

Bardwell Park Infants School

Annual Report



2016



5148

Introduction

The Annual Report for 2016 is provided to the community of Bardwell Park Infants 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.

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Message from the Principal

Bardwell Park Infants School has served the local community for over 70 years. The school continues to enjoy a sound reputation for student achievement within a safe and nurturing K–2 environment.

2016 was the final year under the educational leadership of Principal, Kathy Northwood. Once again, it was a successful year for the community of Bardwell Park Infants School. The school continued to provide quality, differentiated teaching and learning programs to meet the cognitive, social, emotional and physical needs of its students. Literacy and numeracy across all Key Learning Areas remained a focus. Student wellbeing and values were also promoted within the school through our school's core values. The school enjoyed a positive and harmonious relationship with its culturally diverse community. Parents and caregivers were kept informed of the programs, practices and processes implemented by the school through communication, contribution and involvement.

The next few years will be both exciting and challenging; providing increased opportunities for our students, staff and school community to '*Grow in Knowledge*' together.

Joanne Fulham

Principal

Message from the school community

The P&C are very pleased to have continued a long tradition of working with the school to ensure that good programs were continued, resources were maintained and the children had some great excursions. Our major fundraiser this year was the Trivia Night which was a lot of fun and was very well supported by the school, families and local businesses. The funds went towards replacing the soft-fall under the play equipment.

We have enjoyed working with the support of our departing Principal, Kathy Northwood, for many years and send her off with our very best wishes and appreciation for the years she dedicated to our school.

Emma Pearce

P&C President 2016.

School background

School vision statement

At Bardwell Park Infants School we believe that all our students will fulfil our school motto 'Grow in Knowledge'. Our students will grow in their creative, collaborative and technological skills to reach their full potential in an encouraging and inclusive school and community climate.

School context

Bardwell Park Infants School is a small well established TP2 Infants School located near Sydney Airport. The school is set in an attractive and well maintained environment. The school caters for students from Kindergarten to Year 2. There is a strong focus on effective literacy and numeracy programs.

There are currently 51 families with a total enrolment of 60 students. There is one class each of Kindergarten, Year 1 and Year 2. Students come from a wide range of cultural backgrounds with 62% coming from Language Backgrounds Other Than English (LBOTE). Fifteen different languages are represented. The main languages are Arabic, Greek and Mandarin. There are no identified Aboriginal students within the school community.

The Family Occupation and Educational Index (FOEI) is one measure used to allocate resources to schools. On a scale of 1–300 the school has a rating of 28 which indicates low levels of disadvantage in the community.

The staff are highly experienced and dedicated to the pursuit of high quality teaching and learning experiences to prepare students for the diverse challenges of the 21st century.

There has always been a positive relationship with the culturally diverse local community. Parents and carers are involved in all key aspects of school life and are kept informed about the policies and practices implemented by the school.

Since 2008 the school has been a part of the Infants TP2 Community of Schools to maintain professional learning dedicated to the needs of K–2 students.

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. Staff members have undertaken the School Excellence Framework Self–assessment Survey to reflect, monitor and validate the impact of our progress and improvement measures in 2016. It also informs and shapes our next steps in 2017.

In the first domain of Learning, the staff concurred that behaviour expectations were explicitly taught and positively reinforced in a variety of ways; both intrinsically and extrinsically. Teachers design and implement teaching strategies that are responsive to the learning strengths and needs of our students. School programs addressed and met the needs of identified student groups such as those with English as an Additional Language or Dialect (EAL/D). It was also noted that positive respectful relationships were evident amongst the wider school community. In the second domain of Teaching, the school engaged in the annual Performance and Development process, linked both to the Australian Professional Standards for Teachers and the School Plan. Staff collaborated so that teaching strategies met the needs of students and enabled consistency of judgement relating to student performance. The school provided professional learning which aligned to the school priorities and staff's Performance Development Plans to enhance teachers' capacities. In the third and final domain of Leading, the staff agreed that respectful and collaborative relationships with parents and carers, regarding their child's learning and wellbeing, were maintained. The school will enhance its commitment to developing additional professional and community networks to broaden their knowledge and further improve practice. The school leadership was clearly committed to finding ways to continually improve upon student outcomes.

