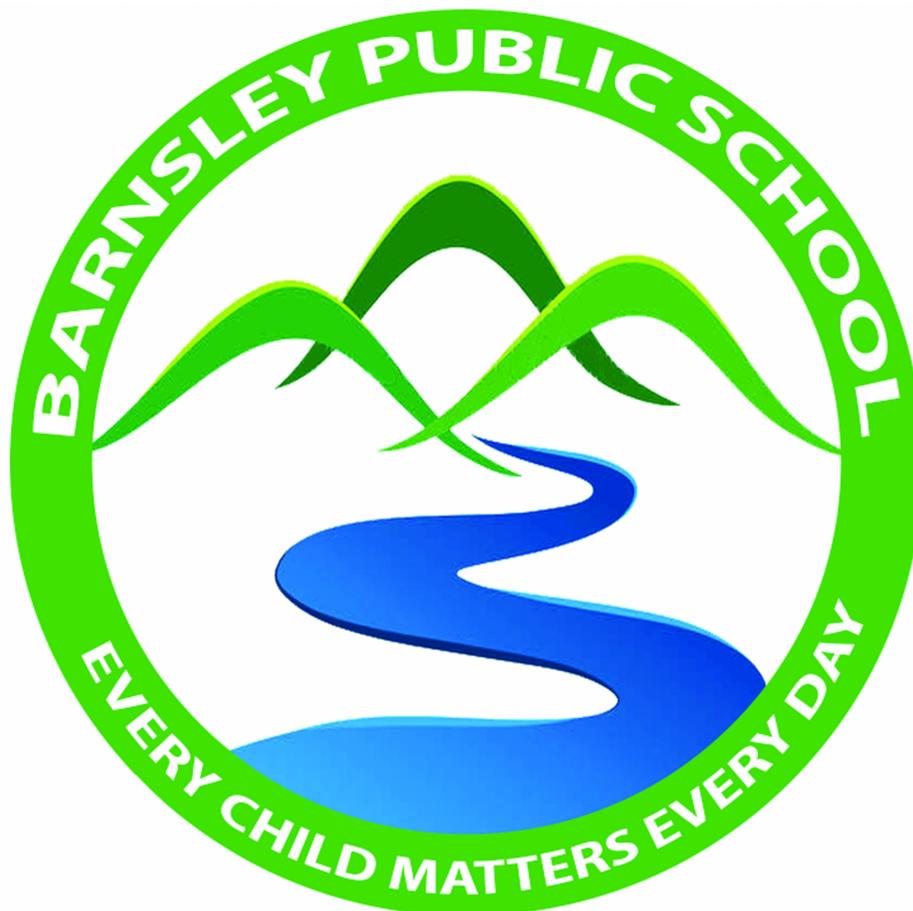


# 2021 Annual Report

## Barnsley Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Barnsley 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 Strategic Improvement 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

Develop our teachers and leaders in education by building their capacity to deliver student growth and attainment across all areas to reach their full potential academically, socially and emotionally.

We will innovate and undertake continual improvement to respond to the changing needs of our students through setting and maintaining high expectations for all ensuring everyone has the opportunity to participate as creative, critical thinkers.

## School context

Barnsley Public School is situated in Lake Macquarie North, with an enrolment of 306 students in 2021. Our policies and procedures are based on strong values and beliefs. Wellbeing strategies based on the core values of: Learning, Respect and Responsibility are embedded across all aspects of school life. Barnsley Public School currently has an Aboriginal population of 14%. The current FOEI is 106 with a downward trend.

Barnsley Public School provides innovative, relevant and engaging learning experiences, which challenge students in a safe, inclusive and supportive learning environment. Teachers, students and the community work collaboratively to enhance the culture of high expectations in all aspects of teaching and learning.

Positive links and strong partnerships exist with the Community of Schools (SCOS) to build the capacity of staff and deliver the highest quality teaching and learning programs. Our parent community aspirations have supported our directions. A rich data analysis school and community wide drives the shared commitment to improving student achievement, developing leadership capacity and authentic connections. In 2020 we undertook a deep situation analysis which has led to the following strategic directions.

