

Burnside Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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

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Message from the Principal

Burnside Public School provides a nurturing environment where academic excellence is sought by students, staff and parents. 2018 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. 2018 saw the development of the 2018–2020 school strategic plan. After careful evaluation and reflection on the previous plan the decision to ensure our 3 strategic directions directly reflected the new School Excellence Framework was made. Our Strategic Directions are now;

Strategic direction 1: Excellence in Learning

Strategic direction 2: Excellence in Teaching

Strategic direction 3: Excellence in Leading

In the academic arena in 2018 the results of NAPLAN, the National University tests in English, Mathematics and Science continue to be outstanding. We had students represent the school in the Regional Multicultural Public Speaking Competitions, Maths Olympiad, the Premier's Reading Challenge, and were finalist in the local Debating competition, Book in a Day Competition, Game Changers Challenge and author workshops. Stage 1 staff completed their 2nd year of professional development in the implementation of the Language, Learning and Literacy program as well as professional learning on catering for students with additional learning needs.

With the increased computer technology made available by our community fundraising through the P&C, all classrooms have laptop bays between each learning space.

The school underwent External Validation and the findings were the school is achieving at Sustaining and Growing with several areas Excelling within the domains of Teaching, Learning & Leading. Our Educational partnerships with the Parramatta Learning Community and the Cumberland Learning Community continued through the Professional Learning Leadership Team, student leadership initiatives, science lessons and the COSfest (Cumberland Community of Schools) festivals.

Our successes in sport included participation in all Merrylands/Parramatta carnivals (swimming, athletics, cross country) and zone events as well as participation in the Parramatta PSSA winter competition. In 2018 Burnside were the premiers in both junior and senior League Tag teams. The continuation of a successful handball competition occurred as well as visiting specialists providing students with skills in fundamental movement and coordination skills as well as dance. This year we saw a student compete for Burnside at the Australian Championships for cricket and three students competed in a regional team at the state carnival.

Our achievements in the arts have continued to excel. The band program had success with several public performances by both the Junior and Senior Bands. The highlight for our Senior Band saw them awarded a Gold Award at the NSW Band festival. At the Celebrating the Arts festival our senior band opened the night, our singing/dance junior and senior ensembles and our Year 3 choir were outstanding. For the second year in a row a Burnside student was a lead compere on the night. We also performed at two Parramatta History Day events, where a group of students re-told the story of the commencement of our school.

All student achievements are the result of the tremendous team effort of students, staff and parents. I acknowledge our hard working parent body, the P&C executive and the School Council for providing advice in the educational direction of the school, and to the many parent helpers who contribute so much of their time and energy for the benefit of all the students at our school. Finally I would like to thank the students for their continued enthusiasm for learning and support of each other throughout 2018. To the student leaders and the Student Representative Council (SRC) thank you for your efforts. We are indeed fortunate to have such a dedicated team working closely to ensure the very best for the students at Burnside.

Gae Bromwich

Principal

Message from the school community

P&C REPORT 2018

Burnside Public is a small school but it has a big heart. I am continually amazed by the generosity of this community to support our school through the P&C Association. On behalf of the P&C Association I offer my deepest gratitude to everyone who has helped us this year to raise funds for the school and further enhance the educational experience of all our children.

A special thanks goes to our P&C officeholders: to the Executive Team (David Vassallo, Lisa Cheng and Alison Hedge), to our Uniform Shop Team (Sarah Sharp, Skye Do Rozario, Emma Croker and Jennifer Hartmann), to our Fundraising Team (Melanie Kunjasich, Melanie Robertson, Tracey De Villecourt, Caroline Idstein and Suman Kanwar), to our Band Coordinator (Ivana Prevetera) and to our Social Media Team (Katherine Stewart and Vicki Radford). I have thoroughly enjoyed working with you all this year and look forward to seeing you all again next year.

