

Burnside Public School Annual Report



2015



1433

Introduction

The Annual Report for 2015 is provided to the community of Burnside Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.



Mrs Gae Bromwich
Principal

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Message from the Principal

Congratulations to all on another very successful year at Burnside Public School. 2015 has been an exciting and significant year for Burnside PS as the year began with the retirement of Mr Catliffe after 12 years of service to Burnside Public School and over 40 years of service to the Department of Education.

2015 has been a very productive and successful year for the school community and each student has excelled in many different facets of their learning whether in the academic, sporting, creative and performing arts areas both in the wider community arena and within each and every classroom. Our focus is on developing young people who are resilient, compassionate and accepting of others differences. Young people, who engage in learning positively and are committed to contributing and making a difference in their lives.

Our teachers have spent many hours refining their knowledge and skills in the implementation of new curriculum and developing programs that allow students to develop critical thinking and creative skills in collaborative, flexible learning environments.

The supportive parent body, led by a very active School Council and P&C, has seen many changes and improvements this year. Our programs continue to thrive and grow.

This Annual School Report provides some insights into how successful we have been, what happens in our school and where we want to focus our efforts to make our school even better. Ongoing evaluation is an important feature of our school with a commitment and desire for continual improvement. I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Mrs Gae Bromwich
Principal

P & C REPORT 2015

One of the great characteristics of Burnside is the spirit of friendly community that abounds in this unique small school environment. With a school population of a little over 200 students, Burnside is more like a family than a school. The wonderful community is a result of dedicated teachers, support staff, parents and students. The P&C has also played an important role in fostering this sense of community, through a range of activities and initiatives this year.

The P&C's primary aims are to:

- support the educational needs/initiatives of the School
- monitor the welfare and education of our children
- build community within the School

To fulfil these aims, the Burnside P&C have implemented a number of initiatives this year.

We have continued to assist with integration of technology into our classrooms through the purchase of new laptops. Through the generous support of our Walk-a-thon this year we were able to purchase an iPad for each classroom for use by teachers in those home rooms.

We have also funded the upgrade to the data projector and screen in the School Hall.

Our School's Band Program plays an important part in the life of the School. This year the P & C funded the purchase of a Euphonium. This instrument will add to the musical range and dynamics of the Band

We have supported the School's focus on healthy eating, by hosting a 'Healthy Breakfast' during the Healthy Harold visit. It was great to see so many kids, parents and staff coming together to share breakfast with one another.

The safety of our students is always of paramount concern. This year the P&C arranged for the installation of a number of CCTV cameras around the school to ensure our children's safety.

This year, the P&C also funded the design and installation of two honour boards to permanently record the annual Year 6 Gift to the School and P&C Initiatives.

We have helped with the induction of our new Kindergarten students and parents through providing information at Induction Days as well as hosting our annual "*Tea and Tissues*" Morning Tea for our new Kindy parents.

We have continued with our support of a range of educational programs, such as the *Skwirk* Program, to assist staff in providing interactive lessons for our students.

The uniform shop is also a part of the P&C function. The volunteers, led by Sky Del Rosario, have done a fantastic job running the clothing pool and keeping our students dressed so immaculately. This service is performed in addition to other work and family commitments and we are truly thankful for this generous support.

This year the P&C successfully hosted a number of community and social activities. We have had two Family Fun Nights, a Mother's Day stall and a Father's Day stall, and a School Walk-a-thon. In addition to this, the P & C hosted a successful movie night and pie day. A BIG THANK YOU must go to Mrs Ivana Prevetera for all her hard work and organisation of these events throughout the year. The family fun nights, in particular, were great opportunities for families within our Burnside community to come together to share one another's company, great food and even better...exciting rides...Who will forget "The Storm"?!!!

I wish to thank my Executive team: Mrs Meaghan Courtney (Vice President), Mr Marc Croker (Secretary) and Mrs Lisa Cheng (Treasurer) this year for their tireless work and support. I would also like to also thank Mr Neale Rudd, our Band Coordinator, for his help liaising between P&C and the School Band. I would like to collectively thank all the parents who regularly attended our P&C meetings, the core of volunteers who have worked on our Family Fun Nights, stalls and in the school on a daily basis supporting the academic program with reading groups, along with helping at excursions and transport to outside school events. These people are amazing and get on with the job with a minimum of fuss or fanfare. Your time and dedication is invaluable and appreciated beyond words.

