

Berala Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Berala 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.

Dr Alexandra Mandel

Principal

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Message from the Principal

During 2016 the staff, students and parents of Berala Public School engaged in a series of activities to re-set the school's vision, strategic direction and common purpose. Together we decided that everything we do is to empower learning in a globalised world. Consequently our strategic directions are future focused, encompass parent, student and teacher learning and focus on both technology and learner qualities for a future full of possibilities and opportunities.

In line with our strategic directions, the staff continued to focus on Kids Matter, underpinning this approach with the Leader in Me and other social and emotional learning strategies. The Positive Behaviour and Learning team led a rethinking of our behaviour and learning framework and in consultation with our community our school rules are now three learner qualities: I am curious, I am proactive and I am resilient. The Technology Team led Berala Public School into a bigger focus on the authentic embedding of technology and this is evident by the establishment of five Bring Your Own Device classes, clubs such as the Engino club and the widespread use of applications such as See-Saw.

2016 was a year full of wonderful school and community events. We started with the Welcome BBQ and Easter Hat Parade. Colours of Berala and Carnivale continued to be highlights of the Berala Public School calendar. The three sporting carnivals – swimming, cross country and athletics had a wonderful sense of community as we united as a K–6 school at these events. There were many fundraisers organised with the Olympathon being a wonderful success for school funds and the Fiji Cyclone fundraiser substantially contributing to global support.

It has been a pleasure leading the Berala Public School community in 2016. In 2017 we will continue to strive to 'cultivate independent thinkers who are willing and able to use their learning differently to contribute positively to the globalised society.'

School background

School vision statement

EMPOWERING LEARNING IN A GLOBALISED WORLD

Our vision at Berala Public School is to empower students to direct their own learning based on curiosity and passion which ignites their creativity; to constantly challenge our students to be courageous and take risks, and not to accept what is expected of them but to create their own expectations in a caring and supportive environment; to equip our students with resilience and persistence, and to understand that failure is an important factor in the process of success; and ultimately, to cultivate independent thinkers who are willing and able to use their learning differently to contribute positively to the globalised society.

School context

Berala Public School was established in 1924 and, is a large primary school in the South West of Sydney with an enrolment of 850 students. The school supports students and families from a wide variety of cultural backgrounds with Chinese (30%), Arabic (30%), Turkish (6%), as the main groups of over 35 cultural backgrounds. 95% of students come from a non-English speaking background. Berala Public School has a dynamic and caring learning community staffed by dedicated, enthusiastic and supportive teachers who deliver highly effective teaching and learning programs with an emphasis on information technologies and challenge-based learning. Positive behaviour for learning (PBL) is embedded into school culture with a focus on learner qualities. There is a strong focus on extracurricular activities including chess, dance, choir, public speaking and debating. The school has a proud tradition of excellence in sport. The school is characterised by a supportive community with high student and school expectations.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

In the domain of Learning, the school is sustaining and growing in its learning culture. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

In the domain of Teaching, our major focus is on teacher instructional practice and teacher collaboration. Teacher practice has been enhanced through the introduction of a whole school program which focuses on theories of action to improve teacher pedagogy with a particular emphasis on formative assessment. Teacher collaboration has been enhanced through Quality Teaching Rounds.

In the domain of Leading, our priorities have been to improve leadership and management practices to ensure that the improvement measures of all through strategic directions can be attained.

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

Challenging all to be creative, curious and critical learners

Purpose

To engage all students in learning experiences which challenge them to think creatively and critically, and have a sense of curiosity about the world around them in order for them to become global citizens.

Overall summary of progress

An increase of 15% of teachers have indicated that they are more familiar with the authentic embedding of technology in the classroom. Due to the success of the five new BYOD classes in 2016, all of Stage 3 and four S2 classes will be BYOD in 2017. Some teachers have begun to explore a range of ICT tools and apps, SeeSaw being the most pervasive one. Teachers have also begun using the General Capabilities ICT continuum to inform their expectations and programming. A highlight of the year was a Year 2 class winning first place in the Cross-Network Film Festival. All classroom teachers and most community language teachers have programmed at least one teaching and learning unit that either incorporated aspects of or was solely based around an integrated, challenge-based approach.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students demonstrate improvement on the ICT capability learning continuum.	Not all students were plotted on the ICT capability learning continuum. Teachers are now able to do this for 2017, after professional learning in this area.	RAM TPL \$6000
80% of teaching and learning programs embed the general capabilities.	Some teachers began incorporating aspects of the ICT general capabilities framework. This was facilitated by the introduction and support of integrated learning, inquiry based learning and product-based learning.	RAM TPL \$8000
100% of students are tracked through the general capability which forms the basis of reporting to parents.	Some staff used indicators from the ICT continuum but this is not a whole school approach yet. Some staff involved in Learning Conversations drew parent's attention to the General Capabilities Framework.	