We started the year with our first Welcome to Burnside 2018 event at Lollipops Parramatta. We had an early start with the Healthy Harold Breakfast, bought gifts for mum and dad at the Mother's and Father's Day Stalls, enjoyed movies and a BBQ on Movie Night and supported cancer research with the P&C Biggest Morning Tea. We held a Sports-a-thon in September to raise money for computers, sold some Burnside tea towels and aprons, and celebrated the year's end at our annual Family Fun Night.

The Uniform Shop has sold \$30,000 worth of stock and kept our children in uniform. All in all it has been a very productive year.

This year the P&C has purchased the shade cover over the COLA to the value of \$6,500. We gave the school \$10,000 for the purchase of new computers, \$5000 for new home readers and \$5000 for classroom furniture.

The success of the P&C is solely due to the generosity of parents in our community coming together to help in whatever way they can. Our school community is strengthened by this and we benefit from everyone's skills. We would love to see more people involved in the P&C and supporting the school in its endeavours. The burden of work is easier when shared by many people. We welcome you all to come along and be a part of the efforts of the P&C.

Thank you to Mrs Gae Bromwich and all the staff at Burnside for working constructively with the P&C and supporting our endeavours and for their dedication and passion to teaching our children for another year.

Marc Croker – President of Burnside Public School P&C Association 2018.

Follow us on Facebook – @burnsidepandc

Mr Marc Croker

President

SCHOOL COUNCIL REPORT 2018

The School council consists of three parent representatives, a community representative, teacher representatives and

our Principal Mrs Bromwich. Together, we bring diverse views to the School Council and work together to develop a shared vision for the improvement of student outcomes.

We gather four times a year and work in partnership with the school and the school's vision to provide good governance, facilitate communication and ensure effective networking between the school community and school. We look at how we can improve and advance on what we already have at Burnside Public School.

We investigate educational opportunities, sporting and student's welfare, activities that involve our students and community, within and out of school hours and review the utilisation and upkeep of the facilities at Burnside.

In 2018, the School Council has

- * Reviewed OOSH Tender – extending our current OOSH tender for another 2 years
- * Presentation of the School Validation Process
- * Review of school policies – Mobile Phone/Device Policy, Parent and Visitor Code of Conduct
- * Review of NAPLAN online procedures and NAPLAN online data
- * Exploration of a Library Fund
- * Review of the School Uniform Policy
- * Review of the Playground Supervision and Expectations
- * Exploration of survey areas for parents to have input to school evaluation processes
- * Confidentiality with parents working inside classrooms and on excursions, discussions and review of school processes
- * And Review of Sporting awards during presentation night

Burnside Public School prides itself on providing a caring and friendly environment and is advanced in its opportunities and accomplishments. As a school and school community, together let's continue to build and aspire to maintain the high level of delivery, achievements and positive direction for our students and our community.

2018 marks the end of myself as a School Council representative and I encourage all parents that are interested in this rewarding role to apply in 2019.

Lastly, I would like to take this opportunity to thank Mrs Caroline Idstein, Mr David Murray, Mr Marc Croker, Mrs Barrett, Mrs Bennett and Mrs Bromwich for their ongoing commitment and support during the year.

Ivana Prevetera

President of School Council

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.

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 245 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 aim to develop individual student learning 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 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.

In the domain of Learning our school's on-balance judgement was sustaining and growing as supported by the evidence. Burnside Public School has a strong focus on learning and the aspirational expectations of the community. The continued improvements to build a safe learning environment where all students can connect, thrive and learn has underpinned planning processes. Through a supportive staff who afford students with a range of additional curriculum provisions to support learning, the school has developed practices that focus on the analysis of data to support and enhance learning for students.

