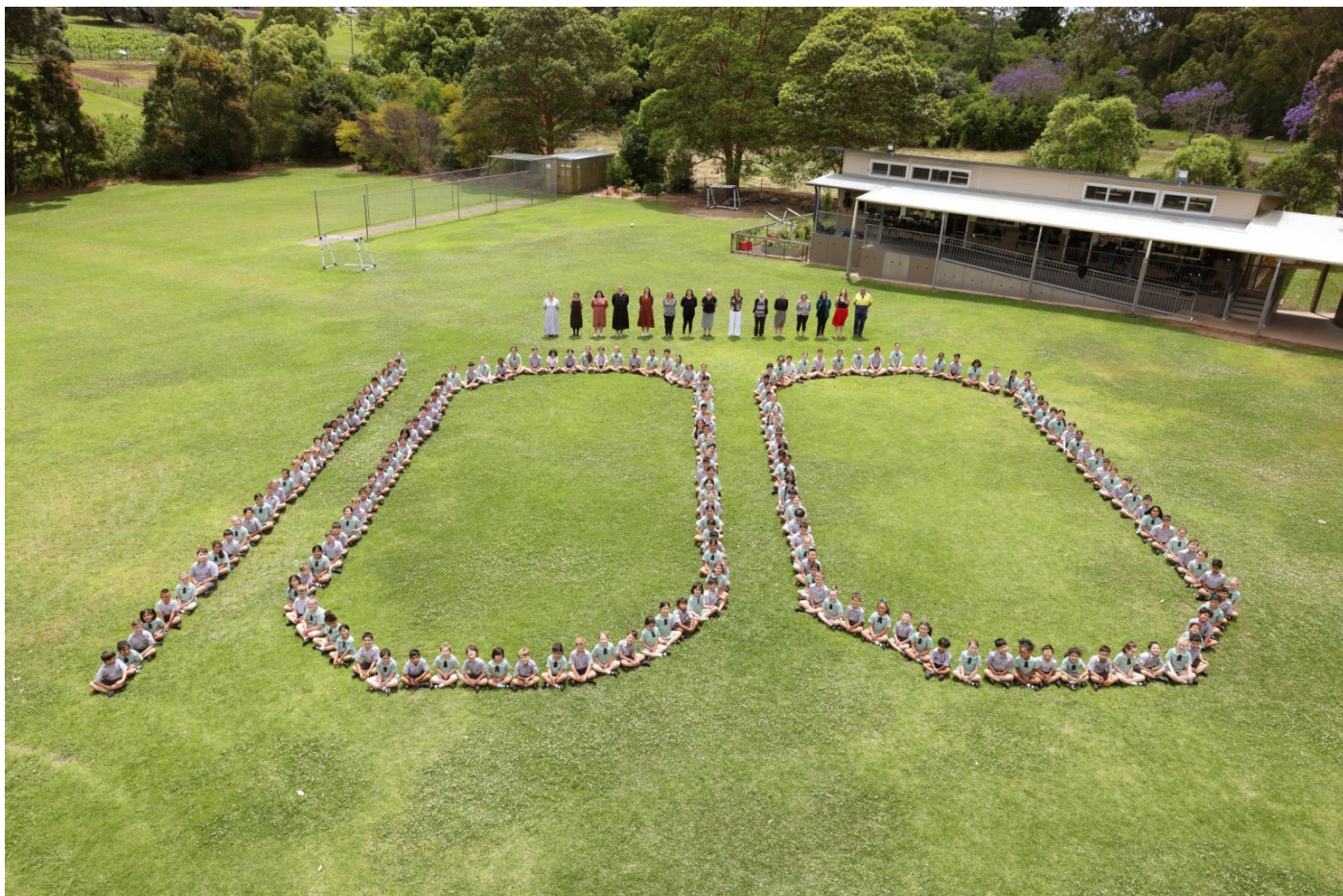


2022 Annual Report

Burnside Public School



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Introduction

The Annual Report for 2022 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

<https://burnside-p.schools.nsw.gov.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 211 students (59% NESB). Students are currently educated in nine 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 following 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 P & C Association. Students, staff and parents work together to ensure the very best educational outcomes for students.

