

Barnsley Public School Annual Report



2017



1138

Introduction

The Annual Report for **2017** is provided to the community of **Barnsley 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.

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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 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 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

Executive Summary – 2017 –

Barnsley Public School

On 15/08/2017 our school will participate in external validation. In preparation for this meeting, the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information

provided in the body of evidence.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Barnsley Public School is sustaining and growing.

The main evidence and supplementary material demonstrate the comprehensive nature of the school's approach to providing a positive teaching and learning environment which is focused on learning culture, student wellbeing, curriculum and learning assessment and reporting and student performance measures.

Barnsley Public School has implemented Professional Learning Teams to build and strengthen staff capacity through professional growth, change and challenge resulting in the transformation of classroom practice. This is supported through Explicit Direct Instruction as well as the Leader of Learning coaching and mentoring staff to further improve pedagogical practices.

Our Wellbeing focus ensures that all students and the school community build support and contribute to the development of positive and long lasting relationships. The school's future approach in Wellbeing will be to further support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Consistent school-wide approaches are utilised to monitor, plan and report on student learning. Data is drawn from a number of internal assessments such as PLAT and external standardised test Progressive Achievement Tests and NAPLAN. In NAPLAN 2016, 98% of Year 3 students scored above the national minimum standard and 87% of Year 5 students scored above the national minimum standard.

Barnsley Public School strives to address the learning needs of all students through future work with staff as well a primary focus on wellbeing initiatives and staff professional learning and working towards excelling.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Barnsley Public School is sustaining and growing.

The collection of PLAT data every 5 weeks will continue to support teachers and executive staff in monitoring student progress, evaluate effectiveness of programs and determine the most appropriate use of intervention time.

Strong links with Sugarloaf Community of Schools continues to work towards the common goal of facilitating the improvement of academic and wellbeing practices for all students. This is evident through the close partnerships of all key stakeholders to maintain an inclusive, informed and transparent culture of collaboration.

Observations and demonstrations, meetings with John Fleming and ongoing professional learning have had a positive impact on the PDP process, resulting in a whole school commitment to staff creating high performing, dynamic learning environments with a clear understanding of professional standards. Staff attaining accreditation at proficiency and higher levels is a priority at Barnsley Public School.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

Barnsley Public School is sustaining and growing.

The staff at Barnsley have purposeful leadership roles based on expertise and belong to a cohesive team that not only lead the school according to the strategic directions, but also builds capacity for future planning.

Strengthening community engagement has been a major focus, with a streamlined, flexible process used to deliver services and information to the community using digital media which indicates that there is understanding and support across the broader school community and school expectations and goals for improving student outcomes.

Barnsley Public School participates in explicit processes to collect, analyse and report external student and school data as evidenced through the Tell Them From Me surveys for students, parents and staff. This cyclic process has encouraged community members to be more engaged with school citizens.

The proactive approach of the Learning Support Team has seen the implementation of a new Intervention program across the school working on tiered intervention. These streamlined, flexible processes underpin ongoing school improvement and allow for the delivery of effective programs and information to further strengthen parental engagement.

Barnsley Public School will continue to develop leadership capacity at the school for effective succession planning, great teaching and school excellence.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduction of time spent in the administrative, financial, communication and organisational workflows of the school when LMBR, BI and SALM are implemented. Increased number of executive and aspiring executive staff who lead their teams efficiently and effectively. All staff sharing roles and responsibilities equitably. Track progress for baseline data on Quality Systems Matrix.	Staff meetings. Communication meetings. PLT sessions. Staff Development Days. Executive meetings. Professional Learning. RFF for Technology Coordinator for upgrades.	Developing continuity in implementation of teaching practices across the school. On going reflection and monitoring of processes and practices. Networking with community of schools for EDI practices. Establishing PBL networking practices Aspiring leaders to be involved in ongoing PL. Aspiring leaders have the confidence and skills to adopt new practices and share with peers. Continue coaching across the school on a weekly basis School excellence framework and validation Each Stage PLT to enhance and improve stage performance relevant to their stage.

Next Steps

Reduction of time spent in the administrative, financial, communication and organisational workflows of the school when LMBR and BI are implemented.

Increased number of executive and aspiring executive staff who lead their teams efficiently and effectively.

All staff sharing roles and responsibilities equitably.

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 optimise quality teaching, curriculum planning and delivery and assessment promoting learning excellence and responsiveness to meet the needs of all students.

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 practices based on Powerful Learning Accountable Teaching (PLAT) and develop literate and numerate students who can experience success as life long learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All staff set high expectations for themselves through PDP implementation.</p> <p>Students set learning goals and are accountable for their learning pathways.</p> <p>Increased percentage of students reaching school benchmarks through PLAT markers.</p> <p>Reduced percentage of students requiring intervention.</p> <p>Increased percentage of students achieving top two stanines/bands in annual standardised tests. Reduced percentage in bottom two stanines/bands using Bump It Up strategies.</p>	<p>Proactive Professional Learning Teams evident across each stages. Staff meeting and curriculum agendas facilitate professional learning.</p> <p>Hub data collection, Teacher observation, Stage intervention assessments.</p> <p>Ongoing mentoring and skills maintenance workshops.</p> <p>LST meetings Collaboration with staff New Learning Support Handbook.</p> <p>Structured coaching, mentoring of staff.</p> <p>Review of Departmental Documents– PL in reporting and assessment.</p>	<p>Consistent high expectations for all students. Staff accurately identify students' benchmarks using PLAT, leading to successful tiered intervention for identified students.</p> <p>Teaching is targeted at individual student needs based on the progress of PLAT learning sequences.</p> <p>Continuous updating of data walls.</p> <p>Review of intervention system across the school. Review of LST processes.</p> <p>Deeper learning engagement and improved learning outcomes.</p> <p>Teaching is underpinned by further development of strong pedagogy–EDI.</p> <p>Formative and Summative assessments.</p>

Next Steps

All staff set high expectations for themselves through PDP implementation.

