



Burnside Public School

Annual Report



Burnside
Public School



2016

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Introduction

The Annual Report for 2016 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.

Gae Bromwich

Principal

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Message from the Principal

Burnside Public School provides a nurturing environment where academic excellence is sought by students, staff and parents. 2016 was another very successful year at Burnside Public School. Our strategic directions continued to guide our vision and planning.

Strategic direction 1: Developing confident, creative, resourceful learners

Strategic direction 2: Building individual and collective capacity

Strategic direction 3: Enhancing a strong, collaborative, educational community

2016 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. The formation of a new vegetable garden, the commencement of summer PSSA, the continuation of L3 and our involvement in a STEM research project with the University of Technology Sydney are among the highlights of 2016. Our educational partnership with the Cumberland learning community saw our stage 3 students engage in hands on science lessons and students from year 4–6 engaged in the inaugural CosFest short film festival. Our school band saw the introduction of euphoniums and a combined band performance with the King's preparatory school and Tara junior school bands. To increase technology and engineering skills coding was introduced through a partnership with Atlassian.

Our staff have refined their knowledge and skills in their implementation of differentiated programs that allow students to develop critical thinking and creative skills in collaborative, flexible learning environments. The staff focus on providing for the needs of individual children along each and every stage of the learning continuum. The supportive parent body, led by a very active School Council and P&C, supports school programs to continue to thrive and grow.

Burnside Public School has an outstanding reputation in the wider community for providing a well-rounded education in a small supportive learning community.

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.

Gae Bromwich

Principal

Message from the school community

P&C Report

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 and active role in fostering this sense of community, through a range of activities and initiatives this year.

Our aims are to:

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

This year, Burnside P&C has implemented a range of initiatives to fulfil this mandate:

We have continued to assist with integration of technology into our classrooms through the purchase of new laptops and iPads to the value of \$12 000. The P&C also funded the purchase of a ParaSynch Station to allow for the recharging of 16 iPads.

Our School's Band Program plays an important part in the life at the School. The P&C has continued its support of this important co-curricular area. This year, the P&C funded the purchase of a French Horn to add to the musical range and dynamics of the Band. To ensure our Band looks as professional as they sound, the P&C purchased 12 Music Stand Covers, each embossed with the School's crest, this year.

Burnside prides itself on its excellent NAPLAN results. To ensure our students maintain the highest level of literacy, the P&C donated \$5000 to the purchase of new Home Readers for Stages 1 to 3. We have also 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 P&C 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.

We have also 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 Kindergarten parents.

Co-ordination and running of the school uniform shop, Family Fun Night, a Mother's Day stall and a Father's Day stall are key priorities of the P&C. In addition to this, the P&C hosted a successful movie night and bingo night.

Through your generosity and support, the P&C has been able to reinvest a little under \$20 000 of resources back into the School as well as provide fun community events for the students and their families! I look forward to seeing you at our meetings and events in 2017. The P&C is your avenue to have your say and be involved in the education of your children. I encourage as many of you as possible to become involved in the P&C next year. It is a rewarding experience.

David Vassallo

P&C President 2016

School Council Report

The School Council consists of parent representatives, a community representative, 2 teacher representatives and our Principal. The Council gathers formally four times a year to discuss academic, sporting and student welfare activities that involve our students and community within school hours and out, and review the utilisation and upkeep of the facilities of the school. We investigate how we can better the potential of what we currently possess, what are further available options and how we can improve and advance on what we have here at Burnside.

Some notable achievements Burnside has seen during 2016 are;

Establishment of the market garden with the excellent support of Bunnings North Parramatta. This has enabled many teaching opportunities and has produced enough veggies and herbs to hold a market day, with many more plans to develop this resource

Review of the school's anti-bullying policy, which resulted in several recommended modifications to the policy.

Review of the school targets and budget for 2016.

On-going review of the new OOSH provider to ensure a smooth handover from the previous providers.

Further use of emails to remind parents of up coming activities.

We are very 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.

I would like to take this opportunity to thank Mrs. Annette Coleman, our community representative who has been an engaged member of the School Council for the past seven years. Her wonderful input and years of experience will be greatly missed.

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 Community.

Jane Wallace

School Council President 2016

School background

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 236 students (58% NESB). Students are currently educated in ten class groupings.

Burnside has a highly qualified and dedicated staff working closely together to generate quality educational programs that ensure 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 achievement

Self-assessment using the School Excellence Framework

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 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 – Learning, Teaching and Leading. This rigorous process in 2016 has assisted in the establishment of priorities for 2017 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. Priority in stage meetings is given to the analysis of data and devising best practice techniques to improve the learning for all students.

