

# Burnside Public School

## 2019 Annual Report



1433

## Introduction

The Annual Report for 2019 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.

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### Message from the principal

At Burnside Public School we celebrate the collaborative success of each class and the individual success and growth of our students in 2019. 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.

In the academic arena 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, Premiers Spelling Challenge, Premier's Reading Challenge, and Champions in the local Debating competition, STEM challenge days and author workshops. Stage 2 staff completed their professional development in the implementation of the Quality Teaching Framework with Newcastle University and all school staff participated in Quality Teaching Rounds. With the increased computer technology made available by our community fundraising through the P&C, all classrooms have laptop bays between each learning space and a bank of iPads to support the embedding of coding skills. 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, debating and the COSfest (Cumberland Community of Schools) events.

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 summer & winter competition. In 2019 Burnside were the premiers in Junior League Tag, Junior Netball A, Junior Cricket and Senior Softball A teams. This year we saw a student compete for Burnside at the Australian Championships for cricket and 3 students competed in a regional team at a 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 Senior Band had the opportunity to work with Northmead High School band and perform together for the school. The highlight for our Senior Band saw them awarded a Gold Award at the NSW Band festival. At the Celebrating the Arts festival our students shone. Our band was outstanding to begin the evening followed by our junior dance group. The night concluded with our sensational senior dance group. Throughout the night the choir were outstanding. We also performed at two Parramatta History Day events, where a group of students retold 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 am proud to lead a extremely professional staff whose enthusiasm for improved student outcomes knows no bounds and for their continued support and hard work throughout the year. I would like to acknowledge our hard working parent body, to Marc Croker (President P&C) and the P & C executive for their enormous efforts in fundraising for the school and continuing to run the uniform shop for the school. To David Murray (President School Council) 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.

### Message from the school community

## Parents and Citizens Report

As a parent of two boys at this school, I am so proud to be a member of Burnside Public School's P&C Association. It has been a richly rewarding experience to work alongside some fantastic parents who give with so much generosity to this school. The energy and the effort that we put into Burnside has an energising effect on our whole community. Our children directly benefit from our hard work and this makes it so much easier to keep giving with enthusiasm. Whether it be a P&C officeholder, a P&C member or a mum or dad working on a fundraising stall, we all make Burnside a great community to be a part of. On behalf of the P&C I offer my gratitude to all those parents, grandparents and carers who have helped us this year with our fundraising efforts.

A special thanks goes to our P&C team: to the Executive Team (David Vassallo, Tracey Stow and Katherine Stewart), to our Uniform Shop Team (Sarah Sharp, Skye Do Rozario, Emma Croker and Jennifer Hartmann), to our Fundraising Team (Melanie Kunjasich, Tracey de Villecourt, Caroline Idstein and Lisa Cheng), to our Band Coordinator (Ivana Prevetera) and to our Social Media Team (Vicki Radford and Melanie Robertson). Despite all the hard work, you all make it look so effortless and it has been a privilege for me to work with you all.

Our fundraising efforts this year have allowed us to provide more technology equipment to the school. With a recent update from Apple, the iPads are now much easier to update and synchronise and so we have supported the school by expanding the use of iPads by purchasing 18 new iPads for the classrooms. In addition, the P&C also added to its purchase last year of robotics equipment by buying Spheros for Stage 2. This now allows all stages to learn about robotics, coding skills and encourages logical thinking.

Each new year brings about change in the P&C as people take on new roles and responsibilities. Next year our P&C will lose our Vice President, David Vassallo as he takes on a new work role. We will also lose our Secretary, Katherine Stewart, and our Band Coordinator, Ivana Prevetera, as they also take on new work and family commitments. The P&C extends its heartfelt thanks to these members for their extensive efforts on the P&C over the years and wish them well in their future endeavours.

We would really like to encourage more parents to take on a role in the P&C next year. With a number of our long-term members unable to help next year we rely on new members to have a go. The next few years look very exciting as we take on some new projects around the school and build up to our 100-year celebration events, so please come along and join in.

