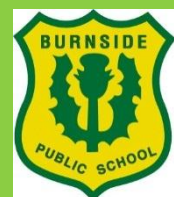


Burnside Public School Annual School Report 2014



School context statement

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 2014 there were 225 students enrolled at Burnside Public School, 58% coming from language backgrounds other than English.

Principal's message

It is a pleasure to present the 2014 Annual School Report that details another successful year for our learning community.

The school has maintained its focus on developing strong skills in literacy and numeracy. It also provided diverse and rich experiences in order to develop and nurture the talents of all students in academic, cultural and sporting areas.

The successes experienced throughout 2014 have been possible due to the expertise of an enthusiastic and dedicated staff and strong support of parents.

The positive partnership between the school and the home is highly valued. The school enjoys outstanding facilities and resources as a result of the tremendous support and involvement of our 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.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Peter Catliffe

School Council message

The School Council is a body of representatives that meet once a term to discuss the school's current events, review reports from the P&C, attend to the management of student welfare, address school usage by external groups and

updates to the educational department policies and procedures.

Being part of the Burnside School Council is a rewarding and positive experience. Within the forum of the School Council we are able to address matters such as current policies and procedures being delivered at Burnside, how they align with the Department of Education's expectations and how they best meet the needs of our students and their future. Additionally, matters such as school ground usage, which includes the use of the hall by community consumers, and before and after school care operations, reviews and tender applications.

Along with my fellow School Council constituents we have addressed and engaged in the following fundamentals at Burnside:

- After school soccer clinic – term 3
- Introduction of a “readiness for high school” program
- Matters relating to appropriate supervision of students and their wellbeing
- Proposed plans to support and provide skills training to parent helper volunteers
- Updates to policies and procedures to safeguard students at Burnside
- Discussing and addressing issues or concerns raised by the Burnside Community
- Facility use
 - Review of current community consumer practices
 - Review and approval of requests by community consumers to operate a service or program in Burnside facilities and on the school grounds
- Acknowledgement of Pedestrian Crossing Supervisor's high level of performance and commitment to the wellbeing and safety of students and parents/guardians that transit over the pedestrian crossing.

Thank you to the members of the School Council for 2014, Tracey Allison, Mandy King, Annette Coleman (Community Representative), David Vassallo (P&C President), Jan Sansom and Ruanne Kelly (teacher representatives) and Peter Catliffe

(Principal). It is with dedication, consultation and commitment that the Council is able to be so progressive and valuable.

In order to have a balanced and sustainable school, it is imperative to have representation on multiple levels providing knowledge, support, advocacy, insight and consultation. Burnside is very fortunate to have a pool of highly skilled teachers to guide, nurture and develop our youth. They provided opportunities for student growth academically, socially, through sport, music and extra-curricular activities.

At Burnside we have an active P&C with a substantial foundation of volunteers bringing with them their own experiences, knowledge base and expertise. Thank you to all who attend and/or are actively involved in the outcomes of the P&C and Burnside community initiatives. With volunteers that run the Fun nights, which entails many duties before, during and after the events, fundraising, clothing pool, financial management and band responsibilities. Every aspect of support and devoted time enables Burnside to maintain the high standards and outcomes that it does as a school and as a community.

Community is the cornerstone of Burnside. The overwhelming community spirit and engagement demonstrated by parents, teachers, local community, family and friends are what makes Burnside such a highly sought after school with favourable results in national educational ratings. These results are reflective of the outcomes in many facets incorporating academic results, sporting achievements and band accomplishments.

2014 was a tremendous year. May we aspire and endeavor to continue this tradition into 2015 and beyond. And well done students of Burnside. Your achievements are admirable and your upstanding presence in the community is outstanding.

Donna Kelly

Student representative's message

At Burnside, we have a group of students from Year 2 to Year 6 known as the Student Representative Council (SRC). Each member is elected by their class to represent them at SRC meetings and to take on a variety of duties involving monitoring certain areas of the school and lost property. Each SRC member also contributes an article to the Burnside Bulletin which is published each Term.

At SRC meetings, members discuss issues involving the school, ways of helping the school and charities.

This year the SRC has:

- Successfully monitored different areas of the school grounds
- Set a good reputation for other students to follow
- Raised money for Fight Cancer Foundation, Toys and Tucker and Stewart House

The Year 6 representatives were also involved in such things as:

- Going to the Impact Leadership Conference, where we learnt to be good leaders
- Taking part in events held by the Parramatta Historical Society
- Presenting at the Kindergarten Orientation morning

Thank you to Mrs. Wyson-Rich who organized the SRC meetings and the Burnside Bulletin, and to the other members of the SRC who participated enthusiastically and for being good examples to all students.

