2020 Annual Report

Burnside Public School

1433

Introduction

The Annual Report for 2020 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.

School contact details

Burnside Public School
1 Masons Drive
North Parramatta, 2151
www.burnside-p.schools.nsw.edu.au
burnside-p.school@det.nsw.edu.au
9630 1422

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. This year more than ever we are learning about the meaning of collaboration and the importance of working together to keep us all safe. Across the world, COVID-19 has forced more than one billion students out of school. An experience not seen in our generation. While life has changed for us all, life here at school for students has continued, with great learning occurring. It is always a pleasure to be a principal of such a remarkable school community and celebrate our school's success over the year.

This year teachers have engaged with students and focused on literacy and numeracy. The students have displayed a wonderful resilience to the changes that they faced as we learnt to do things 'differently'. The staff during the unprecedented closure of schools this year came together to ensure the very best learning opportunities remained for students and supported families and essential workers by attending work during the weeks of home learning.

While many school initiatives were placed on hold throughout 2020, staff professional development and our school priority of developing student growth in literacy and numeracy continued. Teacher's engaged in on-line professional development with a commitment to professional learning and the continued analysis of student data to meet the needs of all students.

All student achievements are the result of the tremendous team effort of students, staff and parents. I am proud to lead an 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, the P & C executive for their enormous efforts in such a changing year and to the School Council and parent community for supporting the school through the changes of 2020.

Our celebration of continued student achievement ended the year on a wonderful note through the modified school presentation days, led by our wonderful student leadership team and the year 6 farewell that was enjoyed by all.

School vision

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

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
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

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.

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)
PBL signs installed around the school to allow for students and staff to refer to for the standard of behaviour expected within each area of the school. PBL lessons taught within each room through an embedded program including anti-bullying lessons. These are taught by all classroom teachers. SENTRAL system employed within the school to track student needs, behaviour and achievements/awards. All staff trained in using SENTRAL to track and record all welfare concerns/meetings etc. Tracking, monitoring and evaluation of student learning requirements through LST including absences was difficult due to the high and unusual patterns of attendance due to COVID-19. We had a 5% increase of students attaining school medallions as teacher's maintained blue awards throughout home learning.	PBL signs $6,000 SENTRAL $7000

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)
Success criteria visible in all classrooms in literacy and numeracy books. Students track growth against criteria and are able able to explain their growth and next steps in learning. Students record and are capable of discussing their academic growth with their parents during three-way interviews. Access is provided for all families including interpreters and AUSLAM interpreters.	Interpreter coast $3,000 Essential Assessment $7,000

Progress towards achieving improvement measures	
Students and staff use Essential Assessment mathematics data to explain student development and where to next for families.	

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)
Targeted professional learning for staff occurred through Community of Schools practice and executive teams being trained in 'Leading High Impact Professional Learning', QTR rounds and stage team mentoring. Staff were trained in providing quality high impact Learning from Home activities for students that provided differentiation. Online supports and school based supports offered to families during learning from home.	Professional Learning $10,000 High Potential and Gifted Education PL $2,000

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.

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)
All staff have engaged in constructing Individualised learning plans for identified students. All student learning goals are displayed for students and staff to work on and discuss throughout learning sessions. Class programs display visible learning strategies being implemented within each lesson. All teaching programs in literacy and numeracy display core, adjusted and extended activities with a clear focus on moving students forward in their learning.	Classroom resources in literacy and numeracy $20,000

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)
Staff have engaged in professional learning that has supported the school priorities including; Leading High Impact Professional Learning, CESE What Works Best: Explicit Teaching, High Expectations, Effective Feedback; John Hattie's Keynote - Effective Feedback; Challenging Tasks and Questioning - teaching strategies to support number sense; Adjusting Teaching During COVID-19; Building English Knowledge Stage 2/3.	Professional Learning $10,000

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)

Progress towards achieving improvement measures	
Our Cumberland Community of Schools provides the Professional Learning Team who co-ordinates professional learning for the Community of Schools based on the needs of all staff and the state and school priorities. Professional Learning such as Leading High Impact Professional Learning and John Hattie - Effective feedback are examples of these.	Community of Schools $2,000

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.

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)
Supervisors and staff are engaged in termly formal observation sessions and feedback where improved practice is recognised against student learning outcomes. Through QTR rounds an increase in the quality professional learning that is shared and implemented within the school through deep engagement in professional readings can clearly be seen within classroom practice in all rooms.	**Funding Sources:** • Literacy and numeracy ($6000.00)

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)
School Executive team have supported the implementation of assessment procedures including the use of Essential Assessment; ALAN - Phonics Screener; Phonological Awareness Assessment and the Classroom Observation tool.	**Funding Sources:** • Literacy and numeracy ($1000.00) • Quality Teaching, Successful Students (QTSS) ($10000.00)

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)
Validation processes allow the school to be judged against the school excellence framework by outside sources. Cumberland Community of Schools Professional Learning Leadership Team have provided learning that engages all staff across primary and high schools.	Professional Learning $1000

