

Berowra Public School

Annual Report



2016



1205

Introduction

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

Dianne Bower

Principal

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Message from the Principal

Our Berowra Public School Community has enjoyed a wonderful 2016 school year. We achieved a great many things this year, such as our new Yarning Circle and 'One Mob' Tree on our hall – just a couple of exciting initiatives for all students during 2016; an increase in chromebooks for each classroom, our dance group performing at the State Dance Festival and the continuation of extra-curricular activities offered to all students K–6.

My highlight of 2016 commenced at our NAIDOC Day. Children discussed the school uniform in the Yarning Circle during the day's activities and the results of these discussions were unanimous – the students did not like our school uniform. It lacked colour – purple; it was uncomfortable, it was gender discriminatory, it was restricting and it was old fashioned! The students then took the results to our student parliament where a motion was passed to update our uniform. The years 5 and 6 students proposed purple polo shirts with black shorts/skorts for our new uniform. This was then taken back to the student parliament and was passed unanimously. I presented the new optional uniform to all parents in the newsletter, many times and at the P&C meetings. At the end of the year it was decided that the new 'optional' uniform would be offered to all years 5 and 6 students.

The fantastic students at BPS amaze me daily with their enthusiasm, creativity and desire to learn. I especially love their welcoming and fun loving personalities. I am so proud to be your principal.

Our dedicated and professional teaching, administrative and support staff and the parents and community members of Berowra PS who so energetically devote their time and effort in support of our programs, make our school the very best it can be.

I am extraordinarily proud of the achievements reflected in this report. 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.

School background

School vision statement

To develop a collaborative and well informed whole school community that provides authentic quality education through effective teaching practices to ensure all students are successful learners and active and informed future leaders.

School context

Berowra Public School is a dynamic and effective school where staff and parents help students to feel happy and secure; enjoy learning; strive to achieve their potential; experience success; and care for themselves, others and the environment.

The school provides a well-balanced curriculum, with emphasis on developing skills in literacy and numeracy. There is also a tradition of excellence in performing arts, particularly drama, choir and music. Sport is another traditional area of strength, and a number of highly effective programs operate to cater for our gifted and talented students. Expanding the opportunities for the use of technology is a continuing school priority.

Our diverse curriculum and extracurricular programs cater for students with a full range of abilities and interests. Community support is a particular feature of the school. Four effective parent bodies (P&C, School Support Group, Uniform Shop and Canteen Committee) provide much needed support for the school in many ways— practical, financial and consultative.

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.

As a staff we thoroughly examined the school plan and reflected on the progress being made across the school, based on the expectations identified in the Framework. This has provided an important overview to ensure our improvement efforts align with these high level expectations.

The results of this process indicated that: In the domain of **Learning**, positive and respectful relationships are evident among students, promoting student wellbeing and ensuring good conditions for student learning. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs. Individual student reports include descriptions of the student's strengths, areas of growth and learning goals. Parents are updated on the progress of their children. The school achieves good value-added results and around 20% of students achieve at high levels of performance on external performance measures. Students are showing a higher than expected growth on internal school performance measures.

In the domain of **Teaching**, teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practice. Teachers provide explicit, specific and timely formative feedback to students on how to improve. Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Teachers work together to improve teaching and learning in their year groups, stages or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Teachers actively share learning from targeted professional development with others. There is a particular focus on improving teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understanding of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school

programs.

In the domain of **Leading**, the school solicits and addresses feedback on school performance. Leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities and community organisations to improve educational opportunities for students. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly and technology is accessible to staff and students. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

For more information about the School Excellence Framework please visit:<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>.

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

Providing quality learning for all students

Purpose

To develop and implement creative, personalised teaching programs designed to motivate and engage all students.

To deliver innovative and effective quality teaching practices which are aligned with the current curriculum designed to maximise student achievement.

Overall summary of progress

This year the school has focused on implementing the Mathematics Curriculum and scope and sequences, with an emphasis on differentiation, through professional development with Anita Chin Maths Online. The outcome of this has been an increased understanding of the Mathematics Syllabus its differentiation, language and its implementation within the classroom. Mini Lit and Spelling Mastery programs have been implemented across the school to support and enhance students' literacy learning and requirements. These programs have led to increased progress of the students involved and supported their learning in the classroom environment. NAPLAN analysis indicated progress and growth in both literacy and numeracy.

Our school has developed an increased focus of those students requiring differentiation through the NCCD. Learning and Support Team processes, including staff education on NCCD data collection have been enhanced to identify, monitor and plan student progress in literacy and numeracy. This has enabled early identification and intervention to provide stronger, more focused support to individual students in partnerships with parents.

