

Burnside Public School

Annual Report



2017



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Introduction

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

Mrs Gae Bromwich

Principal

School contact details

Burnside Public School

1 Masons Drive

North Parramatta, 2151

www.burnside-p.schools.nsw.edu.au

burnside-p.School@det.nsw.edu.au

9630 1422

Message from the Principal

Burnside Public School provides a nurturing environment where academic excellence is sought by students, staff and parents. 2017 was another very successful year at Burnside Public School. We have achieved great success in creating opportunities for students to achieve academically, in the arts, in the sporting arena and in social community events.

Our strategic directions continued to guide our vision and planning.

Strategic direction 1: Developing confident, creative, resourceful learners

Strategic direction 2: Building individual and collective capacity

Strategic direction 3: Enhancing a strong, collaborative, educational community

2017 has been a very productive and successful year for the school community and each student has excelled in many different facets of their learning whether in the academic, sporting, creative and performing arts areas, both in the wider community arena and within each and every classroom. This can not be possible without the hard work and dedication from a tremendous teaching staff as well as a supportive and active parent community.

Our continuation of L3 and STEM saw the embedding of teaching practices to enhance learning. Our involvement in the regional project 'Cultivating School Excellence' allowed students and staff to work together to develop student voice and have students actively participating in the planning of lessons. Our educational partnership with the Cumberland Learning Community saw our Stage 3 students engage in hands on science lessons and students from years 1–6 engage in the CosFest short film festival. Our senior school band won Gold at the NSW Band Festival, a wonderful achievement for the hard work and dedication of students and teachers. To increase technology and engineering skills coding was embedded into Stage 3 teaching programs and robotics was introduced. Our staff have refined their knowledge and skills in their implementation of differentiated programs that allow students to develop critical thinking and creative skills in collaborative, flexible learning environments. The staff focus on providing for the needs of individual children along each and every stage of the learning continuum continued to be developed. The supportive parent body, led by a very active School Council and P&C, supports school programs to continue to thrive and grow. Burnside Public School has an outstanding reputation in the wider community for providing a well-rounded education in a small supportive learning community. This Annual School Report provides some insights into how successful we have been, what happens in our school and where we want to focus our efforts to make our school even better. Ongoing evaluation is an important feature of our school with a commitment and desire for continual improvement.

Gae Bromwich

Principal

Message from the school community

Burnside P&C Year in Review 2017

It has been 95 years since our school was opened with the motto of “Omnia Pro Bono” (For the Good of All). It is under this long tradition of generosity that the Burnside Public School P&C Association strives to serve our school and its community to make it a fantastic place for our children’s primary school education. Our School P&C has been running successfully for many years. Our success today is built on many years of hard work and dedication of our parents, who give up their time selflessly to ensure our children have the best primary school experience possible.

I’d like to pay tribute to the efforts of this year’s P&C members and parent volunteers who have helped make 2017 such a successful year for the P&C. It has been a privilege and a pleasure to work with the Executive team (Lisa Cheng, Alison Hedge and David Vassallo), the Uniform Shop team (Sarah Sharp, Emma Croker, and Skye Do Rozario), the Fundraising Committee (Tracey De Villecourt, Melanie Robertson, Caroline Idstein and Melanie Kunjasich), our Band Coordinator Neale Rudd and our new Social Media Coordinator Katherine Stewart. Thank you all so much for your outstanding efforts this year. I hope you all continue to volunteer on the P&C next year.

Our major achievements this year have included:

- raising over \$20,000 from our various fundraising ventures,
- donating \$12,000 worth of computers and technological equipment to the school,
- donating \$12,000 worth of robotics equipment to the school,
- supporting the band with over \$2,000 worth of music stands and a trolley to hold them,
- pledging \$6500 to replace the shade over the playground equipment,
- bringing in a snazzy new sports top for the kids, and
- further streamlining the operation of the Uniform Shop, making it a real asset for the school.

The P&C has also played an active role in bringing our community together. This year started off with a Tea and Tissues Morning Tea for the new Kindy Parents, followed by a Healthy Harold Breakfast (put on by Ashlee Pippen and Jenny Hartmann) which allowed our kids to eat breakfast at school and to see Healthy Harold. We had a Mother’s Day stall for the kids to buy presents for their Mums. We watched movies and ate popcorn on Movie Night. The kids were able to eat sausages at school on our Hot Food Day. We raised money for technology equipment with our Walkathon which was a great success. The kids were able to buy presents for Father’s Day in September. We finished the year with our annual Family Fun Night. With six rides, a raffle and the chance to see Neale Rudd dressed up as a Fireman, we all had a great time and were able to raise some more money to pay for this year’s commitments to the school.

