2020 Annual Report

Bardwell Park Infants School

5148

Introduction

The Annual Report for 2020 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

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School vision

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 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. 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

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)
The implementation of the school's assessment schedule necessitated review through out the year. As a result, adjustments to the assessment schedule are earmarked for 2021, aligning with the release of Departmental assessment tools, such as the phonics screener. Teachers have demonstrated increased understanding and consistency when moderating SENA assessments. This maintained a focus on increasing content knowledge in numeracy and online tools such as PLAN2, for formative assessment practices. This has supported teachers to routinely use evidence of learning to inform teaching and adjust programs and practice.	School assessment schedule On demand Phonics screener via ALAN

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

Evaluation	Funds Expended (Resources)
Classroom observations affirmed increased differentiated numeracy practice, in support of student learning and engagement. Teaching and learning programs displayed increased evidence of differentiation.	PDPs classroom observation Teaching and learning programs Assessing Literacy and Numeracy

Next Steps

Evidence based, differentiated practice will continue to be a focus in the school's strategic improvement plan. The assessment schedule will be fine tuned to strengthen consistent teacher judgement through moderation and to build collective efficacy amongst the staff. Teachers will provide specific feedback to students to promote self directed learning and student engagement, to maximise learning outcomes and individualised personal growth.

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 3208 total page views in 2020, compared to 4474 total page views the previous year. The decline in the total page view hits on the school website may have been attributed to the learning from home environment in 2020. Several positive implications and opportunities arose as a direct result. The school implemented the digital platform S*eesaw* to build community partnerships and to support student learning remotely. The *Skool Loop* app became an effective and immediate online means of communication in 2020, having 43 users in term 4 2020.	School Website Service *Skool Loop* communication app 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)
The implementation of seesaw as a digital platform was effective in maintaining links and partnerships in support of student learning in the learning from home environment and beyond, as reported by both parents and teachers. K-2 student voice was sought regarding curriculum and social and emotional wellbeing, to inform our next steps. The Tell Them From Me (TTFM) 'Partners in learning' parent survey report provided results based upon data from ten respondents who completed the survey between 2 September and 19 October 2020. 32% of our families were represented, which was a decrease from 50% of respondents the previous year. Arguably, less community interaction on school grounds may have impacted upon the number of respondents. Despite this, the school mean was above the NSW Govt norm in all areas, as can be seen in image 3 of the satisfaction surveys. The Tell Them From (TTFM) 'Focus on learning' teacher survey report provided results based upon data from all 5 respondents who completed the survey between 23 August and 30 August 2020. Technology was the only area below the NSW Govt norm, as can be seen in image 4 of the satisfaction surveys.	Student surveys in both curriculum and wellbeing Tell Them From Me (TTFM) *'Partners in Learning'* Parent surveys Tell Them From Me (TTFM) *'Focus on Learning'* Teacher surveys

Next Steps

The evaluations and reflections have informed and shaped our next steps which are to further engage our learning community. We seek to increase the community's sense of belonging and connectedness to the school.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Temporary engagement of EAL/D teacher **Funding Sources:** • English language proficiency ($21 186.00)	A temporary teacher was employed using the English Language Proficiency flexible funding. There has been close collaboration between the EAL/D teacher and classroom teachers regarding students' learning needs which have been monitored and adjusted regularly via the Learning Support Team.
Low level adjustment for disability	Staffing allocation FTE 0.2 for temporary engagement of LaST teacher ($21,877.0) flexible funding ($6335.00) **Funding Sources:** • Low level adjustment for disability ($21 877.00) • Low level adjustment for disability ($6 335.00)	A temporary teacher engagement to support students and monitor student progress. It was adjusted according to need and evidenced in data.
Quality Teaching, Successful Students (QTSS)	A temporary teacher was employed in support of student learning. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($5 797.00)	A temporary teacher was employed in support of student learning.
Socio-economic background	**Funding Sources:** • Socio-economic background ($1 668.00)	The socio-economic background funding supports students to access a wide range of educational opportunities.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	38	31	23	23
Girls	19	15	7	9

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	96.2	94.1	92.9	93.8
1	95.7	93.1	93.8	94.6
2	92.2	96.2	92.7	92.9
All Years	94.8	94.6	93.2	93.7
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
All Years	94.1	93.6	92.9	92.1

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.31
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, 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.

