

2021 Annual Report

Burnside Public School



1433

Introduction

The Annual Report for 2021 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 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

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

School vision

At Burnside Public School we aim to deliver high quality education within an inclusive environment to prepare responsible, and engaged young people. Every student, every teacher and every leader will work in partnership with families and the educational community to maintain high expectations to be challenged to learn and improve each year. Every student will be known, valued and cared for in order to connect, succeed and thrive.

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 231 students (62% 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. Teachers are engaged learners, investigating and implementing teaching practices based on quality researched based practices. Engaging actively with students about their learning is a priority to improve growth and development.

Very successful student welfare practices promote in students a sense of well-being, happiness and responsibility. Student leadership is valued and promoted through the Student Representative Council (SRC), as well as the leadership groups - School Leaders, House Captains, Media and Tech Teams, Gardening Team, Band and Library monitors. Extra-curricula activities in academic fields such as debating, Maths Olympiad and ICAS; sporting activities such as PSSA as well as creative and performing arts activities such as DanceSport, band, dance and choir are offered to students to allow them a well-rounded educational experience.

Parents have high expectations of and aspirations for their children. There is a very active culture of participation in the life of the school. Burnside has an established, dynamic and supportive School Council and P & C Association. Students, staff and parents work together to ensure the very best educational outcomes for students.

The Cumberland Community Connection and Parramatta Learning Community offer staff dynamic educational partners to engage in professional learning opportunities with colleagues.

Our improvement cycle will focus on the areas of Student Growth and Attainment; Quality Teaching through Collaborative Learning; Learning, Identity and Wellbeing. These three broad themes will form our strategic directions for the strategic improvement plan 2021-2024.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2021 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: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and mathematics we will develop and sustain whole school processes for collecting and analysing data. This will ensure all staff use data to understand the learning needs of individual students and classroom programs will be reflective of data. This will guide teachers in the implementation of differentiated groupings. Effective classroom practice will be underpinned by evidence informed strategies and embedded in evaluative practice.

Initiatives

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.

- Data Skills and Use
- Effective Classroom Practice in Reading and Mathematics

Resources allocated to this strategic direction

QTSS release: \$29,152.56

Literacy and numeracy: \$24,894.07

English language proficiency: \$10,000.00

COVID ILSP: \$49,166.00

Summary of progress

Data Skills and Use

The evidence showed that the executive completed the training for SCOUT, progressions and essential assessment data by the end of term one. We then held professional learning sessions for all teaching staff within stage groups at the beginning of term 2. As a result of the training all teachers have developed confidence in using SCOUT, progressions and essential data to further assess students to determine what interventions/adjustments need to be made to learning to improve student outcomes. A barrier to this process was the COVID lockdown during terms 3 and 4. As a result the executive team have held refresher courses for staff who have indicated a need. Executive team also followed up stage data to ensure that all staff are entering data as required. The impact of this training has been that teachers have a much clearer understanding of where their students are in relation to reading and numeracy and are able to plan for future teaching and learning strategies. In addition, targeted students worked in small groups to develop their numeracy and reading skills through CARS & STARS and CAMS & STAMS.

To move towards achieving our progress measure we need to dedicate time for staff to enter the data in the future to ensure all data is collated and completed as requested. Initial data was used to identify students for targeted teaching in small groups which will lead to the development of individualized learning goals through Individual Education Plans (IEPs). In 2022 we will program Data Talks in QTSS and RFF time to allow teachers quality time to show and discuss the collated data. Executive will reflect on their stage discussions and drive the development of amended or new researched based programs that will support student growth in the identified areas of weakness in 2022.

Effective Classroom Practice in Reading and Mathematics

The evidence showed that all classrooms undertook a change in focus when it came to effective classroom practice in reading and mathematics. All staff completed professional learning and were provided with opportunities to observe good practice. Explicit instruction became an embedded practice with Phonemic awareness program K-2 taught daily. (Explicit Instruction through Heggarty Phonemic Awareness Program) and Maths Warm Up - explicit mathematics instruction was completed throughout the school. This intensive approach has resulted in improved engagement in learning.