I’d like to extend a big thank you to our school Principal Mrs Bromwich, Assistant Principal Mrs Bennett and all of the staff of Burnside for looking after our kids for another year, for teaching them, inspiring them and for engaging with the P&C so willingly and helpfully. We look forward to working with you again next year.

Mr Marc Croker President

SCHOOL COUNCIL REPORT 2017

The School Council consists of parent representatives, a community representative, teacher representatives and our Principal. The Council gathers formally four times a year to discuss academic, sporting and student welfare, activities that involve our students and community within school hours and out, and review the utilisation and up keep of the facilities of the school. We investigate how we can better the potential of what we currently possess, what are further available options and how we can improve and advance on what we have here at Burnside.

Some notable achievements Burnside has seen during 2017 are:

- Review of Report Template, which resulted in a new report format from 2017
- Review of the school’s Student Leadership Policy, which resulted in several recommended modifications to the policy.
- Review of School Plan and Milestones
- On-going review of our OOSH provider to ensure a seamless transition under new ownership
- The establishment of Anti-Bullying lessons across the school as a result of parent feedback
- Review 2017 NAPLAN results and review feedback received from Tell Them From Me survey.

I would like to take this opportunity to thank Mrs Melissa Compton, Mrs Ivana Prevetera, Mr Marc Croker, teacher representatives, Mrs Bromwich and Mrs Bennett for their commitment during the year. 2017 marks the end of both Mrs Compton and my tenure as school council representatives and I encourage all that are interested in this rewarding role to apply in 2018.

Mrs Donna McCullough President

School background

School vision statement

At Burnside Public School, we aim to deliver quality education in order to develop the talents, interests and abilities of its students. Our aim is to provide a vibrant and responsive education that produces well educated citizens with the capabilities and confidence to succeed in the 21st Century.

School context

Burnside Public School is situated on two hectares of well-maintained land in the busy Sydney suburb of North Parramatta. The school was opened in 1922. The current school enrolment is approximately 236 students (58% NESB). Students are currently educated in ten class groupings.

Burnside has a highly qualified and dedicated staff working closely together to generate quality educational programs that ensure appropriate student outcomes.

Very successful student welfare practices promote in students a sense of well-being, happiness and responsibility

Parents have high expectations of and aspirations for their children. There is very active participation in the life of the school. Burnside has an established, dynamic and supportive School Council and P & C Association.

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.

In the domain of Learning, our efforts have focused on wellbeing, curriculum and learning. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other, this can be seen through the KidsMatter initiative. A whole school approach to using PLAN to enable individualised learning plans has occurred. Priority in stage meetings is given to the analysis of data and devising best practice techniques to improve the learning for all students.

Our focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Stages. Through the development of personal goals under the Performance and Development Framework, staff have been focussing on viewing and building lessons that display best practice. Working on school projects that also engage colleagues from our community of schools has allowed staff to engage in deep professional dialogue and learning.

In the domain of Leading, our priorities have been to progress in leadership and management practices and processes. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. The school executive has created collegial and collaborative teams engaged in extended professional dialogue focused on achieving school priorities.

Our self-assessment 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/self-evidence-guide>

Strategic Direction 1

Developing confident, creative, resourceful learners

Purpose

To develop and implement a challenging, innovative and inclusive curriculum that enables students to be effective 21st century global citizens.