1. Student growth and attainment: Areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - additive and multiplicative strategies. Our whole school focus to improve student growth and maintain student achievement in literacy and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. Focusing on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs embedding evidence-informed teaching strategies. Intervention to support students will be responsive and closely monitored.
2. Student wellbeing - The Wellbeing Hub framework provided the initial area of development for Barnsley Public School. Our school environment is pivotal to the growth and development of our children where they strive for excellence in learning, connecting on many levels and building trust and respectful relationships enabling our students to succeed.
3. Future Focused Practices: The High Potential and Gifted Education program engages and sets challenges for students across intellectual, creative, social-emotional and physical domains by supporting every student to achieve their educational potential, through talent development opportunities and differentiated teaching and learning practices ensuring that their specific learning and cultural needs are met. Bulwara Ngaraliko: Listening and Believing 2 Ways - A collaborative Aboriginal Literacy and Numeracy Initiative in conjunction with the Aboriginal Cultural Education Mentor and under the Walking together - Working together guidelines from the AECG. We have extensive initiative and programs to develop our students into resilient and responsible future citizens. These include: Aboriginal dance groups, drumming group, Art shows, Oz Harvest project, advanced technology. Barnsley Public is developing a strong student voice to engage in learning, sharing of ideas and building distributive leadership across 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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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To deliver a learning environment of high expectations that is built around the fundamentals of quality curriculum and innovative opportunities that provide collaborative, connected and self-directed learning experiences where students of a wide range of ability levels develop a growth mindset.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Targeted Literacy and Numeracy
- Professional Learning Teams

### Resources allocated to this strategic direction

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**Socio-economic background:** \$146,272.00

**Professional learning:** \$5,326.75

**Literacy and numeracy:** \$12,346.74

**Per capita:** \$26,213.25

### Summary of progress

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#### Evidence of Activity

At the beginning of 2021, the executive team reassessed teaching practices in Literacy and Numeracy and identified specific strategies to enhance student learning. By Term 3 staff monitored progress of student learning and identified areas of need across the school K-6.

In Literacy, staff were provided with stage based professional learning sessions to enhance teaching and learning programs for reading and writing.

In Numeracy, staff were provided with stage based professional learning sessions to enhance teachers' understanding of explicit teaching through additive and multiplicative problem solving strategies.

- Revision of Number Talks and Talk Moves.
- Starting Strong K-2. Big Ideas 3-6.
- Problem Solving strategies.

In Literacy, staff were supported in effective decoding strategies K-2 and effective reading strategies 3-6. Data review was ongoing with ILPs to support individual students to improve learning outcomes. Monitoring of whole school data drive was ongoing to develop future learning and teaching practices.

In Numeracy, staff engaged in professional learning to explicitly teach multiplicative and additive strategies within their stage.

Changes were made due to disruption of face to face learning. Professional Learning continued in a supportive role and further implementation and evaluation will be planned for Term 1 2022.

#### Evidence of Process Quality

In Literacy and Numeracy triangulation of data showed evidence of inclusive stage based practices with teachers able to 'drive' programs tailored to the needs of students.

Staff developed a teaching and learning framework to embed assessment practices and ensure feedback is an integral part of the framework. In addition to this, staff found the provision of links to CESE evidence based readings helpful in building their understanding of teaching and learning practices.

Although, stage based programs were implemented and evaluated, further work is required to support data analysis practices K-6 in Literacy and Numeracy and reflect on data gaps and 'blind spots' to further support and monitor student progress. NAPLAN and Check-In Assessments analysis need to identify specific areas of improvement in 2022 for sustainable student growth and attainment.

## Evidence of Impact

Monitoring of whole school data to drive teaching and learning future practices has been embedded and utilised across the stages. Although this has been a practice K-6, further development and professional learning need to continue to 'drive' a deep and thorough knowledge and understanding of current practices and where to next.