Students set learning goals and are accountable for their learning pathways.

Increased percentage of students reaching school benchmarks through PLAN markers.

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 using Bump It Up strategies.

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

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Community awareness of Barnsley Public School and the positive role it has in the community. Increased parent participation at school events. Wellbeing Policy and Procedures reflect a positive school culture.	Team meetings. Staff surveys, parent and student surveys. Community awareness through e- newsletter, social media. Collaboration with WWHS. Whole school community involvement ,Community Engagement meetings, school's website. Formal meetings Informal meetings.	Reflection of school practices PL in the area of wellbeing through Kids Matter, PBL and wellbeing policy. NAIDOC Day Education Week – I learn– We learn. Athletics Carnival. Tracking of Data on Sentral.

Next Steps

Community awareness of Barnsley Public School and the positive role it has in the community.

Increased parent participation at school events.

Wellbeing Policy and Procedures reflect a positive school culture.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$15 119 annual	100% communication with parents in this area. 100% of Aboriginal student participate in a range of cultural awareness activities.
Low level adjustment for disability	\$12 405 annual	5 weekly data collection using PLAT markers.
Quality Teaching, Successful Students (QTSS)	\$22 000 annual	Leader of Learning coaching and mentoring staff in EDI process and practices development of assessment task to assess and analyse data.
Socio-economic background	\$55 507 annual	All students tracked using PLAT markers. Mentoring of all staff to promote professional sharing, observation of evidence based teaching practices to improve student growth.
Support for beginning teachers	\$17 458 annual	Continue professional learning in the area of accreditation through adobe connect and accreditation / curriculum meetings.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	131	130	138	151
Girls	138	134	145	158

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97	95.3	96.3	93.9
1	94.9	96.3	94.7	94.3
2	95.8	94.1	95.9	93.6
3	94.2	93.7	95.8	95.3
4	94.8	93.2	93	95.1
5	94.1	94.8	92.7	93.2
6	94	95	93	90.2
All Years	94.9	94.6	94.5	93.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Parents are informed of attendance requirements at the start of each term.

Teachers contact parents by the second day of unexplained absences as required by the Department of Education procedures.

90% report is generated and tabled at the Learning Support meetings.

Students discussed and monitored by the school and appropriate support is provided.

Parents are invited to Learning Support meeting and the Home School Liaison Officer is notified.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.29
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.82
Other Positions	0

*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	100
Postgraduate degree	0

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
- NAPLAN Analysis
- PLAT
- Learning Progressions

- New School Plan
- Evaluation of the School Excellence Framework
- Professional Development Plans
- Student wellbeing Policy
- Systems' wellbeing projects
- iSTEM
- Hyperdocs
- Google Classrooms
- Positive Behaviour for Learning
- Community Engagement

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

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	193,787
Revenue	3,023,539
Appropriation	2,820,510
Sale of Goods and Services	10,037
Grants and Contributions	189,211
Gain and Loss	0
Other Revenue	0
Investment Income	3,781
Expenses	-2,985,623
Recurrent Expenses	-2,985,623
Employee Related	-2,610,603
Operating Expenses	-375,020
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	37,916
Balance Carried Forward	231,703

Salaries and associated cost (exception of casual salaries) are paid for by the department.

Canteen – P&C operated.

A School Library Fund has been set up under a separate account for the purpose of acquiring library books. The fund is operated by the school.

A School Building Fund has been set up under a separate account for the purpose of construction/maintenance of school buildings.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,074,601
Base Per Capita	43,776
Base Location	0
Other Base	2,030,825
Equity Total	343,016
Equity Aboriginal	31,245
Equity Socio economic	184,896
Equity Language	0
Equity Disability	126,875
Targeted Total	209,648
Other Total	77,655
Grand Total	2,704,920

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 2017, 98% of Year 3 students and 90% of Year 5 students achieved higher than the national minimum standard in Reading. The trend continued in Writing with 100% of Year 3 students and 87% of Year 5 students scoring above minimum standard. In Spelling, 90% of Year 3 students and 93% of Year 5 students achieved higher than the national minimum standard and 95% of Year 3 students and 93% of Year 5 students scored above the national minimum standard in Grammar and Punctuation..

In 2017, 90% of Year 3 students and 93% of Year 5 students achieved higher than the national minimum standard in Numeracy. The results for students in the top two bands in Year 3 were 38% and Year 5 were 37%.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

In 2017, 100% of our Year 3 Aboriginal students achieved a NAPLAN result of at or above the national minimum standard in Literacy. In Numeracy, 93% of Year 5 Aboriginal students achieved a score at or above the national minimum.

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.

Personal Learning Pathways (PLP)s – Academic, Social and Cultural goals identified.

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.