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

In 2017 staff improved their capacity to effectively implement programming strategies that reflect best practice through continued collaborative practice and mentoring. Scope and Sequence documents were designed and collaboratively constructed incorporating the NSW History/ Geography and Science Syllabus. Building capacity to collaboratively plan for differentiated units of work in literacy and numeracy where teachers provide supported, core and extended learning opportunities, has been a priority for staff. Staff have developed numeracy programs that clearly display differentiation. Building teacher capacity in assessment and reporting using PLAN has been very successful. All teachers K–6 use the PLAN markers to show student development. This information was clearly told to students through individual learning criteria set during literacy lessons. The development of efficient school based systems for the development, implementation and analysis of student learning and assessment through PLAN, L3, PLPs, TOWN, TEN, in order to identify students requiring support and extension is continuing to be utilised. The use of the data has resulted in stage teams analysing the data on a regular basis to provide programs for students across the learning continuum. A whole school approach to the teaching of writing implementing the Seven Steps of writing including the QT elements in programming has continued. Efficient school based systems including the continuation of TOWN, TEN and L3 to meet the individual needs of students continue. Kindergarten and stage 1 teachers have undergone training for the Language, Learning and Literacy (L3) program. Demonstration lessons occurred to show impact on student learning and to feedback on the philosophy of the program for other staff. Writing samples displayed the change in teacher practice with L3, and results show a sudden improvement in kindergarten writing as students' attempt to write independently.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN literacy and numeracy data continues to trend upwards in writing, punctuation and grammar. 70% proficiency bands in writing for Year 3 and 40% proficiency bands for Year 5. 68% proficiency bands in Years 3 and 5, growth at 70%	English Language Proficiency \$10,000 Support for Beginning Teachers \$2,000 Seven Steps of Writing \$2,000	Students have shown growth in their abilities to construct texts that are narratives or persuasive texts. Students ability to draw on a range of more complex vocabulary continues to grow. Teachers implemented new SENA assessments to track growth for arithmetic strategies from stage 1 to stage 4. PLAN markers were used to ensure explicit areas of focus for each child was being addressed.
5% increase of students achieving above expected growth in NAPLAN	\$2,000 QTSS	Growth in Year 5 has progressed very well with only 2% of students not attaining expected growth. This growth will need to be replicated in our students K–2. Visible learning strategies implemented in senior classrooms and introduced into junior classrooms through the use of learning intentions and success criteria, to track growth.
Staff identification of leadership innovation and change. Staff understanding and implementing the skills needed for the 21st Century learner.	Gifted and Talented programs \$5,000 L3 \$9,000	Staff trained in the development and implementation of media and journalism skills K–2 and STEM education. We have built proactive learning alliances with

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff identification of leadership innovation and change. Staff understanding and implementing the skills needed for the 21st Century learner.	Cultivating School Excellence \$3,000	other teachers in local schools to develop professional learning. Cumberland High School Inspire Science Program; Cumberland Community of Schools Student Leadership Days; Parramatta Learning Community Stem Alliance; Cultivating School Excellence – regional project to develop student voice and active engagement in learning.

Next Steps

Build a culture that is creative and innovative to promote achievement and foster wellbeing for every student.

Build assessment and reporting practices to promote student voice, self– regulation and engagement. Student growth is tracked and communicated regularly between teachers, students and parents.

Provide quality differentiated learning programs, with a focus on literacy and numeracy, through the design of differentiated teaching programs.

Students provide respectful feedback to teachers on learning experiences and growth and development. Students act on feedback given by staff to improve the quality of their work. Provide parents/caregivers with accurate account of their learning and their future learning focuses through negotiated goal setting.



Strategic Direction 2

Building individual and collective capability

Purpose

To develop a culture of collaboration, evidenced based decision making, educational innovation, professional learning and leadership.

Overall summary of progress

2017 saw Burnside staff engaging in and sharing knowledge of best practice and models in programming and assessment. This development of new pedagogies through professional learning is allowing students to not only be on task but are actively involved and engaged in real life learning experiences. The development of staff capacity with the use of flexible learning spaces to cater for a 21stC learner was further developed. Students reported that having different areas to work helped them maintain concentration and allowed them to be more collaborative and responsible. All teachers are more competent and confident in engaging in professional dialogue reflective of new syllabus vocabulary. STEM education where students were engaged in an inquiry based model of learning was extended into Stage 1 and 2. Staff and students built their capacity to use collaborative digital platforms. This tool has allowed for collaborative learning practices and students having a platform to share their learning with family and friends on a regular basis. Google classrooms are now common practice within the school setting. The effects on students learning where an increase in engagement and feedback by both students and staff was promoted through the involvement in the regional project – Cultivating School Excellence. All staff are committed to continuous improvement through the new performance development program that has fostered a culture of ongoing feedback, appraisal, professional learning and collaboration.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reports will use the language of the new curriculum.	\$1,000	Reports were negotiated with parent reps from school council to formulate a report that was easy to read and clearly showed the areas of strength and areas of improvement for students.
All kindergarten students to be in the perceptual level in the Early Arithmetic Strategies.	\$4,000	Early career teachers trained in PLAN data implementation and SENA testing. 92% of kindergarten students achieved perceptual.
L3 implemented in early stage 1.	\$9,000	L3 was successfully implanted in ES1. Staff successfully completed the second year of training (OPL).
New scheme teachers continuing maintenance and Highly Accomplished and Lead teachers process initiated.	\$9,000	New scheme teachers continued their maintenance cycles. Executive staff member trained to support staff working towards highly accomplished and lead accreditation within the network.
Collaboratively created units with assessments containing the Australian and NSW outcomes available to all staff.	\$5,000	
	QTSS funding – \$10,000	QTSS funding was used to support staff in the creation and modification of teaching units across all KLAs.
Improved percentages in NAPLAN writing; year 3 – 70% and year 5 – 40%.	English Language Proficiency \$10,000 Support for Beginning Teachers \$2,000 Seven Steps of Writing \$2,000	Students have shown growth in their abilities to construct texts that are narratives or persuasive texts. Students ability to draw on a range of more complex vocabulary continues to grow.