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 focusing on viewing and building lessons that display best practice. Working on school projects that also engage colleagues from our community of schools has allowed staff to engage in deep professional dialogue and learning.

In the domain of Leading, our priorities have been to progress in 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 focused on achieving school priorities.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Developing confident, creative, resourceful learners

Purpose

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.

In 2016 staff improved their capacity to effectively implement programming strategies that reflect best practice through collaborative practice and mentoring. Scope and Sequence documents were designed and collaboratively constructed ready for use in 2017 incorporating the NSW History/ Geography and Science Syllabus. Building capacity to collaboratively plan for differentiated units of work in literacy and numeracy where teachers provide supported, core and extended learning opportunities, has been a priority for staff during program development. Building teacher capacity in assessment and reporting using PLAN has been very successful. The development of efficient school based systems for the development, implementation and analysis of student learning and assessment through PLAN, L3, PLPs, TOWN, TEN, in order to identify students requiring support and extension is being utilised. The use of the data has resulted in stage teams analysing the data on a regular basis to provide programs for students across the learning continuum. A whole school approach to the teaching of writing implementing the Seven Steps of writing including the QT elements in programming has been a priority in all rooms. This will continue being implemented in 2017.

Efficient school based systems including the continuation of TOWN, TEN and L3 to meet the individual needs of students continue. Kindergarten and stage 1 teachers have undergone 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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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 for Year 5. 68% proficiency bands in Years 3 and 5, growth at 70%	In 2016 the NAPLAN results showed that year 3 achieved over 60% of students at proficiency achievement (top two bands) in reading, spelling and grammar/punctuation. 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. However students out performed the state average. 30.5% of students in Year 5 fell in the two top bands compared with 16.7% of the state. Numeracy in year 5 saw 47% in the top two bands compared with 28% for the State and 5.6% in the bottom two bands compared with 20.5% for the State.	\$1,000 professional learning
5% increase of students achieving above expected growth in NAPLAN	98% of students saw growth in reading and numeracy. 70% of students achieving at or above expected growth.	
Staff identification of leadership innovation and change. 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	\$14,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff identification of leadership innovation and change. Staff understanding and implementing the skills needed for the 21st Century learner.	understanding the digital native. Significant professional learning in L3 and STEM education have been priorities.	

Next Steps

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 throughout our learning community.

TELL professional learning to be initiated in 2017 to up skill staff in catering for EAL/D learners.

Continued analysis of PLAN data so this assessment tool is used effectively in student individual learning plans. Student goals negotiated with consultation with family, students and staff.

Implementation of Hattie's research on the use of Learning Intentions, Success Criteria and Feedback in 2017.

Data walls implemented.

Focussed learning opportunities on G&T programs.



Strategic Direction 2

Building individual and collective capability

Purpose

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

Overall summary of progress

2016 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 students to not only be on task but are actively involved and engaged in real life learning experiences. The development of staff capacity with the use of flexible learning spaces to cater for a 21st C learner was explored and trialled in many rooms. Students reported that having different areas to work helped them maintain concentration and allowed them to be more collaborative and responsible.

All teachers are more competent and confident in engaging in professional dialogue reflective of new syllabus vocabulary. Staff engaged in the design of History and Geography programs. Stage 3 explored STEM education where students were engaged in an inquiry based model of learning. Staff and students built their capacity to use collaborative digital platform. This tool has allowed for collaborative learning practices and students having a platform to share their learning with family and friends on a regular basis. The effects on students learning were an increase in engagement and feedback by both students and staff.

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

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reports will use the language of the new curriculum.	All staff plot students on PLAN and are guided how classroom evidence is used to reflect student achievement on the literacy and numeracy continuum. A–E reporting was collaboratively moderated in stage teams through the use of rubrics and criteria to ensure consistent teacher judgment.	\$ 2,000 ESR reporting
All kindergarten students to be in the perceptual level in the Early Arithmetic Strategies.	100% of students achieved the perceptual level in Early Arithmetic Strategies by the end of Kindergarten 2016.	\$ 1,000
L3 implemented in early stage 1. New scheme teachers continuing maintenance and Highly Accomplished and Lead teachers process initiated. Collaboratively created units with assessments containing the Australian and NSW outcomes available to all staff.	L3 implementation – 2 teachers in training and both stage 1 teachers in training. Accreditation meetings held within the learning community at every level of accreditation. Staff have the option to attend these meetings. Staff involved in the planning of units of work during stage planning days and stage meetings.	\$ 12,000
Improved percentages in NAPLAN writing; year 3 – 70% and year 5 – 40%.	Implementation of the Seven Steps of Writing to improve writing outcomes for all students.	\$ 2,000 training

Next Steps

Teachers will increase their understanding of how to teach students to explicitly communicate what they learn using a learning intention and monitor their progress in writing with the aid of the success criteria.