Regular reviews by parents, teachers and the Learning and Support Team ensure that students are able to access the curriculum at their academic level. Programming, L3, Inquiry Based Learning (Stage 3), literacy and numeracy grouping in all Stages have been implemented to meet the differentiation adjustments for identified students. The forming of a GaTS committee, in term 4, has been set up to identify our GaTS students for programs to commence in 2017.

This year our school has continued to promote a strong PBL program. The students have weekly PBL lessons and the whole school PBL program has resulted in an increase in merit awards reflecting PBL as well as; fewer behaviour incidents, both in the classroom and playground. Data reflects an overall positive response to the program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• All class programs show evidence of differentiation and engagement strategies• New Wellbeing and learning support policies developed• Literacy and Numeracy Improvement measures include all students achieving at 'expected growth or above in NAPLAN performance; and ensuring all students meet literacy cluster measures for their grade level.• Positive feedback gained through surveys and discussion forums in regards to engagement, sense of belonging and success• Learning adjustments documented and evidenced in NCCD folders and teachers programs.	<p>New mathematics scope and sequence evidenced in teachers programs enabled differentiation of student outcomes.</p> <p>Regular tracking of NCCD has ensured ongoing assistance where required by ALL teachers to support the individual learners' adjustments.</p> <p>Big writing – movement in achievements within levels and to next level. Continued staff development through demonstration lessons in Big Writing.</p> <p>Analysis of NAPLAN results ensure that teachers have a deeper understanding of areas of need and address these more thoroughly in their program. Expected growth for 2016 – Reading 75% ; Spelling 57.5% ; Grammar and punctuation 57.5%; Numeracy 55%</p> <p>Teachers are consistently entering and updating data into Sentral which plots the student's development on the continuum.</p>	

Next Steps

Our focus will be:

- All class programs show evidence of differentiation and engagement strategies
- New Wellbeing and learning support policies developed.
- Literacy and Numeracy Improvement measures include all students achieving at “expected growth” or above NAPLAN performance; and ensuring all students meet literacy cluster measures for their grade level.
- Positive feedback gained through surveys and discussion forums regarding engagement, sense of belonging and success.
- Further development and refinement to the PBL program to encompass after school care and simplify language to maximise positivity.
- Learning adjustments documented and evidenced in NCCD folders and teacher’s programs as well as updated every term.
- Strengthen the support for GaTS, through identification and developing programs including STEM and Inquiry Based Learning, to extend their abilities.

Strategic Direction 2

Excellence in teaching and leadership capacity

Purpose

Provide an educational setting where leadership is nurtured, encouraged, effectively modelled and developed among all teaching staff. Develop, promote and practice effective management by encouraging communication, collaboration and professional development. Embed the quality teaching framework throughout teaching and learning programs, by facilitating teacher understanding and classroom practice.

