

Bardwell Park Infants School

Annual Report



2017



5148

Introduction

The Annual Report for 2017 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 2015–2017. 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.

Jo Fulham

Principal

School contact details

Bardwell Park Infants School

4 Crewe Lane

Bardwell Park, 2207

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

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

9567 8754

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 is a total enrolment of 57 students. There are three classes; a Kindergarten, a Year 1 and a Year 2 class. Students come from a wide range of cultural backgrounds with 62% coming from a Language Backgrounds Other Than English (LBOTE). Fifteen different languages are represented. The main languages are Arabic, Greek and Mandarin. There are no students who identify as Aboriginal within the school 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 maintained a relationship with other K–2 schools to maintain professional learning opportunities and offer sporting events addressing 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 2017. It also informs and shapes our future directions in 2018.

In the first domain of Learning, the staff concurred that behaviour expectations were explicitly taught and positively reinforced both intrinsically and extrinsically. Teachers design and implement teaching strategies responsive to students' learning needs. School programs addressed and met the needs of identified student groups such as those requiring accommodations and adjustments and English as Additional Language or Dialect (EAL/D). It was also noted that positive, respectful relationships were evident in the school community.

In the second domain of Teaching, the school again engaged in the annual Performance Development process and linked goals to both the School Plan 2015–2017 and to the Australian Professional Standards for Teachers. Increased professional dialogue surrounding students' work samples fostered consistency of teacher judgement of an agreed student achievement. Professional Learning aligned to the school's priorities and staff's Performance Development Plans to enhance teachers' capacities. Staff collaborated with the school's Learning Support Team to develop a range of teaching and learning strategies to enhance the social, emotional, academic and behavioural needs of all students.

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 was committed to sustaining the focus on improving students' learning outcomes, through strengthening professional and community networks to build knowledge and partnerships to improve practice. 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->

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

Kindergarten students' literacy and numeracy skills were assessed and entered on the Best Start software at entry to school. Teachers utilised their prior knowledge of the developmental levels of the Early Arithmetical Strategies (EAS) framework to inform students' progress along the numeracy continuum. In numeracy, all students were assessed using the Schedule of Early Number Assessment (SENA). In literacy, consistent teacher judgements about students' level of competencies were strengthened through a collaborative approach and the moderation of students' work samples. The use of other tools such as benchmarking, the literacy continuum and internal assessments continued to broaden the view of students' capabilities. Students' Individual Educational Plans (IEPs) with SMART goals and Behaviour Management Plans (BMPs) were developed in collaboration with parents and caregivers and the Learning Support Team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Continued student growth on school based assessments and benchmarks in literacy and numeracy.	Equity funds were used to employ a teacher to support the development of literacy and numeracy skills for targeted students.	<p>In Year 1, 65% of students attained the identified reading benchmark at the end of the year. Compared to last year this was a significant improvement in the percentage of students in this cohort reaching the grade appropriate benchmark.</p> <p>In Year 2, 94% of students attained the identified reading benchmark at the end of the year.</p> <p>In Year 1, 90% of students attained the expected numeracy benchmark or higher.</p> <p>In Year 2, 100% of students attained the expected numeracy benchmark or higher.</p>
80% of students achieve intended PLAN literacy and numeracy continuum cluster	Equity funds were used to employ a teacher to support the development of literacy and numeracy skills for targeted students.	<p>82% of K–2 students reached the expected clusters for Literacy on Planning for Literacy and Numeracy (PLAN) learning continuum.</p> <p>92% of K–2 students reached the expected clusters for Numeracy on PLAN learning continuum.</p>

Next Steps

All staff agreed on the need for evidence based practice and committed to utilise a data wall and to regularly use PLAN as a diagnostic tool to inform the next steps for each child's learning. A need was evident to clearly define and document Early Arithmetical Strategies (EAS) numeracy benchmarks for each grade and to investigate other assessment tools for numeracy, to support the triangulation of data in numeracy. Professional learning for all staff will be undertaken to effectively utilise the Learning Progressions to respond to each child's learning needs.