Kieran Kumanan and Astrid Clark

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

Gender	2011	2012	2013	2014
Male	105	98	93	96
Female	112	119	125	129

Student attendance profile

	Year	2012	2013	2014
Burnside PS	K	94.9	98.1	97.2
	1	94.6	95.9	98.3
	2	93.3	96.8	96.6
	3	96.5	98.2	97.9
	4	94.3	98.0	97.7
	5	94.2	95.7	98.5
	6	94.6	96.8	96.6
	Total	94.6	97.1	97.5

Workforce information

It is a requirement that the 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
Head Teachers	0
Classroom Teacher(s)	7
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0.4
School Counsellor	0.2
School Administrative & Support Staff	2
Total	13.8

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
Degree or Diploma	100
Postgraduate	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. Throughout 2014, all staff participated in numerous and varied professional learning activities which directly impacted on classroom practice. The priority areas for 2014 included:

- literacy and numeracy (TEN and TOWN)
- welfare and equity
- Use of ICT for teaching and learning

In addition, mandatory sessions on child protection, CPR, emergency care, anaphylaxis training and code of conduct were held to provide an update for staff.

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

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

Total school expenditure on professional learning was \$18 900. Average expenditure per teacher on professional learning was \$1260.

This year, one new scheme teacher gained accreditation and four teachers maintained accreditation at Proficient.

Beginning Teachers

There are currently no beginning teachers at Burnside Public School.

Financial summary

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

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	171511.28
Global funds	157486.95
Tied funds	82957.12
School & community sources	140730.08
Interest	5367.45
Trust receipts	14571.35
Canteen	0.00
Total income	572624.23
Expenditure	
Teaching & learning	
Key learning areas	22813.82
Excursions	21638.35
Extracurricular dissections	47845.75
Library	4253.46
Training & development	1407.27
Tied funds	83721.16
Casual relief teachers	43582.43
Administration & office	45068.57
School-operated canteen	0.00
Utilities	27522.92
Maintenance	31830.52
Trust accounts	14679.01
Capital programs	26985.46
Total expenditure	371348.72
Balance carried forward	201275.51

Proposed long term asset acquisitions and replacements are detailed in the 2014 annual financial statement.

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

Other achievements

Arts

Students are encouraged to participate in a variety of activities in the arts. The following achievements were significant in 2014:

- The Burnside junior and senior bands performed publicly on a number of occasions. These included the North Parramatta Band Concert, at Celebrating the Arts Festival, end of Term concerts and Presentation Night.
- During education week all students performed song, dance, instrumental and drama items.
- All classes performed musical items at the annual presentation night. This colourful event is a highlight of the school year.
- Selected students from Years 6 performed in a combined dance group at the Celebrating the Arts Festival.
- The Year 3 choir performed at the Celebrating the Arts Festival.

Sport

Our successes included the following:

- successful participation in all Parramatta/Merrylands zone carnivals – swimming, cross country and athletics;
- participation in the Parramatta PSSA winter competition. In 2014 the junior and senior soccer teams, junior A and senior A netball were grand finalists;
- special swimming scheme ten day intensive program for students in Years 2, 3 and 4;

- fitness sessions three mornings each week with a focus on skill development and general fitness;
- continuation of the Crunch & Sip program;
- presentation of fitness awards each semester to recognise effort and performance of students;
- implementation of a healthy breakfast as part of the Life Education program;
- most students from Years 3 - 6 participated in a school handball competition; and
- visiting specialists provided students with skills in gymnastics, cricket, soccer and AFL.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

The Aboriginal perspective continues to be taught throughout all stages, ensuring that students will learn about Aboriginal history, culture and contemporary issues.

Students investigate the development of Australian culture and appreciate the unique role Aboriginal people have played in shaping Australia's identity.

This year a Naidoc Fashion Parade was held with funds raised used to purchase Indigenous literacy resource.

Our connection with the Dharug people was reinforced through the 'Welcome to Country' that is performed at all major assemblies.

Multicultural education and anti-racism

The school enjoys a large and varied multicultural community. 58% of our students are from non-English speaking backgrounds (NESB).