To move forward in achieving our progress measure we need to ensure that staff are using the triangulated data collected to improve the differentiation of lessons for all students. Executive to work with staff to ensure all staff K-6 are implementing an observation tool for reading and from the explicit teaching.

Progress towards achieving improvement measures

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
Top 2 NAPLAN Bands - Numeracy <ul style="list-style-type: none"> Percentage of students achieving in the top 2 bands to be moving towards the lower bound system-negotiated target for Numeracy of 54.1%. 	<ul style="list-style-type: none"> Data indicates that 50% of students in top 2 bands in numeracy showing growth of 16.25% from baseline data.
Top 2 NAPLAN Bands - Reading <ul style="list-style-type: none"> Percentage of students achieving in the top 2 bands to moving towards the school's lower bound system-negotiated target for reading of 68.4%. 	<ul style="list-style-type: none"> Data indicates that 70% of students in top 2 bands in reading showing growth 7.52% from baseline data.
Expected Growth Reading - Reading <ul style="list-style-type: none"> Percentage of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system-negotiated target of 77.1%. 	<ul style="list-style-type: none"> Percentage of students achieving expected growth in reading increased by 16.37% indicating progress toward the system-negotiated target.
Expected Growth - Numeracy <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 68.6% 	<ul style="list-style-type: none"> Percentage of students achieving expected growth in numeracy increased by 15.05% indicating achievement of the lower bound system-negotiated target.



Strategic Direction 2: Quality Teaching through Collaborative Learning

Purpose

Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning, collaborative practices such as QTR and programming reflective of the analysis of student data. Researched-informed teaching practice will result in innovative lessons.

Initiatives

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.

- Professional Learning
- Collaborative Practice

Resources allocated to this strategic direction

Professional learning: \$8,000.00

QTSS release: \$5,000.00

Summary of progress

The evidence showed that the staff completed the professional learning for Essential Assessment in term 1. We then held stage discussions for all staff and professional learning to develop their understanding further in term 2. As a result of the training all teachers have developed confidence in successfully using Essential Assessment to pre and post test effectively to determine what interventions/adjustments need to be made to learning to improve student outcomes. A barrier to this process was the COVID lockdown during terms 3 and 4. As a result the executive team held refresher PL to ensure the effective use of Essential Assessment by all teachers. The impact of this training has been that teachers have a much clearer understanding of what the students know and where to next in numeracy.

IMPLICATIONS: To move towards achieving our progress measure we need to dedicate time for new staff to engage in PL on Essential Assessment to ensure that all years are using it correctly to improve student outcomes. The use of targeted learning through data from EA will drive small group sessions on the designated topic areas in mathematics. This differentiation should be evidenced in teaching and learning programs and supported by LaST. The impact of this PL will be teachers identifying targeted areas to be directly supported by support teachers which will improve student learning across the school in 2022. Due to the COVID -19 lockdown only a limited number of teachers were able to observe the I Do, You Do, We Do model in other school settings. However, the use of recorded warm-up lessons in mathematics teachers were able to observe their colleagues while working from home. Once Quality Teaching Rounds (QTR) start in 2022 this will enhance the way teachers observe their colleagues across all KLAs. In 2022 the executive team will work with the numeracy curriculum advisor to drive the inclusion of differentiation in programming in numeracy to assist in the school meeting the negotiated target for numeracy.

Progress towards achieving improvement measures

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
Mentoring • In the theme of 'Coaching and Mentoring' we are moving towards the school identified target of Excelling as measured by the School Excellence Framework.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of coaching and mentoring.
Explicit Teaching Percentage of stage programs displaying the Explicit Instruction model including a gradual release of responsibility is moving towards the school identified target of 100%.	• Analysis of stage programs indicates that 90% of teachers are implementing the Explicit Instruction model including a gradual release of responsibility in literacy and numeracy programs.