Next Steps

Build collaborative practice processes to analyse and interpret data to guide and implement quality teaching and learning programs that incorporate formative and summative assessment procedures.

Strengthen staff performance development to maintain a culture that recognises and delivers systemic expectations for learning, teaching and leading through high quality professional learning opportunities.

Create 'communities of practice' and networks that assume shared responsibility for promoting individual and collective practice for the ongoing growth and development of the school and the system.

Students show own growth through plotting and discussing learning achievements with staff and parents.

Discuss next steps in their learning and understand the criteria used to judge that growth.



Strategic Direction 3

Enhancing a strong, collaborative, educational community

Purpose

To develop community trust and strategic support to ensure that students learn in a dynamic, integrated and holistic way.

Overall summary of progress

Positive Behaviour for Learning (PBL) is a school-wide behaviour initiative. It engages a whole school systems approach to address problem behaviour and reduce its effects on student outcomes and on the school community overall. PBL provides a transformational change by underpinning a common language used by staff to promote positive behaviour from students, which has shown improvement in self-confidence and their motivation to learn. PBL operates as a systemic umbrella for a broad range of programs in schools, including values education, anti-bullying and learning support teams.

In 2017, Burnside Public School has continued the KidsMatter program. KidsMatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. KidsMatter Primary provides the methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy and balanced children.

Continued partnership with the Parramatta Learning Community has allowed for staff leadership and performance opportunities for students. The PLC debating team and the L3 program enabled staff to engage with staff from a variety of schools to improve their knowledge and skills in a variety of areas. Development of the Cumberland Learning Community has strengthened connections with other local primary and high schools and has allowed for staff professional learning experiences. Stage 2 and 3 saw the implementation of 21st century learning skills through establishing lessons throughout the week that enabled students to collaborate through the use of the Google Education suite and receive ongoing feedback from peers and staff. This new platform gave students the opportunity to choose different presentation methods and allowed for higher order thinking skills to be incorporated into a variety of lessons. Stage 2 and 3 embarked on establishing an educational partnerships throughout the region with schools participating in the Cultivating School Excellence Project. Student leadership opportunities has been at the forefront of our priorities. Peer support was implemented where every student in year 6 and year 5 played a leadership role within their peer support groups. Our Student Representative Council plays an important role in allowing student voice in all areas of school life.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
95% of students are aware of the three core school expectations of PBL.	\$1,000	PBL lessons incorporated into all class programs across the school and taught explicitly in the initial weeks of the year and revised throughout each term.
Greater awareness of mental health issues and the strategies to address them.	\$2,000	KidsMatter module 3 completed with staff. Mental health strategies discussed with all staff and referral for mental health conditions in students supported through the learning and support team.
Number of professional learning activities, leadership and performance opportunities Number of students participating in performances and extra-curricular activities	\$14,000 – professional learning	Staff have been involved in numerous professional learning opportunities to meet their needs under their performance development plans. Refer to professional learning. Student Leadership opportunities were increased in stage 3 and additional extra curricular activities were provided for stage 1 students in robotics and TV journalism.

Next Steps

Create 'communities of practice' and networks that assume shared responsibility for promoting individual and collective practice for the ongoing growth and development of the school and the system.

Develop a culture that is based on evidence based teaching practices to improve student learning. This is underpinned by a culture of high expectations that focuses on continuous improvement. Development of high performing teachers that use best practice to effectively cater for all students.

Build a culture of shared responsibility of a high quality service delivery through effective management of administration systems and processes, strategic financial management and staffing to ensure student learning needs are fully catered for and reported on within the school and broader community.

