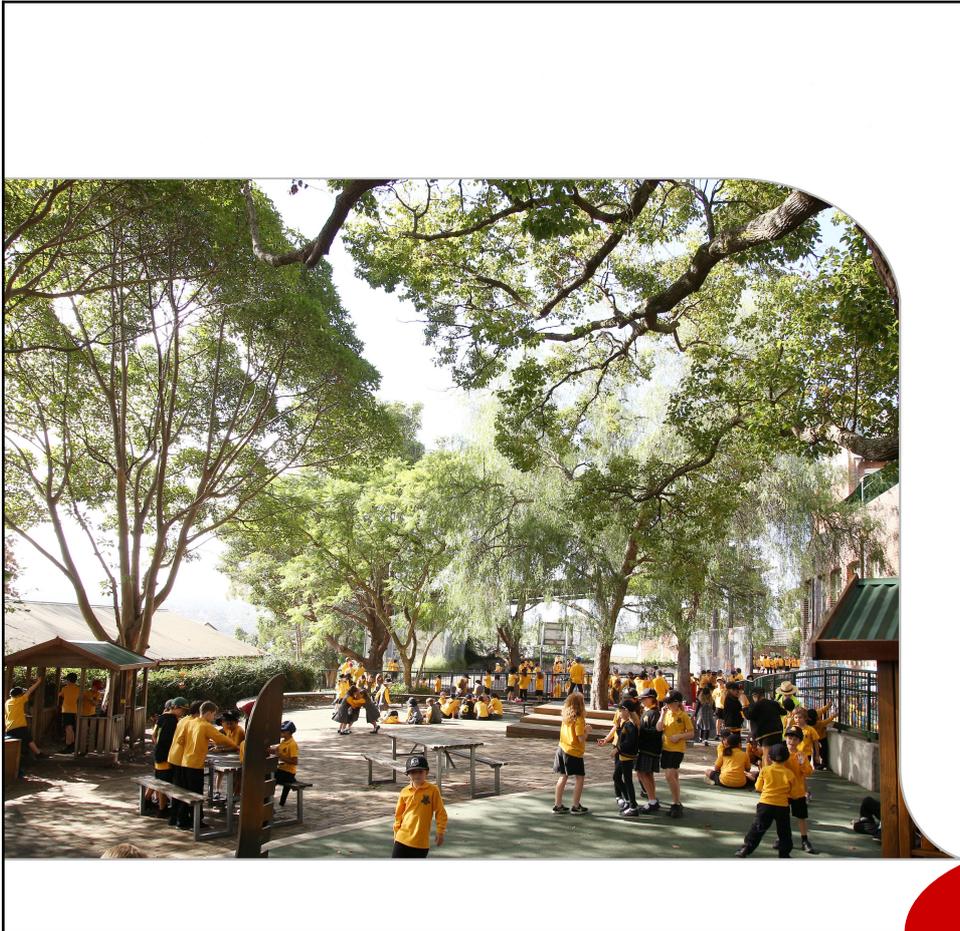


Birchgrove Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Birchgrove Public School** 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.

Tracy Gray

Principal

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Message from the Principal

Birchgrove Public School is committed to providing a positive and supportive learning environment in which all students are motivated to aim high and strive to achieve their best in all aspects of school life. A defining element of the culture which characterises our school is the outstanding level of care, respect, tolerance and responsibility displayed by students in their interactions with their peers. Educational programs are planned and implemented with a view to impacting positively on every child's academic, cultural, sporting and social development. All members of staff are also very conscious of the importance of promoting and nurturing the values which will help our students to make positive contributions to Australian society later in life. Everyone in our school community should not only reflect on the 2016 school year with a shared sense of pride and accomplishment, but also look towards 2017 with the understanding that we have a shared responsibility to address the challenges identified in this report. 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.

School background

School vision statement

Our School motto is to “Strive” and this sums up what we stand for. The Birchgrove Public School Learning Community has identified Excellence, Respect, Resilience, Trust and Care as our shared values.