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 continued to deepen their understanding of Syllabus documents particularly Geography and the collection and analysis of literacy and numeracy data to support the needs of all students. All staff members engaged in reflective processes to guide their ongoing professional development, both individually and collaboratively via the Performance Development process and Australian Professional Standards for Teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased levels of student achievement on PLAN literacy and numeracy continuums.	Equity Funding as previously outlined in Strategic Direction 1.	As outlined in Strategic Direction 1, there was an increased percentage of K–2 students reaching PLAN benchmarks in both literacy and numeracy.
Deeper understanding of new policies and processes underpinning current educational thought, including the School Excellence Framework and the Australian Professional Standards for Teachers.	Professional Learning Funds	Strengthening of processes for identification of, and support for students not meeting the expected learning growth. Staff have developed a greater understanding of the School Excellence Framework to support ongoing school improvement. A feature is our increased capacity to collect and analyse evidence, to facilitate collaborative discussion on students' learning progress.
Targeted Professional Learning to enhance areas of literacy and numeracy.	Professional Learning Funds	Increased collaboration with all staff in moderating writing work samples to increase consistency of teacher judgement.
Individual teachers leading the school in a teaching/learning or management area.	Professional Learning Funds	A staff member undertook mandatory Anti–Racism Contact Officer (ARCO) training which led to increased resources to support all students. A staff member attended professional learning on the English Syllabus and in–served staff and shared English resources of Visual Literacy.

Next Steps

Continued alignment of staff Professional Learning with the Australian Professional Standards for Teachers. An Increase in the use of quality literary resources to support Visual Literacy, critical thinking, higher order thinking and our core values. Every staff member to have a mentor/mentee relationship. The school will collaborate with local schools to increase consistency of teacher judgement regarding student performance.

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 was a continued focus on promoting positive partnerships across the wider school community, through the delivery of workshops for parents and improved transition programs for students. The school remains committed to clear and consistent communication to parents and carers about their child's learning and wellbeing and the development of stronger partnerships, engagement and involvement in school initiatives and student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of Year 2 students are engaged in leadership roles during the course of the year.		Year 2 leadership programs continued to be offered within the school. This will be enhanced by increased opportunities for students to self regulate their learning and provide feedback to staff on school initiatives.
Examination of individual Performance and Development Plans will demonstrate Professional Learning goals.	Professional Learning Funds. \$6004	100% of staff aligned the goals of their Performance Development Plans to the Australian Professional Standards for Teachers and to the Strategic Directions of the School Plan 2015–2017. All staff engaged in collaborative review of teaching practices.
There is an increase in participation of parents and carers over a variety of school activities.	Community Consultation Funding \$558	Delivery of the new Being Excited About Reading (BEAR) Program delivered to interested community members. It increased the community's understanding of early reading behaviours and strengthened community partnerships. As a result, 2 community members became reading tutors. Increased attendance at P&C meetings resulted when meetings were held at different times: one morning meeting and one night meeting a term.

Next Steps

We anticipate greater links with our local school communities and networks; preschools, the local K–6 school and Out Of School Hours Care. We anticipate facilitating the smooth transition to Year 3 in 2019, for a student requiring learning adjustments. It will be achieved in collaboration and consultation with the Deputy Principal of the local K–6 school. There will be continued collaboration between the school, parents and caregivers and other schools to support the continuity of every child's learning, through an enhanced transition to, or from, our school.

We will increase community engagement in a variety of ways: community consultation regarding the School Plan 2018–2020, by hosting parent workshops in literacy and numeracy for interested community members and seeking focus groups to provide feedback on school initiatives. This is to increase parental knowledge and understanding of teaching and learning, ensuring a collective responsibility in support of student learning. Increased opportunities for students to self regulate their own learning and to provide feedback on school initiatives. Community members will have the