Analysis of SCOUT and understanding of NAPLAN findings need to be part of the ongoing ongoing collaboration k-6 to sustain and build upon student engagement and learning.

In 2022, in strategic direction 1 we will build on professional learning to build staff capacity in Literacy and Numeracy and targeting Professional Learning to support data analysis to inform future directions of student progress.

## Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>System Negotiated Target</b> <ul style="list-style-type: none"><li>To be above the base line of 32.4% in top 2 bands NAPLAN reading with an upward trajectory towards the lower bound target of 38.7% by 2021.</li></ul>	Data indicates 37.50% of students are in the top two skill bands for reading which is an increase of 3.2% against baseline data.
<b>System Negotiated Target</b> <ul style="list-style-type: none"><li>To be above the base line of 24.4% in top 2 bands NAPLAN numeracy with an upward trajectory towards the lower bound target of 30.5% by 2021.</li></ul>	In Numeracy, 22.92% of students are in the top two skill bands indicating a decrease against baseline data.
<b>System Negotiated Target</b> <ul style="list-style-type: none"><li>To be above the base line of 57.3% with expected growth NAPLAN reading with an upward trajectory towards the lower bound target of 63.0% by 2021 with a minimum 3% uplift.</li></ul>	In Reading, we are placed below the annual trajectory of lower bound 60.17% with actual target of 48.78%.
<b>System Negotiated Target</b> <ul style="list-style-type: none"><li>To be above the base line of 54.9% with expected growth NAPLAN numeracy with an upward trajectory towards the lower bound target of 60.7% by 2021 with a minimum 3% uplift.</li></ul>	In Numeracy, we are placed below the annual trajectory of lower bound 57.82% with actual target of 21.95%.
<b>School Target</b> <ul style="list-style-type: none"><li>The school self-assessment of the School Excellence Framework (SEF) in the element 'Data Skills and Use' indicates improvement towards consistency at Sustaining and Growing in every classroom.</li></ul>	<ul style="list-style-type: none"><li>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.</li></ul>

### Purpose

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Enhancing improved outcomes through delivery of wellbeing programs for students, staff and families by developing positive relationships where all stakeholders feel connected.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing Practices
- Wellbeing and engagement

### Resources allocated to this strategic direction

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**Socio-economic background:** \$60,430.03

**Integration funding support:** \$2,638.00

**Per capita:** \$25,000.00

**Aboriginal background:** \$38,327.00

**Professional learning:** \$5,000.00

### Summary of progress

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#### Evidence of Activity

In 2021 a planned approach to student wellbeing indicates how staff at Barnsley Public School recognise that student wellbeing and engagement are important conditions for learning and as a result, all students have regular opportunities to meet with staff members to fulfil their potential. A School Community driven PBL scope and sequence was developed and delivered across Edgeworth Hub Community of Schools through professional learning and was incorporated into teachers' programs. Barnsley Public School has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. The school positively influences the wellbeing of students through a range of programs. The school's wellbeing program has provided a structured, engaged, restorative and highly valued basis to further support the needs of the school community. It is a whole-school system for monitoring student behaviour, which has allowed teachers and students to collaborate and decide on acceptable classroom behaviour, giving students a voice in how their classroom environment is operated. The aboriginal perspective is embedded in the delivery of inclusive teaching practices K-6.

Throughout the year, the wellbeing practices have established a structured timeline of data collection targeting: attendance, wellbeing observations and students 'at risk'.

Professional learning and development underpins the wellbeing practices based on CESE readings on behaviour management and Social and Emotional models such as Zones of Regulations and Brain Boss. In 2022 the professional learning into social and emotional wellbeing practices through the implementation of programs such as peer support and Berry Street Model will strengthen the strategic direction even further.