Our self–assessment process will assist the school to refine the strategic priorities in the School Plan, leading to further improvements in the delivery of high quality education to the 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

Learning: to develop the capabilities of students and build on performance improvement, especially in the areas of literacy and numeracy.

Purpose

Students need to become successful learners, confident and creative individuals and active and informed citizens (Melbourne Declaration on Educational Goals for Young Australians).

To improve student learning students need to engage in quality personalised learning experiences particularly in the areas of literacy and numeracy, to successfully reach their potential.

Overall summary of progress

In Numeracy, teachers continued to utilise their prior knowledge of the developmental levels of the Early Arithmetical Strategies (EAS) and the Targeted Early Numeracy (TEN) program to move students along the five levels of problem solving; Emergent, Perceptual, Figurative, Counting On and Counting Back and Facile. Kindergarten students' literacy and numeracy skills were entered on Best Start software at entry to school. All K–2 students were plotted on Planning Literacy And Numeracy (PLAN) software twice a year following the Schedule of Early Number Assessment (SENA). In literacy, judgements about students' level of competencies were supported by the Literacy continuum, Reading Recovery benchmarks and PLAN data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Continued student growth on school based assessments and benchmarks in literacy and numeracy.	In Year 1, 95% of students attained the expected reading benchmark or higher. In Year 2, 78% of students attained the reading benchmark or higher. In Year 1, 68% of students attained the expected numeracy benchmark or higher. In Year 2, 95% of students attained the numeracy benchmark or higher.	Equity funds were used to employ a teacher to support the development of literacy and numeracy skills for targeted students.
80% of students achieve intended PLAN literacy and numeracy continuum cluster	In Year 1, 84% of students attained the expected clusters for literacy as evidenced on PLAN data. In Year 1, 72 % of students attained the expected level for numeracy (EAS) as evidenced on PLAN data.	Equity funds were used to employ a teacher to support the development of literacy and numeracy skills for targeted students.

Next Steps

Continued moderation of student work samples to ensure consistent teacher judgement.

Developing students' skills to track and reflect upon their own learning.

Utilising PLAN data as a diagnostic tool to inform the next steps for each child's learning.

Further professional learning on utilising PLAN data and Syllabus documents to support students' learning growth.

Strategic Direction 2

Teaching/Leading: teachers deliver quality curriculum programs to meet the needs of individual students based on internal and external student performance data.

Purpose

To enhance teacher capabilities and professional learning to deliver quality teaching and learning programs based on data that reflects current research and practice with an emphasis on early learning.

Teachers also need to be committed to the development of their own management and leadership skills to build individual capacity.

Overall summary of progress

Staff members continued to deepen their understanding of Syllabus documents, data collection and data analysis to best support the needs of each child. All staff members engaged in reflective processes to guide their ongoing professional development, at both an individual and collective level.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased levels of student achievement on PLAN literacy and numeracy continuums.	As outlined in Strategic Direction 1, there was an increased percentage of students reaching PLAN benchmarks for each grade in both literacy and numeracy.	Equity Funding as previously outlined in Strategic Direction 1.
Deeper understanding of new policies and processes underpinning current educational thought, including the School Excellence Framework and the Australian Professional Standards for Teachers.	All staff had a Performance and Development Plan based upon the School Excellence Framework, aligned to the Australian Professional Standards for Teachers and the School Plan 2015–2017.	Professional Learning Funds
Targeted Professional Learning to enhance areas of literacy and numeracy.	All staff have increased understanding of the Targeted Early Numeracy (TEN) program. Increased understanding of literacy and numeracy skills acquisition across all Key Learning Areas within Syllabus documents.	Professional Learning Funds
Individual teachers leading the school in a teaching/learning or management area.	All staff have a leadership goal as part of their Performance Development Plan. 100% of staff lead an identified focus area.	Professional Learning Funds

Next Steps

Continue to build mentor/mentee relationships amongst staff members.

Collaboration with local schools and leadership networks.

Engagement with Leadership Pathways, Australian Professional Standards for Teachers and Accreditation processes.

Continued Professional Learning to support the implementation of new and emerging Syllabus documents.