This year we also farewelled our beloved principal Mr Catliffe, after 12 years of loyal service to the School and continued support of the P&C. We thank him for all he has done for Burnside Public School and wish him well for his retirement.

The P&C would like to thank all of the staff of Burnside Public School – Mr Peter Catliffe and Mrs Gae Browich, Carol Vanderlight, the Executive, teachers, administration and support staff - for the amazing commitment to our children's education and wellbeing. Your hard work continues to make our school great.

To the students of our school – Congratulations on completing another year of your education – may you have a great break and return refreshed in the New Year to chase knowledge and understanding of the world and all that is in it – Education – “for the good of all”.

To our Year 6 students and their families we bid you farewell. We wish you all the best in the High School years and beyond. We look forward to hearing of your achievements in the future.

On behalf of the Burnside P&C Committee, I wish you all a safe and Happy Christmas and I look forward to seeing you at our meetings or events in 2016. I encourage as many of you as possible to become involved in the P&C in 2016. The P&C is your avenue to have your say and be involved in the education of your children.

David Vassallo
P&C President 2015

School Council Report

At Burnside there are various and very important groups that make up the foundation of this strong and competitive school. Starting with the students, there are leadership groups such as the Student Representative Council (SRC), Athletic House groups, Burns and Murdoch, led by their dynamic Sports Captains, and School Leaders that stand before their fellow school mates leading by positive example. Burnside also has prominent parent and teacher committees that collectively strive for the best for the students, teachers, community, school grounds upkeep, academic potential and sporting facilities, both present and planning for the future. That only outlines in part the maintenance required to preserve Burnside as the high standard school that it is.

I, along with my School Council constituents, gather formally four times a year to discuss academic, sporting, student welfare, activities that involve our students and community within school hours and out, and review the utilization and upkeep of the facilities of the school. We investigate how we can better the potential and possibilities of what we currently possess, what are further available options and how we can improve and advance on what we have here at Burnside.

When each School Council meeting concludes, the involvement certainly does not conclude there. We, the School Council, which consists of parent representatives, a community representative, teacher representatives and our Principal, take responsibility of action items that have been raised for consideration and ensure that we do our best to provide positive and effective outcomes. We are ever mindful of how we can support Burnside in its development and sustainability as an outstanding education facility providing academic, sporting, social and community engagement.

Some notable achievements and progression Burnside has seen during 2015 are:

KidsMatter, which is an Australian Primary Schools Mental Health Initiative which connects to the new Wellbeing Framework.

Working with Children Check requirements (WWCC). It has been advised that by 2016-17 it will be mandatory that all volunteers will be required to have a current WWCC. It has been recommended that new parents for 2016, who wish to help in the classroom, should be alerted in Term 3 of 2015 that they are required to obtain the necessary documentation. This approach was implemented to provide parents/volunteers with ample time to acquire this documentation so that they may enjoy the benefits of supporting the teachers and students in class room activities.

Information Workshops:

PC Rob Paterson presented a workshop which discussed cyber-bullying, in relation to various social media platforms such as Facebook, Twitter, etc and addressed the concerns of parents in relation to social media and their children.

Annette Coleman (School Council Community Representative) presented a workshop in relation to the transition to High School, and a workshop based on Building stronger relationships.

Progression from 2015 and plans for 2016:

Plans for the implementation of parent helper training and induction program to clarify guidelines, expectations and protocols of being a parent helper at Burnside.

Communication development:

Newsletters being emailed, including up-coming events and permission notes being attached to emails and relevant links to the school website.

Emails to parents with alerts, such as cancelled activities and reminders of excursions and fees due.

This form of communication was implemented in 2015 and will continue into 2016 and beyond.

Out of school hours care (OOSH) Tender. This tender process was conducted with the goal to enlist the services of an OOSH provider. The process was a considerable responsibility, undertaken by our Principal Mrs Bromwich and School Council Parent Representative Jane Wallace, with the guidance of The Department of Education. We are pleased to announce that we have appointed a new service provider, Helping Hands, and look forward to a happy and collaborative partnership with Helping Hands as they care for our students that require care out of school hours.