The school is committed to providing each child every opportunity within a culture of growth, performance and well-being. It provides an innovative 21st Century education across all areas of the curriculum in an inclusive, engaging and supportive school environment. The school values and celebrates the diversity of its families and wider community. It is committed to developing individual strengths, a love of learning and the capacity to achieve.

Mission Statement

Birchgrove Public School recognises that each child is an individual; that all children are lifelong learners with a need to be challenged and engaged; we believe all children need to succeed.

Birchgrove Public School respects the individual needs of children; fostering a caring and creative environment that emphasises the intellectual, emotional, physical and social development of each child.

School context

Birchgrove Public School is located on the Balmain peninsula and was established in 1885. The community is diverse, vibrant and supportive. The school has a pre-school comprising four part-time classes and we have 15 classes K-6. Our philosophy encompasses a whole school approach to student welfare which is proactive and restorative.

Our focus is on developing strong and supportive interpersonal relationships which encourage students to be responsible for their own behaviour and learning. At Birchgrove Public School we promote equity and excellence and lead our students into becoming confident and creative individuals, active and informed citizens, and successful learners.

The Birchgrove Public School community enjoys positive relationships and high expectations demonstrated by inclusive access to learning programs and the celebration of excellence by all students. This includes meeting the needs of gifted and talented students and those with identified special / support needs.

Birchgrove Public School students demonstrate a high level of academic performance in school-based and external assessments. Data analysis indicates that our students have consistently performed above State, National and Statistically Similar Group NAPLAN results.

Significant School Programs

Italian Language Program, Public Speaking & Debating, Student-centred welfare programs including Anti Bullying, Cyber Safety, Bounce Back and Restorative Practices, High level of integrated technology in classrooms, School-based and external sporting competitions, Creative and Performing Arts – Bands, Choir, Dance, Music Program, Extensive transition programs for Kindergarten, to Year 6, Community collaboration programs including active P&C committees and Parent Tutor Program, Year 6 Parliament, Life Skills, Leadership Forum, Gifted and Talented Programs, Peninsular Engagement Program, Tournament of Minds.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. 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

At Birchgrove teachers use information about individual students' capabilities and needs to plan for students' learning to engage them in rich learning experiences. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Quality teaching and professional practice are evident in learning environments, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning. At Birchgrove positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. We have a strong focus on Restorative Justice which ensures a strategic planned approach to supporting the wellbeing of students. Positive and respectful relationships across the school community underpin a productive learning environment and support students' development of strong identities as learners. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students. Evaluating and reporting student performance data underpins the whole-school assessment strategy.

Teaching

Teachers at Birchgrove have high levels of professionalism and commitment. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Teachers incorporate data analysis in their planning for learning. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. A strong feature of Birchgrove is the commitment of teachers who work beyond their classrooms to contribute to broader school programs. The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts. At Birchgrove teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.

Leading

The school leadership team along with all staff support a culture of high expectations. Our leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success. Staff have purposeful leadership roles based on professional expertise. The school community is committed to the school's strategic directions and practices to achieve educational priorities. The school has productive relationships with external agencies such as universities, other schools in the Community of Leichardt Schools (COLA) and community organisations to improve educational opportunities for students. The whole school community works together actively to ensure that we provide the very best for all students. There are clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. Established processes build the capacity of the school community to use data and evidence for strategic school improvement. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Student leadership opportunities exist across the school through a number of opportunities including the – the School Parliament system is annually elected, Representatives from Years 2 to 5 and all Year 6 students make up parliament. The ministries run many events throughout the year and represent the students in the school through practical applications. Students also lead school sport teams through their houses, work as library monitors and all stage 3 students run the Peer Support Program across the school. The use of school facilities is optimised to best meet the needs of students and the local community. The school has strong bonds with the parents and wider community with practices and processes which are responsive to school community feedback.

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

Quality learning in a dynamic school, encouraging motivated and passionate life long learners

Purpose

Our purpose is to develop confident, creative and critical problem-solving learners who demonstrate resilience and independence to pursue their potential as lifelong learners, leaders and informed global citizens. Students at Birchgrove Public School will become successful learners who demonstrate an engaged, focussed and self-regulated passion for learning.