In the element of Learning Culture our evidence clearly demonstrated our whole school community commitment to aspirational expectations of learning progress and the pursuit of excellence. This is offered through a wide range of provisions afforded to students and the high level of professional learning for staff. Our parent representative bodies including the School Council and P&C clearly support student learning and this is demonstrated through their generous donations of funding support. Our transition programs are well developed between pre-schools and high schools to ensure successful transitions for all students. Our review of Positive Behaviour for Learning as well as the review of the school Behaviour and Welfare policy assisted the school to collect, analyse and use data to monitor and refine a whole school approach to wellbeing and behaviour. The continued use of the collection of school data in PLAN is allowing the regular monitoring and review of student learning needs. The introduction of three-way interviews and the use of goal setting questionnaires for students and parents has allowed for the establishment of positive three-way partnerships that are focussed on student learning. In the element of Curriculum our evidence supports high expectations for student learning and it is enhanced through our learning alliances with our two communities of schools network- Parramatta Learning Community and Cumberland Community Connection. Our alliances with community partners such as UTS, Atlassian, Bunning's and Parramatta City Council, also support this area. The highly supportive staff of our small school work tirelessly to provide students with an array of learning opportunities and undergo continue professional development to ensure these experiences are evidenced based. Teachers are committed to differentiate the curriculum delivery to meet the needs of students and show adjustments and groupings within programming structures.

Our schools growing commitment to identifying, understanding and implementing explicit evidence-based teaching methods to improve student learning demonstrates our on-balance judgement for the domain of Teaching as Sustaining and Growing. The teacher's ability to work collaboratively and build individual and group capacity around the use of data

to guide teaching and learning practices has developed. Stage and school teams have engaged in data analysis and moderation activities to promote consistent teacher judgement across the school and have used this information when formulating classroom programs to meet the needs of students. Through the use of learning intentions and success criteria, teachers are providing timely feedback to students to support their continuing growth. The use of Google Suite and Google Classroom has also allowed students and teachers a digital platform where feedback is received. Through PBL strategies, classroom management is positive and effective. Formal mentoring and coaching professional development as well as opportunities for executive staff to engage in these practices has improved the leaderships teams personal capabilities to engage in professional dialogue that looks towards solutions to improve practice and learning outcomes. Through the use of QTSS and collaborative teaching observations using a framework supported by the professional standards, all teachers have engaged in professional observations to improve practice. Through Burnside school executive leading the Cumberland Community Connection Professional Development Leadership Team, all schools in the network have identified expertise in staff and supported professional learning sessions where expertise and innovation has been showcased. Professional learning has been tailored to meet the needs of teachers through surveys and PDPs. This has been translated to combine professional learning across the network that allowed for individual choice of session completion.

The schools leadership team models instructional leadership and supports a culture of high expectations and community engagement based on Tell Them From Me surveys, internal surveys as well as open forums at School Council and P&C. The evidence in Leading supports our on-balance judgement as sustaining and growing. Through strong relationships with our community of schools network, we are committed to facilitating whole school improvement as well as building a strong pipeline of leaders. Through transition partnerships, curriculum provision activities and combined professional learning, our school together with our neighbouring schools is focussed on continuous improvement of teaching and learning practices. Professional Development Plans support all staff in developing goals that reflect school priorities and build individual aspirations and capabilities. Our strong evidence supports professional learning that meets individual needs and school directions. The school's vision and strategic directions have been developed through consultation with the community. Parent representatives have played an active role in the evaluation of the old school plan and establishing the current school plan through collaborative planning with staff. All strategic direction teams had parent representatives to ensure community needs were reflected in the current plan.

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

Excellence in Learning

Purpose

To develop students who exhibit high skills in literacy and numeracy through teachers developing rich learning experiences building on individual experiences, strengths, knowledge and skills.