Plans for overpass pedestrian crossing on Pennant Hills Road for safer travel of pedestrians, which includes our students and families.

Each year at Burnside we look back at the year that was and celebrate our achievements as individuals, as families and as a community. We are so fortunate here at Burnside to be a part of such a strong, devoted, involved and caring community. We are a community that thrives on providing the very best for our children, and we strive to do this every day.

2015 was certainly an eventful year. It also saw the retirement and farewell of our Principal Mr. Catliffe, who had been with Burnside since 2003. Mr. Catliffe had been a positive figure in our school and we wish him very well in his retirement.

We now welcome Mrs. Bromwich as our new Principal and look forward to her leadership with Burnside.

I would like to take this opportunity to thank some of the amazing people that make up the core infrastructure that enables Burnside to continue as an influential and progressive school. Thank you to our wonderful Administration Staff that not only attend to front of house but are responsible for the many activities that happen behind the scenes that we do not see. Thank you to our teachers, Principal, Deputy Principals, volunteers (in class and around the school), parent bodies, students and extended community of Burnside.

Without the commitment, dedication and genuine care of all these groups Burnside could not function as efficiently, progressively or as effectively as it does.

I would like to extend an enormous thank you to all in our Burnside Community and welcome continued support and dedication for many years to come as we grow and flourish.

Burnside has a reputation for being very welcoming and advanced in its opportunities and accomplishments. Let's continue this notoriety and aspire to continue and maintain the high level of delivery, achievements and positive direction for our students and our Burnside Community.

Donna Kelly

School Council President (2015)

School background

Burnside Public School is situated in spacious and attractive grounds in the Sydney suburb of North Parramatta. It was established in 1922 and is a vital part of the wider community.

In 2015 there were 229 students enrolled at Burnside Public School, 58% coming from language backgrounds other than English.

School vision statement

At Burnside Public School, we aim to deliver quality education in order to develop the talents, interests and abilities of its students. Our aim is to provide a vibrant and responsive education that produces well educated citizens with the capabilities and confidence to succeed in the 21st Century.

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 228 students (58% 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 ensures appropriate student outcomes. Very successful student welfare practices promote in students a sense of well-being, happiness and responsibility. Parents have high expectations of and aspirations for their children. There is very active participation in the life of the school. Burnside has an established, dynamic and supportive School Council and P & C Association.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework (SEF). This process provided a platform for the collation of evidence based data. Through the analysis of data the staff were able to plot school achievement in each domain. This rigorous process in 2015 has assisted in the establishment of priorities for 2016 to ensure the school is working towards excellence.

In the domain of Learning, our efforts have focused on wellbeing, curriculum and learning. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other, this can be seen through the KidsMatter initiative. A whole school approach to using PLAN to enable individualised learning plans has occurred through the creation of learning and support team folders on students to monitor and evaluate personalized learning plans.

Our focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Stages. Through the development of personal goals under the Performance and Development Framework, staff have been focussing on viewing and building lessons that display best practice.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. The school executive has created collegial and collaborative teams engaged in extended professional dialogue focussed on achieving school priorities.

Strategic Direction 1

Developing confident, creative, resourceful learners

Purpose

STUDENT LEARNING

To develop and implement a challenging, innovative and inclusive curriculum that enables students to be effective 21st century global citizens.

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

A whole school approach to using PLAN to enable individualised learning plans has occurred through the creation of learning and support team folders on students to monitor and evaluate personalized learning plans; all student information is in a central location for all staff to access. Personalised Learning Plans were created for all students identified under the learning and support team. Classroom teachers and support staff worked collaboratively with students to set learning goals. Individual needs of students met through the creation of differentiated programs created collaboratively in stage teams. Increased professional dialogue has increased staff knowledge of ways to meet the needs of individual learners. Analysis of PLAN data allowed staff to identify areas of strength and weaknesses; this information is reflected in the 2016 milestones. Staff used the PLAN data tool to provide feedback to parents - information given in literacy and numeracy. All staff learnt to enter their own data and to use it to guide the teaching and learning cycle.