Staff engage in high quality professional learning reflective of their PDPs and School Plan that supports the development of best practice and reflective learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,000	The total number of Aboriginal students at Burnside Public School is 5. All positive behaviour interventions and teaching strategies are reflected in class programs and the students Personalised Learning Plans. Aboriginal students achieved above national benchmarks in NAPLAN. Support assistance and professional learning for staff is undertaken. Aboriginal Elder used to teach all students about Aboriginal Tucker as part of the vegetable garden – outdoor learning area.
English language proficiency	\$ 16,000	Additional EAL/D Teacher 1 day a week all year. Class teachers and EAL/D teachers established Individualised Learning and Support Plans in term 1. This allowed targeted and effective strategies to be effectively put in place for EAL/D students. SLISO support terms 1–4. L3 implementation was funded partially through this funding to ensure the needs of EAL/D students are met through early invention strategies.
Low level adjustment for disability	L3 – \$3,000 SLSO – \$9,000 PL – \$2,000	L3 implementation was partially funded through this funding initiative. The employment of Learning Support Officers increased the level of students' participation and engagement in learning and significantly improved students' learning outcomes. Funds were also used to improve professional learning programs to address learner diversity in classrooms, including the provision of support for teachers in recognising and responding to students' additional learning needs. The Multi-Lit program is run to target stage 1 students in an intensive, structured, systematic program of reading instruction.
Quality Teaching, Successful Students (QTSS)	\$ 19,000 – teacher	QTSS time for collegial collaboration, observation lessons, programming and program evaluation provided to all staff throughout the year. This valuable funding has allowed staff to collaborate and ensure programs are flexible to meet the changing needs of all students.
Socio-economic background	\$3,000	Differentiated reading and mathematics programs subsidies for online programs.
Support for beginning teachers	\$10,000	Additional time used for release, lesson observations, meetings with supervisor and additional PL opportunities. Beginning teachers undergo a school induction process that assists them in their first 2 years of teaching. Professional learning sessions included L3 training, PLAN data training and numeracy programing professional development.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	96	97	109	122
Girls	129	127	127	120

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.2	97	94.9	93.5
1	98.3	95.8	95.7	93.6
2	96.6	97.6	95.8	95.4
3	97.9	97.2	97.1	94.6
4	97.7	98	96.5	95.9
5	98.5	97.8	95.9	96.4
6	96.6	96	96.9	96
All Years	97.5	97	96	95.1
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

Burnside Public School has high levels of attendance. In order to maintain school attendance we have established monitoring practices and regular follow-up of unexplained absences. A range of school based strategies are implemented to resolve attendance difficulties that have the welfare of the student as their focus. These include: AP fortnightly role checks, student and parent interviews via phone calls, letters or interviews, referral to the school Learning and Support Team and referral to the school counsellor. Support from the Home School Liaison officer is requested when there is a break down of communication between home and school.

Class sizes

Class	Total
K_1	23
KW	19
YR_1	24
YR 2_3	25
YR 2	24
YR 3	25
YR_4	24
YR 4_5	25
YR 5_6F	27
YR 5_6B	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.6
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	2.42
Other Positions	0

*Full Time Equivalent

Burnside Public School has outstanding staff across the school with a range of experiences. The teams are lead by supportive Assistant Principals. This year saw the opportunity for staff to relieve in leadership positions. We must acknowledge the success of these relieving positions for assistant principals – Mrs Barrett and Miss Wyson and relieving principal position with Mrs Bennett. We have maintained and built a strong partnership with the school counsellor Ms Taylor. All staff, both administrative and teaching, build strong partnerships with our student and parent community. This allows us to create a nurturing, caring and inclusive environment where students connect, thrive and succeed.

Burnside Public School currently does not have any indigenous staff members.

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

Professional Learning and teacher accreditation is highly valued at Burnside Public School. Staff development is important to ensure the school strategic directions are being met and improving student learning is at the forefront of all development opportunities. Individual staff learning is planned through meetings with staff through their development of their Professional Development Plan. Staff are guided to professional learning opportunities to fulfil and develop their skills to ensure the very best learning outcomes are available for students.

Burnside Public School's Professional Learning Plan is designed to extend and inspire staff in their personal and professional development which enhances their dynamic, innovative and effective learning pedagogies in the classroom that are reflective of current research. Throughout the year the staff have engaged in professional development. These included:

Mandatory sessions on child protection, CPR, emergency care, anaphylaxis training and code of conduct were held to provide an update for staff.

Office staff have continued their training for LMBR, ensuring the implementation of this new finance system is embedded in school policies and procedures.

All teaching staff engaged in rigorous NAPLAN analysis to inform and guide school practices through the use of trend and growth data. This professional learning allows all staff to share in the success of school programs and to assist in the focussed programs to improving learning outcomes for all students across the school.

Language, Learning and Literacy (L3) is a research-based, Kindergarten and Stage 1 classroom intervention program targeting text reading and writing.. It has been designed to complement the daily Literacy program for students. Students receive explicit instruction in reading and writing strategies in small groups of three to four selected students. Students then rotate to independent, individual or group tasks. This occurs in the daily Literacy session. All Kindergarten and Year 1 teachers are engaged in

extensive professional learning– courses, observations and mentoring.