Use of data analysis to underpin literacy, numeracy and ICT in all KLA's in conjunction with continuums making data evident in classrooms with targeted interventions, learning intentions, success criteria and daily feedback.

High quality professional learning linked to professional standards, school directions and personal goals.

Increase parent understanding of key literacy and numeracy programs within the school in order to support student learning.



Strategic Direction 3

Enhancing a strong, collaborative, educational community

Purpose

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.

In 2016, Burnside Public School has continued 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. The PLC elite dance group and the L3 program enabled staff to engage with staff from a variety of schools to improve their knowledge and skills in a variety of areas. Development of the Cumberland Learning Community has strengthened connections with other local primary and high schools and has allowed for staff professional learning experiences. Stage 2 and 3 saw the implementation of 21st century learning skills through establishing lessons throughout the week that enabled students to collaborate through the use of the Google Education suite. This new platform gave students the opportunity to choose different presentation methods and allowed for higher order thinking skills to be incorporated into a variety of lessons. Stage 3 embarked on establishing 2 educational partnerships. One with the introduction of STEM lessons through a research partnership with UTS University and the Parramatta Learning Community. The second partnership was with Cumberland High School. Stage 3 also engaged in 'Coding' lessons through a partnership with Atlassian throughout term 2 and 3 where students learnt basic computer programming skills.

Student leadership opportunities has been at the forefront of our priorities. Peer support was implemented where every student in year 6 and year 5 played a leadership role within their peer support groups. Our Student Representative Council plays an important role in allowing student voice in all areas of school life.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
95% of students are aware of the three core school expectations of PBL.	<p>In 2016, 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.</p> <p>Classroom and playground behaviour recorded on card system that has undergone a review this year.</p> <p>PBL expectations displayed in all areas of the school.</p>	\$1,000
Greater awareness of mental health issues and the strategies to address them.	<p>Staff receive updates about strategies for mental health.</p> <p>Newsletter items shared with parents when appropriate. Counsellor provides ongoing support through group programs.</p>	\$2,000 course fees

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Number of professional learning activities, leadership and performance opportunities</p> <p>Number of students participating in performances and extra-curricular activities</p>	<p>Students have had an increased opportunity to participate in sporting events, garden clubs, leadership opportunities and academic competitions. Debating camp, band camp, joint band day, science lessons, PSSA, STEM projects, peer support, Movie-Makers, PLC dance, Choir, History Day, Open Day.</p> <p>82% of students 3–6 have had the opportunity to participate in 1 or more extra-curricular activities.</p>	<p>\$3,000 (band covers, cameras, sports equipment, garden equipment, casual costs)</p> <p>\$ 6,000 training fees</p>

Next Steps

School designed to improve student, staff and community awareness of health, social and emotional wellbeing and anti-bullying strategies.

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

Students will be supported to present their learning to parents/community to enhance their capacity to speak about their learning journey.

Students and staff engage in PLC and CLC events/ programs.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The total number of Aboriginal students at Burnside Public School is 5. 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. Support assistance and professional learning for staff.	\$1,203
English language proficiency	Additional EAL/D Teacher term 1 and 2. Class teachers and EAL/D teachers established Individualised Learning and Support Plans in term 1. This allowed targeted and effective strategies to be effectively put in place for EAL/D students. SLSO support term 3/4. L3 implementation was funded partially through this funding to ensure the needs of EAL/D students are met through early invention strategies.	\$ 16,000 <ul style="list-style-type: none"> English language proficiency (\$0.00)
Low level adjustment for disability	L3 implementation was partially funded through this funding initiative. 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.	\$3,000 \$9,000 <ul style="list-style-type: none"> Low level adjustment for disability (\$12 100.00)
Quality Teaching, Successful Students (QTSS)	QTSS time for collegial collaboration, observation lessons, programming and program evaluation provided to all staff throughout the year.	\$18,000 <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$0.00)
Socio-economic background	Differentiated reading and mathematics programs subsidies for the first year.	\$ 3,000 <ul style="list-style-type: none"> Socio-economic background (\$3 352.00)
Support for beginning teachers	Time used for release, lesson observations, meetings with supervisor and additional PL opportunities.	\$13,000 <ul style="list-style-type: none"> Support for beginning teachers (\$12 854.00)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	93	96	97	109
Girls	125	129	127	127