Next Steps

Authentic Embedding of Technology

To finish the development of the ICT tracking sheet for each element of the ICT capability continuum. This has been discussed at committee level and staff from each grade will work on these with collaboration of their teams, so that each element has a 'what does this look like' for each stage. Staff will be expected to plot and track all students by the end of 2017.

Professional learning on understanding the Indicators for ICT will be implanted so that consistency in application and understanding for reporting on ICT capabilities is achieved for Semester 1 reporting to parents.

Challenge based Learning

Team leaders will work towards 100 % of teachers incorporating aspects of the ICT general capabilities framework in at least 2 inquiry based learning, integrated learning and product based learning units throughout the year.



Strategic Direction 2

Collaborating for evidence-based practice

Purpose

To create a culture where teachers take responsibility for their professional growth through evidence-based practice focused on high expectations, differentiation and continuous improvement for both the teacher and the student.

Overall summary of progress

Many teachers have taken responsibility for their professional growth by participating in Quality Teaching Rounds, by continuing both the TEN program and SENA testing and benchmarking students using Fontas and Purnell. This has led to greater differentiation of student learning and evidence based teacher planning and practice. By a more efficient use of the Literacy and Numeracy Continuums and the General Capabilities Framework, student outcomes have been better addressed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students are able to articulate their learning goals and progress.	<p>The majority of students are becoming more familiar with articulating their learning goals. This has been further developed by the continuation of the Leader In Me Program within classrooms and the implementation of Jigsaw groups across grades.</p> <p>Teachers have also used learning intentions, success criteria and bump it up walls to demonstrate student progress against their individual and class learning goals. Students continue to provide reflection of their learning which is evidenced through reporting to parents.</p>	TPL \$30 000
100% of staff embed quality consistent assessment practices which inform and result in differentiated classroom practices.	Staff have continued to use the TEN program, SENA test and the Fontas and Purnell benchmark to assist implementing differentiated learning practices. Through consistent team collaboration, high quality assessment practices are put in to place, allowing for differentiation to be monitored and reviewed in all learning areas.	TPL \$30 000
100% of staff evaluate their practice and provide evidence of impact as measured against their performance and development goals. These goals link to the school plan, DoE initiatives and the Quality Teaching Framework.	All staff developed Professional Learning Development (PDP) programs in consultation with teams and supervisors. These linked to both school and DOE initiatives, the Quality Teaching Framework and personal goals. Training was provided to all staff to help develop and reassess their professional and personal goals.	
80% of students achieve expected cluster level for each aspect on the literacy and numeracy continuums and general capabilities framework.	80% of K–2 students improved in their levels within the literacy and numeracy continuum. 3–6 teachers have become more familiar with assessing against all aspects of the literacy and numeracy continuums and general capabilities framework.	Literacy & Numeracy TPL \$20 000

Next Steps

All teachers will use the literacy and numeracy continuums and the general capabilities framework to plan, assess and differentiate student learning. This will be evidenced by their continued use and development of learning intentions, success criteria and bump it up walls. A greater number of staff will be involved in quality teaching rounds and professional learning communities .A whole school program to embed assessment for learning will be implemented throughout the next two years. All teachers will continue to develop and monitor PDPs that reflect the initiatives of the school plan. This will include further learning on goal setting and evidence–based evaluations.



Strategic Direction 3

Contributing to a positive school culture

Purpose

To build meaningful partnerships based on trust and mutual respect that work together to set high expectations and improve student learning. To ensure the delivery of effective student wellbeing programs that allow students to become resilient, lifelong learners that demonstrate a strong sense of personal and social responsibility.