Overall summary of progress

In 2016 staff was engaged in professional learning opportunities to reinforce their knowledge of the Australian Teaching Standards. Teachers were encouraged to maintain professional learning logs linking them to the standards and to ensure evaluations based upon the standards were completed. Requirement for registering with BOSTES was reviewed with the staff and goals set for the identification of teachers being accredited as proficient by the end of 2017. Teachers wanting to work towards higher levels of accreditation were identified and mentors organised. Working towards proficient accreditation with teachers in the Keerawall network. TRAs and teachers maintaining proficient accreditation. 2016 saw ongoing development and discussion and writing of PDPs (Professional Learning Plans) for all staff. Through this process staff set personal goals and linked them to accreditation standards and developed plans to achieve them. In addition, we discussed the need for evidence to be collected and how this was going to be achieved. These plans centred on collegial dialogue, reflection, program sharing, the establishment of buddy teachers involving classroom visits and reflections, program sharing and student report discussions. PDPs for all staff were discussed with supervisors, stages and in a meeting with the Principal. We developed a whole school understanding and system for implementing classroom observations. Was refined to improve Quality Teaching. We linked the observations to PDP goals, reflecting on teaching and identifying expertise across the school and across the Keerawall Network to assist with developing skills of teachers. We supported teachers of all levels to share their expertise and lead in teacher learning. QTSS funding came in this year and in the first part of the year it was given to the teacher in charge of accreditation. She got an hour a week to meet with new scheme teachers. Semester 2 it changed as we received more funding / focus changed to student outcomes and improving them. Big presentation of how to do that. Executive/leadership team met and presented plans to achieve improved teaching and learning; the executive decision was that time was going to be used to improve teacher quality and teacher observation. Staff was also involved in discussing implementation and utilising the Quality Teaching Framework. This involved a review of the framework, sharing of methods for recording elements in programs and setting curriculum areas for focus as a means to improving teacher knowledge and understanding with the intention of increasing teacher impact on student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching staff is registered with The NSW Institute of Teachers and are working towards achieving or maintaining proficiency by the end of 2017 with identified teachers working towards higher levels of accreditation. Increased opportunities for aspiring leaders develop capacity for leadership. Stage management and professional learning reflects upon individual professional goals as identified in their PDPs. Opportunity provided to all staff to develop their knowledge and understanding of the AITSL standards. Mentoring / accreditation program	Extended teacher knowledge and understanding of the accreditation process and the focus became supporting Teachers Requiring Accreditation. Including developing understanding of mentor relationships. 100% of staff already registered with BOSTES. One teacher working towards submitting HAT accreditation. Teachers requiring accreditation (TRA) identified and mentors assigned. Teachers who required maintenance of accreditation have been supported. 'KEERAWALL COS Accreditation Network' met early in the year to support TRAs, identifying and supporting areas of need towards achieving accreditation. The standards were unpacked and teachers mapped evidence and identified needs. In 2016 we used the 'School Excellence Framework' and the 'Wellbeing Framework' as reflective tools to evaluate Strategic Direction 2 products and processes. With the executive leading	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
for all new scheme teachers.	<p>newly introduced strategic direction teams, focusing on curriculum, leadership and community relationships, opportunities arose for classroom teachers to lead teams in curriculum (including new syllabus implementation), IT, resource management, professional learning and budgets. Staff participated in professional learning, reviewing and implementation of Quality Teaching Framework (QTF). This was evidenced by the registering of QT in programs and formal and informal collegial dialogue.</p> <p>The Strategic Direction 2 focused on the QT Dimension of Intellectual Quality, (Elements – deep knowledge, deep understanding, metalanguage and higher order thinking), linking it to mathematics as this connected to the Anita Chin professional learning and was a school target for 2015. Focusing on mathematics through a lens of the QT dimension intellectual quality allowed for the development of a whole school scope and sequence and the quality of rich teaching practices and strategies in mathematics.</p> <p>In 2016, staff underwent rigorous training in the development and writing of PDPs, developing professional goals that supported system and school targets. Reflection, evidence and evaluation of the PDPs reflected successful implementation and understanding of the requirements.</p> <p>Lesson observations were linked to individual goals in PDPs and school targets. PDPs and discussions with stage supervisors and principal were used to identify superior professional qualities and leadership aspirations of teaching staff. These teachers were encouraged and provided with opportunities to develop leadership skills and practices.</p> <p>All staff received a copy of the classroom practice continuum (AITSL) and identified their own professional practice domain and associated standard level. Identified working towards and achieving a higher level.</p> <p>TRAs were assigned a mentor. Identified the role of a mentor, printed off guide to mentoring. Developed understanding of what being a mentor was. Took a document that was a reflection tool and met with staff to reflect on an aspect of your practice.</p>	

Next Steps

The focus of Strategic Direction 2 will remain:

- providing an educational setting where leadership is effectively modelled and developed with all teaching staff.
- to develop, promote and practise effective management by encouraging communication, collaboration and professional development.
- to embed the quality teaching framework throughout teaching and learning programs, by facilitating teacher understanding and classroom practice.

The future directions for 2017, ensuring the 3–year plan to provide high quality educational outcomes, remains on track, includes:

- all teaching staff are demonstrating a deeper understanding of ‘accreditation’ requirements and processes with 100% of staff are working towards, achieving or maintaining accreditation. Using that knowledge to map professional learning and practice. Continue accreditation meetings and support.
- all teachers pre–2004 must become proficient.
- development and implementation of classroom observation where teachers observe each other’s practice, providing feedback with a focus on how to improve their impact on students’ learning. Teacher practice will be aligned with learner needs, school and regional priorities. The aims are to make classroom practice more visible and encourage colleagues to collaborate to improve teacher practice, embedded in the quality teaching framework, to improve student outcomes.
- use QTSS funding to further develop products and processes of classroom observations and to build a greater understanding and implementation of the quality teaching framework.
- establish systems for the development and implementation of PDPs – supervisors reflecting and matching them to professional learning opportunities so that they are used as a tool for meaningful and relevant professional development.
- Identify areas of teacher expertise as a means of fostering leadership and professional development.· all teachers who wish to have a pre–service teacher must complete the AITSL pre–service teacher course.
- develop a whole school understanding of the mentor–mentee relationship and the associated processes and product, including training of mentors and matching of mentors and mentees (including possible external connections to mentors).
- develop a whole school understanding of coaching. Establish processes and products of coaching program.
- establish induction program to support new staff to the school including new scheme teachers and casual relief staff.
- continue development and writing of PDPs, developing professional goals that support system and school targets. Reflection, evidence and evaluation of the PDPs reflect successful implementation and understanding of the requirements (Linking to classroom observations).

