

Bardwell Park Infants School

Annual Report



2018



5148

Introduction

The Annual Report for 2018 is provided to the community of Bardwell Park Infants School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Bardwell Park Infants School is a unique school setting, catering specifically to the needs of students from Kindergarten to Year 2. Every student is known and valued, fostering a strong sense of belonging and inclusion. We believe our students will continue to 'Grow in Knowledge' together with their school community, as partners in learning. Our students are engaged and challenged to learn through differentiated programs. Our teachers provide a quality learning environment and future focused learning strategies to inspire confident and self-regulatory learners.

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 specifically for students from Kindergarten to Year 2. There is a strong focus on differentiated literacy and numeracy programs.

There are currently 43 families with a total enrolment of 47 students. There are two classes; a K/ 1 and 1/2. Students come from a wide range of cultural backgrounds with 66% coming from a Language Backgrounds Other Than English (LBOTE). Fifteen different languages are represented. The predominant language background is Arabic. There are no students who identify as Aboriginal within the school community.

The staff are fully committed to the school's continual improvement in the pursuit of quality differentiated teaching and learning experiences to meet the diverse needs of our students.

There continues to be positive relationship with the culturally diverse local community. Parents and carers are involved in key aspects of school life and are kept informed about the policies and practices implemented by the school.

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 reflected upon the school's practices aligning to the School Excellence Framework Self-assessment Survey to reflect, monitor and validate the impact of our progress and improvement measures in 2018. Such reflections and analysis informs and shapes our future directions in 2019.

In the first domain of Learning, staff concurred that the elements of Wellbeing and Curriculum had developed and were this year placed at sustaining and growing. The staff agreed that behaviour expectations were explicitly taught and positively reinforced both intrinsically and extrinsically, promoting wellbeing and a positive learning culture. Teachers designed and implemented 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) through the Learning Support Team, utilising evidence based practice.

In the second domain of Teaching, the school engaged in the annual Performance Development process and aligned goals to both the School Plan 2018–2020 and the Australian Professional Standards for Teachers or the Australian Professional Standard for Principals and the Leadership Profiles. Increased professional dialogue at regular intervals surrounding students' work samples fostered consistency of teacher judgement of an agreed student achievement. Professional learning aligned to the school's priorities of differentiated, evidence based practice and the 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, to maximise students' learning outcomes.

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 enhanced through increased opportunities for community engagement, via the school's 75th anniversary celebration and the community led art show. The school was committed to sustaining a focus on improving students' learning outcomes, strengthening professional and community networks to build knowledge, in the pursuit of the school's continual improvement.

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/sef-evidence-guide>

Strategic Direction 1

Quality Teaching/Learning

Purpose

To create a quality learning environment based upon evidence resulting in differentiated learning to meet the diverse needs of the students.

Overall summary of progress

Staff deepened their knowledge and implementation of differentiated, evidence based practice via targeted professional learning and consistent teacher judgement. A collaborative approach was adopted when moderating students' work samples to the literacy and numeracy continuums. Students were tracked and monitored on PLAN data and on the school's data wall. The school continued the development of the two year scope and sequences for Science, History, Geography and Mathematics, thereby deepening teachers' pedagogical knowledge and content requirements of the syllabus. A continued focus on students' personalised learning needs was addressed through all staff's engagement with the Disability Standards for Education and the development of Individual Educational Plans (IEPs) and Behaviour Management Plans (BMPs) in collaboration with parents, caregivers and the Learning Support Team. All staff engaged in reflective processes to guide their ongoing professional development, both individually and collaboratively via the Performance Development Plans in pursuit of continual school improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students achieve expected growth in literacy and numeracy internal performance measures, as identified by the school.	Literacy and Numeracy Equity Funds were used to support the development of literacy and numeracy skills for targeted students.	85% of K–2 students attained the identified reading benchmark at the end of the year. This result was a significant improvement compared to the previous year. All students were tracked and monitored on the aspect of writing on the literacy continuum.
To provide a quality, differentiated teaching and learning environment resulting in improved student engagement data.	Professional Learning Equity Funds were used to support the development of literacy and numeracy skills for targeted students.	Teacher Professional Learning (TPL) in Differentiation and the Disability Standards for Education. 100% of staff surveyed via Google Forms, confirmed a greater knowledge of differentiation, which had a positive impact on his or her pedagogical practice. TPL in Coding and Robotics via outside provider led to a greater understanding when implementing the Department of Education STEM SHARE initiative.

Next Steps

Staff agreed on the need for evidence based practice and committed to ongoing professional learning in both the literacy and numeracy learning progressions and Planning for Literacy And Numeracy 2 (PLAN2) to gain a deeper understanding. A need to clearly define Early Arithmetical Strategies (EAS) in numeracy and to investigate an increasing range of numeracy assessment tools, to support the triangulation of data in numeracy, in light of the numeracy learning progressions. It was determined to make numeracy a focus next year. The whole school community supported the ongoing commitment to coding, STEM activities and digital technologies to support student engagement, higher order thinking and problem solving.