Overall summary of progress

In the area of Learning our evidence supports the school in improvements in assessment practices and the communication of learning criteria to students. As a school our emphasis has been to improve the use of success criteria, learning intentions and feedback within each learning space throughout the school. This focus is allowing staff, students and teachers to share a common language around student learning outcomes and develop a student population who have a clear understanding of what they need to improve and learn. Through community consultation, the school reports now clearly reflect learning goals and areas for future improvements for students. Students are learning to reflect and talk to these goals during 3-way interviews.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tracking, monitoring and evaluation of student learning requirements through LST including absences shows; a 5% increase of students attaining school medallions ; 5% decrease of recorded discipline reports made by staff; improved student absences – less than 1% with greater than 80% absent rate.	Nil	Student absences recorded by executive staff. New school processes for communication with parents.
Survey results of PBL show that at least 90% of students in 2018/19 and 95% of students in 2020 feel that the school is a safe and supportive learning environment.	\$3000 PBL Training	PBL lessons implemented and students awareness increased of school expectations. Student award recipient photographs are placed in school newsletter to celebrate their achievements. Students behaviour is tracked and data collated and analysed to assist in future behavioural planning. Stage 3 students roles for 2018 announced to the school in assembly and photographs placed in the newsletter for school community awareness. Anti-bullying lessons implemented in all classrooms assisting students in their social behaviours.
Success criteria visible in all classrooms in literacy and numeracy by 2020. Students track growth against criteria.	\$4000	Teachers program for the use of learning intentions, success criteria and feedback during literacy sessions – shared programming techniques during stage meetings to assist in quality programming. Students track their learning on the writing continuum through the use of PLAN data markers. K-2 staff attended Professional Learning for Visible Learning.
All students yrs 1–6 collaborating through digital learning platforms and receiving teacher feedback on their learning by 2020.	\$500 Staff professional learning	All classes 3–6 collaborating on Google classroom.
85% of students and parents engaged in 3-way interviews	\$1000	Student/parent teacher conference held – all 3 sources of information were used to set student

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
focussed on student centred goals and evaluation of progress.	Parent questionnaire casual costs for interviews Interpreters for interviews – Auslan, Korean	learning goals. 92% of parents attended.
TTFM survey results – increase in girls sense of belonging to be increased above state average.	Nil	Girls sense of belonging in years 4–6 at state average.
Value add trend to increase by 10% over 3 years in literacy and numeracy.	\$19,000	QTSS time for collaborative staff programming. Program supervision feedback given to all staff that reflects on NESA requirements.

Next Steps

Our future directions in the domain of learning are to;

- develop wellbeing practices across the school and reflect regularly on data such as TTFM
- develop detailed reporting mechanisms
- strengthen assessment practices.
- strengthen school processes on collecting, analysing and reporting on internal and external student performance data through a centralised recording system.



Strategic Direction 2

Excellence in Teaching

Purpose

To develop a high level of professionalism and commitment in staff to provide learning opportunities that are engaging, based on current educational pedagogical practices that are evidenced based. Sophisticated analysis of student growth is shared and underpins future learning directions and teaching strategies/programs.

Overall summary of progress

In relation to Teaching we are developing our co-ordinated efforts to involve the community to reflect on student progress and achievement, the introduction of three-way interviews has begun the steps necessary to involve parents in the development of strategies for improvement in student learning. Regular stage and staff meetings address the use of assessment data to guide the teaching and learning cycle. On-going professional learning in using data has been completed by executive staff to ensure the school leadership team is able to comprehensively analyse student data and use this knowledge effectively with stage and school teams to ensure the needs of students are being addressed.

The leadership team has systematically addressed the professional learning needs of staff through the collation of teacher goals and learning needs from the Professional Development Plans. Targeted professional learning to ensure individual needs are developed to fulfil the school priorities is demonstrated in the evidence. Teacher accreditation is fully supported through induction programs for Early Career Teachers and leadership opportunities for aspiring leaders have been made to encourage staff to pursue higher levels of accreditation.