The Cumberland Community Connection 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 2021-2025.

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	2022 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: \$35,000.00

Refugee Student Support: \$687.68

English language proficiency: \$50,000.00

Literacy and numeracy: \$28,527.26

Integration funding support: \$31,213.00

Low level adjustment for disability: \$19,658.91

Summary of progress

Data Skills and Use

An analysis of using data, showed that during 2022 we undertook Data Talks, gathered resources through NAPLAN and developed programs and assessments for EAL/D. Utilising a network education leader and releasing executive allowed the development of quality assessments and data questions. PLAN 2 data collection was used for specific purposes due to the introduction of other assessment tools. The impact of the use of Data Talks on staff, programming and differentiation was beneficial in that it directed the future for student growth and attainment. The impact of developing an action plan, assessment and programs in EAL/D allowed for targeted intervention for EAL/D students across the school. Teacher practice was also positively impacted through professional learning and ownership of assessment and programs by all staff.

In 2023, in this initiative, we will consolidate the EAL/D programming and assessment and audit our assessment map to streamline whole school assessment and data.

Effective Classroom Practice in Reading and Mathematics

Effective Classroom Practice has included intervention groups, differentiated groupings, explicit instruction and High Potential and Gifted Education (HPGE) in 2022. During this time, intervention groups continued, with SLSO and LaST support. Classrooms were supported with extra staff to allow for small group differentiation for three hours a week for numeracy groups. This allowed teachers to target teaching according to student need in small groups. Teachers were given time to develop Explicit Instruction slides for Numeracy and Literacy, which were successfully implemented across the school. The acceleration of identified students in Reading and Mathematics was implemented through learning blocks from stage 1 to stage 3. Through professional learning on the new policy for HPGE, it was evident that we could potentially create a wider identification process for students in order to engage and challenge every student. The impact of the above actions showed higher student engagement and more equitable access to the curriculum.

In 2023, in this initiative, we will focus more professional learning on HPGE for all staff. It will also involve the roll out of the new syllabus and incorporating our existing explicit instruction and differentiation groupings.

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
<p>Top 2 NAPLAN Bands - Numeracy</p> <p>Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system-negotiated target in Numeracy of 54.1%</p>	<ul style="list-style-type: none"> • 38.30 % of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
<p>Top 2 NAPLAN Bands - Reading</p> <p>Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system-negotiated target in Reading of 68.4%</p>	<ul style="list-style-type: none"> • 65.96% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
<p>Expected Growth Reading - Reading</p> <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"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<p>Expected Growth - Numeracy</p> <ul style="list-style-type: none"> • Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be moving towards or at the schools lower bound system-negotiated target of 68.6%. 	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

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

English language proficiency: \$26,159.14

QTSS release: \$10,623.64

Professional learning: \$15,732.59

Summary of progress

Professional Learning

The evidence showed that the school underwent a significant shift in understanding and process in regards to EAL/D. All staff engaged in PL and assessed all relevant EAL/D identified students. EAL/D is reflected in most classroom programs, particularly in the area of building vocabulary through speaking and listening in K-2. In 3-6, vocabulary was built up to support in class writing programs. Teachers were in-serviced by three staff members who attended PL in 7 steps of Writing Success. This supported teachers delivery of the program to students in the classroom. The quality of student work samples and engagement in writing has considerably improved. Results shown using eWrite (3-6). K-2 staff intensely engaged in PL for the Curriculum Reform in Literacy and Numeracy - online curriculum reform modules. The impact of this has been the development of quality units of work aligned with the departments scope and sequences in preparation for 2023 implementation. Executive staff continued the learning through the Leading Evaluation, Evidence and Data Project (LEED). Utilising the triangulation of data, the executive developed a deep understanding of What Works Best to support student learning.

To continue moving forward, teachers need to continue the assessment and implementation process of EAL/D students. Ongoing learning goals and programs need to adapt to follow student development. Teachers need to continue valuing and engaging in the online modules to support the delivery of the new curriculum.