opportunity to share knowledge and expertise with students. All staff will align their teaching practices with the Australian Professional Standards.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	No Aboriginal Background Funding was allocated. There are no students who identify as Aboriginal.	Principal and Year 2 leaders adhere to protocols and deliver Acknowledgement of Country at K–2 Assemblies and other formal community events.
English language proficiency	English Language Proficiency \$28,481	Equity Funding afforded the school to employ a staff member 2 days a week to support students' English language proficiency. Students were provided with targeted learning programs based on their level of language proficiency, to support student learning and classroom teachers.
Low level adjustment for disability	Low Level adjustment for Disability \$27,917	Learning programs were adjusted to meet the additional learning needs of identified students. A group of Year 1 students engaged with an Intensive Literacy Program. The funding was utilised to provide additional teacher support.
Socio–economic background	Socio–economic background \$1,834	Socio–economic funds supported students to engage in a range of educational opportunities such as the Storyteller incursion and excursions to the theatre and aquarium, ensuring equal access for all.
Community Consultation Funding	Community Consultation Funding \$558	The Being Excited About Reading (BEAR) Program was delivered to interested community members. Resources were made for parent volunteer tutors to support students' reading in school hours.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	29	27	31	38
Girls	34	33	29	19

The total school enrolment is 57 students. The gender balance shows there are twice as many boys as girls. 62% of the student population is from a Language Background Other Than English (LBOTE). The predominant language background other than English is Arabic.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	94.2	95.9	96.2
1	97.9	93.8	95.8	95.7
2	97.7	96	93	92.2
All Years	96.9	94.6	95	94.8
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
All Years	94.9	94.1	94.1	94.1

Management of non-attendance

Our student attendance figures, as noted in the table above, collectively exceed the DoE's state average. Year 2 students were 1.80 below the DoE's state average in 2017. Any non-attendance is managed collaboratively by the Principal, parent/carer and the Home School Liaison Officer (HSLO).

Our school uses the Student Management system ebs4 on track and informs the community of student attendance expectations via our newsletter, at Meet and Greet evenings and Kindergarten orientation sessions. The Home School Liaison Officer speaks at our Kindergarten orientations. The school follows up on non-attendance and will continue to work to ensure our attendance rates remain high.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on the Aboriginal composition of their workforce.

There are currently no members of staff who identify as being of Aboriginal descent.

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 develop their Performance Development Plans (PDPs). Professional Learning goals were based on self, school, state or systems priorities. All goals were aligned to the Australian Professional Standards for Teachers or the Australian Professional Standard for Principals and the Leadership Profiles. Collegial lesson observations around PDPs were undertaken using a coaching/mentoring model to provide meaningful feedback in the pursuit of continual school

improvement and to enhance student learning outcomes.

Non-teaching staff also developed Performance and Development Plans. They engaged with face to face professional learning about the process, prior to the development of their Performance Development Plans.

All teaching staff had input into the School Excellence Framework Self assessment Survey (SEF SaS) and collaborated when making judgements of the school's impact and effectiveness in each of the domains and elements of the School Excellence Framework. All teaching staff were made aware of and given a copy of the SEF version 2 when engaging with the collaborative development of the next School Plan 2018–2020.

Throughout 2017, the teaching and non-teaching staff of Bardwell Park Infants School accessed a diverse range of professional learning opportunities designed to address professional development goals, support the school's Strategic Directions, the school's contextual needs and deepen their understanding and knowledge of curriculum.

Teacher Professional Learning:

- Managing Actual and Potential Aggression (MAPA) all staff
- Unpacking Learning Difficulties that can impact on learning, socialisation and behaviour – all staff
- Anti-Racism (ARCO)
- English Syllabus and Visual Literacy
- Performance Development Plans

Teaching Principal's Professional Learning:

- Principals' Credentials
- Principals' Induction Conference
- Principals' Network Meetings
- St George Primay Principals' Day
- LMBR Learning Support Team (LST) High Functioning Team
- School Planning Intensive Workshops
- Business Intelligence for SAP Reports
- Introduction to Scout reports Business Intelligence for education
- eFPT workshops on the Financial Planning Tool
- Evaluation Essentials for School Leadership
- School Planning and Reporting Online (SPaRO) Adobe Connect sessions
- Webinar Visible Learning
- Performance Development Plan

Non-teaching staff Professional Learning:

- eFPT workshops on the Financial Planning Tool (with Principal)
- Adobe Connect sessions
- SAM conferences
- SAM Network meetings
- Performance Development Plan
- First Aid

Mandatory compliance training:

- Child Protection
- CPR
- Anaphylaxis
- Code of Conduct and Dignity and Respect in the

Workplace

- Corruption and Fraud Prevention
- WHS Induction for Employees online (as needed).