Overall summary of progress

In 2016 Geography and History Scope and sequences were reconfigured with staff training and feedback made a priority. An excursion data base created to accompany this is a practical addition. All Kindergarten to Year Two have mastered the use of at least one writing APP in ICT. In 2016 all students in Years Three to Six were introduced to coding using iPads & PC's. All students in Years Three to Six have been introduced to and use the Google app. Crunch and Sip has taken place in all infants' classes in 2016 as a way of emphasising good nutrition and refuelling the students' energy levels to increase learning. It is being extended to include Years 3 to 6 in 2017. One of the highlights of our Creative and Practical Arts Programs this year was entering our newly formed Dance Group into School Spectacular, continuing to foster the importance of the Arts programs at Birchgrove Public School.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|--|
| <p>Students – (using Student Survey % responses) and teachers – (using 'Focus on learning' Teacher Survey) All staff have evidence to demonstrate their progress and plans to map out their own professional development.</p> <p>Planning Literacy and Numeracy data – growth, also 95% of students demonstrate growth in school based assessments at the completion of the year in Key Learning Areas</p> <p>NAPLAN – Birchgrove Public School students perform on par or above with like school groups and in NAPLAN – Students achieving expected NAPLAN growth in numeracy, and spelling will increase by 5%. Student's NAPLAN results showing growth added from Year 3 to 5 will increase by 10%</p> <p>Teaching and learning programs reflect differentiation for all students and structures in place for collaboration. Assessment tasks and student reports reflect a consistency across stages. All students identified with a disability are included in National Disability Data Collection data.</p> | <p>Students and teachers have both successfully used their survey.</p> <p>Our 2015 Naplan results showed all students achieving expected growth or above.</p> <p>We met our goal of 95% of all students demonstrating growth in school based assessments.</p> <p>Our Naplan results were on par with like school groups.</p> <p>Spelling and Numeracy results in Naplan have increased by 5%</p> <p>All teachers are differentiating the curriculum for their students</p> <p>Teachers collaborate in program and assess reflectively in stage based teams and as a whole school.</p> <p>All student disability data is updated upon receipt.</p> <p>Mathematics numeracy based program is set up (using Sena testing) for children in Years 1–6. Small groups working 3 times a week.</p> | <p>Tens Program purchases \$8000</p> <p>Growth Coaching \$ 6000</p> <p>teacher planning days \$ 12 920</p> |

Next Steps

In 2017 we are introducing Crunch and Sip to the whole school as a part of our healthy eating program in Health.

You Can Do it, is being introduced as an alternative to the Bounce Back Program we have been operating as the emphasis on self belief and resilience is a priority within the school. Two staff have been trained as facilitators and will be able to train our staff and those at other local schools in the program.

Kindergarten classes will implement the Kath Walker Approach to Play Based Learning in their classrooms in 2017.

Training of 2 teachers in Rock and Water so we can run the program in 2018

Strategic Direction 2

Extend staff learning and leadership through a performance and development culture focussed on quality teaching in 21st century learning classrooms

Purpose

Our purpose for extending staff learning and leadership is to improve student outcomes from quality teachers and support staff who are passionate, skilful and committed to embedding 21st Century pedagogy with the latest resources and technology. This will happen through a performance and development culture that builds future teacher leaders with opportunities for leadership, research and actions with a firm focus on teamwork. Together our staff strive to consistently improve and make a difference through the sharing of expertise and professional collaboration. Student success is the direct result of staff values, quality teaching and quality leadership.

Overall summary of progress

In geography and history training and development for staff we have concentrated on the teachers' understanding of syllabus content and structure in 2016. We have devised and implemented teacher professional learning for staff in the use of 21st Century technologies. In 2016 we rewrote the school ICT policy, including scope and sequence that is in line with current developments. In mathematics two staff attended TENS training in semester two and have purchased and organised resources to implement this with staff in 2017. In Peer Coaching has been one of our priorities in 2016 and it has proved a very effective way of reflecting on practice.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|---|
| <p>Student learning across the curriculum shows growth above state means due to increased teacher effectiveness. (Planning Literacy and Numeracy data, NAPLAN, Student Reports)</p> <p>100% of teachers use innovative teaching practice reflected in observations, programs, motivated learners who are effective users of technology (assessed against ICT Capability Framework and Tell them From Me survey)</p> <p>Teachers successfully meet personal goals as supported by evidence and the Performance Development Framework.</p> | <p>Teachers are using student results to inform teaching.</p> <p>Teachers all differentiate and use student centred learning tasks to motivate the learners.</p> <p>All staff achieved their goals for 2016, although some goals are being extended in 2017.</p> | <p>Growth Coaching and QTT funds used</p> |