Strategic Direction 3

Inclusive and engaging communities

Purpose

To provide a range of effective communication strategies that is across all levels of the school, inclusive of staff, students and administration.

To foster and encourage open communication by developing deeper partnerships throughout a well-informed, inclusive school community.

To continue to develop, share and promote professional learning, leadership, sharing and accreditation through the community of schools.

Overall summary of progress

Clear communication strategies are put in place to convey relevant information to all stakeholders, including the formation of the Community Forum Group. Very positive feedback from the parents regarding the effective and proactive communication.

Implementation of school-wide systems and practices that support all staff and develop a culture focused on problem solving and preventative solutions. (PBL)

Stronger community partnerships to support and demonstrate alignment with school values and culture. Positive and respectful relationships are evident from feedback and reflection strategies.

Consistent practices for classroom and playground management (PBL), as demonstrated in the collaborative teaching programs.

Consistent recording of student wellbeing and academic data on an electronic student management system. (PBL)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive results from student, staff and community evaluations. Improve communication with all 85% of staff and families report that they receive clear and accurate information. 10% increase in the number of parents attending and supporting school information sessions, the P&C and other community events/fundraisers. Increase of parents contributing to voluntary fees. Well maintained school Facebook page and improved updates on our website	Effective School Parliament which allowed students to voice ideas and take ownership of school improvement. 5% of students were recorded to be involved with breaking behaviour expectations. (PBL data) Staff training towards the DOE social media policy and increased awareness of appropriate and proactive approach in using emails and Facebook to improve communication across the wider community. 75% of parents surveyed agree or strongly agree with the BPS Facebook page enhancing communication. 91% of parents surveyed agree or strongly agree with the newsletter enhancing communication. 49.4% of parents surveyed agree or strongly agree with the website enhancing communication. 95% of parents surveyed agree or strongly agree with emails to parents enhancing communication. 90% of parents surveyed attended a parent and	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Positive results from student, staff and community evaluations.</p> <p>Improve communication with all 85% of staff and families report that they receive clear and accurate information.</p> <p>10% increase in the number of parents attending and supporting school information sessions, the P&C and other community events/fundraisers. Increase of parents contributing to voluntary fees.</p> <p>Well maintained school Facebook page and improved updates on our website</p>	<p>citizen meeting or fundraising event.</p> <p>The BPS P and C raised \$24 000 through the BPS School Fair.</p> <p>Voluntary fees made up 0.03% of the total school budget. These funds allowed the school to purchase two sets of operable/pinboard doors for the four stage three rooms.</p> <p>The introduction of online banking for parent invoices.</p> <p>A slideshow of promotional photos is on display in the school foyer to showcase the excellence in learning.</p> <p>Various community events including the Big Day In, Harmony Day, Easter celebrations and Grandfriends, Presentation Day. The School Fair and whole school celebrations and performances.</p> <p>Keerawall COS – Stage Network Meetings. Resource and idea sharing.</p>	

Next Steps

Student Parliament to report back to parents via the newsletter and website to encourage active student collaboration and feedback across K–6 classes.

On-going promotion of Facebook to support parents in assisting students in learning activities across K–6 classes, also linked to the school website including GATS.

Continual improvement of the current student welfare programs. Review and further professional learning towards the consistency of the universal systems in PBL.

Community Partnership Forum to be informed about DOE Communication Policy in reference to social media and the BPS Facebook page, towards ensuring that parents' values and interests are heard and respected, as well as encourage positive respect for the teaching/administrative staff and school processes.

Community Partnership Forum to assist the school's focus on social, emotional, moral and spiritual development of all students. All parties will aim to promote personal growth, emotional resilience and 21st Century general capabilities.

Ongoing review of the current effectiveness of communication. Authentic survey towards "How would you like to see communication at BPS".

Promotion of the optional school uniform.