Strategic Direction 3

Collaborating: Continued positive relationships between the school and local community, other schools and external agencies will enhance the core business of teaching and learning.

Purpose

To continue to build strong, quality relationships between staff members, with parents/carers and with other schools in the community, including preschools and the local council. These relationships will facilitate increased collaboration and innovation of shared, quality educational practices.

Overall summary of progress

There has been a continued focus on promoting positive partnerships with the school community. The school remains committed to clear and consistent communication to parents and carers about their child's learning and wellbeing and to the educational priorities of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of Year 2 students are engaged in leadership roles during the course of the year.	100% of Year 2 students were provided with opportunities to develop their leadership capabilities.	
Examination of individual Performance and Development Plans will demonstrate Professional Learning goals.	100% of staff aligned their Performance Development Plans to the National Professional Teaching Standards and the School Plan 2015–2017.	Professional Learning Funds.
There is an increase in participation of parents and carers over a variety of school activities.	100% of families were represented at the Meet and Greet evening. The participation of parents and carers at the P&C Meetings remained steady throughout the year. Initiation of the development of the Being Excited About Reading (BEAR) Reading Program.	Community Consultation Funding.

Next Steps

Continue to increase the parental involvement in school planning and initiatives.

Community engagement through BEAR (Being Excited About Reading) Program.

Develop stronger links with local school communities and networks.

Utilising students' voice to support the development of personalised learning goals.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Year 2 student leaders adhere to protocols and deliver Acknowledgement of Country at K–2 Assemblies.	No Aboriginal Background Funding was allocated.
English language proficiency	Equity Funding allowed the school to employ a staff member for 2 days a week to support students' language acquisition development. End of year writing and reading results showed approximately 90% of students were above the expected benchmark.	\$31, 613
Low level adjustment for disability	<p>Learning programs were adjusted to meet the additional learning needs of identified students. A group of Year 1 students participated in an Intensive Literacy Program.</p> <p>Funding was utilised to provide additional teacher support.</p> <p>83% of the Year 1 students supported through this funding, attained the expected benchmark in Reading by the end of the year.</p>	\$26,281
Socio–economic background	The school utilised funding to support students from low socio–economic backgrounds to access the full range of educational opportunities on offer.	\$1676
Community Consultation Funding	Funding was received in term 3, 2016 to devise an implementation strategy for the Being Excited About Reading (BEAR) program. It is anticipated that this will support the creation of stronger community links, build capacity of the community and improve students' literacy skills.	\$3202

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	31	29	27	31
Girls	31	34	33	29

The total school enrolment was again 60 students. Each year the overall gender balance changes slightly, with 2 more boys than girls, this year.

There were 38 students who had a Language Background Other Than English (LBOTE). Of these students, the predominant cultures were Arabic (7 students), Greek (6 students) and Mandarin (5 students).

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.9	95.2	94.2	95.9
1	95.7	97.9	93.8	95.8
2	97.6	97.7	96	93
All Years	97	96.9	94.6	95
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
All Years	94.7	94.8	94	94

Management of non-attendance

Our student attendance figures for Kindergarten and Year 1 exceeded the Department of Education state average. Students in Year 2 were slightly below the Department's state average.

The school will continue to work hard to ensure our attendance rates remain high.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
Teacher of ESL	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2013 requires schools to report on the Aboriginal composition of their workforce. The school has no staff members who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	0.75
Postgraduate degree	0.25

Professional learning and teacher accreditation

All staff referred to and engaged with the School Plan 2015–2017 to devise their Performance Development Plans for the year. All teachers' Professional Learning goals were based on self, school or systems. Professional learning goals were also aligned to the Australian Professional Standards for Teachers. All staff had input into the School Excellence Framework Self-assessment Survey and collaborated when making judgements about the school's impact and effectiveness in each of the domains and elements of the School Excellence Framework.

The teaching Principal attended a number of regular meetings each term on a Network or Principals' Association basis, as well as the NSW State Principals' Conference.

School development days in 2016 included mandatory compliance training such as CPR, Anaphylaxis, Child Protection, Code of Conduct and Corruption

Prevention. Staff also attended other professional learning courses included the NSW Geography Syllabus, the Performance and Development Framework and Staffing Agreement, School Communities Working Together, Information Communication Technology (ICT) Coordinators' days, Financial Literacy and Decision Making and Leading Management and Business Reform (LMBR), in support of the School Plan's priority areas.