Next Steps

The Ten's program is being introduced in the Kindergarten to Year Two classrooms, as a way of making sure all students have a solid understanding of numeracy before entering the primary classes.

STEMS programs will be taught from Preschool to Year Six, with coding, robotics and other elements being added to our classrooms.

In 2017 staff will start using growth coaching with their classes.

Strategic Direction 3

Maintaining and Supporting Positive Links with the Community

Purpose

Our purpose is to strengthen and maintain community links to our school to ensure Birchgrove Public School has a pivotal role in our community. Fostering relationships with our parents and general community broadens the opportunities available to our students.

Overall summary of progress

In 2016 our science committee liaised with Price Waterhouse Coopers, to help source programs that would increase our STEMS activities across the school and we have developed a plan for their implementation. In CAPA teachers from Sydney Secondary College Balmain ran drama workshops for our staff and students, fortifying the link between our school communities. Parent information sessions on the teaching of Geography and History, ICT, Physical Education, Personal Development and Health, Creative and Practical Arts, Science, student welfare and assessment and reporting were some of the parent information sessions covered by the teaching staff in 2016. In welfare our school counsellor ran Anxiety Management workshop for parents, the parents found it very helpful. The Mathematics committee has developed teacher based program for Numeracy with students who need support and are developing a parent volunteer program that is the equivalent of our literacy confidence building program for numeracy.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| Increased community involvement in School. Projects well publicised within the local and broader community. | Parents are in the classroom sharing expertise on a regular basis. Parents attend events at school regularly and there are a wide range of events. Local community organisations work with the school regularly | N/A |

Next Steps

In 2017 as well as creating a whole school live performance the Creative and Practical Arts Team is introducing POP to the local schools. This is Performance on the Peninsular and is a way to provide performance opportunities for local schools to showcase their talent.

Our Student Wellbeing Team will be running parent workshops on You Can Do It, so we have a common understanding of language, concepts and purpose. It is a great help in linking home and school.

We are developing a play based social skills program at lunch time for students struggling in the playground to have play opportunities in a safe environment, where skills can be modelled and learnt.

In 2017 we will be seeking parent and student input to help develop our 2018–2020 school plan

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|--|---|
| Aboriginal background loading | Aboriginal students learning needs have been identified and individual learning plans have been developed in consultation with parents. The class teachers monitored and updated the plans and review meetings were held each semester. | funds used to release teachers to develop and review individual learning plans • Aboriginal background loading (\$886.82) |
| English language proficiency | Identified students received in class and withdrawal support from a teacher 3 days a week. The student's programs were individualised to support the development of their language skills. Student progression was tracked on English as a Language or Dialect Scales– mapped on the framework and reported to parents in the schools reporting process. | English Proficiency funds • English language proficiency (\$12 203.88) |
| Low level adjustment for disability | Students were identified and prioritised for support using the National Collection of Consistent Data on Students with a Disability (NCCD) guidelines. Funds were used in 2016 to employ an additional School Learning Support Officer 3 days per week to provide classroom support for students with an identified disability. Classroom teachers were also given time to develop individualised learning plans for students. Learning Support meetings were conducted with parents, teachers, Learning Support Team Members and Learning Support Officers and other relevant professionals. All team members reported students making strong progress towards achieving goals identified in their individualised learning plans. | School Learning and Support Officer \$17 070 Learning and Support Teacher .05 allocation • Low level adjustment for disability (\$0.00) |
| Quality Teaching, Successful Students (QTSS) | Executives were provided with half a day release time to support the teachers they supervise, by providing, observations, feedback coaching, mentoring and help with planning and assessment strategies. They also supported staff analysing student performance data. | Staffing allocation of 0.292 provided 1 and a half days of teacher release • (\$0.00) |
| Socio–economic background | Funds went towards supplying a School Learning Support Officer to work in classrooms, under teacher direction with students on specific task targeting numeracy and literacy to help students from low socio–economic background met their learning goals. | School Learning Support Officer • Socio–economic background (\$4 633.50) |
| Support for beginning teachers | Beginning and early career teachers were provided with half a day's additional release from face to face teaching to observe others teaching practice, work with their mentor and attend professional learning. | Release from face to face teacher • Support for beginning teachers (\$8 986.82) |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 167 | 169 | 167 | 163 |
| Girls | 160 | 177 | 197 | 193 |