Student attendance profile

School				
Year	2013	2014	2015	2016
K	98.1	97.2	97	94.9
1	95.9	98.3	95.8	95.7
2	96.8	96.6	97.6	95.8
3	98.2	97.9	97.2	97.1
4	98	97.7	98	96.5
5	95.7	98.5	97.8	95.9
6	96.8	96.6	96	96.9
All Years	97.1	97.5	97	96
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KK	21
KW	22
YR 1/2C	22
YR 1/2B	22
YR 2/3B	23
YR 2/3K	24
YR 3/4	26
YR 4/5	26
YR 5	26
YR 6	25

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.82
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
Teacher of ESL	0.4
School Administration & Support Staff	2.42
Other Positions	0.08

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

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 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.

Office staff underwent the rigorous training for LMBR, implementing a new finance system with professionalism and a positive culture.

NAPLAN Analysis to inform and guide school practices through the use of trend and growth data.

The KidsMatter initiative provided staff with training in order to create a positive school community through teaching children skills for good social and emotional development by working together with families.

Seven Steps to Writing Success is a writing program that empowers teachers to inspire their students to rapidly improve their writing skills, and most importantly, learn to love writing. Seven Steps creates engaging classrooms where students learn to love writing and create meaningful descriptive written pieces. All staff K–6 were involved in professional learning and implementation.

Language, Learning and Literacy (L3) is a research-based, Kindergarten and stage 1 classroom intervention program targeting text reading and writing. It has been designed to complement the daily Literacy program for students. Students receive explicit instruction in reading and writing strategies in small groups of three to four selected students. Students then rotate to independent, individual or group tasks. This occurs in the daily Literacy session. All Kindergarten and Year 1 teachers are engaged in extensive professional learning—courses, observations and mentoring.

Through a research project with UTS a university researcher used the pedagogy of High Possibility Classrooms to develop stage 3 teacher capacity in STEM education. Professional learning included attendance at courses and mentoring within the classrooms.

PL On The Move allowed staff from all schools in the Cumberland Community of Schools to be involved in professional 'walk throughs' and engage in professional dialogue about the programs being implemented across the learning community.

Staff engaged in a powerful combined community of schools event on the power of a growth mindset with Dan Haesler. The teachers explored the impact of the following questions; 1. Could a Growth Mindset be the key to unlocking our potential? 2. What are some of the self-sabotaging behaviours that come about as a result of a Fixed Mindset? 3. What are some of the cultural forces within our organisations and communities that can impact mindset? 4. How can you develop a GrowthMindset?

Introduction of Computer Science by participating in the Atlassian CS Program allowed staff to develop their skills in the area of coding. The program has been developed in coordination with Google to get students to think and create all while learning some computer programming.

Staff worked with consultant Peter Lee on the use of formative assessment. Formative assessment can be defined as assessment which informs a change of teaching practice to address identified student need. In other words, it 'shapes the students' learning'. Teachers are working towards implementing a variety of formative assessment procedures into their daily practice.

The executive worked through a leadership portfolio, clearly defining their role as leaders and the current research that impacts learning in order to drive school priorities successfully.

Staff attended conferences and courses provided by external providers and participated in professional networks. The development 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.

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

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	455 072.14
(2a) Appropriation	413 331.38
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	40 543.38
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 197.38
Expenses	-153 208.11
Recurrent Expenses	-153 208.11
(3a) Employee Related	-59 938.36
(3b) Operating Expenses	-93 269.75
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	301 864.03
Balance Carried Forward	301 864.03

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 691 329.19
Base Per Capita	12 053.69
Base Location	0.00
Other Base	1 679 275.50
Equity Total	112 258.07
Equity Aboriginal	2 407.15
Equity Socio economic	3 351.90
Equity Language	57 061.67
Equity Disability	49 437.35
Targeted Total	20 749.99
Other Total	8 187.67
Grand Total	1 832 524.93

A full copy of the school's 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.

