

Bardwell Park Infants School

2019 Annual Report



5148

Introduction

The Annual Report for 2019 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.

School contact details

Bardwell Park Infants School

4 Crewe Lane

Bardwell Park, 2207

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

bardwelpki-p.school@det.nsw.edu.au

9567 8754

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 28 families with a total enrolment of 31 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 relationships 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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

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

Bardwell Park Infants School values and strives for continual improvement in student learning, teacher quality and community engagement. Annually, the school reflects upon our current practices using the School Excellence Framework. In 2019 the school recognised the external validation process as an opportunity for deeper self – reflection using an alternate lens. The levels of the 2019 School Assessment table above reflect the placements of the external validation panel's determinations. In the overall domain of Learning, the evidence presented in our submission was consistent with the determinations made by the school and was validated by the external panel. In the domain of Teaching, within the element of 'Data skills and use', the school's evidence affirmed the school is operating at the higher level of 'Sustaining and Growing'. In the third domain of Leading, the external panel considered the school's evidence was more consistent with 'Sustaining and growing' as opposed to the school's determination of 'Delivering' in two of the four elements of Leading. The two elements were 'Educational leadership' and 'Management practices and processes'.

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.

Improvement Measures

Students achieve expected growth in literacy and numeracy internal performance measures, as identified by the school.

To provide a quality, differentiated teaching and learning environment resulting in improved student engagement data.

Progress towards achieving improvement measures

Process 1: Evidence based practice: implement a whole school integrated collaborative approach to assessing (measuring), tracking and planning for student learning in Literacy and Numeracy.

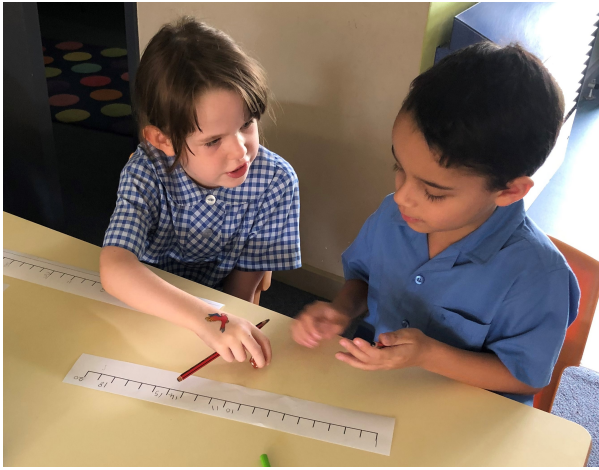
Evaluation	Funds Expended (Resources)
<p>Questions: What have we learned as a result of numeracy intervention and support with Planning Literacy And Numeracy PLAN2?</p> <p>Data: Post intervention survey data.</p> <p>Analysis: Reflect and evaluate upon PLAN2.</p> <p>Implications: Where to next? Cross grade moderation of Schedule Early Number Assessment (SENA) for consistent teacher judgement.</p> <p>K–2 whole school to design and share numeracy activities for Additive strategies.</p> <p>Share numeracy practice.</p>	DoE School Services support in numeracy

Process 2: Differentiated Practice: learning environments facilitate student learning, engagement and expected student growth in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Questions: Is there increased differentiation evident in programs?</p> <p>Data: What does the data tell us?</p> <p>Analysis: What will we do as a result of analysing this data? How will our programming for numeracy change?</p> <p>Implications: Track focus group numeracy by classroom teacher and LaST.</p>	Planning Literacy And Numeracy 2 PLAN2 Assessing Literacy And Numeracy ALAN

Next Steps

Our commitment to continual improvement compels the school to continue our journey of differentiation and evidenced based practice. We will sustain the focus upon the collection and analysis of data to inform teaching practice, with a specific focus upon numeracy. Moderation of SENAs will support consistent teacher judgement and build an increasing depth of pedagogical content knowledge in numeracy and online tools such as PLAN2 to support formative assessment. The development and implementation of a whole school assessment plan will supplement the focus upon evidence to inform practice.



Strategic Direction 2

Positive Community Partnerships

Purpose

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

Improvement Measures

Increased community engagement and involvement at the school (learning workshops 2017 baseline data, website hits, in classrooms).

Improved parental satisfaction evidenced in parental survey data.

Progress towards achieving improvement measures

Process 1: Effective Communication: develop effective systems and means for communicating (website, showcasing student learning, newsletter, wider community).

Evaluation	Funds Expended (Resources)
The school's website had 4474 total page views in 2019, compared to 3056 total page views in 2018. That represents an increase of 46.4% in total page view hits on the school's website.	School Website Services Nil funds

Process 2: Partners in Learning: build community partnerships and links to engage the wider community in supporting student learning.

Evaluation	Funds Expended (Resources)
In 2019, the school joined a cluster of small schools to ensure our small cohort would be heard. The Tell Them From Me (TTFM) 'Partners in learning' parent survey report was based upon data from 14 respondents who completed the survey in October 2019. This represented 50% of our families. In all areas the school mean was above the NSW Govt norm, as can be seen in image 2. The TTFM ' Focus on Learning' Teacher Survey report was derived from data from all 5 respondents in the school. All areas were at or above NSW Govt norm, with Leadership, Inclusive school and Parent Involvement being well above the govt norm.	Tell Them From Me Surveys. Nil funds