Progress towards achieving improvement measures	
Executive staff have received ongoing training in finance. All SASS staff have continued to engage in ongoing financial management training.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($2 136.00)	SLSO support provided for in-class support and PLP implementation.
English language proficiency	**Funding Sources:** • English language proficiency ($62 000.00)	English as an Additional Dialect Teacher 2 days a week and additional 1 day per week SLSO in-class support.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($74 800.00)	Learning and Support Teacher employed 3 days a week and an additional 1 day per week SLSO for in-class support.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($45 000.00)	Teacher employed for 2 days per week. Teacher's receive an additional 1 hour per week off class to engage in professional learning through Quality Teacher rounds, Walk Throughs, Data Talks etc.
Socio-economic background	**Funding Sources:** • Socio-economic background ($6 500.00)	Funding used to subsidise online learning platforms for all students within the school.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($17 000.00)	Beginning teachers received an additional 2 hours per week to work with a mentor to improve practice, programming support, curriculum differentiation and assessment and reporting support. Building the capacity of new career teachers is seen as a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	122	127	132	141
Girls	120	121	118	116

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.5	95.2	94.3	94.9
1	93.6	94.8	93.1	95
2	95.4	93	93.2	93.6
3	94.6	95.5	92.9	90.2
4	95.9	93.8	95.1	93.4
5	96.4	96.3	95.5	93.6
6	96	95.7	97.1	95.3
All Years	95.1	94.8	94.5	93.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.

Burnside Public School 1433 (2020)

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	2.52

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	863,158
Revenue	2,374,804
Appropriation	2,261,961
Sale of Goods and Services	2,579
Grants and contributions	108,248
Investment income	2,016
Expenses	-2,272,257
Employee related	-2,055,480
Operating expenses	-216,776
Surplus / deficit for the year	102,547
Closing Balance	965,705

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.

	2020 **Approved SBA** ($)
Targeted Total	27,155
Equity Total	147,184
Equity - Aboriginal	2,136
Equity - Socio-economic	7,384
Equity - Language	62,864
Equity - Disability	74,801
Base Total	1,942,586
Base - Per Capita	60,126
Base - Location	0
Base - Other	1,882,460
Other Total	87,328
Grand Total	2,204,253

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020, Burnside Public School surveyed staff, students and parents using the Tell Them From Me survey package. The 2 student surveys 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 our achievements of the previous year and assist in the planning cycle for 2021-2024.

Parent Survey

The tell Them From Me Parent survey shows that parents at our school feel welcome in the school setting. The survey results show that parents would like more communication around their child's progress in different subject areas and their child's social and emotional development. The survey displayed that most parents spend less than half an hour a day supporting their child with homework. Parents surveyed showed that teachers have high expectations for student behaviour. Parents reported that their child eels safe to go to school with only 1 exception. The survey indicated the high aspirational community with the majority of parents wanting their child to go onto further studies at university.

Staff Survey

The survey clearly displayed the efforts of the school executive team as the school were above state norms in Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement. These eight drivers of student learning saw individual areas in each area for us to address e.g Parent Involvement - I ask parents to review and comment on student's work. The survey reflected the work we have successfully implemented in the area of visible learning goals for students.

Student Survey

The student survey showed that our students were above state norms for being involved in a variety of additional activities outside the classroom including sport and the arts. The survey did raise the fact that only 55% of students displayed a positive attitude to completing homework. The school fell well below state for students who were victims of bullying that reflects on our effective anti-bullying practices. The students were below state for - Students understand there are clear rules and expectations for classroom behaviour, an area we will focus on in our future directions.

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.

The NSW Syllabi for the Australian Curriculum incorporates three cross-curriculum priorities, namely:Asia and Australia's engagement with Asia; Aboriginal and Torres Strait Islander histories and cultures; and sustainability. Learning about these issues at our school is enabling our students to develop an understanding about and address the contemporary issues that they face. The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum area encompasses the concepts of Country and Place People, Culture and Identity. In their study of English, students have the opportunity to engage with texts that give them experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples. Aboriginal Education is incorporated into classroom teaching programs, providing opportunities for students to learn about Aboriginal cultures, history and heritage. Aboriginal perspectives are discussed and students are asked to think about varying points of view on particular issues and events. Aboriginal and multicultural education perspectives were incorporated into all key learning areas in all classrooms across the school throughout 2020. Understanding of cultural, linguistic and religious differences, as well as Aboriginal history and culture underpin teaching programs for students in all stages. The Acknowledgement of Country is included at the beginning of all major school events as a form of respect for the traditional custodians of the land and elders past and present. During 2020, equity funding for Aboriginal background was utilised for the development of Personalised Learning Plans(PLP's) for students of Aboriginal background. These personalised learning plans developed and sustained a positive and inclusive school culture as well as improved achievement.

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.

Through literacy and HSIE units, learning opportunities are planned for students to explore and appreciate the rich tradition of texts from and about the people and countries of Asia, including texts written by Asian authors. They develop an understanding of the many languages and diverse Asian cultures and how they have influenced Australian culture. The teaching programs at Burnside Public School are inclusive and implemented within an environment that supports tolerance and equity. Students who are new to Australia receive support language programs, with consideration for individual culture and learning needs.During 2020 Equity funding for English Language Proficiency was utilised for the development of students of Non-English speaking backgrounds identified by the learning and support team. Funding was used for an additional EAL/D teacher to be employed to work with EALD students to develop their English competencies.