Thank you to Gae Bromwich, Gill Bennett, Carol Vanderlight, Julie Peake and all the staff for working closely with the P&C to achieve our goals and for doing a great job of looking after and teaching our kids this year.

## School Council Report

As School Council President, I have been a member of the School Council for the past 2 years. The School Council consists of three parent representatives, a community representative, two teacher representatives, The President of the P&C and our School Principal, Mrs Bromwich.

The Council holds formal meetings four times a year in which we review current or emerging policies and provide direction for future initiatives for the benefit of the students and the school community.

We discuss the academic, sporting and student welfare activities, the P&C reports provided by their hardworking members and how they allocated these funds from the number of successful fundraising events.

This year 2019 sees the following achievements of your School Council:

- Cementing near the Basketball Court
- Plumbing under Carpark rectified
- Carpark surface improvements
- Gates on Masons Drive
- The School's 100 year Anniversary in 2022. Initial discussions held with Uniting Burnside and The Kings School, a Committee to be established in 2020.
- Basketball Boards being replaced during the holidays
- Mulch replaced in the playground area
- Reviewed the Anti-Bullying Plan and Student Welfare policy
- Reviewed the new Enrolments and Out of Area Policy as provided by the Department
- Annual Tree report reviewed

I would like to thank all of the members of the School Council, Gae Bromwich, Gill Bennett, Rebecca Barrett, Marc Croker, Caroline Idstein and Vicki Radford for their attendance, input and wisdom shown during the last two years of my tenure.



## 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Burnside Public School self-assessment against the School Excellence Framework currently sees the on balance judgement in the domains of Learning, Teaching and Leading as Sustaining and Growing.



## 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.

#### Improvement Measures

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.

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.

Success criteria visible in all classrooms in literacy and numeracy by 2020. Students track growth against criteria.

All students yrs 1–6 collaborating through digital learning platforms and receiving teacher feedback on their learning by 2020.

85% of students and parents engaged in 3–way interviews focussed on student centred goals and evaluation of progress.

TTFM survey results – increase in girls sense of belonging to be increased above state average.

Value add trend to increase by 10% over 3 years in literacy and numeracy.

#### 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. Students were exposed to explicitly taught Anti-bullying and PBL lessons that display the new PDHPE syllabus outcomes to enhance student wellbeing. Through the use of Google drive the executive have centralised the tracking of welfare and discipline concerns, allowing for all executive to be able to access relevant and up to date data when discussing student welfare and behaviour with parents or colleagues. 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

**Process 1:** Build a culture that is creative and innovative to promote achievement and foster wellbeing for every student.

Evaluation	Funds Expended (Resources)
The importance of PBL for student wellbeing and support for student welfare will be supported through the strategic placement of signage throughout the school setting.	Once signs are developed then will need to be sent to SIGNPAC.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$10000.00)</li></ul>

**Process 2:** Build assessment and reporting practices to promote student voice, self– regulation and engagement. Student growth is tracked and communicated regularly between teachers, students and parents.

Evaluation	Funds Expended (Resources)
The three–way interview process has been well accepted by the school community as a valued source of identifying student growth and areas for improvement for each student. The focus for next year is to include the students as a leader in the three–way process in stage 2 and 3, to allow them	Professional learning for staff within the school setting to deepen their understanding of how to set collaborative goals for the three–way

## Progress towards achieving improvement measures

to use their voice to discuss their learning with both their teachers and parents to develop authentic dialogue between these parties.

process.

**Process 3:** Provide quality differentiated learning programs, with a focus on literacy and numeracy, through the design of differentiated teaching programs.