Formal mentoring and coaching professional development as well as opportunities for executive staff to engage in these practices has improved the leaderships teams personal capabilities to engage in professional dialogue that looks towards solutions to improve practice and learning outcomes. Through the use of QTSS and collaborative teaching observations using a framework supported by the professional standards, all teachers have engaged in professional observations to improve practice. Through Burnside school executive leading the Cumberland Community Connection Professional Development Leadership Team, all schools in the network have identified expertise in staff and supported professional learning sessions where expertise and innovation has been showcased. Professional learning has been tailored to meet the needs of teachers through surveys and PDPs. This has been translated to combine professional learning across the network that allowed for individual choice of session completion.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students achieve 4 markers in literacy (years 3–6) each semester and programs reflect the differentiation to meet the individual needs.	Nil	All students are tracked against the literacy continuum and further professional development around the learning progressions has begun.
Kindergarten – Students achieve a minimum of 6 markers each term. Stage 1 – students achieve a minimum of 8 markers each semester.	Nil	All students growth is tracked and monitored by the learning and support team. Teachers refer students who are not growing at expected rate.
70% of students in years 3, 5 & 7 in top two bands in Reading, Writing and Numeracy in NAPLAN.	Ongoing professional learning with a focus on literacy and numeracy. \$19,000 PL	Online NAPLAN platform has allowed for no ceiling to be placed on student achievement as students are able to display their skills through moving into higher bands that previously were not accessible.
Assessment data tracked to show growth by all teachers.	\$8000 QTSS	Dedicated time given to staff to record and analyse assessment data.
Professional learning is tracked against 90% of training is tailored	\$20, 000 course and casual fees.	95% of all professional learning needs were met.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
to school priorities and PDP.		95% of all professional learning needs were met.
Individualised learning plans, student learning goals and class programs display visible learning strategies being implemented.	\$8000 QTSS	Designated time to devise programs that show learning intentions, success criteria and types of feedback.
All teaching programs in literacy and numeracy display core, adjusted and extended activities with a clear focus on moving students forward in their learning.	\$8000	Designated time to teachers to devise programs that clearly show differentiation.

Next Steps

Our future directions in the domain of Teaching are;

- evaluate the effectiveness of the L3 program and compare student growth based on 2015 Best Start and 2018 NAPLAN as well as internal data.
- Expanding the use of digital learning platforms in teaching and learning processes to further differentiate learning experiences and improve growth in all students
- continuing to build capacity of staff through targeted professional learning, Quality Teaching Rounds, community of schools practice and promoting higher levels of accreditation.



Strategic Direction 3

Excellence in Leadership

Purpose

To develop a shared school vision through strong strategic and effective leadership, where gaps in student achievement decrease as data is used to evaluate effectiveness of resources, school processes and teaching and learning practices.

Overall summary of progress

The schools leadership team models instructional leadership and supports a culture of high expectations and community engagement. Through strong relationships with our community of schools network, we are committed to facilitating whole school improvement as well as building a strong pipeline of leaders. Through transition partnerships, curriculum provision activities and combined professional learning, our school together with our neighbouring schools is focussed on continuous improvement of teaching and learning practices. Professional Development Plans support all staff in developing goals that reflect school priorities and build individual aspirations and capabilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Supervisors and staff engaged in termly formal observation sessions and feedback where improved practice is recognised against student learning outcomes.	\$4,000	Formal observation meetings are held with staff.
Increase in the quality professional learning that is shared and implemented within the school and can clearly be seen within classroom practice in all rooms.	\$14,000	Professional learning is linked to school directions and all professional learning meetings assist staff in a deep understanding of teaching practices being implemented.
Key school initiatives display growth in students' literacy and numeracy skills.	Nil	Student growth is tracked by classroom teachers and students are referred when growth falls below minimum expected growth.
Validation processes allow the school to be judged against the school excellence framework by outside sources. Registration processes school practices and teaching and learning is of a high standard by NESA standards.	\$3,000	The school underwent External validation and were assessed at Sustaining and Growing in all Domains with the school excelling in a number of elements.
Cumberland Community of Schools Professional Learning Leadership Team will provide learning that engages all staff across primary and high schools.	\$1200	Cumberland Community of Schools Professional Learning team ran the term 3 School development Day and offered staff in all 10 schools the opportunity to engage in Twilight sessions that were around the 3 key areas of Pedagogical Practice, Student Wellbeing and Technology.

Next Steps

Our future directions in the area of Leading are;

- to further enhance community consultative processes and develop effective platforms for parents and teachers to communicate effectively about student growth and development.

- continued development of school leaders across the broader educational community as well as investigation of a partnership with the City Country Alliance .