Further develop partnerships and transition programs with high schools.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The school receives funding to support our Aboriginal students and initiatives. The funds are used primarily to assist with purchases for our NAIDOC Day activities and classroom resources.	\$1 500
English language proficiency	Additional funds to support our new arrivals was received in 2016. This was supplemented by school funds.	EALD teacher was employed one day per week in 2016.
Low level adjustment for disability	All students requiring adjustments and accommodations are catered for within the school. 69 students were monitored and/ or provided with support from the Learning and Support Team. 71 students required adjustments to cater for a disability. 44 students required quality differentiated programming, 44 students required supplementary, and 1 required substantial and levels of adjustment.	\$10 234.00
Quality Teaching, Successful Students (QTSS)	Annual assessment showed gains for all targeted students. The opportunity for teachers to have time off class to observe other teachers was valued and executive have made significant progress towards working with teachers to give meaningful feedback. Timelines are now in place for 2017.	QTSS funding and school funds were used to support teacher days.
Support for beginning teachers	<p>All beginning teachers receive additional support in the first three years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with their supervisors.</p> <p>BPS mentoring and coaching program was effective and feedback from participants indicated that this support strengthened their classroom practice and behaviour management.</p>	<p>No additional funding was given for these teachers. Our beginning teachers did not receive any extra funding in 2016. These teachers and their mentor worked in their own time.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	183	200	193	190
Girls	210	215	206	205

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.4	95.7	96.3	96.2
1	95.2	96	95.4	96.4
2	97.3	96	95.7	96.8
3	95.8	96.8	94.8	96.6
4	95.2	96.7	96.2	94.5
5	96.5	95.2	94.2	96.4
6	95.4	95.7	93.6	94.1
All Years	95.9	96	95.1	95.9
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

Class sizes

Class	Total
K YELLOW	22
K RED	22
K BLUE	24
1S	20
1T	20
2P	21
2L	20
2C	21
3R	28
3A	29
3/4P	27
4P	26
4C	25
5K	23
5B	23
6K	28
6B	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.37
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration & Support Staff	3.12
Other Positions	0.15

*Full Time Equivalent

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

Berowra Public School is fortunate to have a staff member from an indigenous background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

In 2016, staff participated in a range of professional learning opportunities addressing the needs of individuals, small groups and whole staff. Fortnightly afternoon staff meetings, five school development days, fortnightly stage/grade meetings, numerous external courses occurring both during school hours and outside school time, and collegial sharing and support facilitated quality professional learning. Enhancing teaching practices in numeracy and literacy remained a significant focus in 2016. Teachers were engaged in the Mathematics On Line learning for three terms. Teachers also were involved in working with Anita Chin – watching demonstration lessons and trialling new concepts in maths. Early career teachers were also involved in additional after school maths inservices provided by Anita Chin. All teachers participated in the introduction to the new Geography Syllabus. Teachers also engaged in sport training, 'Ready, Steady, Grow', Behaviour Management, Understanding Autism Spectrum Disorder, Advanced Composting, Hornsby Environmental Network, 8 ways of Aboriginal Pedagogy and L3. Professional learning in innovative student wellbeing and student management techniques was also a school focus in 2016. Teachers were updated in PBeL Wellbeing, Introduction to Circle Solutions, CPR, Asthma, First Aid, WHS Induction Training, Preparing and Responding to Bushfires and Child Protection Updates. Other focus areas for professional learning included leadership development of school leaders and aspiring leaders in the use of the new Strategic Management Plan and further training in the use of the Learning Management and Business Reforms (LMBR) technological initiatives. Administrative staff was also involved in whole school professional learning activities and intensive training in LMBR technologies.

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.

Income	\$
Balance brought forward	216 154.97
Global funds	130 532.80
Tied funds	52 910.45
School & community sources	132 232.98
Interest	2 555.85
Trust receipts	83 475.30
Canteen	0.00
Total income	617 862.35
Expenditure	
Teaching & learning	
Key learning areas	16 769.13
Excursions	17 450.19
Extracurricular dissections	27 340.27
Library	8 570.84
Training & development	6 698.95
Tied funds	58 394.11
Short term relief	31 134.41
Administration & office	47 317.44
School-operated canteen	0.00
Utilities	19 423.87
Maintenance	23 755.94
Trust accounts	138 993.15
Capital programs	19 515.00
Total expenditure	415 363.30
Balance carried forward	202 499.05

The information provided in the financial summary includes reporting from 14th June 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	464 830.96
(2a) Appropriation	368 339.55
(2b) Sale of Goods and Services	234.09
(2c) Grants and Contributions	95 194.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 063.32
Expenses	-306 628.47
Recurrent Expenses	-306 628.47
(3a) Employee Related	-124 414.15
(3b) Operating Expenses	-182 214.32
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	158 202.49
Balance Carried Forward	158 202.49

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	2 529 564.88
Base Per Capita	21 374.45
Base Location	0.00
Other Base	2 508 190.43
Equity Total	95 491.86
Equity Aboriginal	2 301.15
Equity Socio economic	9 464.18
Equity Language	400.00
Equity Disability	83 326.53
Targeted Total	8 560.00
Other Total	60 344.90
Grand Total	2 693 961.64