The development of the Parramatta Middle Managers Group and the continued partnership with the Parramatta and Cumberland Learning Communities allowed teachers to share and collaborate on a broad community network. This year, all teachers completed an entire cycle of their Professional Development Plans. One new scheme teacher is seeking to gain accreditation, while four teachers maintained accreditation at Proficient.

Designing Digital Learning was a 30 hour course whereby a team of staff were trained in the formulation of quality online programming techniques. These staff members then trained their colleagues in the design and implementation of digital learning. Staff throughout the school then implemented these ideas through the use of Google Drive. This saw all students from year 1–6 collaborating and receiving direct feedback from peers and staff. This also was key for students to share with their families their learning.

Cultivating School Excellence was an innovative professional learning opportunity where staff and students attended this regional project across 2 days. Students and teachers learnt new strategies to promote student voice and innovation through collaboratively programming lessons to be used in the classroom. Students and staff looked at learning intentions, lesson criteria and feedback as keys to improving student performance. Staff and students shared their learning with all classes 3–6 and staff in K–2 as the school implemented this into classroom practice. This professional learning has had a lasting impact on both students and staff and has helped to provide future directions for the school.

MacICT: Robotics in the Classroom was explored by staff. As a result of this learning the P&C bought robotics equipment which is now being used and implemented into the stage 1 and 2 science and technology program. This will be fully implemented in 2018.

The executive staff have been to several courses on using data as well as the new 'SCOUT' system. This is assisting executives to guide their stages in the better use of data to change practice and cater for all students in each classroom.

Other professional learning courses attended by staff are EALD and LaST network meetings, Dealing with the Tough Stuff, School Sports Unit Coaching Courses, Teaching with PLAN and Librarian network meetings.

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	301,864
Revenue	2,189,002
Appropriation	2,015,551
Sale of Goods and Services	1,673
Grants and Contributions	162,842
Gain and Loss	0
Other Revenue	3,595
Investment Income	5,341
Expenses	-2,028,450
Recurrent Expenses	-2,028,450
Employee Related	-1,830,584
Operating Expenses	-197,866
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	160,552
Balance Carried Forward	462,416

A full copy of the school's 2017 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the statement can be obtained by contacting the school. Funds carried forward are to cover commitments for unpaid salaries, ongoing costs of utilities and for ground, building and equipment maintenance. The school plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational needs of students.

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	1,714,161
Base Per Capita	36,067
Base Location	0
Other Base	1,678,094
Equity Total	138,643
Equity Aboriginal	4,218
Equity Socio economic	4,282
Equity Language	77,023
Equity Disability	53,120
Targeted Total	97,494
Other Total	17,903
Grand Total	1,968,201

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.

Between 2015 to 2017 our school average was 64.4% of students fell in the top two bands in year 3 reading and 64.5% in writing. While an average of only 3% fell in the bottom two bands.

Between 2015–2017 our school average was 52.7% in year 5 reading and 31.7% in writing fell in the top 2 bands, while approx. 5 % fell in the bottom 2 bands in reading and writing.

Our areas of focus for year 3 reading fell around the interpretation of vocabulary in different texts such as poems and advertisements as well as interpreting complex phrases in information reports. In year 3 writing our focus is on developing the depth and detail in compound and complex sentences as well as the use of more sophisticated forms of punctuation.

Our areas of focus for year 5 reading is interpreting the meaning of complex vocabulary in persuasive texts. Within writing the focus is to enhance their paragraphs through elaborating on their ideas to effectively convince the reader of their view point.

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	2.5	7.5	20.0	20.0	12.5	37.5
School avg 2015-2017	0.8	2.5	15.1	17.2	15.8	48.6

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	2.6	18.0	25.6	38.5	15.4
School avg 2015-2017	0.0	3.0	12.3	20.2	42.2	22.3

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	3.6	3.6	0.0	32.1	21.4	39.3
School avg 2015-2017	2.1	3.1	11.5	30.7	25.7	27.0

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	3.6	3.6	35.7	25.0	17.9	14.3
School avg 2015-2017	1.2	4.9	28.8	33.5	22.0	9.7

Numeracy

Between 2015 to 2017 our school average was 37.5% of students fell in the top two bands in year 3 numeracy while an average of only 2% fell in the bottom two bands.

Between 2015–2017 our school average was 46.7% of students fell in the top two bands in year 5 numeracy, while approximately 4% fell in the bottom 2 bands.