#### Evidence of Process Quality

Improvements in wellbeing and engagement are well documented within the set through analysis and collected data in recorded behaviours, as well as from the student engagement project. Data from Tell Them From Me Survey (TTFM) has been used to support the planning and implementation of whole school PBL lessons as well as demonstrating that there are widespread positive student-staff relationships and a culture of high expectations. Developing staff understanding of effective student tracking and data collection has contributed to an improved systems approach to strengthening the implementation of current policies, programs and processes promoting student wellbeing across the whole school. Through the implementation of the Aboriginal perspective students have gained a greater engagement into inclusive cultural practices.

#### Evidence of Impact

Students are highly supported and there is a whole school ethos focusing on the individual needs of each child which exemplifies each student being known, valued and cared for. This inclusive model means that every staff member knows every student and knows them well. Parents are given opportunities to connect with the school in meeting student learning needs and the school has a range of strategies to support the needs of students. 100% of staff implement, review and embrace wellbeing practices through building their own understanding, challenges and improving

professional learning across everyday practices.

## Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p><b>System Negotiated Targets</b></p> <ul style="list-style-type: none"> <li>Percentage of students attending 90% of the time is trending towards the 2021 lower bound measure of 75.8% with a minimum uplift of 6.4% from baseline of 69.4%.</li> </ul>	<p>Annual progress measure: Percentage of students attending 90% of the time is trending towards the 2021 measure of 69.91% of the baseline..</p>
<p><b>System Negotiated Targets</b></p> <ul style="list-style-type: none"> <li>To be above the baseline of 72.9% of students reporting expectations for success, advocacy, a sense of belonging at school with an upward trajectory towards the lower bound target of 78.3% by 2021 with a minimum uplift of 5.4%.</li> </ul>	<p>Annual progress measure: Proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) to be at or above 77.48%.</p>
<p><b>School Targets</b></p> <ul style="list-style-type: none"> <li>Demonstrating an upward trajectory of parents completing TTFM survey from a baseline of 3.8% by 2021.</li> </ul>	<p>The proportion of parents completing TTFM survey has remained in the same baseline of 3.8%.</p>

## Strategic Direction 3: Refined practice and collaboration

### Purpose

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To promote a culture of excellence ensuring staff engage in High Impact Professional Learning with students demonstrating growth in their learning and engagement through evidence based practices.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Professional Learning
- Collaboration

### Resources allocated to this strategic direction

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**Socio-economic background:** \$17,000.00

**Per capita:** \$26,345.85

**Aboriginal background:** \$7,000.09

**QTSS release:** \$62,449.73

**Low level adjustment for disability:** \$23,085.91

### Summary of progress

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#### Evidence of Activity

In semester 1 2021 Barnsley Public School initiated and delivered a range of High Potential programs to engage, prepare and set challenges for students to achieve their educational potential.

The programs were tailored to address academic outcomes in the areas of Robotics and Lego Programming, Oz Harvest and Creative Art workshops to set challenges to achieve their full potential. Group of selected students were engaged 3 twice a week to develop, organise and execute a series of programs across all platforms of learning. Staff collectively worked to embed a range of assigned creative projects. Focuses included observations of student learning, ongoing reflection and completion of assigned projects.

Collaboration amongst staff and leadership team has been well established in 2021 with ongoing delivery of high impact explicit evaluation of practices K-6. The collaboration has built teacher capacity to discuss future practices and consolidate CTJ practices across the school in all stages of learning during planning days.

Changes have been made due to disruptions from face to face learning. The High Impact programs will be continued to be delivered in 2022.

#### Evidence of Process Quality

Students were highly engaged in all aspects of learning to extend their knowledge and Inquiry skills.

Programs were tailored to address the potential of high performing students working above stage outcomes. Through collaboration and ongoing communication all programs have been evaluated by the nominated students. It is evident that the programs incorporated best practice of strategies and resources.

The potential of successful outcomes was restricted to a small group of students. The executive team will explore student presentations, engagement and feedback to enable a clear insight into the quality of implementation.

Ongoing collaboration with staff will continue to address inclusive practices to strengthen the quality of reflective delivery.

#### Evidence of Impact

Teachers apply and consistently use a range of evidence based practices to optimise learning progress for all students (focus for 2021 : High Potential Learning).