There are currently no teachers at the school seeking Accreditation at higher levels.

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.

Voluntary school contributions were made by 83% of our school community. There was no significant expenditure on student curriculum materials, resources or technology.

Income	\$
Balance brought forward	60 272.00
Global funds	77 321.00
Tied funds	79 904.00
School & community sources	38 145.00
Interest	1 244.00
Trust receipts	10 881.00
Canteen	0.00
Total income	267 767.00
Expenditure	
Teaching & learning	
Key learning areas	19 343.00
Excursions	5 413.00
Extracurricular dissections	14 270.00
Library	1 140.00
Training & development	10 191.00
Tied funds	56 316.00
Short term relief	10 348.00
Administration & office	31 313.00
School-operated canteen	0.00
Utilities	8 119.00
Maintenance	4 876.00
Trust accounts	11 427.00
Capital programs	0.00
Total expenditure	172 756.00
Balance carried forward	95 011.00

The information provided in the financial summary includes reporting from 17 October to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	99 941.92
(2a) Appropriation	95 010.43
(2b) Sale of Goods and Services	86.35
(2c) Grants and Contributions	4 770.35
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	74.79
Expenses	-37 763.01
Recurrent Expenses	-37 763.01
(3a) Employee Related	-22 188.87
(3b) Operating Expenses	-15 574.14
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	62 178.91
Balance Carried Forward	62 178.91

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.

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	567 677.71
Base Per Capita	3 531.91
Base Location	0.00
Other Base	564 145.80
Equity Total	59 569.94
Equity Aboriginal	0.00
Equity Socio economic	1 675.95
Equity Language	31 612.81
Equity Disability	26 281.18
Targeted Total	0.00
Other Total	1 370.00
Grand Total	628 617.65

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek opinions of parents and teachers about the school. As was outlined previously the majority of parents indicated:

- there was a very high satisfaction with the school leadership and quality of teaching,
- the school provided a warm learning environment for their children that supported student wellbeing,
- the students enjoyed coming to school,
- the learning environment was organised to ensure that all students had access to appropriate resources,
- the school maintained a strong focus on literacy and numeracy,
- teachers had high expectations of students and used a variety of teaching strategies.

teachers indicated:

- the school provided a safe and happy place for students to learn,
- satisfaction with the new report format introduced,
- that collegiality and professionalism of the staff remained a significant feature of the school,
- there was positive relationships with parents which contributed to the tone of the school.

Policy requirements

Aboriginal education

Although the school had no identified Aboriginal students enrolled, our teaching and learning programs were designed to foster an appreciation of the different ways and styles of learning, whilst promoting racial tolerance. Aboriginal perspectives were embedded into units of work across many of the Key Learning Areas of the curriculum and were reflected in students' reading, writing, viewing and creative arts. This aligns with the Department of Education's policy, which states that students in New South Wales should develop a deep understanding and knowledge of Aboriginal and Torres Strait Islander peoples and cultures, both past and present. Year 2 school leaders continue to use a simplified version of the 'Acknowledgement of Country' as part of our student led Assembly. It is also used to commence all formal meetings and occasions. Our Library and reading resources continue to be expanded to support and increase an Aboriginal perspective in quality literature.



Multicultural and anti-racism education

Language Background Other Than English (LBOTE) or English as Additional Language or Dialect (EAL/D) students make up 62% of our student population. The school is fortunate to have a very cohesive community who value cultural diversity. The school maintained a focus on multicultural education in all areas of the curriculum by providing programs which developed the knowledge, skills and attitudes required for a culturally diverse society. All students actively engaged in culturally diverse events and explored issues through Human Society and Its Environment (HSIE) programs. Resources purchased reflected other cultures and languages, particularly in the HSIE units of work. Harmony Day was celebrated in March with students wearing orange clothing as a sign of respect for the many cultures that make up our Australian society. Students also participated in Harmony Day activities throughout the week.

There are two anti-racism officers on staff who are trained to deal with reports of racism. There have been very few reports made and any minor incidents are dealt with in a timely and professional manner.