Evaluation	Funds Expended (Resources)
The development of structured scope and sequences that reflect the syllabus, giving structure to the teaching and learning programs throughout each term. This builds confidence for teachers to know that they are teaching all syllabus content at the correct week and term and that all content has been covered.	<p>QTSS time allotted for teachers to develop programs that reflect core, adjusted and extension teaching and learning activities. Executive utilise their executive release time to develop the scope and sequences.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$3000.00)</li></ul>

## Next Steps

Our future directions in the domain of learning are to:

- develop wellbeing practices throughout the school in conjunction with Positive Behaviour for Learning
- develop student voice within the communication of student goals to their parents
- strengthen programming expectations to ensure that English and mathematics clearly show appropriate differentiation for all students



## 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.

#### Improvement Measures

90% of students achieve **4 markers** in literacy (years 3–6) each semester and programs reflect the differentiation to meet the individual needs.

**Kindergarten – Students achieve a minimum of 6 markers each term.**

**Stage 1 – students achieve a minimum of 8 markers each semester.**

40% of students in years 3, 5 & 7 in top two bands in Reading, Writing and Numeracy in NAPLAN.

Assessment data tracked to show growth by all teachers.

Professional learning is tracked against 90% of training is tailored to school priorities and PDP.

Individualised learning plans, student learning goals and class programs display visible learning strategies being implemented.

All teaching programs in literacy and numeracy display core, adjusted and extended activities with a clear focus on moving students forward in their learning.

#### Overall summary of progress

In relation to Teaching we are enhancing our coordinated efforts of involving the community to authentically reflect on student progress and achievement. The consolidation of the three-way interviews, has led to greater student input within this process which has led to greater involvement of parents in the development of strategic goal setting for the improvement of their child's learning. Regular staff and stage meetings give opportunities to evaluate and analyse student data to guide the teaching and learning process. On-going professional learning and professional dialogue to ascertain the optimum approach to the collection and analysis of meaningful data has led the staff to make informed decisions utilising evidence based data to ensure the needs of all students are being addressed.

The leadership team has methodically addressed the professional learning needs of all staff members through the collation of individual staff goals and learning needs from their Professional Development Plans. Targeted professional learning ensures that staff's needs are met with school directions also being considered in conjunction with the ongoing goal of improved learning outcomes that lead to student growth.

Formal mentoring and coaching professional development was an area of great focus. Through the completion of the Quality Teaching Rounds model within the school in connection with Newcastle University, quality educational delivery and the embedding of the Quality Teaching Framework within the teaching and learning programs developed the capabilities of all staff in this important aspect of educational delivery. The continued partnership with the community of schools professional learning team of aspiring leaders has led to identified professional learning opportunities across the 10 schools. allowing for personal choice of professional learning sessions for staff during the Staff Development Day and subsequent Twilight sessions allowed teachers to individualise their learning, developing a more tailored approach for all staff.

#### Progress towards achieving improvement measures

**Process 1:** Build collaborative practice processes to analyse and interpret data to guide and implement quality teaching and learning programs that incorporate formative and summative assessment procedures.

Evaluation	Funds Expended (Resources)
Student growth was observed throughout the targeted literacy and numeracy	ACER Standardised online testing for

## Progress towards achieving improvement measures

programs and was evidenced through pre and post testing that identified specific areas of improvement. The effective use of visible learning strategies allowed for enhanced feedback opportunities for both students and teachers. Through the use of learning intentions and success criteria the students developed a greater awareness about their learning and were able to articulate their understanding during the three-way interview process with greater success.

years 1–6.

Additional teachers to reduce numbers of students in targeted groups for literacy and numeracy.

### Funding Sources:

- English language proficiency (\$3000.00)
- Quality Teaching, Successful Students (QTSS) (\$10000.00)

**Process 2:** Strengthen staff performance development to maintain a culture that recognises and delivers systemic expectations for learning, teaching and leading through high quality professional learning opportunities.

Evaluation	Funds Expended (Resources)
The involvement in the QTR program led to a much deeper understanding by staff of the Quality Teaching Framework and the importance of the use of the appropriate elements in daily teaching and learning activities. The importance of student growth and how to analyse significant data was highlighted through this process and has become a future focus for the school.	QTR was funded by the University of Newcastle for stage 2 teachers. The subsequent delivery of QTR by executive and expert teachers was school funded. ACER online computer tests were purchased to allow for improved analysis of these standardised tests.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$3000.00)</li> </ul>

**Process 3:** Create 'communities of practice' and networks that assume shared responsibility for promoting individual and collective practice for the ongoing growth and development of the school and the system.