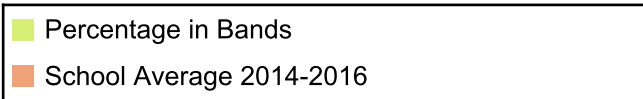
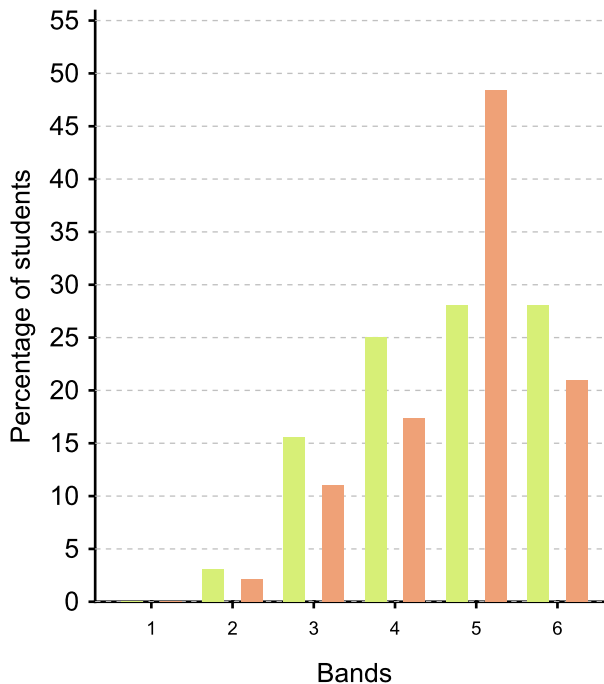
School performance

NAPLAN

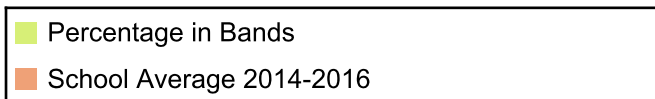
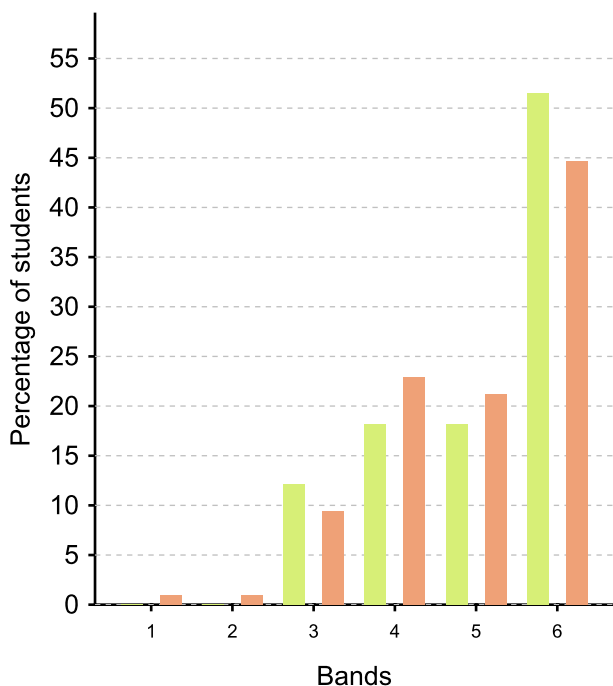
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Our Year 3 Reading results showed 69.7% of students in the top two bands compared with 48% for the State and 0% in the bottom two bands compared with 14% for the State. In Year 3 Writing saw 56% of students in the top two bands compared with 50% for the State and 3.1% in the bottom two bands compared with 7.5% for the State. Year 5 reading saw 47.3% of students in the top two bands compared with 34.8% for the State and 8.4% in the bottom two bands compared with 22.4% for the State. Year 5 Writing saw 30.5% in the top two bands compared with 16.7% for the State and 11% in the bottom two bands compared with 19.3% for the State.