Overall summary of progress

Striving towards achieving a positive school culture for all stakeholders (students, teachers and parents) has been at the forefront of all initiatives and programs. Professional learning using Kids Matter has reinvigorated the drive to consciously foster positive relations between and amongst each stakeholder group. Student wellbeing initiatives such as the Leader in Me and Jigsaw groups, as well as the reflection on the Connect, Thrive and Succeed strategy and a realigning of the Positive Behaviour and Learning framework has resulted in clearer and consistent expectations for all students. Parent Circle and a sustained series of Parent Workshops is contributing to stronger parent/school partnerships. The trial of Learning conversations has added to the strengthening of the three way parent–student–school partnership as well.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% increase in community participation within the school and increased opportunities for parents to participate in their child's learning.	In 2016, community participation increased through the Parent Learning Circle and Parent Workshops which covered topics such as BYOD, The Leader in Me, Reading Strategies, and Boys' Education. School organised events continued to attract a high number of school community members. The school continued to interact with organisations within the wider community, such as Barnados, the RSL and the local high schools.	RAM Low socio-economic \$2000
80% of students demonstrate the development of their social and emotional skills through the introduction of a new whole school social and emotional program based on teaching the five social and emotional competencies.	100% of staff completed the Kids Matter modules. Jigsaw Groups (mixed K–6 groups) were established and implemented weekly with a focus on developing the 7 Habits of Highly Effective People.	RAM Low socio-economic \$12 000
80% of students consistently demonstrate positive learner qualities which are promoted through the reviewed PBL approach.	The school started an extensive review of its current PBL policy. Data was collected from a sample of students, staff and parents to establish three learner qualities and the expected behaviours.	RAM Low socio-economic \$3500
70% of classes are involved in Learning Conversations.	In 2016, nine classes participated in Learning Conversations with 90% parent/carer attendance. Feedback from staff, students and parents was overwhelmingly positive in regards to this reporting process as they had opportunities to discuss in depth their child's progress. All Community Language teachers and some Support Staff also played an active role in the success of this initiative.	RAM \$10000

Next Steps

The school will continue to host and promote the current initiatives as well as focus on showcasing educational programs within the school through formal and informal opportunities. Parental participation and inclusivity will be a renewed focus

for 2017.

Jigsaw Groups will continue across the school, with weekly lessons written by staff focusing on social and emotional wellbeing. The PATHS program will also be introduced and implemented in classrooms across the whole school. In 2017, the new Positive Behaviour and Learning policy will be launched and implemented across the school, including a new reward system and electronic system for tracking behaviour. In 2017, the number of classes involved in Learning Conversations will be increased to eighteen classes in Semester 1. It is envisaged that 75% of classes will be involved in Learning Conversations in Semester 2.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	N/A	\$0
English language proficiency	Our LBOTE students received weekly support from EALD teachers. Student achievement against the EALD Learning Progression showed that 92% of students were working at the Developing or Consolidating level. EAL/D teachers supported the growth of the in-class support program.	\$612 125 Staffing (5.5 EAL/D positions) \$550 913 Flexible Funding \$61 213
Low level adjustment for disability	93 students were provided with in-class support from SLSOs. The LaST program worked closely with the SLSOs to ensure student learning needs were being catered for.	\$210 826.36 Staffing (1.5 LaST) \$153 031 Flexible \$ 57 795
Quality Teaching, Successful Students (QTSS)	Quality Teaching Rounds were introduced and implemented, resulting in cross-grade collaboration, deeper understanding of feedback and improved teacher practice.	QTSS .638 (3 days/week) allocation
Socio-economic background	TEN Training, AP Innovation, Multilit program, Jigsaw groups, DanceSport, excursion and incursion subsidies, student assistance, community involvement, teaching resources, technology infrastructure and professional learning were the initiatives employed to improve student learning in literacy and numeracy, to increase student engagement and to provide equity in student educational experiences.	\$90 179.14
Targeted student support for refugees and new arrivals	Refugee students received SLSO support and subsidies for school programs and equipment.	\$9 792



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	414	410	414	433
Girls	428	393	409	419

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	97.1	92.7	97.3
1	96.5	96.9	94.5	97.1
2	95.8	97.3	93.5	96.6
3	97	96.7	94.5	97.2
4	96.2	96.7	94.7	97.2
5	96.1	97.1	94.6	96.5
6	96.4	96	94.9	95.8
All Years	96.2	96.8	94.1	96.9
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	37.51
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.4
Teacher of ESL	5.4
School Counsellor	1
School Administration & Support Staff	5.17
Other Positions	0

*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	20

Professional learning and teacher accreditation

All staff participated in whole school, team and individual teacher professional learning. The focus of staff development days included curiosity and powerful learning, developing a school vision and strategic directions, project-based learning, the Leader in Me and Kids Matter. Learning from whole staff sessions was reinforced and elaborated on during four team planning days and during team meetings. Kindergarten staff continued and Year 1 and 2 staff began their learning in and implementation of Teaching Early Numeracy (TEN). Small groups of staff attended a range of professional learning on positive behaviour and learning, project based learning, use of iPads, autism, quality teaching rounds, peer coaching and writing in the middle years. A team of staff were involved in the iShareCoS professional learning community, which focused on the authentic embedding of technology in classrooms. The executive team participated in both internal and external professional learning including in Growth Coaching.