Collaborative Practice

The evidence showed that Mathematics could be better differentiated to support student need. Analysis of NAPLAN results revealed that the literacy component of numeracy needed to be a focus for our school. Staff engaged in professional learning to understand the value of creating rich learning tasks incorporating the literacy of numeracy. With support of additional staff and SLSOs intensive differentiated working mathematics groups were developed and carried out during Term 4. Quality resources were purchased to support student understanding and demonstration of working mathematically. The impact of this work has been to increase the capacity of staff to analyse data to inform practice. Internal school data shows growth in the understanding of worded mathematical tasks by students.

To move towards achieving our progress measure we need to continually review and update programs to reflect student growth and attainment in the area of 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	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of

<p>Mentoring' we are moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p>	<p>Coaching and Mentoring in the element of Learning and Development.</p>
<p>Explicit Teaching</p> <p>Percentage of stage programs displaying the Explicit Instruction model including a gradual release of responsibility is moving towards the school identified target of 100%.</p>	<ul style="list-style-type: none"> • Analysis of internal school data shows 100% of stage programs displaying the Explicit Instruction model including a gradual release of responsibility indicating achievement of the school identified target.
<p>Quality Teaching Rounds</p> <ul style="list-style-type: none"> • 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%. 	<ul style="list-style-type: none"> • Analysis of internal school data shows 100% of teachers participating in Quality Teaching Rounds (QTR) indicating achievement of the school identified target. • Analysis of internal school data shows 85% of teachers using feedback structures as a tool to evaluate where students are and what future steps they need to take for improvement indicating progress toward the school identified target.

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: \$8,452.30

Low level adjustment for disability: \$13,460.50

Summary of progress

Student and Community Engagement

The evidence shows that the 15 week DanceSport program was successfully implemented for all year 5 students, culminating in the DanceSport gala event. A number of extra-curricular activities were run through 2022, which allow students to experience opportunities of enrichment across the 4 domains of HPGE. This ensured the wellbeing of students across the school. The challenges of a new program like DanceSport were student and parent resistance to change. This was overcome with encouragement and the success of the program. The impact of this initiative resulted in a gala event which saw several underachieving students with low self confidence shine and have a sense of accomplishment at the end of the program. This is reflected in the data. Opportunities for showcasing students' achievements and skills to the broader educational community were valued and seen at the 100 year celebration of the school, the school open day and presentation night.

In 2023 DanceSport will continue and will include Year 5. The positive feedback about and outcomes of our creative arts extra-curricular programs ensures the continuation and expansion in coming years.

Well being

In term 4, staff engaged in the first component of professional learning around Growing Strong Minds. This strength based approach to wellbeing consists of strength awareness, exploration and application for staff and students. This work will continue in 2023 through the implementation of Growing Strong Minds to students.

The school undertook a review of the school's Behaviour and Welfare guidelines which indicated that tier 3 students did not feel a connection with an individual staff member who would support them when they needed it. In 2023 we will identify at risk students who need to build a connection with an identified adult and create opportunities to nurture these relationships.

In 2022, the executive staff trained in Attendance Matters and reviewed and amended the school's attendance policy to reflect the new requirements. It identified the need to redesign school attendance letters to ensure they met the department policy.

In 2023 to achieve our whole school wellbeing measures, all staff will engage with the positive language of Growing Strong Minds in order to successfully deliver it to students. Further discussions in staff and stage meetings is required to embed well being across the school. The new Inclusive, Engaging Respectful Schools policy (IERS) will also be implemented in 2023 and staff will undertake training to understand their role in successfully implementing this policy.

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

<p>Wellbeing</p> <p>An improvement in the element of 'Wellbeing' to the level of Excelling as measured by the School Excellence Framework.</p>	<p>The self assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of wellbeing.</p>
<p>Attendance</p> <p>Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 89.7%</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 29.23%. This data was impacted by the public health orders in place at the time of harvesting.
<p>Aboriginal Education</p> <p>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%.</p>	<ul style="list-style-type: none"> • Analysis of internal school data shows 85% of teaching and learning programs have Aboriginal perspectives embedded to ensure a deeper understanding of the importance of Aboriginal celebrations and experiences indicating progress towards the school identified target.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</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"> • Effective Classroom Practice in Reading and Mathematics <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 the following impact: partnerships between the school and the parents through the use of an interpreter to support three-way interviews and goal setting.</p> <p>After evaluation, the next steps to support our students will be: to maintain and continue to support students in literacy growth and attainment.</p>
<p>Integration funding support</p> <p>\$31,213.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Burnside Public School in mainstream classes who require moderate to high levels of adjustment.</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 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: the allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs 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 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 PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$8,452.30</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 • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items