Strategic Direction 2

Positive Community Partnerships

Purpose

To increase community engagement based upon consultation and collaboration to support students' learning.

Overall summary of progress

Increased community engagement and involvement was evidenced in a number of initiatives this year. A partnership was implemented with Kingsgrove Community Aid Centre at Bexley North (KOOSH) to offer our students before school, after school and vacation care, to better meet the community's needs. The school increased the number of parental workshops delivered in both literacy and numeracy, resulting in two BEAR volunteer reading tutors and an increased parental understanding of teaching and learning, to strengthen the bonds of partners in learning. Community consultation and collaboration were evidenced in the development of the School Plan 2018–2020, attendance at the local pre-school's night market, the celebration of the school's 75th anniversary, learning opportunities, such as Operation Art in collaboration with the Department of Education's Arts Unit and by utilising parental expertise in the classrooms for the P&C fundraising Art Show. Parental focus groups were invited to attend coding workshops to share knowledge of learning seek feedback on the coding program. The school also facilitated the smooth transition to Year 3 for a student requiring accommodations and adjustments, in collaboration and consultation with the Deputy Principal and the Learning and Support Teacher (LaST) of the local K–6 school. 2018 saw the school's website updated to the School Website Service (SWS). 2018 also saw collaboration with the Lantern club resulting in a social and emotional learning program called Worry Woos, for implementation next year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased community engagement and involvement at the school (learning workshops 2017 baseline data, website hits, in classrooms).	\$1000.00	Establishment of KOOSH to provide before school, after school and vacation care. Delivery of both literacy and numeracy workshops to interested community members. Community engagement via the school's 75th anniversary. Implementation of the School Website Service with a growing number of website hits.
Improved parental satisfaction evidenced in parental survey data.		TTFM surveys: parents and teachers. Parental focus groups of the coding program via survey monkey, with 4 respondents. All responses were extremely positive.

Next Steps

Next year there will be a continuing focus on promoting positive partnerships across the wider school community and networks. The social and emotional learning program, Worry Woos, will be implemented across the school. There will also be a focus on the transition to school program with earlier transitions sessions to showcase innovation including coding and quality literacy and numeracy practice. The school will be part of a cluster of schools next year, in the Tell Them From Me (TTFM) survey, due to the small number of respondents, both parents and teachers, this year.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	English Language Proficiency \$35, 246:00	Equity Funding afforded the school to employ a staff member 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 achievement.
Low level adjustment for disability	Low Level adjustment for Disability \$6,907:00	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 also utilised to provide additional teacher support.
Quality Teaching, Successful Students (QTSS)	QTSS \$10,203	QTSS afforded the school to employ a staff member to support student learning and achievement. The funding was for teacher support.
Socio-economic background	Socio-economic background \$1,904:00	Socio-economic funds supported students to engage in a range of educational opportunities such as the NAIDOC incursion, ensuring equal access for all.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	27	31	38	31
Girls	33	29	19	15

The total school enrolment is 46 students. The gender balance shows there are more than double the number of boys as girls. 66% of the student population is from a Language Background Other Than English (LBOTE). The predominant language background other than English is Arabic. There are no students who identify as Aboriginal within the school community.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.2	95.9	96.2	94.1
1	93.8	95.8	95.7	93.1
2	96	93	92.2	96.2
All Years	94.6	95	94.8	94.6
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
All Years	94.1	94.1	94.1	93.6

Management of non-attendance

Our student attendance figures in 2018, as noted in the table above, once again collectively exceed the DoE's state average. Our school's Year 1 students were 0.30, which was slightly below the DoE's state average in 2018. Any non-attendance is managed by the school, the parent and or caregiver and or the Home School Liaison Officer (HSLO), as appropriate.

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, Kindergarten orientation sessions and via our school website service. The school follows up on non-attendance with the parent and or caregiver and regularly produces attendance reports via ebs4 on-track to monitor non-attendance and track trends. The Home School Liaison Officer also regularly tracks school attendance records. The school will continue to ensure our attendance rates remain high.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.35
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

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 the School Plan 2018–2020 when developing their Performance Development Plans (PDPs). Professional Learning goals were based on self, school, state or system priorities. All goals were aligned to the Australian Professional Standards for Teachers or the Australian Professional Standards 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 in both student learning and teacher pedagogy.

Non-teaching staff also developed Performance Development Plans.

Throughout 2018 the teaching and non-teaching staff accessed a range of professional learning opportunities designed to address professional development goals, support the school's Strategic Directions, the school's contextual needs and to deepen their understanding and knowledge of curriculum and to address the NESA requirements.