Quality Teaching Rounds

- Percentage of teachers participating in Quality Teaching Rounds (QTR) is moving towards the school identified target of 100%.
- Percentage of teachers using feedback structures as a tool to evaluate where students are and what future steps they need to take for improvement is moving towards the school identified target of 100%.

- Delay in implementing initiatives in term 3 and 4 have required this work to be postponed to 2022.



Strategic Direction 3: Learning, Identity and Wellbeing

Purpose

To ensure that all students are able to connect, succeed, thrive and learn, there will be a planned approach to whole school wellbeing programs, strong links with the parent community and engagement with the broader educational community. Students will become self-directed learners who are aware of their own progress and work with teachers to direct their future learning.

Initiatives

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.

- Student and Community Engagement
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$6,500.00

Low level adjustment for disability: \$5,000.00

QTSS release: \$2,000.00

Summary of progress

The evidence showed that stage 3 students participated in DanceSport for 15 weeks, face to face and via zoom during online learning. Students connected weekly to share the enjoyment of learning new skills. Due to COVID lock down, students were unable to showcase their learning to the school community and broader community. Students successfully participated in Maths Games, face to face and via zoom during online learning. Data shows that student achieved success and growth between initial and final test. The PBL data shows that the fortnightly focus was not consistently implemented. The PBL team discussed the implementation of the focus should include newsletter articles and Google slides to reinforce the expectations.

IMPLICATIONS: To move towards achieving our progress measure we will continue DanceSport in 2022 for Year 5 students only. Based on parent feedback, this will ensure more positive connections and enjoyment for all students. Maths Games will continue to be offered in 2022. Staff will need to be given time to implement the program. The PBL team will introduce the fortnightly focus school wide, including promoting the focus in the weekly newsletter and during school assemblies. Students will be acknowledged for their positive behaviour and learning through the school award system. Staff will need to be given time to implement the PBL focus and create the resources needed to promote the focus across the school. Staff training will need to be provided to all staff on how to use the robotics and how they can be effectively incorporated into the class programs to maximise learning impact.

Progress towards achieving improvement measures

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
Wellbeing In the element of 'Wellbeing' the school is moving towards Excelling as measured by the School Excellence Framework.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of wellbeing.
Attendance Improvement in the percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 89.7%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has increased by 4.9%.

Aboriginal Education

Percentage of teaching and learning programs that have Aboriginal perspectives embedded to ensure a deeper understanding of the importance of Aboriginal celebrations and experiences is moving towards the school identified target of 100%.

- Delayed initiatives in term 3 and 4 have required this work to be postponed to 2022. To date 20% of staff were able to fulfill this progress measure.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: Partnerships between the school and the parents through the use of an interpreter to support 3 way interviews and goal setting. Employment of an SLSO to support students in the area of literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain and continue to support students in literacy growth and attainment.</p>
<p>Socio-economic background</p> <p>\$14,753.68</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Burnside Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student and Community Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Supplementation of extra-curricular activities • Equitable access to specialist resources • Providing students without economic support for educational materials, uniform, equipment and excursions <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Aboriginal background</p> <p>\$1,603.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Burnside 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Aboriginal background</p> <p>\$1,603.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Joined city country alliance for First Nations experiences. • Professional learning for all staff to embed Aboriginal Perspectives in programming. • Released staff to deliver personalised support for Aboriginal students • Visited Gol Gol Immersion Centre opening to establish connections and develop relationships that will allow future students to immerse our students in Environmental, Cultural and Agricultural learning experiences and activities. <p>The allocation of this funding has resulted in: increase in the number of PLPs developed for students and families. Also, increased understanding by staff of First Nations history and culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: PL for all staff on Aboriginal Histories and Cultures to continue to embed Aboriginal history and culture into teaching and learning programs.</p>
<p>English language proficiency</p> <p>\$57,901.81</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Burnside Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice in Reading and Mathematics • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives • Support for students identified in developing and consolidating phase • Pprovision of additional EAL/D support in the classroom and as part of differentiation initiatives • Additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: Staff looked at student data, including English language proficiency and analysis writing samples. Students being identified and supported through additional programs. Staff engaging in Professional Learning on Effective Reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional Learning to captialise on teacher confidence in using EAL/D learning progressions with literacy progressions. The development of EAL/D assessments based on the EAL/D progressions. Ongoing professional learning with identify language and cultural demands across the curriculum. Delayed due COVID- Literacy and Numeracy School adviser to work with staff in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$81,167.78</p>	<p>Low level adjustment for disability equity loading provides support for students at Burnside Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student and Community Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$81,167.78</p>	<ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$28,527.26</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Burnside Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Effective Classroom Practice in Reading and Mathematics • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training and support in literacy and numeracy • Use of casuals to allow staff to engage in observations at neighbouring schools • Release of staff to developing whole stage explicit instruction resources in numeracy • Targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: The implementation of Heggerty Phonological Awareness Program in K-2 and was continued during the lock down period of online learning. Daily implementation of Explicit Instruction in Numeracy through Maths Warm Ups. This consistent and intensive approach has resulted in improved students engagement in learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of additional staff members using other flexible funding to deliver targeted teaching in the areas of literacy and numeracy.</p>
<p>QTSS release</p> <p>\$67,874.39</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Burnside Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Collaborative Practice • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant principals provided with additional release time to support classroom programs