Our year 3 numeracy focus is around developing a sound understanding of mathematical terminology, especially that related to the four operations as well as graphs where the unit of measure represents different values. Our year 5 numeracy focus is on exploring features of different three dimensional models and using place value to regroup numbers in addition and subtraction problems.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	2.5	25.0	35.0	20.0	17.5
School avg 2015-2017	1.1	0.8	21.1	32.0	22.4	22.6

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	7.1	0.0	21.4	32.1	25.0	14.3
School avg 2015-2017	2.4	1.9	15.6	33.4	23.1	23.6

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.



Parent/caregiver, student, teacher satisfaction

Tell them From Me Surveys

In 2017, Burnside Public School engaged in the Tell Them From Me surveys. The student survey provided the school executive and staff with insight into student engagement, wellbeing and effective teaching practices at our school, from the perspective of students. The *Tell Them From Me* student, parent and teacher surveys were used to evaluate the achievements of the previous school year and to gather evidence and baseline data for the 2018–2020 planning cycle.

The following is an overview of the results and the impact for planning:

Student Survey

93 students were surveyed from years 4–6 with 3 students electing not to participate.

Student participation in school sporting activities saw 94% of students having had involvement compared to a norm of 83%. Students with a positive sense of belonging, who feel accepted and valued by their peers saw girls below the expected norm by 9% which also linked to 84% of girls feeling they had friends at school who they can trust and who encourage them to make positive choices. Students feeling they have someone who consistently provides encouragement and can be turned to for advice was below the norm at 7.7 out of 10.

Our students rated positive teacher–student relationships 8.3 out of 10 with students feeling teachers are responsive to their needs, and encourage independence with a democratic approach and that the school staff emphasises academic skills and hold high expectations for all students to succeed at 8.8 out of 10.

Students ranked feedback from teachers at 8.4 out of 10 and 33% of boys felt they were victims of bullying compared to the norm of 41%.

Parent Survey

The parent survey showed that parents feel welcomed at the school however ranked 'parent activities are scheduled at times when I can attend' at 6.5 out of 10.

While overall parents felt well informed at the school a significant dip to 6.2 out of 10 occurred when answering; 'I am informed about my child's social and emotional development'. 73% of parents responded that they were not involved in any school committees.

Parents overall felt they supported their students schooling at home however a drop was noted about discussing how well their child is doing in his or her classes. Parent results showed that they felt teachers encouraged their child to do his or her best work however a ranking of 6.7 was given for teachers taking account of their child's needs, abilities, and interests.

Parents felt teachers expected students to follow rules and that their children had a very clear understanding of the rules and expectations. Parents ranked safety at school which included going to and from school and bullying prevention as 7.9.

Staff Survey

The staff survey is divided into 8 drivers of student learning. Staff reported that they felt supported and provided with opportunities for developing new learning opportunities by the leadership team at school. Staff showed that they valued and supported the opportunity to collaborate and obtain feedback from colleagues. Staff showed that they provide positive learning cultures and indicated the need to improve the use of learning goals and feedback with students. Staff showed a high use of data to inform their teaching practice however reflected on the need to use specific criteria with students so they are aware of the standard of expectation. Staff showed that they use a variety of teaching strategies to cater for individual differences in student learning. The use of technology as a tool to provide feedback between student and staff is an area identified for further investigation. Staff ranked their work with students with special learning needs and their ability to provide programs for these students as 9.2 out of 10. Staff value the partnership with parents and saw areas for development with engaging parents with reviewing student work and in creating learning opportunities for parents to be involved.

Future Planning

Through analysis of the survey data a review of teacher–parent communication in regards to their child's learning will occur; including the continued development of three–way interviews. A review of the school report template to ensure a clear indication of student achievement will occur. Staff will explore the implementation of challenging and visible learning goals within every room throughout 2018.

Policy requirements

Aboriginal education

The NSW Syllabi for the Australian Curriculum incorporates three cross-curriculum priorities, namely: Asia and Australia's engagement with Asia; Aboriginal and Torres Strait Islander histories and cultures; and sustainability. Learning about these issues at our school is enabling our students to develop an understanding about and address the contemporary issues that they face. The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum area encompasses the concepts of Country and Place, People, Culture and Identity. In their study of English, students have the opportunity to engage with texts that give them experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples. Aboriginal Education is taught throughout the year and is incorporated into classroom teaching programs, providing opportunities for students to learn about Aboriginal cultures, history and heritage. Aboriginal perspectives are discussed and students are asked to think about varying points of view on particular issues and events. Aboriginal and multicultural education perspectives were incorporated into all key learning areas in all classrooms across the school throughout 2017. Understanding of cultural, linguistic and religious differences, as well as Aboriginal history and culture underpin teaching programs for students in all stages. The Acknowledgement of Country is included at the beginning of all major school events as a form of respect for the traditional custodians of the land and elders past and present. During 2017 RAM equity funding for Aboriginal background was utilised for the development of Personalised Learning Plans (PLP's) for students of Aboriginal background. These personalised learning plans developed and sustained a positive and inclusive school culture as well as improved student achievement. By developing and expanding our contact with members of both the local Aboriginal community, and representatives from other areas, we have continued to give our students first hand experience and knowledge of both traditional and contemporary Aboriginal history and culture. Students from Kindergarten to Year 6 all experienced bush tucker from our local school area.