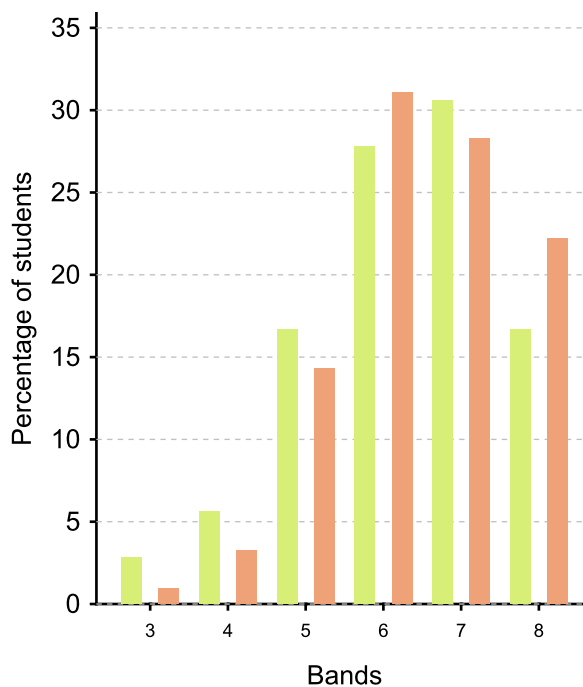
Percentage in bands:
Year 3 Writing



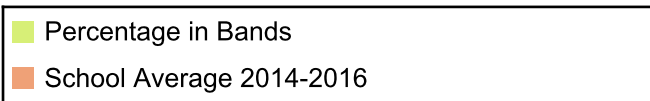
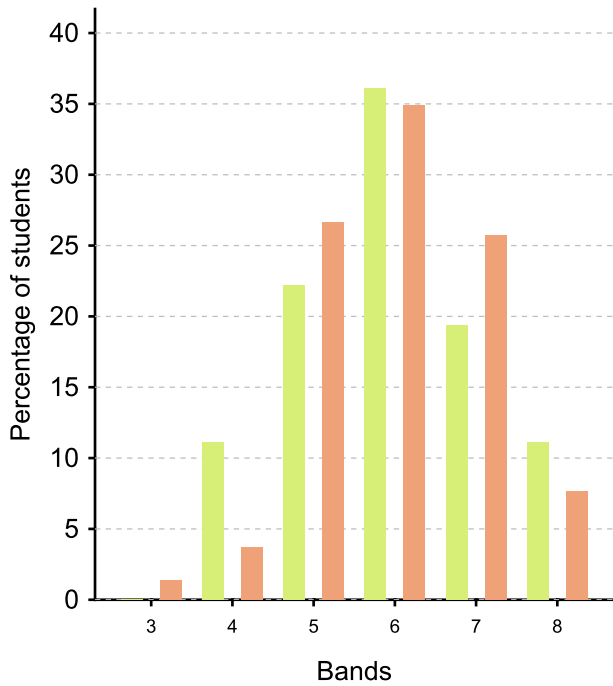
Percentage in bands:
Year 3 Reading



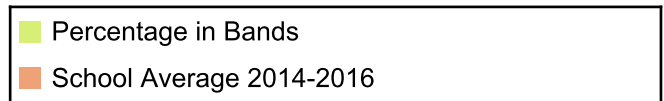
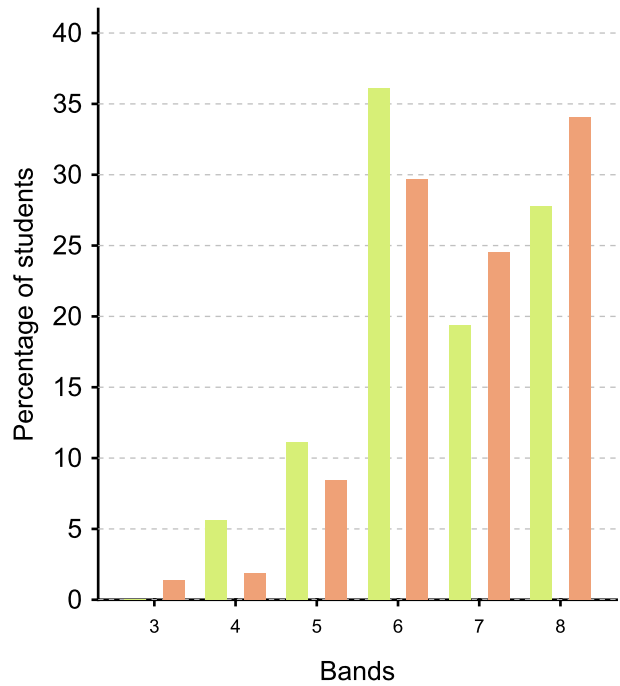
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