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	English Language Proficiency funding \$32,145.00 Temporary engagement EAL/D teacher	A teacher was employed using the EAL/D funding. Increased collaboration between EAL/D teacher and classroom teachers regarding students' learning needs, monitored and adjusted regularly via Learning Support Team meetings.
Low level adjustment for disability	Low level adjustment for Disability funding Low level adjustment for disability (Flexible funding \$6,908.00) Staffing allocation for 0.2 LaST teacher (\$21,343.00)	Students' progress was monitored and adjusted according to need, evidenced in data. Two Year One students attained benchmark as a result of the early intervention and targeted support. Data and evidenced based practice will continue to monitor students.
Quality Teaching, Successful Students (QTSS)	QTTS funding Quality Teaching, Successful Students (QTTS) (\$8,324.00)	A teacher was employed in support of student learning.
Socio-economic background	Socio-economic background Socio-economic background (\$1,461.00)	Students have equal access to a wide range of educational opportunities, irrespective of socio-economic background.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	31	38	31	23
Girls	29	19	15	7

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.9	96.2	94.1	92.9
1	95.8	95.7	93.1	93.8
2	93	92.2	96.2	92.7
All Years	95	94.8	94.6	93.2
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
All Years	94.1	94.1	93.6	92.9

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
Classroom Teacher(s)	1.33
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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.

In 2019 the school engaged with the Department of Education's School Services for strategic professional learning in numeracy, specifically Additive Strategies of the numeracy learning progressions and plotting data using the online tools such as Assessing Literacy And Numeracy (ALAN) and PLAN2.

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	55,012
Revenue	631,296
Appropriation	613,805
Sale of Goods and Services	2,404
Grants and contributions	14,226
Investment income	761
Other revenue	100
Expenses	-571,437
Employee related	-519,783
Operating expenses	-51,654
Surplus / deficit for the year	59,859

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	24,717
Equity Total	61,857
Equity - Aboriginal	0
Equity - Socio-economic	1,461
Equity - Language	32,145
Equity - Disability	28,251
Base Total	476,544
Base - Per Capita	10,793
Base - Location	0
Base - Other	465,751
Other Total	21,143
Grand Total	584,262

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Parent/caregiver, student, teacher satisfaction

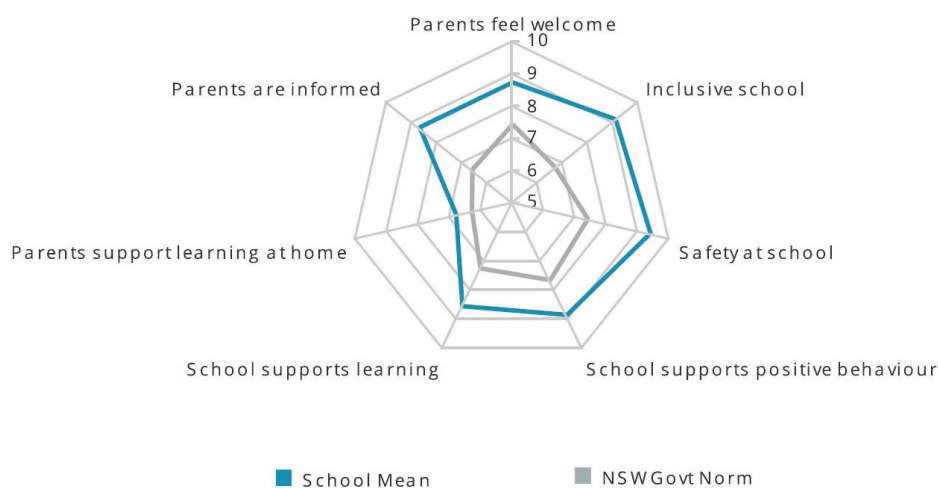
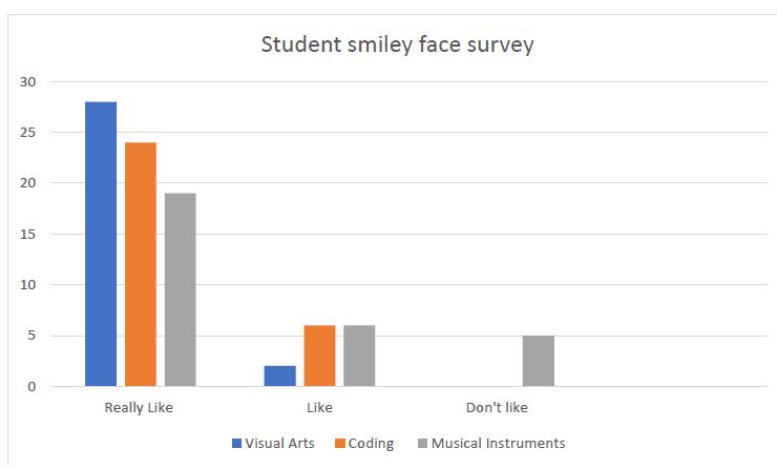
Image 1: K–2 students do not participate in the Tell Them From Me (TTFM) surveys. All K–2 students were surveyed regarding his or her curriculum satisfaction and engagement in the areas of Visual Arts, Coding and his or her desire to play musical instruments. Smiley face responses were collated and visually represented in the graph below.

Image 2: The TTFM 'Partners in learning' Parent Survey Report provides results based on data from 14 respondents in the school, who completed the survey between 22 Oct 2019 to 25 October 2019. To date, this is the most parental responses, since parents first engaged in the Tell Them From Me surveys in 2017.

Image 3: The TTFM 'Focus on Learning' Teacher Survey Report provides results based on data from 5 respondents in the school who completed the survey between 14 October 2019 and 21 October 2019.

Student survey K-2 December 2019

K-2 students were surveyed for their satisfaction and engagement in curriculum areas of visual arts, coding and their desire to play musical instruments. Three smiley face responses were provided for each question, with only one response for each question required. Students' responses are represented in the graph below.





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.

Other School Programs (optional)

Coding: in 2019 the school again engaged with an outside provider for coding and the Department of Education's STEM SHARE initiative. Student engagement is high for coding as can be seen in student satisfaction data.