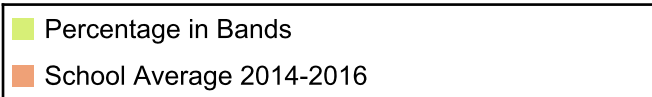
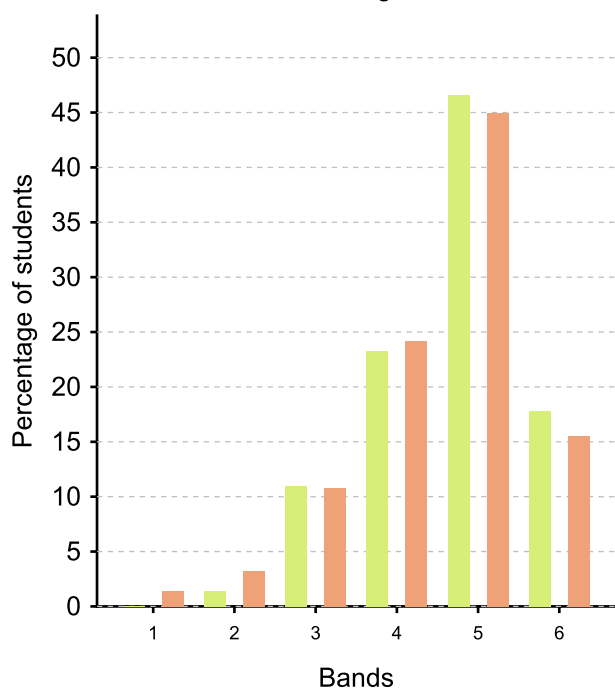
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

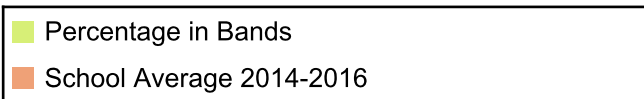
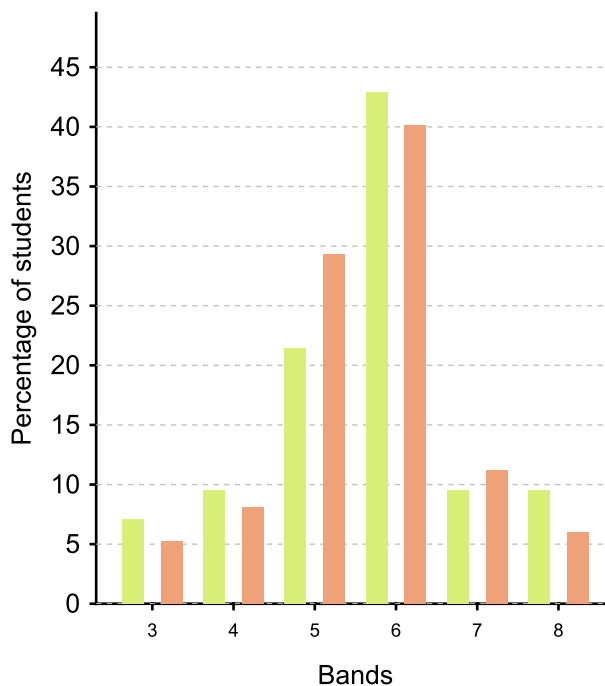
NAPLAN

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.

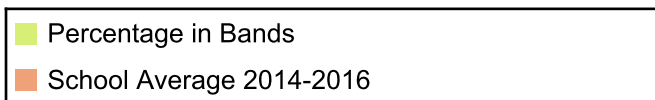
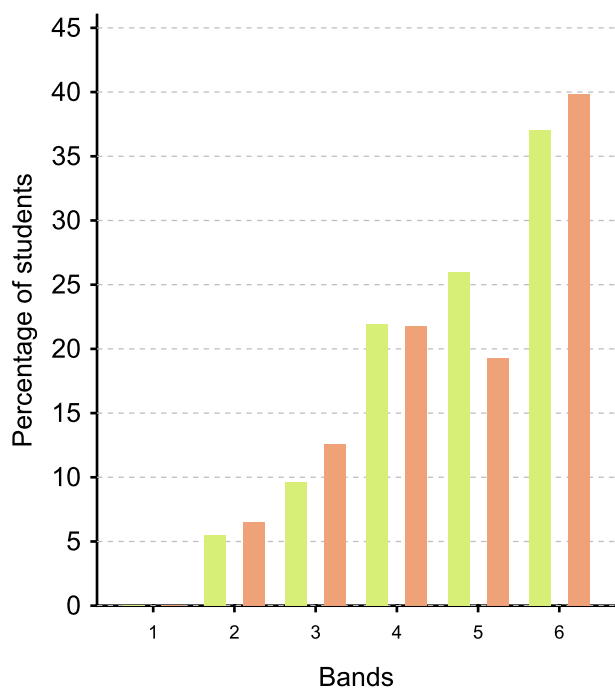
Percentage in bands:
Year 3 Writing