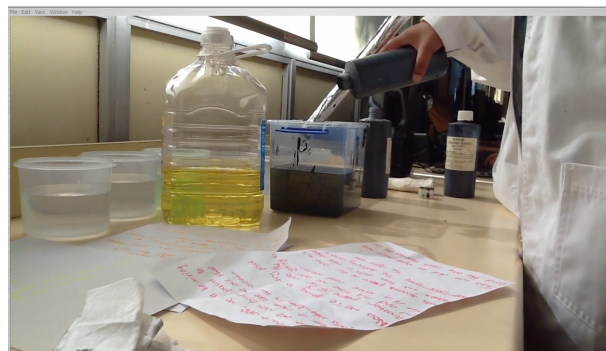
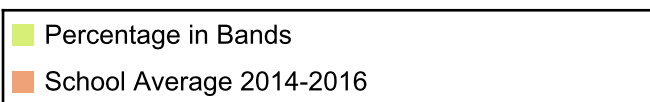
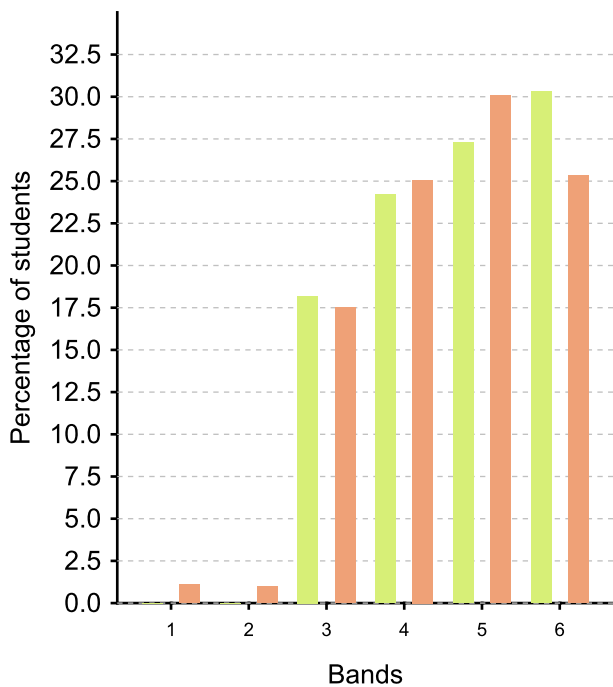
Percentage in bands:
Year 5 Numeracy



Year 3 Numeracy saw 57.6% of students in the top two bands compared with 35.8% for the State and 0% in the bottom two bands compared with 17% for the State. Year 5 Numeracy saw 47% of students in the top two bands compared with 28% for the State and 5.6% in the bottom two bands compared with 20.5% for the State.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

Tell them From Me Surveys

In 2016, Burnside Public School engaged in the Tell Them From Me surveys. The student survey provided the school executive and staff with insight into student engagement, wellbeing and effective teaching practices at our school, from the perspective of students. The *Tell Them From Me* student, parent and teacher surveys were used to evaluate the achievements of the previous school year and to gather evidence and baseline data for the 2015–2017 planning cycle.

The following is an overview of the results and the impact for planning:

Student Survey

83 students were surveyed from years 4–6 with 2 students electing not to participate.

Student participation in extra-curricular activities saw 85% of students having had involvement compared to a norm of 55%. Students with a positive sense of belonging saw girls below the expected norm by 14% which also linked to 85% of girls feeling they had positive peer relationships. Girls also showed a negative approach to homework however 96% stated they were good and did not get in trouble at school. Boys clearly showed a greater interest and motivation for school. Results showed that 22% of students surveyed did not feel challenged within the classroom.

Our students rated effective learning time 8 out of ten, with relevance of lessons to their everyday lives 7.9 out of 10. Students ranked feedback from teachers at 7.8 and 23% felt they had been bullied compared to a government norm of 32% for girls and 41% for boys.

The students rated positive Teacher–student relations 8 out of 10 and Teachers' Expectations for Academic Success as 8.2 out of 10. Disciplinary climate of the classroom saw students rank the area as 6.8 out of 10.

Parent Survey

The parent survey showed that parents feel welcomed at the school however ranked 'parent activities are scheduled at times when I can attend' at 6.2 out of 10. While overall parents felt well informed at the school a significant dip to 5.6 occurred when answering; 'teachers would inform me if my child were not making adequate progress in school subjects'. 74% of parents responded that they were not involved in any school committees. Parents overall felt they supported their students schooling at home however a drop was noted about discussions with children about areas of weakness in their schooling. Parent results showed that they felt teachers supported learning however a ranking of 6.2 was given for expecting homework to be completed on time. Parents felt teachers expected students to follow rules and that their children had a very clear understanding of the rules and expectations. Parents ranked safety at school which included going to

and from school and bullying prevention as 7.6.