Efficient school based systems including the implementation of TOWN, TEN and L3 to meet the individual needs of students have been initiated. Kindergarten teachers have undergone initial training for Language, Learning and Literacy (L3) program. Demonstration lessons occurred to show impact on student learning and to feedback on the philosophy of the program for other staff. Writing samples displayed the change in teacher practice with L3, and results show a sudden improvement in kindergarten writing as students' attempt to write independently. The mathematics TEN/TOWN data was collected and analysed by staff to cater for individual students. Enrichment mathematics classes were offered to extend students thinking, creativity and problem solving in mathematics. Burnside Maths Olympiad group finished in the top 10% of the state.

Building teacher capacity to collaboratively plan for Literacy and Numeracy using Quality teaching elements has been very successful and evidenced through the implementation of structured stage and Teacher Professional Learning meetings with agendas and a record of minutes. Professional learning logs with reflection of learning and implantation into classroom practice has been commenced. Evidence of time given for teachers to plan collaboratively and engage in professional dialogue to construct units of that are reflective of differentiated lessons in numeracy and literacy.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
NAPLAN literacy and numeracy data continues to trend upwards in writing, punctuation and grammar. (70% proficiency bands in writing for Year 3 and 40% proficiency bands	In 2015 the NAPLAN results showed that year 3 achieved over 70% of students at proficiency achievement (top two bands) in all areas of literacy. Writing was the only area where 3% of students fell at or below the national minimum standard of achievement. Year 5 targets were met in all areas except writing where	\$1,000 professional learning

for Year 5 in 2015) (68% proficiency bands in Years 3 and 5, Growth at 70%) 5% increase of students achieving above expected growth in NAPLAN	the target was under by 8%. However students out - performed the state average. 32% of students in Year 5 fell in the two top bands compared with 21% of the state. Numeracy did not see the growth which was also reflected in school data. This shift in growth has been addressed by implementing the town/ten program back into classrooms.	
Staff identification of leadership innovation and change.	2 staff attended professional learning for middle management. 2 staff attended training at the innovations centre.	\$2,000 professional learning
Staff understanding and implementing the skills needed for the 21st Century learner.	Professional learning is targeted at providing staff with the latest research into improving student learning. All staff have engaged in professional learning and looked in stage teams at ways best to engage the learner. Embedded technologies into all teaching programs are assisting staff in understanding the digital native. Success criteria and rubrics are used that allow for individual choices are being created to allow also for student self-reflection.	\$ 8,000 professional learning

Next steps

Our future directions include;

Differentiation of classroom programs to cater for the varied needs of all students. Continued opportunities for staff to see examples of best practice in action and collegial programming for differentiated lessons.

Continued analysis of PLAN data so this assessment tool is used effectively in student individual learning plans. Student goals being negotiated with consultation with family, students and staff. Staff knowledge of PLAN to be deepened resulting in the changing of data throughout a term

Quality Teaching elements being embedded into all teaching programs.

School stage data to be centralised and used in stage planning.



Strategic Direction 2

Building individual and collective capability

Purpose

STAFF AND LEADER LEARNING

To develop a culture of collaboration evidenced based decision making, educational innovation, professional learning and leadership.

Overall summary of progress

2015 saw Burnside staff engaging in and sharing knowledge of best practice and models in programming and assessment. This development of new pedagogies through professional learning is allowing for students to not only be on task but are actively involved and engaged in real life learning experiences.

All teachers are more competent and confident in engaging in professional dialogue reflective of new syllabus vocabulary. Consistent teacher judgment is central to stage meetings where on-going moderation activities are engaged in.