In 2020 the school engaged with a number of professional learning modules across the areas of curriculum, technology and leadership to ensure continuity of teaching and learning and wellbeing. The school moderated learning from home units of work and engaged with digital platforms such as google classroom and seesaw. Doing so, increased teachers' collaborative practice and built a sense of collective efficacy. All teaching staff engaged in the Department of Education's Devices for Teachers project, adding three touch screen laptops to the school's devices. A temporary teacher gained Accreditation at Proficient in 2020.

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	114,871
Revenue	608,184
Appropriation	598,358
Sale of Goods and Services	2,700
Grants and contributions	6,887
Investment income	239
Expenses	-636,551
Employee related	-568,580
Operating expenses	-67,971
Surplus / deficit for the year	-28,367
Closing Balance	86,504

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	39,241
Equity Total	51,065
Equity - Aboriginal	0
Equity - Socio-economic	1,668
Equity - Language	21,186
Equity - Disability	28,211
Base Total	490,363
Base - Per Capita	7,215
Base - Location	0
Base - Other	483,148
Other Total	18,519
Grand Total	599,188

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.

Parent/caregiver, student, teacher satisfaction

Image 1 curriculum satisfaction: K-2 students do not participate in the *Tell Them From Me* surveys. All 31 students in 2020 were surveyed regarding engagement and curriculum satisfaction in the areas of Visual Arts, STEMSHARE/coding and the Jellybeans Music Program. All students rated their favourite subject (#1) to their least favourite subject (#3). Twenty-four students chose STEMSHARE/coding as their most favourite subject. Seven students chose Visual Arts. No students ranked music as their favourite subject.

Image 2 student wellbeing: All K-2 students voiced their perceptions of the playground and their sense of wellbeing in their learning spaces. A simple smiley faced rubric was used as the survey instrument. The students' repsonses are visually represented in image 2 below.

Image 3 TTFM 'Partners in Learning' Parent survey: the Tell Them From Me (TTFM) parent survey includes seven separate measures, scored on a ten-point scale. The report provides results based upon data from ten respondents in the school who completed the parent survey between 02 September 2020 and 19 October 2020. Image 3 displays the school mean in comparison to the NSW Govt Norm.
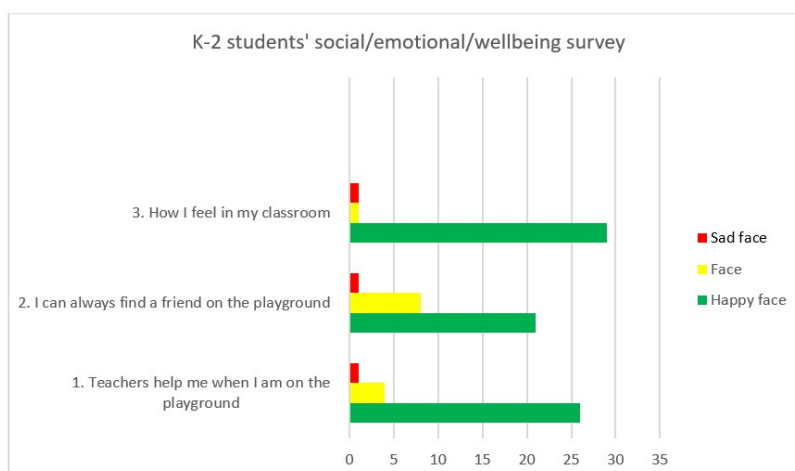
Image 4 TTFM 'Focus on Learning' Teacher survey: the Tell Them From Me (TTFM) teacher survey provides results for eight drivers of student learning. The radar chart in image 4 provides results based upon data from 5 respondents in the school who completed the teacher survey between 23 August 2020 and 30 August 2020.