Evaluation	Funds Expended (Resources)
The use of QTSS resources meant that the Quality Teaching Framework was revisited by all staff, allowing for effective professional discussions on current research articles to deepen the pedagogical knowledge and understanding of staff from Early Career Teachers to experienced teachers. This led to the embedding of the Quality Teaching Framework elements into teaching and learning programs.	Quality Teaching, Successful Students funds were allocated to support the QTR process and executives delivered demonstration lessons observations to improve student learning outcomes.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$10000.00)</li> </ul>

## Next Steps

Our future directions in this domain are"

- continue to build staff capacity through targeted professional learning, Quality Teaching Rounds, community of schools practice and promoting higher levels of accreditation.
- developing teacher knowledge of the analysis of quality, meaningful data through online programs that show evidence based data through syllabus based testing to determine areas of need and knowledge base of all students.
- continued successful use of digital learning platforms in teaching and learning processes to enhance the differentiation of learning experiences that will improve growth in all students.

### 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.

#### Improvement Measures

Supervisors and staff engaged in termly formal observation sessions and feedback where improved practice is recognised against student learning outcomes.

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.

Key school initiatives display growth in students' literacy and numeracy skills.

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.

Cumberland Community of Schools Professional Learning Leadership Team will provide learning that engages all staff across primary and high schools.

#### Overall summary of progress

The schools leadership team models instructional leadership and supports high expectations and community engagement through our close connection with the Community of Schools. We promote the development of capacity building in our staff through their involvement in the Aspiring Leaders Team, which develops the professional learning for teachers across the ten schools through Staff Development Days and subsequent twilight sessions. The focus for the aspiring leaders team is to support the continuous improvement of teaching and learning practices that enhance student growth through the professional learning for staff.

#### Progress towards achieving improvement measures

**Process 1:** Develop a culture that is based on evidence based teaching practices to improve student learning. This is underpinned by a culture of high expectations that focuses on continuous improvement. Development of high performing teachers that use best practice to effectively cater for all students.

Evaluation	Funds Expended (Resources)
The leadership team was able to successfully support all teachers throughout the year to enhance their delivery and creation of quality teaching and learning programs. The underpinning of high expectations was modelled by the leadership team through their ongoing professional learning and their shared responsibility of a high quality service delivery that is demonstrated to the school and wider community.	<p>Additional teachers to allow for quality discussions, observations and demonstrations by executive team.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$7000.00)</li><li>• (\$3000.00)</li></ul>

**Process 2:** The School Leadership Team builds and supports mechanisms that measures school improvements in student progress and achievement reflective of the school plan and current research.

Evaluation	Funds Expended (Resources)
Reflection by executive and teachers allowed for collegial and professional analysis of the programs and use of evidence based data highlighted areas of success and future directions.	<p>Casual staff employed for QTSS time for teachers to plot progressions and develop programs.</p> <p><b>Funding Sources:</b></p>

## Progress towards achieving improvement measures

Reflection by executive and teachers allowed for collegial and professional analysis of the programs and use of evidence based data highlighted areas of success and future directions.

• Quality Teaching, Successful Students (QTSS) (\$11000.00)

**Process 3:** Build a culture of shared responsibility of a high quality service delivery through effective management of administration systems and processes, strategic financial management and staffing to ensure student learning needs are fully catered for and reported on within the school and broader community.