All staff are committed to continuous improvement through the new performance development program that has fostered a culture of ongoing feedback, appraisal, professional learning and collaboration.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Reports will use the language of the new curriculum.	All staff plot students and are guided how classroom evidence is used to reflect student achievement on the literacy and numeracy continuum. A-E reporting – collaboratively moderate in stage teams – use of rubrics and criteria, consistent teacher judgment. Report ESR system updated to reflect new syllabus outcomes, shared banks consistent with stage focus – collaborative	\$1,000
L3 implemented in early stage 1.	L3 Kindergarten staff actively engaged in L3 training – reflection sheets, observation sheets and student data. Demonstration lessons of L3 occurred.	\$13,000
New scheme teachers continuing maintenance and Highly Accomplished and Lead teachers process initiated.	Implementation of Teacher Performance and Development – review process continued. Classroom Observation Sheet in place so teachers have a clear purpose and connections to the teaching Standards are evident. Training course with Union rep completed. Review of goals conducted. Early career teachers – planned use of professional development – outlines/timetables.	\$2,000 teacher training \$2,000 teacher training \$26,000 support for beginning teachers.
Collaboratively created units with assessments	Term 2 and term 3 school development days (Glenn Capelli and Differentiation) - teachers shown research of	\$4,000 Teacher professional

<p>containing the Australian and NSW outcomes available to all staff.</p>	<p>John Hattie and Michael Fullen to develop deeper knowledge of 'why' should change in pedagogy occur.</p> <p>Introduction of linear model of differentiation for mathematics.</p> <p>Trial history unit in term 4 all stages</p> <p>'Appy' hour – ideas of how technology can be used</p> <p>Restructure of technology within classrooms to allow for movement – placement of computers etc</p>	<p>learning.</p> <p>\$2,000 stage planning days</p>
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Next steps

Our future directions includes;

Clear and detailed assessment maps. Clear articulation of focus areas for assessment at the commencement of each term.

Criteria based assessment that allows for continued progression along the continuum of learning and does not cap learning according to age/ year level.

History and geography syllabus implemented across the school – across stage units designed.

Lesson study or similar model implemented to allow for designing and viewing lessons that show best practice in differentiation.

Continued development of use of ICT in the classroom including the use of Goggle Docs

Continued development of school systems to support accreditation

Deeper knowledge and understanding of School Excellence Framework, School Plan and Professional Standards – how they interrelate to develop the profession.



Strategic Direction 3

Enhancing a strong, collaborative, educational community

Purpose

SCHOOL LEARNING

To develop community trust and strategic support to ensure that students learn in a dynamic, integrated and holistic way.

Overall summary of progress

Positive Behaviour for Learning (PBL) is a school-wide behaviour initiative. It engages a whole school systems approach to address problem behaviour and reduce its effects on student outcomes and on the school community overall. PBL provides a transformational change by underpinning a common language used by staff to promote positive behaviour from students, which has shown improvement in self-confidence and their motivation to learn. PBL operates as a systemic umbrella for a broad range of programs in schools, including values education, anti-bullying and learning support teams.

PBL has provided Burnside Public School with framework which has enabled us to track the management of student behaviour and has enabled us to develop coherent whole school rules and practices that enhance teaching and learning practices and support positive behaviour.

All staff used consistent processes for behaviour support, as evidenced by our effective behaviour support Positive Behaviour for Learning data indicating that systems are in place or partially in place and trending upwards.

In 2015, Burnside Public School has initiated the KidsMatter program. KidsMatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. KidsMatter Primary provides the methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy and balanced children.

Continued partnership with the Parramatta Learning Community has allowed for staff leadership and performance opportunities for students. Development of the Cumberland Learning Community has strengthened connections with local primary and high schools and has allowed for staff professional learning experiences.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
95% of students are aware of the three core school expectations of PBL	In 2015, classroom lessons and programs have reflected the Positive Behaviour for Learning language. All students and staff have been involved and these core values are reflected during presentation assemblies. School/ class award data maintained by staff. Classroom and playground behaviour recorded on card system. PBL expectations displayed in all areas of the school.	\$1,000 professional learning
Greater awareness of mental health issues and	Staff received training and updated colleagues. Surveys carried out with staff, students and parents –	\$2,000 teacher professional

the strategies to address needs that arise.	<p>results collated and an analysis occurred. Action Plan to be established.</p> <p>All staff completed module 1 – feedback of KidsMatter</p> <p>Parent workshops held - P&C Building Positive Relationships – 9th Sept, Cyber Safety – 20th Oct, Transition to High School – Nov</p>	learning KidsMatter
Number of professional learning activities, leadership and performance opportunities	<p>PLC debating and dance group attended by Burnside students and staff.</p> <p>Cumberland Community of Schools – Gallipoli VC with high school and other primary schools.</p> <p>History week – Play the story of Burnside</p> <p>Celebrating the Arts – involvement in choir, band and dance</p> <p>Middle managers group attended by executive.</p>	<p>\$200</p> <p>\$250</p> <p>\$2500 new band instrument</p>

Next steps

Our future directions include;

Revision of school discipline policy to be reflective of the school implemented program positive behaviour for learning.