<p>QTSS release</p> <p>\$67,874.39</p>	<p>The allocation of this funding has resulted in: Executive staff members released to engage in LEED program based the Strategic Improvement Plan requirements. Executive staff engaged in observations against the professional standards to ensure best practice linked to Whats Works Best 2020 document. Mentoring and supporting of staff to prepare and deliver individual student reports. Staff supported by the executive to undertake SCOUT training.</p> <p>Data talks and QTR delayed due to COVID.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff and executive undertake Quality Teaching professional learning to lead the implementation of QT Rounds to strengthen quality teaching practices. Employment of additional staff to deliver the effective use of data to drive professional discussions around data improved practice during Data Talks.</p>
<p>COVID ILSP</p> <p>\$94,166.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice in Reading and Mathematics • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Providing targeted, explicit instruction for student groups in literacy-comprehension and numeracy- number intervention • Employing staff to provide online tuition to student groups in literacy/numeracy • Development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning, both online during COVID and face to face learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued employment of additional teaching staff using other flexible funding to consolidate and extend intensive small group comprehension and number intervention programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	127	132	141	124
Girls	121	118	116	107

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	94.3	94.9	96.1
1	94.8	93.1	95	95.6
2	93	93.2	93.6	95.2
3	95.5	92.9	90.2	95.1
4	93.8	95.1	93.4	94.1
5	96.3	95.5	93.6	94.6
6	95.7	97.1	95.3	96.9
All Years	94.8	94.5	93.8	95.4
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

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)	3
Classroom Teacher(s)	8.25
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	965,705
Revenue	2,429,636
Appropriation	2,298,649
Sale of Goods and Services	2,223
Grants and contributions	127,801
Investment income	863
Other revenue	100
Expenses	-2,397,489
Employee related	-2,061,997
Operating expenses	-335,492
Surplus / deficit for the year	32,147
Closing Balance	997,852

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.

	2021 SBAR Adjustments (\$)
Targeted Total	763
Equity Total	143,925
Equity - Aboriginal	1,602
Equity - Socio-economic	8,254
Equity - Language	57,902
Equity - Disability	76,168
Base Total	1,957,310
Base - Per Capita	63,355
Base - Location	0
Base - Other	1,893,955
Other Total	105,024
Grand Total	2,207,022

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.

Parent/caregiver, student, teacher satisfaction

In 2021, 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 feels 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 aspects in each area to be celebrated. Staff identified effective collaboration in developing strategies that increase student engagement and the implementation effective assessment practices. Staff empower students through the use of individualised learning goals to support improved student learning outcomes.

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 53% of students displayed a positive attitude to completing homework. The survey also highlighted that the students have positive relationships with friends at school for who they trust and encourage them to make positive choices.

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 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

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.