Staff have evaluated high quality research based learning programs through feedback, observations and conferences.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p><b>School Target</b></p> <ul style="list-style-type: none"> <li>The school self-assessment of the School Excellence Framework (SEF) in the element 'Effective Classroom Practice' indicates improvement towards consistency at Sustaining and Growing in every classroom.</li> </ul>	<p>*Increase the proportion of students achieving an uplift in the top two NAPLAN reading bands by minimum of 6.3% from baseline data to reach the lower band target by 2022.</p>
<p><b>School Target</b></p> <ul style="list-style-type: none"> <li>The school self-assessment of the School Excellence Framework (SEF) in the element 'Learning and Development' indicates improvement towards consistency at Sustaining and Growing in every classroom.</li> </ul>	<p>*Increased the proportion of students achieving an uplift in the top two NAPLAN numeracy bands by minimum of 8.1% from baseline data to reach the lower band target by 2022.</p>
<p><b>School Target</b></p> <ul style="list-style-type: none"> <li>The school self-assessment of the School Excellence Framework (SEF) in the element 'Educational Leadership' indicates improvement towards consistency at Sustaining and Growing in every classroom.</li> </ul>	<p>Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$87,151.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Barnsley Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• SLSOs support students in need of support to achieve the best outcomes in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All identified students have been supported in the classroom in Literacy and Numeracy teaching and learning activities through the employment of SLSOs across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> On going support will continue across the school.</p>
<p>Socio-economic background</p> <p>\$231,274.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Barnsley Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted Literacy and Numeracy</li> <li>• Professional Learning Teams</li> <li>• High Impact Professional Learning</li> <li>• Wellbeing Practices</li> <li>• Collaboration</li> <li>• Wellbeing and engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> <li>• employment of additional staff to support / Aboriginal Mentor program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of funding has enabled students across the school to engage and improve learning outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ongoing in class support as well as small group withdrawal.</p>
<p>Aboriginal background</p> <p>\$50,827.09</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Barnsley Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Aboriginal background</p> <p>\$50,827.09</p>	<ul style="list-style-type: none"> <li>• Wellbeing and engagement</li> <li>• Collaboration</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• Employment of specialist additional staff (AEO) to support Aboriginal students.</li> <li>• Community consultation and engagement to support the development of cultural competency.</li> <li>• Staffing release to support development and implementation of Personalised Learning Plans</li> <li>• School beautification by Jordan Lackey with Aboriginal murals including animal wildlife created by Jordan Lackey.</li> <li>• Creation of new outdoor learning areas for student learning. including a sound garden and 2 new yarnning circles.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Further beautification of the school with positive feedback fro staff and students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employment of an Aboriginal SLSO to assist student learning and raise outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$111,568.51</p>	<p>Low level adjustment for disability equity loading provides support for students at Barnsley Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Barnsley Public School has initiated a range of targeted external learning environments across the school including sensory garden, aboriginal learning area and bush tucker garden.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> A wholistic approach to address wellbeing, academic and social and emotional skills across the school.</p>
<p>Professional learning</p> <p>\$25,326.75</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Barnsley Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted Literacy and Numeracy</li> <li>• Wellbeing and engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>Professional learning</p> <p>\$25,326.75</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>engaging APCI to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased staff knowledge across the area of writing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> APC&amp;I to engage all staff in professional learning K-6.</p>
<p>School support allocation (principal support)</p> <p>\$18,351.40</p>	<p>School support allocation funding is provided to support the principal at Barnsley Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>Employment of staff to support administrative practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Smooth running of administrative practices across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Review office practices and procedures to ensure a smooth running area.</p>
<p>Literacy and numeracy</p> <p>\$12,346.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Barnsley Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Targeted Literacy and Numeracy</li> <li>Professional Learning Teams</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>staff training and support in literacy and numeracy</li> <li>literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Inclusive teaching and practices across the school to improve student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> APC&amp; I to lead PL across the school, upskill staff in teaching and learning practices enabln positive growth of student learning outcomes K-6.</p>
<p>QTSS release</p> <p>\$62,449.73</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Barnsley Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Collaboration</li> </ul>

