# Birrong Public School

# 2019 Annual Report



**BIRRONG PUBLIC SCHOOL**



4057

# Introduction

The Annual Report for 2019 is provided to the community of Birrong 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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# School background

## School vision statement

To be a dynamic school with a collaborative learning environment where all students are supported, challenged and inspired to be resourceful, happy and successful citizens.

## School context

Birrong Public School provides learning opportunities for approximately 560 students. The school is located in the Chullora Principals Network – Metropolitan South Operational Directorate. The school caters for a diverse student population, with 87% of students from a language background other than English. There are currently 38 language backgrounds, with Vietnamese and Arabic speaking backgrounds the largest groups.

Students, staff, parents and community members are committed to strengthening partnerships to improve student learning outcomes. High standards are set and encouraged in teaching and learning programs. Opportunities for students are available in many areas including creative and performing arts, debating, sport, environmental education and student leadership. As a Positive Behaviour for Learning (PBL) school, Birrong follows a holistic approach to child development and wellbeing.

Birrong Public School has an uncompromising focus on teaching and learning with a dedicated staff who have a range of teaching experience. There are approximately 47 school based personnel including executive staff, classroom teachers, specialist EAL/D and Learning and Support (LaS) teachers, a school counsellor, administrative staff and a general assistant.

# 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 | Sustaining and Growing |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Delivering |
| 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 |

## Strategic Direction 1

Learners at the Centre

## Purpose

To provide an environment where all students are challenged and supported to become self–regulated learners who understand what they are learning, why the learning is important and where to next. Students are to be motivated, confident and creative individuals with the personal resources for future success and wellbeing.

## Improvement Measures

Increased p/a number of students who can identify what they are learning and why the learning is important.

100% of students can articulate a clear learning goal in Literacy and Numeracy.

Increased proportion of students achieving expected growth across the DoE Literacy and Numeracy Progressions.

## Progress towards achieving improvement measures

**Process 1:** Utilise high quality professional learning including peer coaching to embed formative assessment practices and enable teachers to write, deliver and implement student learning goals aligned to the Literacy and Numeracy Progressions.

| Evaluation | Funds Expended (Resources) |
|---|---|
| There was significant growth in Year 2 Reading for Life students' results, particularly in Phonemic Awareness. Year 2 students demonstrated an improvement in reading by an average effect size of 1.12 across the year. All students had a literacy learning goal with a specific focus on reading. Teachers used indicators from the Literacy progressions to form goals and engage in collegial discussions about where to next with their students. Based on conversations with students in Stage 1, 100% of students successfully articulated their learning goal and knew where to next in their learning. Stage teams were released to engage in professional learning linked to reading with a reading focus that varied across stages. Results from an end of year survey indicated 100% of teachers believed they had a deeper understanding of how to explicitly teach reading. Instructional Rounds feedback noted 12/12 classes visited displayed learning intentions and 11/12 classes displayed success criteria. | $10 000 teaching resources and $50 000 for grounds maintenance to improve the classroom space to support the use of formative assessment practices (bump it up walls and data displays). |

**Process 2:** Draw on research to implement and embed creative and critical thinking learning opportunities for all students.

| Evaluation | Funds Expended (Resources) |
|---|---|
| All stage teams created PDHPE inquiry units embedding skills in creative and critical thinking. Units were shared with our network of schools and evaluated in stage teams. Students were highly engaged and demonstrated improved problem solving skills through their work in PDHPE and other KLAs. | Budgets used from Professional Learning funds ($35 192). |

## Next Steps

- Stage teams to continue Spirals of Inquiry to analyse data and collaboratively plan to improve student outcomes in Literacy and Numeracy.
- Teachers will negotiate learning goals with their students to ensure they can articulate a goal in Literacy and Numeracy.
- Stage teams will revise and modify units of work to ensure creative and critical thinking is integrated into everyday teaching.

## Strategic Direction 2

Evidence Based Teaching

## Purpose

To share responsibility for student improvement through the collaborative analysis of data which informs the selection of effective, explicit and evidence based teaching practices that are responsive to the needs of all students to promote strong student growth.

## Improvement Measures

Student progress on internal and external measures in Literacy and Numeracy demonstrate improvement by an effect size of 0.4 p/a for all learners.

PBL data demonstrates an improved annual ratio of positive to negative incidents.

## Progress towards achieving improvement measures

**Process 1:** Draw on research to develop and implement high quality professional learning in Literacy and Numeracy with a whole school integrated approach using data to inform practices.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Through the collaborative development of effective formative and summative assessment practices, teachers successfully analysed data and monitored student progress throughout the year. Results from an end of year survey indicated 78.6% of teachers found collaborative planning to be the most beneficial aspect of Spirals of Inquiry for both improving their teaching practices and student outcomes. Teachers improved their skills in data analysis and developed their ability to use data effectively through professional learning to improve student outcomes. Teachers reported significant student growth. Specifically, in Stage 1 classes demonstrated improvement in Literacy by an average effect size of 1.43 across the year. | $130 000 used for additional teacher release time (2 hours) every week. |