All teaching staff were well informed and prepared for the Accreditation process in 2018. There were no staff members seeking Accreditation at higher levels.

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	62,179
Revenue	710,152
Appropriation	657,844
Sale of Goods and Services	5,704
Grants and Contributions	45,541
Gain and Loss	0
Other Revenue	0
Investment Income	1,063
Expenses	-697,987
Recurrent Expenses	-697,987
Employee Related	-619,851
Operating Expenses	-78,136
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	12,165
Balance Carried Forward	74,344

The school's finance committee consists of the Principal and the School Administrative Manager. The finance committee allocates funds across all curriculum areas and in response to the school's contextual needs, as well as for the maintenance and upgrade of ground, equipment and human resources.

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	579,003
Base Per Capita	9,170
Base Location	0
Other Base	569,834
Equity Total	58,232
Equity Aboriginal	0
Equity Socio economic	1,834
Equity Language	28,481
Equity Disability	27,917
Targeted Total	0
Other Total	5,558
Grand Total	642,794

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.

Parent/caregiver, student, teacher satisfaction

The school offered parents the opportunity to engage in the BEAR reading workshops; with sessions being offered in the morning, afternoon and evening. Parental feedback via survey was very positive with 81% of respondents finding the workshop very useful. 100% of parents would attend more workshops, as they felt it helped them gain a greater understanding of their child's learning and provided strategies to support their child's learning at home. An increased range of parental workshops will be offered in 2018 as a result.

The community had the opportunity to respond to the Tell Them From Me (TTFM) parent survey for the first time, this year. 10% of parents responded. The TTFM parent survey is a comprehensive questionnaire of parents' perceptions of their children's experiences at home and school and is scored upon a ten point scale. Six out of the seven measures were well above NSW Government norm. The measure of 'Parents support learning at home' was below the NSW Government norm, scoring a 5 on the 10 point scale, displaying a neutral position.

Parental feedback within the P&C Association also drove a change regarding the timeframe between the delivery of students' reports and the parent and teacher interviews. All families were given the opportunity to participate in the survey. Data was collected and analysed, with a change being made as a result of the community's responses. Results of the

survey were then reported to the community via the newsletter, for implementation in 2018.

Our K–2 students are unable to participate in the Tell Them From Me (TTFM) student survey due to their age. Our Year 2 students continued to enjoy leadership opportunities within the school and built positive relationships with younger students in our school.

Teachers provided feedback about the school using the domains within the School Excellence Framework Self-assessment Survey (SEF SaS) and the school's milestone documents.

Policy requirements

Aboriginal education

In 2017, a staff member developed a shared database of resources for Aboriginal education to focus on the meaningful integration of Aboriginal perspectives into teaching and learning programs. As a result, Aboriginal education and cultural awareness is embedded within teaching and learning programs across the school, specifically English, History and Geography. A greater awareness of, and appreciation for, the different ways and styles of learning, including digital resources are evident in teaching and learning programs. All staff are committed to building greater links with the Aboriginal community. The school celebrates significant dates such as NAIDOC Week and participates in creative and performing activities to raise awareness. Our Year 2 students provide an Acknowledgement of Country in the K–2 Assembly.



Multicultural and anti-racism education

A staff member accepted the responsibility for mandatory Anti-Racism Contact Officer (ARCO) training which included blended learning; face-to-face and online. Anti-racism Officers are trained to deal with reports of racism. There were no reports of racism.

Students with Language Background Other Than English (LBOTE) and/or English as Additional

Language or Dialect (EAL/D) make up 62% of our student population. The school promotes acceptance of Australia's cultural, linguistic and religious diversity in a number of ways: the teaching and learning programs, specifically within History, Geography and English, the celebration of special days and practices and the school's core values; all of which promote intercultural understanding and respect for others. Culturally significant events such as Harmony Day were celebrated and acknowledged the diversity within our school community and beyond.