Curriculum student satisfaction survey   November 2020
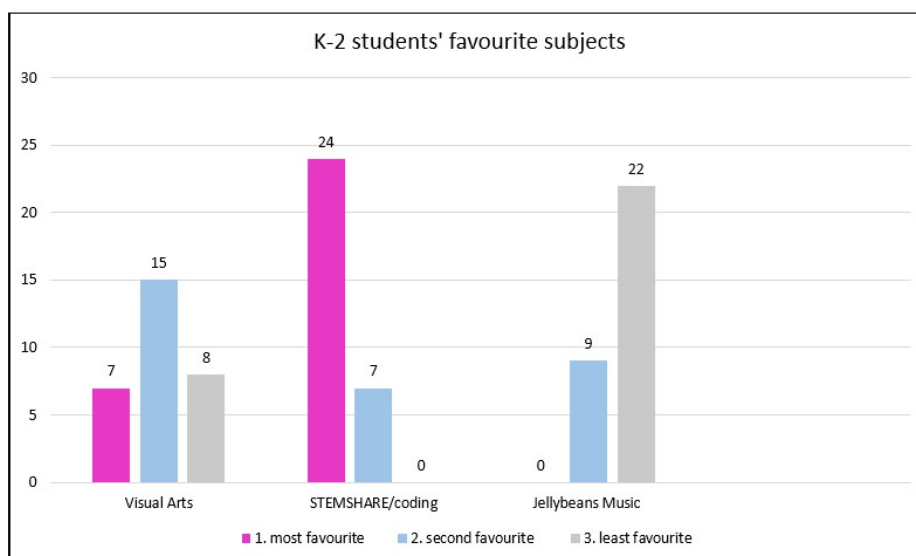
K-2 students were asked to rate their most favourite subject (1) to their least favourite subject (3) of the given choices of Visual Arts, STEMSHARE and Jellybeans Music.

Image 1 curriculum satisfaction 2020

The above graph is a representation of all (31) K-2 students' responses.
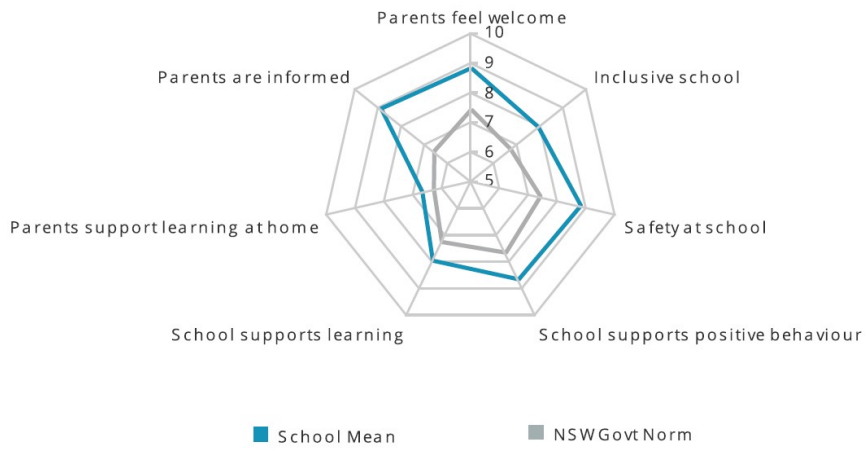
Image 2 student wellbeing 2020
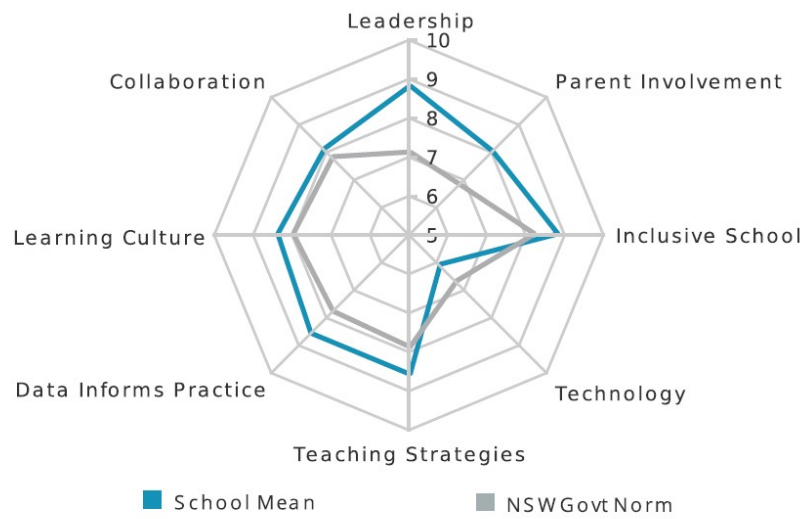
Image 3 TTFM Partners in Learning Parent survey 2020

Image 4 'Focus on Learning Teacher survey 2020

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)

The school accessed the Tablet robotics kit from the Department of Education's STEMSHARE/coding program. Student engagement in coding remains high as evidenced in the student satisfaction data.

Coding blue bots in STEMSHARE.