**Process 2:** Implement a whole school approach for wellbeing with reflective practice to develop student capacity for self–regulation and awareness of behaviour.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Students engaged in various wellbeing programs throughout to improve self–regulation skills and behaviour. Results from an end of year student survey indicated 88.2% of students rated the Stage 1 Drama Toolbox program very high and 67.6% of students confirmed they have continued to use the self–regulation skills learned in the lessons. Stage 2 teachers and students developed skills through the Growing Strong Minds program to improve student wellbeing and build resilience. Results from an end of year survey indicated 61.8% of students have used skills they learned during lessons. Teachers reviewed effective practices for reducing inappropriate behaviour and encouraging positive behaviour in the classroom and playground. As a result, there was a 15% decrease in negative consequences and an increase of positive consequences. | $17 000 allocated to programs including PBL (Positive Behaviour for Learning). Funds from Flexible Wellbeing were also utilised to support programs ($20 000). |

## Next Steps

- Spirals of Inquiry to continue to provide teachers with opportunities to engage in professional learning and further develop collaborative practices.
- Teachers will focus on professional learning in an area of numeracy based on student data.
- The Growing Strong Minds program will be implemented K–6 to focus on improving student wellbeing and building resilience.

## Strategic Direction 3

Effective Connections

## Purpose

To increase community participation in our school where teachers directly and regularly engage with parents/carers to improve understanding of student learning and wellbeing so that the goals and aspirations of our community are realised.

## Improvement Measures

| |
|---|
| Increased p/a number of parents/carers engaging in school events and programs. |
| Increased p/a number of parents/carers feel welcome, informed and included in the school. |
| Increased p/a number of students who can identify two adults who believe they will be a success in life. |

## Progress towards achieving improvement measures

**Process 1:** Draw on research to form an active and highly visible community engagement team to support teachers to prioritise high expectations and authentic relationships.

| Evaluation | Funds Expended (Resources) |
|---|---|
| A significant number of parents and carers engaged in planned curriculum engagement activities each term with up to 197 classroom visits recorded during one event alone. The CLO also increased the number of parent and carers attending Coffee and Chat sessions and successfully introduced a series of parent workshops and programs with high attendance rates including the Triple P Parenting Program.<br><br>An increased number of parents completed the Tell them From Me parent survey which was attributed to increased engagement with activities across the school and the use of technology whereby text messaging services provided the survey link directly to our parents' phones. This resulted in an increase of 96 responses as compared to 2018. Feedback was positive and higher than in 2018 and NSW Government norms for each area indicate that parents feel welcome and included in the school.<br><br>There was an increase in the number of Student Key Questions survey being completed with 87.3% of students being able to name one and 69.9% being able to name two adults in the school who believed they'd be a success in life. | $80 000 (including funds for CLO staffing). |

**Process 2:**

| Evaluation | Funds Expended (Resources) |
|---|---|
| There was only one process for Strategic Direction 3 in 2019. | |

## Next Steps

- Community Liaison Officer will continue to work with our school community in 2020..
- Curriculum Engagement events will continue to be planned and implemented each term with an emphasis on connecting with parents and carers to explain the curriculum requirements as part of the teaching and learning cycle and how they can best support their children's learning..
- Tell Them From Me surveys for parents, students and teachers will continue to be promoted with feedback analysed to support decision making for future planning.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| **Aboriginal background loading** | Socio–economic background equity funds were utilised to support the school's work in this area as we did not have specific loading funds. | The staff engaged in a twilight professional learning session focused on developing personalised learning pathway plans for Aboriginal students. Parents/carers worked together with their children's class teachers to develop plans. |
| **English language proficiency** | 0.8 ESL teacher allocation ($85 373 for staffing) and an additional $30 702 used flexibly. | Teachers continued to conduct initial assessments to understand students' English language proficiency. Ongoing assessments were utilised to monitor student progress. Specialist EAL/D (English as an Additional Language or Dialect) teachers provided support to cater for the specific needs of students. A New Arrivals Program was conducted for students arriving at school with little to no English (primarily for Years 2–6). |
| **Low level adjustment for disability** | 1.8 LaST teacher allocation ($192 089 for staffing) and an additional $94 178 used flexibly. | Relieving Assistant Principal Learning and Support employed. An additional 0.2 employment of Learning and Support Teacher (LaST) to monitor/support students at risk and relieve the Learning Support Team (LST) coordinator. Students requiring support for transition were identified and supported by LST members. Teachers released to develop Individual Education Plans (IEPs) and consult parents in the process. Funds were also used to employ additional School Learning Support Officers (SLSOs). |
| **Quality Teaching, Successful Students (QTSS)** | 0.934 teacher allocation ($99 673 for staffing). | Teachers were released to engage in team teaching and to observe and provide feedback on effective teaching practices in reading. A survey for Spirals of Inquiry indicated 17.4% of teachers believed team teaching was the most beneficial aspect whilst 77.8% of teachers believed collaborative planning was of the most benefit in refining their teaching practices to improve student outcomes.<br><br>Teachers indicated students were highly engaged in lessons and could successfully articulate the LISC and where to next in their learning when questioned by the observing teacher. |
| **Socio–economic background** | $423 446 used flexibly. | All students received Literacy and Numeracy programs that were responsive to their needs. Employment of 3 School Learning Support Officers (SLSOs) supported identified students in the classrooms. Employment of additional School Administration Officer (SAO) for assessment data entry and wellbeing program maintenance.<br><br>A speech pathologist was employed for one day per week to work with teachers in K–6 classrooms. Drama Toolbox was utilised to support K–2 students in the development of their social and emotional resilience and self–regulation skills. Equity funds were used to improve teaching and learning spaces for students with the continued installation of boards for formative assessment. |