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,164	The total number of Aboriginal students at Burnside Public School is 3. All positive behaviour interventions and teaching strategies are reflected in class programs and the students Personalised Learning Plans. Aboriginal students achieved at and above national benchmarks in NAPLAN.
English language proficiency	\$41,000 Teaching staff \$22,000 SLSO	Teaching salaries. 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. SLSO support terms 1–4. L3 implementation was funded partially through this funding to ensure the needs of EAL/D students are met through early intervention strategies.
Low level adjustment for disability	\$52,000 Teaching staff \$12,000 SLSO	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)	\$24,000	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	\$3,000	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 programming.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	97	109	122	127
Girls	127	127	120	121

Student enrolment at Burnside Public School has shown a slight growth since 2015. Due to the small catchment area and no growth inside the catchment, enrolment patterns should continue.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97	94.9	93.5	95.2
1	95.8	95.7	93.6	94.8
2	97.6	95.8	95.4	93
3	97.2	97.1	94.6	95.5
4	98	96.5	95.9	93.8
5	97.8	95.9	96.4	96.3
6	96	96.9	96	95.7
All Years	97	96	95.1	94.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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

SupportTeam 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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.23
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.52

*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. 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 in SAP finance, 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.

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. This occurs in the daily Literacy session. All Kindergarten and Year 1 teachers are engaged in extensive professional learning— courses, observations and mentoring.

The continued partnership with the Cumberland Learning Community allowed teachers to share and collaborate on a broad community network. The Cumberland Learning Leadership Team is committed to supporting aspiring leaders to develop and apply leadership skills in practical and meaningful ways. For example; the Assistant Principal from Burnside Public School has led the coordination and implementation of the Professional Learning Leadership Team initiatives and the coordination of twilight sessions for professional learning.

Through detailed planning from members of the ten participating schools in this community of schools, quality programs have been designed to reflect the specific needs of the schools involved. This is evidenced by the combined planning for Staff Development Days. Cumberland Community of Schools illustrates how collegial collaboration can support and enhance the professional learning opportunities for over three hundred staff. Teacher

responses to survey questions provided feedback with clear directions for pedagogical focus, professional interests and learning needs of staff. In response, staff development days provided leadership opportunities. These days were planned by aspiring leaders from participating schools reflective of the articulated needs of staff. Professional learning that resulted was framed by staff and organised by staff aspiring to be leaders. Collective ownership of professional learning was established. Twilight Sessions are a vehicle for building staff capacity by allowing them to share professional expertise and knowledge with their peers. These twilight sessions have been organised and coordinated by The Assistant Principal at Burnside Public School and were framed around the three themes of Pedagogical Practice in Curriculum Implementation, Wellbeing and Embedded Technologies

The Burnside leadership team actively engages in professional learning to improve practice and monitor changed practice throughout the school. The Burnside Public School Assistant Principal package has been developed consisting of a clear role statement that includes resources to guide their understanding of DoE strategies to promote student growth. 'The What Works Best' document and the Leadership Capabilities and Profiles has allowed APs to focus their development around specific professional practices. They have applied these documents to their stages and areas of responsibility. Their involvement in Growth Coaching has allowed them to coach colleagues in the use of reflective practice to improve performance and student learning outcomes.

Teachers have been involved in professional learning on Learning Intentions, Success Criteria and Feedback, Differentiation, School Excellence Framework, improving Student Voice etc. This is targeted to meet the directions of the school plan and PDPs. All staff K–2 attended a 2 day conference with John Hattie on Visible Learning. This learning allowed teachers to fully adopt learning intentions into classroom practice.

The school PBL – Positive Behaviour for Learning team, attended an update course to review school practices and update policies and procedures to ensure school expectations and PBL lessons are imbedded into school practice.

A school team attended the Positive Partnership course consisting of 35hrs of face to face, online learning and collaborative team practice to build staff understanding of students on the Autism spectrum. This learning will be supplemented by further online courses for all staff in 2019.