<p>QTSS release</p> <p>\$62,449.73</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> To ensure all student outcomes are met.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Evaluation of teaching and learning practices, analysis of data and planning for where to next.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Barnsley Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students engage in 1:1 or small group intervention. Data analysis shows successful practices K-2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue tracking and analysing student data and growth.</p>
<p>COVID ILSP</p> <p>\$164,216.35</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• providing intensive small group tuition for identified students who were...</li> <li>• leading/providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students benefitted from intensive group intervention. Data indicated growth for the nominated students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, students to be further supported with intensive intervention.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	166	156	154	162
Girls	164	163	146	147

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.8	94.2	93.9	92.8
1	91.9	93.6	93.6	93.1
2	92.8	91.4	93.5	91
3	91.2	93	91.8	92.8
4	91.5	92	95	88.4
5	90.4	92.3	91.1	92.7
6	89.7	92.5	88.9	87.8
All Years	91.7	92.7	92.6	91.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.86
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	5.92
Other Positions	1

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	604,802
<b>Revenue</b>	4,098,544
Appropriation	3,999,874
Sale of Goods and Services	11,787
Grants and contributions	85,860
Investment income	509
Other revenue	514
<b>Expenses</b>	-4,344,345
Employee related	-3,496,340
Operating expenses	-848,005
<b>Surplus / deficit for the year</b>	-245,801
<b>Closing Balance</b>	359,000

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	87,151
<b>Equity Total</b>	393,670
Equity - Aboriginal	50,827
Equity - Socio-economic	231,274
Equity - Language	0
Equity - Disability	111,569
<b>Base Total</b>	2,904,165
Base - Per Capita	77,559
Base - Location	0
Base - Other	2,826,606
<b>Other Total</b>	322,628
<b>Grand Total</b>	3,707,614

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The student survey reported strong positive relationships with staff and their peers. A very high percentage of students were socially engaged and developed positive relationships staff and peers. 81% of students have friends at school that they trust and who encourage them to make positive choices. 82% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 80% of students display positive behaviour at school.

Respondents reported they were engaged and motivated by quality instruction resulting in improved effort.

Parent satisfaction was particularly pleasing in the area of parents support learning at home, demonstrating an increase over the NSW state mean of 1.3. Parents felt our school provided an inclusive learning environment which is 0.1 above the NSW state mean. Parents were extremely positive that parent activities are scheduled at times when they can attend. The school's administrative staff are helpful when I have a question or problem.

Parents felt they had an input into school planning, development or review of school policies, teaching practices and curriculum delivery and felt that formal interviews and informal meetings were the best method of keeping informed of their child's progress. Parents also felt the best form of communication regarding school events were the school newsletter and the school's social media. Parents indicated that written information from the school is in clear, plain language. Parents indicated that student reports on their child's progress are written in terms that they understand.+

Parents felt the school was welcoming, well maintained and had ease of access. Parents can easily speak with their child's teacher. as well as being well informed about school activities. Parents indicated that teachers listen to their concerns. During the experience of learning from home parents felt that the school supported student learning throughout COVID-19 through regular contact, online learning and the provision of resources. Almost 80% of parents would recommend the school to others with almost 35% of parents strongly agreeing with this. Most respondents felt they had a good relationship with their child's teacher and felt they were welcome and encouraged to participate in the school. Teachers take an active role in making sure all students are included in school activities as well as staff helping students develop positive friendships.

The staff survey demonstrated our school staff feel we are on par with the state mean in all areas with the view to improve student access to technology in the classroom in light of COVID-19..

Students are presented with tangible, challenging goals that lead students to achieve these goals in incremental steps with constant feedback from staff and peers. Staff are working on lifting student learning in leadership, collaboration, data informed practices, technology, as well as parent involvement, building the learning culture and data informed practices.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.