| | | |
|---|---|---|
| **Support for beginning teachers** | As per the funding received for Beginning Teachers. | Beginning teachers were supported through additional release time for professional learning. Time was also provided for professional discussions with their supervisor. Teachers engaged in meetings for accreditation and areas of interest with a beginning teacher mentor. Two teachers worked towards developing their accreditation documentation. |
| **Targeted student support for refugees and new arrivals** | $701 as allocated by the Department. | Targeted student support for refugees and new arrivals was provided to support a successful transition to school. EAL/D teachers attended network meetings to better support students from refugee backgrounds and new arrivals. The New Arrivals Program in our school was designed to cater for individual student needs. By the end of 2019, the new arrivals and refugee students demonstrated improvement in English language proficiency to better access the school curriculum. |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2016** | **2017** | **2018** | **2019** |
| Boys | 276 | 285 | 289 | 284 |
| Girls | 283 | 288 | 270 | 285 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2016** | **2017** | **2018** | **2019** |
| K | 95.2 | 92.5 | 93.4 | 90.2 |
| 1 | 95.2 | 95 | 91.1 | 93.2 |
| 2 | 94 | 95.4 | 92.8 | 91.8 |
| 3 | 95.2 | 94.2 | 93.5 | 91.6 |
| 4 | 94.4 | 95.2 | 92.8 | 93.1 |
| 5 | 94.9 | 94.7 | 93.8 | 92.5 |
| 6 | 95.3 | 95.3 | 92.4 | 92.8 |
| All Years | 94.9 | 94.6 | 92.8 | 92.1 |
| **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 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 20.84 |
| Teacher of Reading Recovery | 0.74 |
| Learning and Support Teacher(s) | 1.8 |
| Teacher Librarian | 1 |
| Teacher ESL | 0.8 |
| School Counsellor | 1 |
| School Administration and Support Staff | 4.06 |

*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[1] | 2019 Aboriginal and/or Torres Strait Islander representation[2] |
|---|---|---|
| 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 **Actual** ($) |
|---|---|
| **Opening Balance** | 795,355 |
| **Revenue** | 5,482,364 |
|     Appropriation | 5,327,190 |
|     Sale of Goods and Services | 18,330 |
|     Grants and contributions | 131,817 |
|     Investment income | 4,427 |
|     Other revenue | 600 |
| **Expenses** | -5,468,784 |
|     Employee related | -4,640,517 |
|     Operating expenses | -828,267 |
| **Surplus / deficit for the year** | 13,580 |

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 **Approved SBA** ($) |
|---|---:|
| **Targeted Total** | 95,022 |
| **Equity Total** | 825,788 |
| Equity - Aboriginal | 0 |
| Equity - Socio-economic | 423,446 |
| Equity - Language | 116,075 |
| Equity - Disability | 286,267 |
| **Base Total** | 3,832,518 |
| Base - Per Capita | 131,163 |
| Base - Location | 0 |
| Base - Other | 3,701,355 |
| **Other Total** | 461,546 |
| **Grand Total** | 5,214,874 |

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 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

**Tell Them From Me Surveys** – The Tell Them From Me (TTFM) online surveys were again made available to Years 4 to 6 students, teachers and parents/carers. This is the 5th year that our community has participated in these surveys.

**Students:** A total of 213 students completed the surveys which included 69% of our Year 4 students, 75% of our Year 5 students and 69% of our Year 6 students.

**Parents:** A total of 141 parents/carers completed the Partners in Learning Parent Survey in 2019 compared to 45 parents/carers in 2018.

**Teachers:** All teachers at Birrong Public School completed the Focus on Learning Teacher survey.

*Key findings*

**Students:**
- 79% of students reported a sense of belonging at school
- 87% of students reported that they have positive relationships at school
- 81% of students reported that they have interest and motivation at school
- There has been a reduction by 15% of students indicating that they have been a victim of bullying since 2016.

**Parent responses were above state norms in the following areas:**
- Feeling Welcome in the school – 7.6
- Parents are informed – 6.9
- Parents support learning at home – 7.2
- School supports learning – 7.4
- School supports positive behaviour – 7.8
- Safety at school – 7.6
- Inclusive school – 7.2

**Teacher responses were above state norms in the following areas:**
- Leadership – 7.6
- Collaboration – 8.1
- Learning Culture – 8.3
- Data informed practice – 8.2
- Teaching Strategies – 8.2
- Technology – 6.9
- Inclusive School – 8.4
- Parent Involvement – 6.9

# 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.