Teacher Professional Learning was undertaken in:

- ebs4 roll marking delivered by the Home School Liaison Officer

- Performance Development Plans
- Digital Citizenship
- Blog Ed
- Personalised Learning and Support Signposting Tool (PLASST)
- How to differentiate to meet the needs of EAL/D, Gifted and Talented and students with learning difficulties
- Differentiation Professional Learning
- Coding via an outside provider and the Department's STEM SHARE Community
- Part 1 Disability Standards for Education
- Part 2 Disability Standards for Education

Teaching Principal's Professional Learning:

- Performance Development Plan
- Communicating and Engaging with your school community
- Corruption Prevention for Public Schools
- Search engine optimisation e-learning
- Enterprise Financial Planning – Primary
- Evaluation Essentials for School Leadership
- eFPT Financial Planning
- School Planning Essentials
- Bullying
- Enrolment in government schools
- Introduction to the Literacy and Numeracy Progressions online and face-to-face
- Leading the Implementation of the Best Start Kindergarten Assessment
- Implementing the Best Start Kindergarten Assessment for Teachers
- Annex Art: Artist Led Workshop
- Anaphylaxis e-learning Leadership

Non-teaching staff Professional Learning:

- eFPT workshops in the financial Planning Tool
- SAP HR Payroll face-to-face and on-line
- Adobe connect sessions
- SAM conferences
- School Asthma Management
- School Website Service SWS training
- Performance Development Plan

Mandatory Compliance Training:

- Child Protection
- CPR
- First Aid
- Anaphylaxis face-to-face and online
- Code of Conduct and Dignity and Respect in the workplace
- WHS Induction for Employees (new staff)
- Corruption prevention
- e-emergency care

	2018 Actual (\$)
Opening Balance	74,344
Revenue	599,418
Appropriation	571,913
Sale of Goods and Services	4,496
Grants and Contributions	21,846
Gain and Loss	0
Other Revenue	0
Investment Income	1,163
Expenses	-618,750
Recurrent Expenses	-618,750
Employee Related	-547,393
Operating Expenses	-71,357
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-19,332
Balance Carried Forward	55,012

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 the grounds, 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.

Financial information

Financial summary

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

	2018 Actual (\$)
Base Total	452,257
Base Per Capita	11,022
Base Location	0
Other Base	441,234
Equity Total	64,881
Equity Aboriginal	0
Equity Socio economic	1,904
Equity Language	35,246
Equity Disability	27,730
Targeted Total	34,421
Other Total	11,188
Grand Total	562,746

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 Being Excited About Reading program; with sessions offered in the morning. 19% of our school community attended the reading workshop. As a result, two parents volunteered to become volunteer reading tutors. Parental interest in student learning led to a numeracy workshop for parents to learn more about the Early Arithmetical Strategies and the Numeracy continuum. It detailed the developmental levels of counting as a problem solving activity and the differentiated activities teachers provide within a numeracy block, and was positively received.

The community had the opportunity to respond to the Tell Them From Me TTFM survey. This year the teachers also had the opportunity to respond to the Tell Them From Me Survey. However, due to the small number of respondents, the responses were of little value. Next year the school will form a cluster of like schools so increasingly valid information may be obtained from both parents and teachers. Our K–2 students are unable to participate in the Tell Them From Me (TTFM) student survey due to their young age. Our Year 2 students continue to enjoy leadership opportunities within the school and also built positive relationships with the younger students in our school and with visitors, at pre–school transitions and at our school's 75th anniversary. Student voice is increasingly sought via the coding program and the DoE's STEM SHARE initiative. The school community were

invited to be part of a focus group of the P&C funded coding program delivered by an outside provider. As part of the school planning, self–assessment and reporting cycle of School Excellence, teachers self–assessed using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading to provide a point in time judgement. Classroom teachers also responded to a survey, via Google Forms, seeking their responses in determining their growth of pedagogical knowledge of differentiation, pedagogical shift as a result, and evidence based practice.



Policy requirements

Aboriginal education

Aboriginal education and cultural awareness is embedded within teaching and learning programs across the school specifically within English, History and Geography. The school purchased Aboriginal texts to update resources and further integrate intercultural understanding. It resulted in a greater awareness of, and appreciation for the different ways and styles of learning, including digital resources are evident in teaching and learning programs across Key Learning Areas. All staff are committed to building greater links with the Aboriginal community. The school reached out to Aunty Faye Carroll who agreed to share stories of her youth with the students. The school celebrates significant dates such as NAIDOC week to maintain the foci of Aboriginal perspectives. The school community also celebrated National Reconciliation Week with an Aboriginal incursion. Our Year 2 students provide an Acknowledgement of Country in the K–2 weekly Assembly.



Multicultural and anti-racism education

The Anti–Racism Contact Officer (ARCO) reports there were no reports of racism with in our culturally diverse community.

Students with a Language Background Other Than English (LBOTE) and or English as Additional Language or Dialect (EAL/D) make up 66% 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 English, History and Geography, the celebration of special days and practices and the school's core values; all of which promotes intercultural understanding and respect for others. Culturally significant events such as Harmony Day were celebrated and acknowledge the diversity within our school community and beyond.