This year, all teachers completed an entire cycle of their Professional Development Plans. One new scheme teacher gained accreditation, while all staff began or continued in their maintenance of accreditation at Proficient.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	464,533
Revenue	2,292,254
Appropriation	2,119,201
Sale of Goods and Services	1,184
Grants and Contributions	164,684
Gain and Loss	0
Other Revenue	750
Investment Income	6,436
Expenses	-2,047,296
Recurrent Expenses	-2,047,296
Employee Related	-1,797,011
Operating Expenses	-250,285
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	244,958
Balance Carried Forward	709,491

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.

	2018 Actual (\$)
Base Total	1,799,089
Base Per Capita	46,795
Base Location	0
Other Base	1,752,294
Equity Total	147,375
Equity Aboriginal	3,164
Equity Socio economic	4,304
Equity Language	72,730
Equity Disability	67,177
Targeted Total	32,031
Other Total	42,303
Grand Total	2,020,798

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 our school average was 51.7% of students fell in the top two bands in year 3 reading, with a further 29.1 % falling in bands 7&8 in the online testing structure which allows students to more fully display their potential, while 80.6% of students fell in the top 2 bands in writing. An average of only 4.4% and 3% fell in the bottom two bands in reading and writing.

In 2018 our school average was 38.2% of students fell in the top two bands in year 5 reading, with a further 20.6% falling in bands 9&10 in the online testing structure which allows students to more fully display their potential and 35.3% of students fell in the top 2 bands for writing.

Our areas of focus for year 3 reading fell around their 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 had been 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 has been on 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.

In 2018 our school average was 42% of students fell in the top two bands in year 3 numeracy, with a further 13% falling in bands 7&8 in the online testing structure which allows students to more fully display their potential. while an average of only 9% fell in the bottom two bands.

In 2018 our school average was 47% of students fell in the top two bands in year 5 numeracy, with a further 5.9% falling in bands 9&10 while no students fell in the bottom band.

Our year 3 numeracy focus has been 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.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, Burnside Public School implements Personalised Learning Plans that supports students in attempting to meet the state priorities.



Parent/caregiver, student, teacher satisfaction

In 2018, Burnside Public School surveyed staff students and parents. 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 parent and teacher surveys were used to evaluate the achievements of the previous school year and to gather evidence and data for the 2018–2020 planning cycle. The following is an overview of the results and the impact for planning:

Student Survey

Students were surveyed from years 4–6 in regards to student participation in school sporting activities. We saw 93% of students having had involvement in school sporting activities that allowed for competition outside the school. Students displayed a positive sense of belonging, and felt they had people to turn to for advice. All students felt they had a good relationship with their teacher. There was an increase in the number of students who felt teachers gave immediate feedback so they could improve their work. Students in years 1–3 were surveyed in regards to behaviour and friends. 99% of students could identify the 3 school expectations with 97% reporting that teachers expect them to follow the expectations. While 89% of students identified friends at school, 11% reported they didn't have friends—an area for focus for staff in establishing playground opportunities to build friendships across class groups. 98% of students reported that they feel safe at school.

Parent Survey

The parent survey asked for feedback across a broad range of areas within the school. Out of the 30 parents who used the Before and After School Care facilities, 29 were very happy with the service. Our offsite canteen facility showed families very happy but would like an increase to the menu. 91% of parents who responded to the survey indicated that they feel very welcome at the school with only 1% who didn't feel

welcomed. 98% of parents felt the school reports are based against students learning criteria. Online learning platforms of Mathletics and Reading Eggs is supported by 79% of families, with other families wanting homework in a book form. 96% of parents saw preparing speeches for homework an important aspect for students to be engaged in. 3-way Interviews were very well received with 88% of parents in favour of this initiative.

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.

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 wellbeing framework and review of the anti-bullying plan will occur to ensure all students have the opportunity to establish and maintain strong friendships.



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 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 2018. 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 2018, 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 achievement.

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 culture and learning needs. During 2018, 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 EALD students to develop their English competencies. Students at Burnside have the opportunity to dress in traditional costumes and clothing that represents their heritage during special events such as Harmony Day and fundraising events.