Continued development of student leadership opportunities including the implementation of the Peer Support program.

Continued development of Aboriginal Education embedded in teaching programs.

Selection and implementation of a whole school welfare program e.g peer support, to continue the development of student resilience and to enhance the schools anti-bullying programs.

Completion of component 2 of KidsMatter

Yearly Surveys Administered – involvement in Tell Them From Me

School item for celebrating the arts.

Community of schools group of colleagues to work on accreditation/ lead.



Key initiatives and other school focus areas

This section includes:

- Key initiatives
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>The equity loading for Aboriginal students is a funding allocation to support NSW public schools to meet the learning needs of Aboriginal students.</p>	<p>The total number of Aboriginal students at Burnside Public School is 5.</p> <p>All positive behaviour interventions and teaching strategies are reflected in class programs and the students Personalised Learning Plans. Aboriginal students achieved above national benchmarks in NAPLAN.</p>	\$2479
<p>English language proficiency funding</p> <p>The loading for English language proficiency is a resource allocation for students learning English as an additional language (EAL) or dialect who are migrants, refugees or humanitarian entrants or the children of migrants, refugees or humanitarian entrants. This equity loading, introduced in 2015, is based on new methodology.</p>	<p>EAL/D students who require additional support were tracked against the ESL scales and individual learning plans were designed by collaboration between classroom teacher and EAL/D teacher. Increased participation and engagement leading to growth in PLAN and NAPLAN data was recorded against 93% of EAL/D students.</p>	\$19357 – an additional day for EAL/D support was used.
<p>Targeted students support for refugees and new arrivals</p> <p>N/A</p>		
<p>Socio-economic funding</p> <p>The equity loading for socio-economic background is a funding allocation to support NSW public schools to meet the additional learning needs of students from low socio-economic backgrounds.</p>	<p>All teachers implemented Individual Education Plans for all students requiring extensive additional support. Funds were also expended on additional SLSO time to support students within the classroom. The MultiLit reading program was implemented for students at risk of not achieving national benchmark.</p>	\$4128
<p>Low level adjustment for disability funding</p> <p>The loading is based on the number of students with low level disability and learning support needs. These funds enabled the school to engage students and their parents/carers in consultative and collaborative processes to personalise learning and support reflecting student needs.</p>	<p>The employment of Learning Support Officers increased the level of students' participation and engagement in learning and significantly improved students' learning outcomes. Funds were also used to improve professional learning programs to address learner diversity in classrooms, including the provision of support for teachers in recognising and responding to students' additional learning needs.</p>	\$8250 SLSO

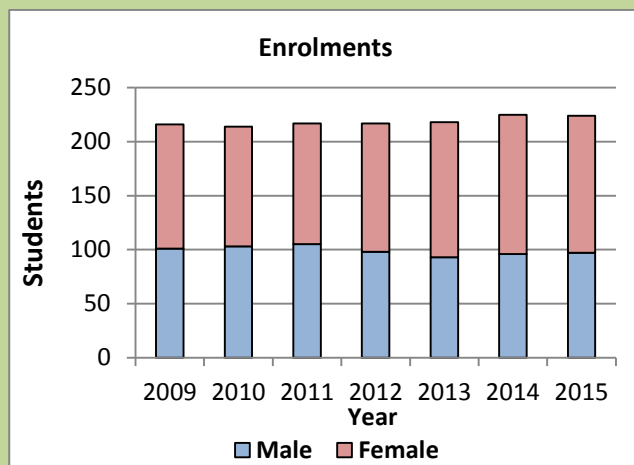
Mandatory Reporting Requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile (mandatory)

