2H	22
3/4L	29
3/4F	28
3/4V	28
5/6R	22
5/6L	24
5/6C	24

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.05
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration & Support Staff	3.52
Other Positions	0.1

*Full Time Equivalent

There are currently two staff who identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

Barnsley Public school is committed to providing high quality professional learning for all staff. Significant staff professional learning that took place includes:

- Anaphylaxis
- Compliance Training
- Professional Learning Communities
- CPR
- Formative Assessment
- Explicit Direct Instruction
- Instructional Coaching
- Tiered Intervention Strategies
- Systems Leadership Project
- NAPLAN Analysis
- Introduction of PLAT
- Introduction of new syllabi
- Evaluation of the School Excellence Framework
- Professional Development Plans
- Student wellbeing Policy
- Systems' wellbeing projects

All Professional Development is closely aligned to the strategic directions of the school.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	193 787.00
Global funds	177 562.00
Tied funds	258 730.00
School & community sources	115 124.00
Interest	1 213.00
Trust receipts	7 500.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	19 900.00
Excursions	28 259.00
Extracurricular dissections	96 576.00
Library	0.00
Training & development	21 527.00
Tied funds	143 201.00
Short term relief	194 990.00
Administration & office	39 225.00
School-operated canteen	0.00
Utilities	39 266.00
Maintenance	9 951.00
Trust accounts	6 646.00
Capital programs	6 621.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 31st December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	638 987.24
(2a) Appropriation	522 650.77
(2b) Sale of Goods and Services	10 497.95
(2c) Grants and Contributions	104 625.71
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 212.81
Expenses	-445 200.00
Recurrent Expenses	-445 200.00
(3a) Employee Related	-304 941.98
(3b) Operating Expenses	-140 258.02
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	193 787.24
Balance Carried Forward	193 787.24

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Barnsley Public School's financial management processes and structures to meet financial policy requirements are as follows:

- School Generated Revenue
- Revenue from P&C for \$ for \$ Funding
- Revenue received from major Stage 3 Canberra Excursion
- Revenue received for Hire of Facilities to OOSH
- Fees for Services Rendered
- Payments for John Fleming EDI Instruction
- Payment for Barnsley Bunker
- Payment for Security Banking
- Furniture & Equipment
- External catalogues reflecting items purchase as furniture
- Other operating expenses
- Payments made for excursions

- intended use of funds available – Funds remaining are intended for Outstanding Casual Salaries, Unpaid invoices, Asset replacement and carried forward funds.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 889 938.76
Base Per Capita	14 068.64
Base Location	0.00
Other Base	1 875 870.12
Equity Total	252 963.52
Equity Aboriginal	15 118.90
Equity Socio economic	111 013.74
Equity Language	0.00
Equity Disability	126 830.88
Targeted Total	225 037.12
Other Total	49 157.67
Grand Total	2 417 097.06

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

In 2016 students in Year 3 achieved a result in the top 2 bands of 50% in the areas of Reading, Writing, Spelling, Grammar and Punctuation.

In 2016 students in Year 5 achieved a result in the top 2 bands: 30% in Reading, 16% in Writing, 50% in Spelling, 37% in Grammar and Punctuation.

All Aboriginal students scored at or above the state average in all areas of Literacy.

In 2016, 38% students in Year 3 and Year 5 achieved a result in the top 2 bands for Numeracy.

All identified Aboriginal students scored at or above the state average in all areas of Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

A comparison of school and state data for Year 3 students in 2016 in the areas of Reading, Writing, Spelling, Grammar and Punctuation.

In 2016 Barnsley Public School year 3 students scored 2 points higher than the state average in Reading, 13 points higher than the state average in Writing, 9 points higher than the state average in Spelling and 14 points higher than the state average in Grammar and Punctuation.

A comparison of school and state data for Year 5 students in 2016 in the areas of Reading, Writing, Spelling, Grammar and Punctuation

In 2016 Barnsley Public School year 5 students scored 1 point higher than the state average in Reading, scored the state average in Writing, 6 points higher than the state average in Spelling and 9 points higher than the state average in Grammar and Punctuation.

A comparison of school and state data for Year 3 students in 2016 in the areas of Numeracy

In 2016 Barnsley Public School Year 3 students scored 6 points higher than the state average in Numeracy. Year 5 students scored 11 points higher than the state average.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below

Students reported a strong sense of social and educational engagement in the school as well as a very high level of academic engagement through improved effort, quality instruction, interest and motivation.

97% of parents surveyed indicated high levels of satisfaction with school communication systems. While 94% of respondents indicated that they were familiar with the school direction and teaching practices.

100% of teachers surveyed indicated a thorough understanding of the importance of the use of a data to

inform student learning, collaborative teaching practices and inclusive school environments.

Policy requirements

Aboriginal education

Barnsley Public School is committed to closing the gap for all Aboriginal students. As a result, individual attendance and progress are closely monitored with additional support offered to those students in need.

Aboriginal perspectives are integrated through all aspects of school life and the curriculum. This is highlighted through curriculum focus, Acknowledgement of Country, NAIDOC celebrations. Budget priorities and key partnerships.

Multicultural and anti-racism education

Barnsley Public School acknowledges the cultural diversity of our nation and the importance that education plays in promoting harmony.

Multicultural perspectives are promoted throughout the curriculum via cross-curricular priorities.

A highlight of our focus in this area annually is the Harmony Day celebrations where our community gathers to celebrate diversity and difference.