Student enrolments have continued remain steady with a slight increase.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 96.8 | 96.8 | 95 | 95.9 |
| 1 | 95 | 97.7 | 96.3 | 96.7 |
| 2 | 97.4 | 97.9 | 96.3 | 96.5 |
| 3 | 96.6 | 97.4 | 95.3 | 96.8 |
| 4 | 96.1 | 96.7 | 95.3 | 95.9 |
| 5 | 96 | 95.6 | 94.8 | 94.8 |
| 6 | 96.6 | 95.8 | 95.1 | 95.8 |
| All Years | 96.3 | 96.9 | 95.5 | 96.2 |
| 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 |

Management of non-attendance

Through using the electronic system ESR for roll marking school attendance is effectively monitored by school executive. Partial absences are also recorded in the class roll. Students who have high percentages of non-attendance and unjustified absences are referred to the Learning Support Team. Where absenteeism is considered to be an ongoing problem and an area of concern, parents are supported in developing a regular attendance plan. This may involve contact with the home school liaison officer.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 15.4 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.8 |
| School Administration & Support Staff | 5.07 |
| Other Positions | 0.14 |

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At Birchgrove Public School we have one Aboriginal member of staff. It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. Birchgrove staff offer a wide range of experiences, skills and interests to their classrooms and the school as a whole.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 75 |
| Postgraduate degree | 25 |

Professional learning and teacher accreditation

In 2016 four staff members gained accreditation at proficient. Professional Learning is a large part of teacher development. In 2016 on our Staff Developments Days we had 2 days of Growth Coaching which has proven to be an invaluable tool. We had a half day of drama and a half day of CPR and Anaphylaxis training and a conference on differentiation with other local schools. Each week we have an hour long teacher professional learning meeting that uses staff expertise, online training and external experts. Teachers also go to training days and conferences and bring their learning back to share with peers. In 2016 our conferences attended have

included: Aboriginal Education, Targeted Early Numeracy Facilitator Training (TENS), Numeracy Groups in Action, ICT Conferences, Reading Recovery Training, Quality Learning For All – Early Childhood, K–6 Geography Syllabus, K–6 History Syllabus

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 | 326 227.69 |
| Global funds | 309 319.93 |
| Tied funds | 108 680.59 |
| School & community sources | 472 297.75 |
| Interest | 7 148.37 |
| Trust receipts | 196 883.90 |
| Canteen | 76 193.97 |
| Total income | 1 496 752.20 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 47 468.88 |
| Excursions | 65 112.96 |
| Extracurricular dissections | 192 900.08 |
| Library | 10 429.15 |
| Training & development | 0.00 |
| Tied funds | 99 525.21 |
| Short term relief | 82 168.76 |
| Administration & office | 122 321.50 |
| School-operated canteen | 82 516.14 |
| Utilities | 41 472.27 |
| Maintenance | 58 711.42 |
| Trust accounts | 0.00 |
| Capital programs | 0.00 |
| Total expenditure | 802 626.37 |
| Balance carried forward | 694 125.83 |

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 0.00 |
| Revenue | 546 688.90 |
| (2a) Appropriation | 457 201.46 |
| (2b) Sale of Goods and Services | 16 605.00 |
| (2c) Grants and Contributions | 72 475.27 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 407.17 |
| Expenses | -235 476.04 |
| Recurrent Expenses | -235 476.04 |
| (3a) Employee Related | -130 787.27 |
| (3b) Operating Expenses | -104 688.77 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 311 212.86 |
| Balance Carried Forward | 311 212.86 |

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.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016. All of the monies collected in preschool fees was returned to the Department of Education and Communities and not retained by the school. This is included as income and expenditure in Trust Accounts. Preschool resources, equipment and maintenance is paid for out of school funds. The P & C held a number of social events throughout the year which built considerable community capital and raised significant funds to support the school's strategic directions. In 2015 the P & C funded the extra support

teacher time, playground upgrades, technology purchases, literacy resources and many other resources to benefit the children.