Multicultural and anti-racism education

Through literacy and HSIE units, learning opportunities are planned for students to explore and appreciate the rich tradition of texts from and about the people and countries of Asia, including texts written by Asian authors. They develop an understanding of the many languages and diverse Asian cultures and how they have influenced Australian culture. The teaching programs at Burnside Public School are inclusive and implemented within an environment that supports tolerance and equity. Students who are new to Australia receive support language programs, with consideration for individual cultural and learning needs. During 2017 RAM equity funding for English Language Proficiency was utilised for the development of Individualised Learning Plans (ILP's) for students of Non-English speaking backgrounds identified by the learning and support team. Funding was also used for an additional EAL/D teacher to be employed to work with new arrivals to develop their English competencies.



Other school programs

Cultivating School Excellence

Staff and students from our school and across the Sydney region, joined in this innovative professional learning where students and staff worked together to program units of work and form learning intentions and success criteria on a topic of work, presenting at a combined workshop a school showcase of excellence. The result of this learning was students developing a greater voice in their educational journey. This project saw students and teachers leading the way in designing programs that allow students to be active participants in their learning.

Cumberland Community of Schools Student Leadership Day

This year our student leaders visited Carlingford, Rydalmere East and Ermington West Public Schools and spent the day learning about leadership skills. They collaborated with peers from 5 neighbouring schools to solve problems and discuss their leadership. They listened to an inspiring key note from a former Cumberland High School student who had scored an amazing 99 ATAR in the HSC. These leadership opportunities are allowing students to gain a greater depth of understanding around the impact of their words and actions on fellow peers. A wonderful initiative of the Cumberland Community of Schools.

Year 5 Science Enrichment

Year 5 staff and students continued to develop school partnerships with Cumberland High School where students engaged in dynamic teaching and learning experiences and staff shared their unique skills to up skill colleagues in the teaching of science. Primary students developed knowledge of high school classrooms and built relationships with staff. The integration of current science syllabus with hands-on experiments in a safe learning environment was paramount to this successful project. This transition initiative is thanks to the strong partnerships within the Cumberland Community of Schools.

L3 – Language, Learning and Literacy

L3 is a research-based early intervention program for kindergarten students, targeting reading and writing. It complements the daily literacy program for Kindergarten students in their first year of school. Students in Kindergarten and year 1 have received explicit instruction in reading and writing strategies in small groups in a daily literacy lesson. Students then rotate to independent or group tasks. Teachers of L3 at Burnside Public School have completed professional learning throughout the school year including workshops, demonstration lessons, supervised practice and on-the-job support. This initiative is supporting our work in providing best practice in literacy teaching.

Debating

The Parramatta Learning Community engages students

in the art of debating. This year we have had two exceptional teams participate in the debating competitions. These students have learnt the art of debating, developing their matter, method and manner. All of our debaters have grown and developed their confidence in public speaking and the art of collaboration and rebutting.

Art Show

Our year 6 students ran the inaugural 'Art Show' as a fundraising activity. All students made both an individual piece of artwork as well as a class art work. These were then auctioned off to the community. The students enjoyed this event which allowed all students the opportunity to be involved and show their artistic talents.

Maths Olympiad

This year saw great success in the APSMO Maths Olympiad with one student scoring a perfect score, 5 students in the top 10% and 4 students in the top 20%.

Student Leadership Teams

Additional student leadership teams were made available to year 6 students this year. Media Team – responsible for all photographs at school; Technology Team – responsible for supporting students and staff with the technology infrastructure, programs and daily problem solving; Gardening Team – responsible for the maintenance and management of the vegetable gardens.

TV Journalism

An opportunity was given to students who displayed a talent in their verbal literacy skills to interview and make movies about events that were occurring at Burnside. These videos were shared with students through the Google Drive.

Robotics

Through P&C funds, the school has invested in Lego robotics. The WEDO robotics has put scientific discovery into the hands of our younger students. The science projects include engineering, technology and coding skills that come to life for the students. This equipment has allowed students' confidence to ask questions, define problems and create solutions grow and develop while igniting their curiosity. 2018 will see the introduction of robotics into the stage 3 classrooms.