The English as an Additional Language or Dialect (EAL/D) program continues to support students from non-English speaking backgrounds. Team teaching with the class teacher and withdrawal groups are strategies used to improve literacy and numeracy skills. Students from NESB performed above state average in the NAPLAN test for both Year 3 and 5 in literacy and numeracy.

To further value the variety of cultural backgrounds, the school celebrated Harmony Day

and entered the multicultural public speaking competition.

Aboriginal background

RAM allocation of \$1296 was used to employ School Learning and Support Officers (SLSO) to provide assistance for targeted students. This led to increased participation and engagement in learning and improved student outcomes.

Socio-economic background

RAM allocation of \$3406 was used to employ School Learning and Support Officers (SLSO) to provide assistance for targeted students. This led to increased participation and engagement in learning and improved student outcomes.

English language proficiency

RAM allocation of 0.4 (2 days per week) was used to employ an EAL/D teacher to provide assistance for targeted students. This led to increased participation and engagement in learning and improved student outcomes.

Learning and Support

An allocation of \$7206 was used to employ School Learning and Support Officers (SLSO) to provide assistance for targeted students. This led to increased participation and engagement in learning and improved student outcomes.



Harmony Day

School planning and evaluation 2012–2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Curriculum surveys
- NAPLAN analysis (Smart data)
- Evaluation of 2014 School Plan and development of the 2015-2017 School Plan

School planning 2012-2014:

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

Increased levels of literacy and numeracy achievements for all students

Evidence of achievement of outcomes in 2014:

- 71% of Year 5 students achieving equal to or greater than expected growth in NAPLAN spelling.
- Improved student learning outcomes in writing with 69% (Year 3) and 38% (Year 5) in the top two NAPLAN bands.
- Improved student learning outcomes in number, patterns and algebra - 69% (Year 3) and 75% (Year 5) were in the top two bands in NAPLAN.
- 81% of Year 5 students achieving equal to or greater than expected growth in NAPLAN numeracy.
- 94.6% of students working at or above stage level using school-based assessment in English.
- 98.4% of students working at or above stage level using school-based assessment in Mathematics.

Strategies to achieve these outcomes in 2014

- Teacher professional learning targeting writing and number, patterns and algebra outcomes K-6
- Differentiation of programs to cater for all students

- Using SMART teaching strategies to address targeted areas
- Continue implementing the literacy and numeracy continuums as an assessment and programming tool
- The provision of appropriate resources to support students in targeted areas

School priority 2

Student engagement and attainment

Outcomes from 2012–2014

Students engaged in a broad range of learning experiences within a safe environment

Evidence of progress towards outcomes in 2014:

- Improved student engagement in learning through a school wide system of support with more than 95% of students aware of the core school expectations
- A range of support programs have been implemented to address student needs – Learning and Support Teachers, multilit, EAL/D and ESES
- All staff participated in discussions to strengthen a consistent approach to managing student behaviour

Strategies to achieve these outcomes in 2014:

- Continue to implement the Positive Behaviour and Learning strategy (PBL) – whole school environment
- Provide professional learning to strengthen a consistent approach to managing student behavior
- Implementing a wide range of support programs to meet student needs
- Continue to promote whole school community understanding of the school anti-bullying plan and strategies implemented at school

School priority 3

Curriculum and Assessment

Outcomes from 2012–2014

Staff confident in the implementation of the Australian Curriculum

Evidence of progress towards outcomes in 2014:

- All staff participated in professional learning and planning in readiness for the implementation of the NSW syllabus for the Australian Mathematics and Science Curriculum
- Teachers updated teaching and learning programs consistent with the new NSW English syllabus
- Updated teaching resources to ensure adequate support is available for implementing the new NSW English, Mathematics and Science syllabuses

Strategies to achieve these outcomes in 2014:

- Develop teachers' understanding of the new NSW Mathematics and Science Syllabuses (similarities and differences to current syllabuses)
- Using online professional learning modules to develop teachers' ability to use the new syllabuses to meet the needs of their students
- Familiarise teachers with the eSyllabus format and function
- Provide opportunities for collaboration in updating programs, units of work, teaching resources and assessment tasks

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The findings of a survey on satisfaction indicate that parents (97%), students (98%) and staff (99%) have a high satisfaction rate. This satisfaction related to the school image, tone of the school, student welfare, communication, student recognition, community involvement and the uniform policy.

Areas for improvement include offering a greater range of extracurricular programs, increasing student access to computers/technology and further catering for the needs of all students.