Other school programs

Three–Way Interviews

In 2018, three–way interviews were introduced to enhance partnerships within the school community allowing for the development of individual student improvement and planning for future learning. The three–way interview is a collaborative process involving the class teacher, parent and their child. This process has resulted in the creation of three specific and clearly articulated goals involving social and academic skills, to work towards during each semester. As part of the process, parents provide staff with feedback in relation to their child's development as well as areas they would like to see improved. Students write goals and then negotiate these goals with staff and parents during three–way interviews. As part of the formal written report and in half yearly interviews, these goals are evaluated and future goals are developed as part of the teaching learning cycle as per the policy. Parents are then invited to attend another three–way interview to review the student's progress and evaluate their goals and develop future areas of improvement.

Game Changer Challenge

Our school was invited to test the Department of Education Game Changer Challenge, which was launched in Education Week 2018. Six of our students from year 6 trialled a modified version of the three–day program that showcased the latest educational technologies, utilising experts from creative industries, technology and design. Design Thinking is about working in a team to have fun while working through a process quickly to solve a problem. The students were given a challenge that they had to collaboratively work through within a scaffolded process to create innovative ideas to solve the problem, which would make an impact in the school. They created a prototype and presented their concept to the executive team, showing the processes they used within the Design Thinking Model.

Community of Schools Student Leadership Day

The Cumberland Community Connection, community of schools inspires and promotes the development of leaders of the future. Each term students from each of the 10 community of schools meet to develop leadership skills. In Term 3 2018 the leadership day was held at Burnside Public School. Students were involved in design thinking – Creating Tomorrow's World, An Escape Room – based on problem solving strategies and a key note by Dr Chandra Handa on developing Student Voice through Design Thinking.

COSfest Movie Festival

Engaging our students in rich learning experiences has been pivotal to the success of the annual COSfest Short Film Festival. This opportunity promotes excellence in literacy skills, photography, film editing and acting for students K–12 from our community of schools. The festival has clear guidelines and has been featured in local papers. Students apply to be in teams

based on their film, acting, writing and technology interests. Through story boarding, filming and video editing, groups of four produce short films that are viewed at an evening Gala event. Staff, parents and students share in a wonderful night's entertainment that gives student learning a clear purpose. The Burnside teams were extremely successful in 2018, taking away the top prizes in both Stage 2 and Stage 3 divisions.

Peer Support

In year 6, students are given the opportunity to become Peer Support Leaders. They participate in training sessions and lead their peer support group each week for a term. The year 6 students were supported by a year 5 student in their delivery of this dynamic and engaging program. The topic for 2018 was Keeping Friends, which showed the students how to engage in positive relationships with their peers.

School Band

The school band consists of both a junior and a senior band. The high expectations of the students who participate in band have led to consecutive gold awards over the last two years at the NSW Band Festival and further invitations to perform. The school and P&C supports the band program through the provision of school based instruments and access to numerous performance opportunities and workshops, liaising with our Community of Schools and other outside organisations.

Debating

The Parramatta Learning Community engages students in the art of debating. This year we have had two exceptional teams participate in the debating competition. These students have learnt the art of debating, developing their matter, method and manner. Our senior debating team competed in the network final. The students debated the topic 'That Technology Isolates Us'. Both debating teams have grown and developed their confidence in public speaking and the art of collaboration and rebutting.

Maths Olympiad

This year saw great success in the APSMO Maths Olympiad with one student scoring a perfect score, placing her in the top 0.14% of students across Australia. Six students placed in the top 10% and ten students in the top 20–25%. The school team also achieved the Outstanding Team Award, which is awarded to schools with a combined school score of over 199.

Book in a Day

A group of year 6 students took part in the task of writing a book in a day. Write a Book in a Day is a creative and challenging team competition for students in years 5 to 12. Teams of up to ten students have just twelve hours to write and illustrate a book from start to finish, ensuring that the unique parameters are included in their story. Completed books are then donated to children in hospitals all across Australia.

Market Day

Year 6 students collaboratively planned a fantastic market day experience for the whole school community to participate in. They organised stalls and fun events to fundraise for their gift to the school. They raised over \$4000 and had a wonderful community based day that was enjoyed by all.