<p>Socio-economic background</p> <p>\$8,452.30</p>	<ul style="list-style-type: none"> • employment of additional staff to support small group intervention program implementation. <p>The allocation of this funding has resulted in the following impact: 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 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>English language proficiency</p> <p>\$76,159.14</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 • Professional Learning <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 • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: improved teacher confidence in using EAL/D learning progressions with the literacy progressions.</p> <p>After evaluation, the next steps to support our students will be: continued EALD additional teacher funded. Targeted students supported in class or withdrawn to develop their English proficiency. The development of EAL/D assessments based on the EAL/D progressions. Ongoing professional learning with identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$77,119.41</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"> • Effective Classroom Practice in Reading and Mathematics • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: the school achieved a more consistent approach to student learning support</p>

<p>Low level adjustment for disability</p> <p>\$77,119.41</p>	<p>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 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.. PL for SLSOs to assist them when working with targeted students.</p>
<p>Professional learning</p> <p>\$15,732.59</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 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"> • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • QTR was successfully completed by all staff to develop collegiality of staff in regard to classroom practice. <p>The allocation of this funding has resulted in the following impact: improved professional dialogue in relation to professional practice through observation and professional readings. increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.</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"> • Effective Classroom Practice in Reading and Mathematics <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 • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in the following impact: improvement in teacher capacity to differentiated their teaching programs to meet individual student needs. This led to improved student results in NAPLAN reading, writing and spelling.</p> <p>After evaluation, the next steps to support our students will be: to identify groups of students to be plotted against the progressions and identify individualised student needs in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$45,623.64</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>

<p>QTSS release</p> <p>\$45,623.64</p>	<ul style="list-style-type: none"> • Data Skills and Use • Effective Classroom Practice in Reading and Mathematics • Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: to employ an Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.</p>
<p>COVID ILSP</p> <p>\$40,000.00</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 2022.</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 teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and/or numeracy <p>The allocation of this funding has resulted in the following impact: the majority of students in the program achieved significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support team, with suitable adjustments made to ensure student success and growth in the classroom.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	132	141	124	111
Girls	118	116	107	102

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.3	94.9	96.1	89.6
1	93.1	95.0	95.6	90.5
2	93.2	93.6	95.2	91.1
3	92.9	90.2	95.1	89.0
4	95.1	93.4	94.1	87.4
5	95.5	93.6	94.6	88.3
6	97.1	95.3	96.9	87.2
All Years	94.5	93.8	95.4	88.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	7.18
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher ESL	0.2
School Administration and Support Staff	2.42

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	927,361
Revenue	2,489,581
Appropriation	2,349,599
Sale of Goods and Services	3,802
Grants and contributions	127,941
Investment income	8,039
Other revenue	200
Expenses	-2,700,127
Employee related	-2,149,500
Operating expenses	-550,626
Surplus / deficit for the year	-210,546
Closing Balance	716,814

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.

	2022 SBAR Adjustments (\$)
Targeted Total	31,901
Equity Total	161,731
Equity - Aboriginal	0
Equity - Socio-economic	8,452
Equity - Language	76,159
Equity - Disability	77,119
Base Total	1,873,049
Base - Per Capita	58,369
Base - Location	0
Base - Other	1,814,680
Other Total	115,827
Grand Total	2,182,507

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 2022, 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 2021-2025..

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 almost 100% of parents believe that the school helps students with disability or special needs to feel welcome. The survey displayed that most parents spend less than half an hour a day supporting their child with homework. 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 that school leaders had helped to create new learning opportunities for students. 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 student survey stated that school staff emphasise academic skills and hold high expectations for all students to succeed. The survey also highlighted that the students have positive relationships with friends at school 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.