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.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

Income	\$
Balance brought forward	407 771.22
Global funds	556 091.43
Tied funds	512 594.57
School & community sources	263 992.59
Interest	10 748.34
Trust receipts	37 532.80
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	54 726.20
Excursions	56 405.38
Extracurricular dissections	61 673.45
Library	18 468.59
Training & development	57 050.72
Tied funds	279 518.17
Short term relief	100 733.03
Administration & office	70 420.62
School-operated canteen	0.00
Utilities	61 041.90
Maintenance	55 598.72
Trust accounts	23 742.41
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 014 337.18
(2a) Appropriation	949 651.76
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	64 185.15
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	500.27
Expenses	-255 459.70
Recurrent Expenses	-255 459.70
(3a) Employee Related	-112 684.33
(3b) Operating Expenses	-142 775.37
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	758 877.48
Balance Carried Forward	758 877.48

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.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

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	5 272 040.84
Base Per Capita	44 510.86
Base Location	0.00
Other Base	5 227 529.98
Equity Total	913 130.74
Equity Aboriginal	0.00
Equity Socio economic	90 179.14
Equity Language	612 125.28
Equity Disability	210 826.32
Targeted Total	26 041.63
Other Total	773 617.54
Grand Total	6 984 830.74

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.

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.>

In 2016, in accordance with the *Premier's priorities: Improving education results*, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy.

Parent/caregiver, student, teacher satisfaction

A number of surveys including the Tell then From Me, Curiosity and Powerful Learning and Kids Matter surveys were conducted throughout the year.

Parent surveys included online surveys, paper surveys and face-to-face surveys conducted by community language teachers. Data was analysed and used to inform the improvement measures and 2017 directions.

Key points included that 87% of students rated that teachers have high expectation for all students to succeed, which is equal to the state norm. However, on average surveyed parents only agreed 6.9 out of 10 that teachers have high expectations. This data in conjunction with the fact that on average teachers only rated 7.1 out of 10 that parents understood classroom expectations, will be investigated and addressed in 2017.

77% of students have a high sense of belonging by feeling accepted and valued by their peers and by others at school, which is a little below the 81% NSW Government school norm. This seems to correlate with the fact that on average teachers rated 7.7 out of 10 that Berala Public School is an inclusive school. Parents rating of Berala Public School as an inclusive school was somewhat lower than that.

Areas of strength expressed by parents are good communication about school events, feeling welcome at school and the Learning Conversation process as the reporting process. Areas of improvement include scheduling events so that more parents can attend and supporting parents to help their child's social and emotional learning.



Policy requirements

Aboriginal education

Aspects of Aboriginal Education were embedded in teaching and learning units where appropriate, such as in the Year 2 countries unit and the Stage 3 exploration of war. This year NAIDOC Week and Reconciliation Week were celebrated in classrooms with a focus on identities, cultures and history.



Multicultural and anti-racism education

In 2016 all classes and teachers were aligned with a country participating in the 2016 Olympic Games. This allowed the on-going, in-depth study of a single country, its customs, history and people, over an entire year. During the Olmpathon and at the Year 2 Travel Expo, many aspects of multiculturalism were included.

During Term 2 Berala Public School celebrated Colours of Berala, our multicultural day. Individual students shared their immigration stories, parents cooked up an amazing feast of different cultural food and a large number of students displayed their talents in Burmese, Vietnamese and Chinese Lion dance, during Chinese Waist Drum performance and choir recitals. Even our teachers danced the Greek Zorba.

Multiculturalism is further valued and celebrated at Berala Public School through its extensive Community Language Program and through the introduction of our first Chinese Language Other Than English class.

Other school programs

JIGSAW GROUPS

In Term 2 Jigsaw Groups were introduced at Berala Public School. Every child belongs to a group and this group remains the same for the student's and teacher's time at Berala Public School. Jigsaw is a strategy to promote a sense of belonging, to strengthen relationships between all aged students and between teachers and students and to allow for the delivery of social and emotional learning in a multi-age environment. Jigsaw groups meet once a week.