Parent/caregiver, student, teacher satisfaction

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 | 2 413 832.85 |
| Base Per Capita | 20 734.37 |
| Base Location | 0.00 |
| Other Base | 2 393 098.48 |
| Equity Total | 85 805.63 |
| Equity Aboriginal | 886.81 |
| Equity Socio economic | 4 633.51 |
| Equity Language | 12 203.88 |
| Equity Disability | 68 081.44 |
| Targeted Total | 0.00 |
| Other Total | 411 635.25 |
| Grand Total | 2 911 273.73 |

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.

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

the school data.

In 2016 Birchgrove Stage 3 students participated in the Tell Them From Me Survey. This survey looks at three measures of student engagement. In Social Engagement our students were above NSW norms by at least 5% to 20% with a sense of belonging being strong at school and having students noting strong relationships at school. Many of our students participate in external programs that bolster this as well, such as dance, drama, music, coding, art and sports. When looking at School Engagement students schooling outcomes and positive behaviour. Homework was lower on our Stage 3 students priorities at 12% lower than the state norm. This may reflect the quantity of out of school programs our Stage 3 students participate in and the demands on their time as well as their evolving social commitments. It is an area we are examining. In Intellectual engagement at school our stage 3 students were above state norms in interest and Motivation as well as Effort put into learning.

Our parent survey this year asked 4 simple quick questions in the hopes of promoting a high response rate. Nearly one third of our families responded, so this appears to be successful, although we are still looking at ways of increasing responses. 46 of our parents reported their children used Mathletics at home, although only 15 reported that usage was regular. In 2017 we are investigating alternatives to Mathletics. 70% of parents felt the multi aged classes worked well for their children in 2016. Some parents indicated smaller cohorts of one sex in their year in the class affect social interactions. When grouping for multi aged classes we will look at trying to keep small cohorts together. 75% of parents who responded to the survey prefer the 9am to 3pm school start and finish time trialled in 2016. Enough parents responded they would be interested in their child learning Mandarin as a part of our extra-curricular program to make a class viable, so the school will start looking for a suitable teacher for the class. There were some good suggestions included in the opened category that we will look at in staff and Parents and Citizens meetings.

The teacher survey was equally simple. Five staff used Mathletics in the classroom, some more regularly than others. Discussions since have indicated staff are keen to try something that can better meet their teaching needs. Four staff preferred the 9:15am to 3:15pm class time model and all were happy to see new languages introduced to the extracurricular program, logistics permitting.

Policy requirements

Aboriginal education

Birchgrove Public School aims to enhance the knowledge and understanding of all students about Aboriginal Australia. We celebrate the nation's shared heritage through embedding the study of Aboriginal culture and customs into all areas of

learning.

Multicultural and anti-racism education

Our teachers integrate multicultural education through inclusive education for all. Harmony Day was celebrated at the beginning of the year where the school celebrated the banner theme of 'Everyone Belongs' by wearing a splash of orange in recognition of this day as well as participating in a number of multicultural lessons across the school. Students who speak little or no English are prioritised for support through the English as an Additional Language or Dialect (EAL/D) and New Arrivals programs. In addition, support is maintained for students from non-English speaking backgrounds who are progressing through the EAL/D learning phases. We have a trained Anti-Racism Contact Officer (ARCO). The school commits to the elimination of all forms of racial discrimination. Our school incorporates anti-racism education within existing curriculum programs. School staff adhere to the Department's policy that no student, employee, parent, caregiver or community member should experience racism within the learning or working environment. If a situation should arise, the ARCO is trained in complaints handling procedures.