Student Enrolment							
Gender	2009	2010	2011	2012	2013	2014	2015
Male	101	103	105	98	93	96	97
Female	115	111	112	119	125	129	127



Student attendance profile

		Year	2010	2011	2012	2013	2014	2015
School	K		95.2	97.2	94.9	98.1	97.2	97.0
	1		97.4	96.6	94.6	95.9	98.3	95.8
	2		95.3	96.5	93.3	96.8	96.6	97.6
	3		94.8	95.7	96.5	98.2	97.9	97.2
	4		95.5	94.4	94.3	98.0	97.7	98.0
	5		97.3	96.7	94.2	95.7	98.5	97.8
	6		96.9	94.9	94.6	96.8	96.6	96.0
	Total		96.0	96.0	94.6	97.1	97.5	97.0
State DoE	K		94.7	94.7	94.3	95.0	95.2	94.4
	1		94.2	94.2	93.9	94.5	94.7	93.8
	2		94.4	94.2	94.2	94.7	94.9	94.0
	3		94.5	94.4	94.4	94.8	95.0	94.1
	4		94.5	94.3	94.3	94.7	94.9	94.0
	5		94.4	94.2	94.2	94.5	94.8	94.0
	6		94	93.8	93.8	94.1	94.2	93.5
	Total		94.4	94.3	94.2	94.7	94.8	94.0

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Classroom Teacher(s)	7
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6

Position	Number
Teacher of ESL	0.4
School Counsellor	0.2
School Administrative & Support Staff	2
Total	13.6

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There is currently no Aboriginal staff at the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	0

Professional learning and teacher accreditation

Professional learning is an integral part of the school plan and contributes to the professional growth of staff and improved student outcomes. Professional learning activities are tied directly to our school development priorities.

Burnside Public School's Professional Learning Plan is designed to extend and inspire staff in their personal and professional development which enhances their dynamic, innovative and effective learning pedagogies in the classroom that are reflective of current research.

Throughout the year the staff have engaged in professional development. These included:

- Mandatory sessions on child protection, CPR, emergency care, anaphylaxis training and code of conduct were held to provide an update for staff.
- PLAN data course – programming using the literacy and numeracy continuum.
- Differentiation in practice – mathematics – programming to meet the needs of students.
- Programming for quality teaching and assessing
- NAPLAN Analysis
- KidsMatter
- Seven Steps of Writing
- iPads – effective use within the classroom.
- Flexible Learning Spaces

Staff attended conferences and courses provided by external providers and participated in professional networks. The developed of the Parramatta Middle Managers Group and the continued partnership with the Parramatta and Cumberland Learning Communities allowed teachers to share and collaborate on a broad community network.

In addition to the staff development days, staff accessed a range of professional learning opportunities consistent with the school plan for improvement.

This year, all teachers completed the first cycle of their Professional Development Plans. One new scheme teacher is seeking to gain accreditation, while four teachers maintained accreditation at Proficient.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	201275.51
Global funds	137999.15
Tied funds	108750.40
School & community sources	143369.20
Interest	5391.80
Trust receipts	13189.10
Canteen	0.00
Total income	609975.16
Expenditure	
Teaching & learning	
Key learning areas	27679.62
Excursions	27420.48
Extracurricular dissections	69803.66
Library	4412.07
Training & development	8053.83.00
Tied funds	95275.73
Casual relief teachers	54984.83
Administration & office	43973.29
School-operated canteen	0.00
Utilities	28843.93
Maintenance	14952.42
Trust accounts	11284.84
Capital programs	10430.34
Total expenditure	397115.04
Balance carried forward	212860.12

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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Burnside is very proud of their ongoing high results in the National Assessment Program.

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	96.7
Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

Parent/caregiver, student, teacher satisfaction

In 2015, Burnside Public School commenced a program - KidsMatter Primary is an Australian initiative that aims to improve children's mental health and wellbeing. It recognises the important role that parents and carers play in the lives of their children and encourages effective working relationships between school staff, parents and carers, and the broader community.

KidsMatter Primary encourages schools to reflect on how they are doing things - what they are doing well already and also what they can improve to promote children's mental health and wellbeing. It has been recognised that including the voice of staff, students, parents and carers assists the school with planning.