Other program evaluations

Educational and management practice

Background

Students spend a significant amount of time at school and how they perceive school affects their learning. Students participated in a quality of school life (QSL) survey to provide an insight into their attitudes towards school, learning, teachers and other students.

154 students from Year 2 to 6 completed the survey. The survey contained 40 items where students had to indicate their strength of agreement. Each item was prefaced by the phrase "My school is a place where...". The survey covered seven areas of school life - general satisfaction; negative affects; achievement; teacher-student relations; relevance of schooling; social integration and adventure.

Findings and conclusions

In general, the results of the survey indicate that students are very positive about school life. The results of same survey used in 2010 are included. The survey indicated the following item agreement for each area:

		2010	2014
General satisfaction	-	88%	88%
Negative affect	-	82%	81%
Sense of achievement	-	88%	86%
Teacher-student relations-		82%	87%
Relevance of schooling	-	91%	94%
Social integration	-	86%	80%
Adventure	-	71%	74%

The overall satisfaction rating for all items was eighty four percent. The area that rated the highest was Relevance to Schooling – that represents a belief in the relevance of school for the future. The area that rated the lowest was Adventure - that refers to a sense of motivation in learning and that learning is enjoyable for its own sake.

Future directions

The school will continue to increase student engagement through effective quality teaching strategies and provision of quality resources to complement teaching and learning.

Curriculum: English

Background

In 2014 Burnside Public School conducted an evaluation of English to find the strengths and weaknesses of our practices in English. Students, parents and teachers were surveyed to ascertain how English is viewed by our school community and to gauge the needs and challenges encountered by them and to evaluate the future of our English programs.

Findings and Conclusions

The data revealed that 100% of teachers and 96% of parents viewed the learning of English to be important and 86% of students stated that English would help them in the future also viewing English to be important. The majority of parents surveyed expressed the idea that teachers expected their students to do their very best in English and 100% of teachers stated that they used assessment results to monitor their students' progress and develop programming.

It was interesting to observe that 99% of students liked learning and participating in English activities and 100% of teachers made their classroom a fun and interesting place to learn where as 97% of parents surveyed revealed the same as teachers, learning English should be and is fun and interesting.

Technology in English, iPads, Smartboards, computers, were successfully used in classrooms by 89% of students, with 96% of parents felt the school has adequate equipment to teach English. The majority of students surveyed stated that their teacher helps them understand English; whereas 95% of parents stated that the teachers help their child understand English by explaining and teaching English in different ways. 100% of teachers revealed that they helped their students understand English by using a variety of teacher strategies.

The survey found that the majority of parents need assistance with understanding how English is currently taught at school but still tried to assist their children at home with this subject. 58% of parents were in total agreement that it was enough to be informed of their child's progress via reporting and in some cases face to face interviews; while 50% of teachers indicated that

they felt that the current arrangement where parents were informed of their child's progress during reporting time twice a year could be improved. Teachers indicated that, when necessary, they met with parents to discuss their child's understanding of English.

Future Directions

To promote best practice in English we will:

- Continue to support staff by providing rich professional learning opportunities.
- Continue to update resources for the ongoing delivery of quality lessons.
- Teachers will provide parent information sessions across all areas of English.
- Continue to encourage English as an enjoyable and worthwhile subject for students.
- Use assessment data to plan appropriate teaching and learning activities and track student progress on the literacy continuum K-6
- Inform parents of their child's progress each term.



Museum of Fire excursion

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

School planning processes

In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance and behaviour.

Through surveys, the school sought the opinions of students, teachers and parents about the school in terms of strengths, areas for improvement and priorities for the future.

As a result, three strategic directions and their purpose were identified as a basis for a shared commitment to future developments. These are:

1. STUDENT LEARNING

Strategic Direction

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.

2. STAFF AND LEADER LEARNING

Strategic Direction

Building individual and collective capability

Purpose

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

3. COMMUNITY LEARNING

Strategic Direction

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.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Peter Catliffe	Principal
Maria Fry	Assistant Principal
Gill Bennett	Assistant Principal (Rel)
Carol Vanderlight	Administrative Manager
Donna Kelly	School Council President

School contact information

Burnside Public School

1 Masons Drive, North Parramatta

Ph: 9630 1422

Fax: 9890 1876

Email: burnside-p.school.det.nsw.edu.au

Web: www.burnside-p.schools.nsw.edu.au

School Code: 1433

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>



Burnside Public School