Evaluation	Funds Expended (Resources)
The creation of new and modified scope and sequences across several KLAS enhanced teachers ability to program with greater success and structure. Targeted intervention was a great success as it led to a collegial reflective process towards programming and will continue in future years.	Casual staff employed to support targeted intervention groups and programs developed by stage supervisors.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• English language proficiency (\$20000.00)</li><li>• Low level adjustment for disability (\$15000.00)</li></ul>

## Next Steps

Our future directions in the area of Leading are:

- to continue to improve community consultative processes and cultivate effective processes for parents, students and teachers to communicate authentically about student growth and development.
- support the development of staff capacity in the area of leadership across the wider educational community and begin our connection with the City Country Alliance.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2833	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 Personal Learning Plans. Aboriginal students achieved at benchmarks in NAPLAN.
<b>English language proficiency</b>	\$69,976 Teaching staff \$25,000 SLSO	Teaching salaries.  Additional EAL/D Teacher 1 day a week all year. Class teachers and EAL/D teachers established Individual Learning and Support Plans in term 1. This allowed targeted and effective strategies to be successfully put into place for EAL/D students. SLSO support terms 1–4.
<b>Low level adjustment for disability</b>	\$55,000 Teaching staff \$15,000 SLSO	The employment of Learning Support Officers increased the level of student participation and engagement in learning and significantly improved students' learning outcomes. Funds were also used to enhance professional learning for staff, specifically for the development of greater learner diversity in the classroom. The Multi-Lit program continues to run, targeting stage 1 students in an intensive, structured, methodical program of reading instruction.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$44,000	QTSS time for collegial collaboration, observation and demonstration lessons, program development and evaluation provided to staff throughout the year. This funding has given valuable opportunities for staff to collaborate and ensure that programs are flexible, meeting the changing needs of all students.
<b>Socio-economic background</b>	\$5,8000	Differentiated reading and mathematics program subsidies for online programs for all students.
<b>Support for beginning teachers</b>	\$3,000	Additional release time, lesson observations, additional PL opportunities and time to work with supervisor. Beginning teachers go through the school induction process that supports them in their first two years of teaching.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	109	122	127	132
Girls	127	120	121	118

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	93.5	95.2	94.3
1	95.7	93.6	94.8	93.1
2	95.8	95.4	93	93.2
3	97.1	94.6	95.5	92.9
4	96.5	95.9	93.8	95.1
5	95.9	96.4	96.3	95.5
6	96.9	96	95.7	97.1
All Years	96	95.1	94.8	94.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.24
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	709,491
<b>Revenue</b>	2,370,971
Appropriation	2,173,160
Sale of Goods and Services	2,918
Grants and contributions	188,756
Investment income	6,038
Other revenue	100
<b>Expenses</b>	-2,217,304
Employee related	-1,921,892
Operating expenses	-295,413
<b>Surplus / deficit for the year</b>	153,667

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	54,707
<b>Equity Total</b>	151,485
Equity - Aboriginal	2,833
Equity - Socio-economic	5,861
Equity - Language	69,976
Equity - Disability	72,815
<b>Base Total</b>	1,875,923
Base - Per Capita	58,190
Base - Location	0
Base - Other	1,817,733
<b>Other Total</b>	98,154
<b>Grand Total</b>	2,180,269

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.

## Parent/caregiver, student, teacher satisfaction

In 2019, Burnside Public School surveyed staff, students and parents. The student survey provided the school executive and staff an awareness into student engagement, wellbeing and effective teaching practices at our school. The parent and teacher surveys were used to evaluate the achievements of the previous year and assist in the planning cycle for 2018–2020.

### Student Survey

Students from years 4–6 were surveyed in regards to student participation in the setting of learning goals throughout the year. We saw that 89% felt that their voice was heard during the three–way interview process. All students felt that the development of learning goals was a valuable tool for improving their learning. 93% said that their teacher communicated the successful completion of their goals.

### Parent Survey

Parents were surveyed in regards their satisfaction with the current Student Learning Goal process and their participation in the three–way interviews. 98% of parents felt that the development of the student learning goals was a valuable process for their child. 93% were satisfied that their answers regarding their child's academic and social needs through the parent questionnaire were useful for their child's teacher, and 92% agreed that their input during the three–way interview was valuable for the development of their child's future learning development.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.