Staff Survey

The staff survey is divided into 8 drivers of student learning. Staff reported that they felt supported and provided with opportunities for developing new learning opportunities by the leadership team at school. Staff showed that they valued and supported the opportunity to collaborate and obtain feedback from colleagues. Staff showed that they provide positive learning cultures and indicated the need to improve the use of learning goals and feedback with students. Staff showed a high use of data to inform their teaching practice however reflected on the need to use specific criteria with students so they are aware of the standard of expectation. Staff showed that they use a variety of teaching strategies to cater for individual differences in student learning. The use of technology as a tool to provide feedback between student and staff is an area identified for further investigation. Staff ranked their work with students with special learning needs and their ability to provide programs for these students as 9 out of 10. Staff value the partnership with parents and saw areas for development with engaging parents with reviewing student work and in creating learning opportunities for parents to be involved.

Future Planning

Through analysis of the survey data a review of the Welfare and Discipline Policy as well as the Anti-Bullying policy will occur. Student lessons in PBL and anti-bullying lessons will be explicitly taught at the commencement of the 2017 school year. A review of the school report template to ensure a clear indication of student achievement will occur. Staff will explore the implementation of learning intentions, success criteria and feedback within every room throughout 2017.



Policy requirements

Aboriginal education

Aboriginal education

The 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 2016. 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 2016 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 and anti-racism education

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 2016 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.

Other school programs

Burnside Public School has been involved in a variety of programs in 2016 that has allowed for students to develop their skills in a variety of areas. The continuation of ICAS competitions, Premiers Reading Challenge, Premiers Spelling Bee, Multicultural Public Speaking competitions, Atlassian Coding Project, Celebrating the Arts, debating, History Days, band and KidsMatter displays our commitment to providing a well-rounded education for students. Below are a few new initiatives in 2016 that allowed students, staff and parents to play an active role in learning during 2016.

STEM – Science, Technology, Engineering and Mathematics

In 2016 stage 3 staff engaged in STEM (Science, Technology, Engineering and Mathematics) education lessons to promote and meet our strategic direction of enhancing a strong, collaborative, educational community. We formed an educational partner, UTS Dr Jane Hunter, and 6 local Parramatta Schools. Staff engaged in research to find out how existing pedagogical frameworks for technology enhanced learning, known as High Possibility Classrooms (HPC), builds stage 3 teachers capacity and confidence in STEM through professional development and action learning. Staff attended a professional development workshop on HPC for 3 hours at the commencement of term 3 and became acquainted with the HPC framework and how it works to support the teaching of STEM.

Staff planned and taught two lessons in STEM using HPC allowing professional research to be conducted by Dr Jane Hunter. Teachers then continued teaching stem lessons throughout term 3 and 4. Staff and students were interviewed and the data collated by the university. Staff presented their learning journeys to the

network group at the end of term 4. This innovative pedagogy saw student engagement increase as well as student collaboration through the Google APP Suite. Students engaged in real life investigations and discovered the impact of man on the natural environment.

Year 5 Science Enrichment

Year 5 staff and students developed school partnerships with Cumberland High School where students engaged in dynamic teaching and learning experiences and staff shared their unique skills to up skill colleagues in the teaching of science. Primary students developed knowledge of high school classrooms and built relationships with staff. The integration of current science syllabus with hands-on experiments in a safe learning environment was paramount to this successful project.

L3 – Language, Learning and Literacy

L3 is a research-based early intervention program for kindergarten students, targeting reading and writing. It complements the daily literacy program for Kindergarten students in their first year of school. Students in Kindergarten and year 1 have received explicit instruction in reading and writing strategies in small groups in a daily literacy lesson. Students then rotate to independent or group tasks. Teachers of L3 at Burnside Public School have completed professional learning throughout the school year including workshops, demonstration lessons, supervised practice and on-the-job support. This initiative is supporting our work in providing best practice in literacy teaching.

The Vegetable Garden Project

The vegetable garden aims to educate all students, staff and the wider school community on the importance of living a healthy lifestyle. It will provide better, more sustainable solutions for resource management such as preventing schools food waste going to landfill through composting and/or worm farming. Students will learn the lifeskills of using less chemicals by growing organic food. They will learn about nutrition and healthy eating through the school gardens. The garden will be used as an outdoor classroom. The project has required involvement of the broader school community linking to the wider community. The support of Bunnings and our parent community has allowed the establishment and ongoing maintenance of the vegetable garden. This project will be ongoing throughout 2017.

COSFest Film Festival

The inaugural COSfest Community of Schools Short Film Festival by the Cumberland Community of Schools was held this year. We saw 8 teams compete where students worked in teams of 4 to produce a 3 min video. This program allowed students to use their collaboration, literacy and technology skills to plan, design, script, record and edit their own video. Burnside Public School was very proud to take out the senior primary school division with Detective Danny Dog.