This year the school surveyed students, staff and parents. The survey asked them their perspective the school and what you think is important for the school to consider in better supporting children's mental health and wellbeing.

The results revealed the following:

Parents

Parents revealed that they would like to know more information about the following and how they can best assist their child;

- dealing with bullying
- building resilience
- children's wellbeing and mental health
- child development and learning
- cyber safety

This need was addressed throughout the year with two Parent forums being held – one on building resilience and relationships and the other on cyber safety conducted by the local police youth liaison officer.

Parents conveyed that they perceived that students needed to have someone to talk to if they needed help or advice at school beyond their own classroom teacher. This an area that will be addressed by students to ensure mechanisms are in place and that student's feel they have alternate pathways for help. The results also showed that we need to make the community aware of the numerous outside support services available to assist children who are experiencing difficulties. Almost all parents surveyed believed that their child was happy at Burnside Public School.

Students

The results of the student's surveys showed that the students felt their mental health and wellbeing is better supported when home and school work together. Students reported that they felt that their social and emotional skills supported their academic learning and realized that these help collaborative activities. All students bar two reported that have friends to play with at lunch times and that they feel safe at the school.

The student survey results showed the areas to work on was the initial looking forward to coming to school each morning and establishing positive activities where children can engage with others outside their friendship group.

In 2016 the Peer Support program will be commenced as an opportunity to build on collaborative school teams and student resilience.

Staff

The results of the staff survey showed that staff are very aware of;

- Children's mental health and wellbeing is better supported when home and school work together.
- Getting help and support early is very important for improving outcomes for students and families who may be experiencing mental health difficulties.
- Improving students' social and emotional skills supports their academic learning.
- Understanding there are boundaries to my role in supporting students who may be experiencing mental health difficulties.
- Making the time to get to know students is a priority for me.

Staff survey results showed a need for reflection and improvement as follows;

- Information is provided to families about our school's approach to social and emotional learning.
- Social and emotional skills are taught formally and integrated as part of the regular curriculum at our school.

Policy requirements

Aboriginal education

The new NSW Syllabi for the Australian Curriculum now incorporates three cross-curriculum priorities, namely: Asia and Australia's engagement with Asia; Aboriginal and Torres Strait Islander histories and cultures; and sustainability. Learning about these issues at our school is enabling our students to develop an understanding about and address the contemporary issues that they face.

The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum area encompasses the concepts of Country and Place, People, Culture and Identity. In their study of English, students have the opportunity to engage with texts that give them experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples.

Aboriginal Education is taught throughout the year and is incorporated into classroom teaching programs, providing opportunities for students to learn about Aboriginal cultures, history and heritage. Aboriginal perspectives are discussed and students are asked to think about varying points of view on particular issues and events.

Aboriginal and multicultural education perspectives were incorporated into all key learning areas in all classrooms across the school throughout 2015. Understanding of cultural, linguistic and religious differences, as well as Aboriginal history and culture underpin teaching programs for students in all stages. The Acknowledgement of Country is included at the beginning of all major school events as a form of respect for the traditional custodians of the land and elders past and present.

During 2015 RAM equity funding for Aboriginal background was utilised for the development of Personalised Learning Plans (PLP's) for students of Aboriginal background. These personalised learning plans developed and sustained a positive and inclusive school culture as well as improved student achievement.

Multicultural Education and Anti-racism

Through literacy and HSIE units, learning opportunities are planned for students to explore and appreciate the rich tradition of texts from and about the people and countries of Asia, including texts written by Asian authors. They develop an understanding of the many languages and diverse Asian cultures and how they have influenced Australian culture.

The teaching programs at Burnside Public School are inclusive and implemented within an environment that supports tolerance and equity. Students who are new to Australia receive support language programs, with consideration for individual cultural and learning needs.

During 2015 RAM equity funding for English Language Proficiency was utilised for the development of Personalised Learning Plans (PLP's) for students of Non-English speaking backgrounds identified by the learning and support team. Funding was also used for an additional EAL/D teacher to be employed to work with new arrivals to develop their English competencies.