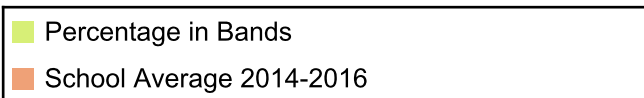
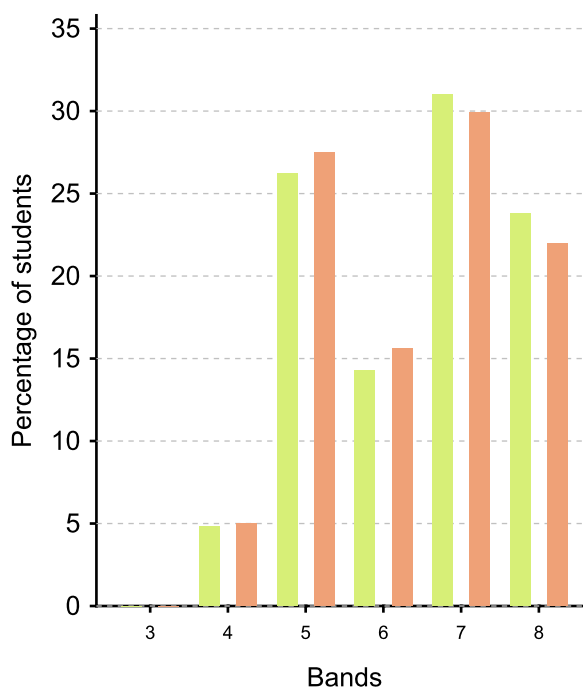
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 5 Grammar & Punctuation



Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2015, the school sought the opinions of parents/carers, students and teachers about the school. Their responses are presented below:

From the parents:

- 89% of parents feel that the teachers have high expectations for students to succeed.
- 97% of parents feel that the school supports positive behaviour.
- 72% of parents feel our school is inclusive and that our teachers understand the learning needs of the students.

From the teachers:

- 95% of teachers feel teacher collaboration is strong at BPS.
- 97% of teachers set high expectations for their students.
- 75% of teachers feel students have opportunities to use computers or other interactive technology.
- 63% of teachers feel that their involvement in professional learning has led to changes in their teaching and practises of learners in their classroom.

From the students:

Students with a positive sense of belonging.

Students feel accepted and valued by their peers and by others at their school.

- 82% of students in this school had a high sense of belonging; the NSW pilot norm for these years is 80%.

Students who are interested and motivated

Students are interested and motivated in their learning.

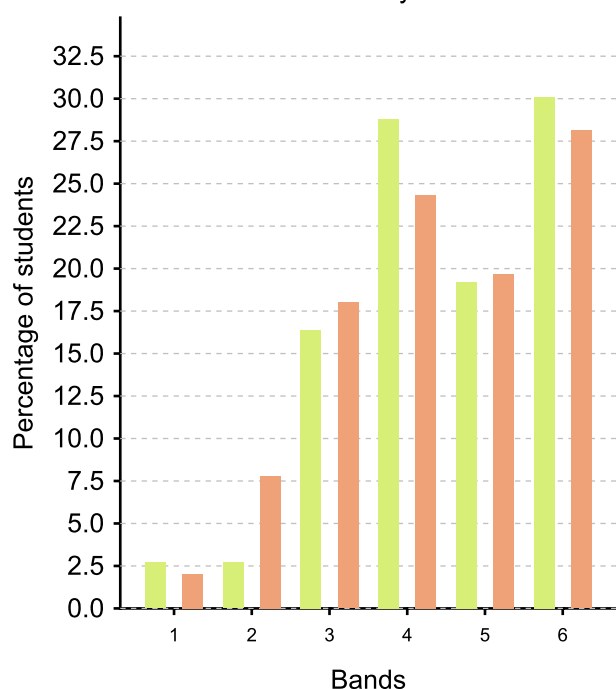
- 76% of students in this school were interested and motivated; the NSW pilot norm for these years is 76%.
- 87% of the girls and 60% of the boys in this school were interested and motivated. The NSW pilot norm for girls is 80% and for boys is 72%.

Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

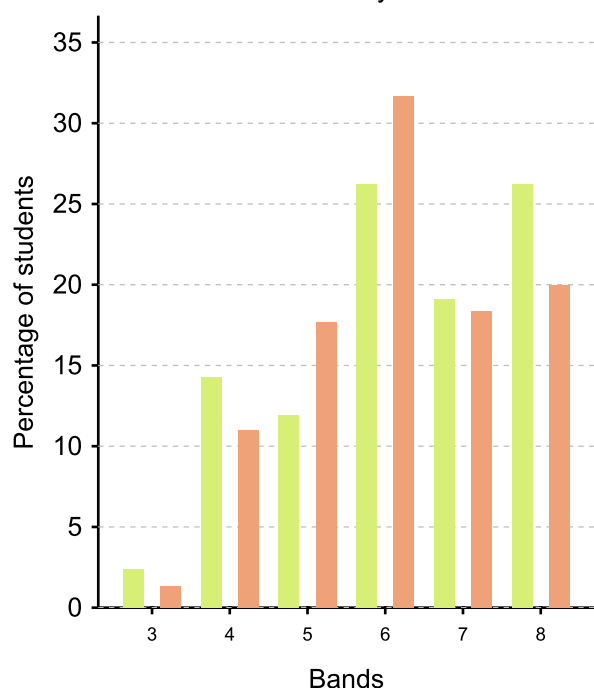
- In this school, students rated Effective Classroom Learning Time 8.5 out of 10; the NSW pilot norm for these years is 8.2.
- In this school, Effective Classroom Learning Time was rated 8.5 out of 10 by girls and 8.3 out of 10 by boys. The NSW pilot norm for girls is 8.3 and for boys is 8.1.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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.>

Policy requirements

Aboriginal education

Aboriginal education 2016 saw a continuing commitment of staff and students to embracing Aboriginal Education at Berowra Public School. Continuing under the Aboriginal Education and Training Policy, and the DEC mandate that all staff would participate in mandatory Aboriginal cultural education through professional learning and career development experiences, and in line with the policy, where the NSW AECG Inc. and Aboriginal communities are to be identified and engaged as partners in Aboriginal education and training, all BPS staff have continued enriching their knowledge about authentic, culturally relevant, Aboriginal educational activities. BPS has continued to embedded '8 Ways – An Aboriginal Pedagogy': Tell a story. Make a plan. Think and do. Draw it. Take it outside. Try a new way. Watch first and then do. Share it with others. this year the BPS staff have engaged in professional learning experiences with Adam Cryer and Dave Lardner exploring Aboriginal perspectives and learning how to 'build in and not bolt on' these perspectives. How we learn – Aboriginal culture way 1. We connect through the stories we share. 2. We picture our pathways of knowledge. 3. We see, think, act, make and share without words. 4. We keep and share knowledge with art and objects. 5. We work with lessons from land and nature. 6. We put different ideas together and create new knowledge. 7. We work from wholes to parts, watching and then doing. 8. We bring new knowledge home to help our mob. The staff at BPS is committed to providing authentic Aboriginal education through the culturally relevant backdrop of the Ku-ring-gai National Park which offers a plethora of rich, Aboriginal heritage sites such as rock carvings and middens. Muogamarra and Gibberagong Education Centre, situated at Bobbin Head is the backdrop of several of our school excursion opportunities where students can experience education whilst on day trips and overnight excursions. Our teachers work collaboratively with staff at Gibberagong to provide authentic, meaningful experiences that embrace Aboriginal history and culture. Following are just a few of the educational experiences that students at Berowra Public School have been involved in as a result of this;

Whole School – NAIDOC Celebrations

Monday 1st August saw Berowra Public School participate in NAIDOC Week, where the history, culture and achievements of Aboriginal and Torres Strait Island peoples and communities are celebrated nationally. The whole school held an assembly to celebrate and acknowledge the day, beginning with 'Welcome to Country' by Adam Cryer. The hall was full of culturally significant decorations including artwork and the assembly was comprised of K–6 students sharing their knowledge, understanding and stories to coincide with the 2016 NAIDOC theme 'Songlines: The living narratives of our nation.' The day continued with all students participating in culturally relevant activities including creating symbol stones, Yulunga games, painting a tree mural, discussing issues in the yarnning circle, boomerang throwing, painting logs for the

dance and creation of dreaming stories.

Early Stage 1 – Teddy Bear's Picnic

Kindergarten attended the Teddy Bear's Picnic held at Muogamarra. This is an environmental program that informs children about the needs of living things – PAWS – plants, air, water and shelter through a teddy bear story book and theme. The children are made aware of the impact that humans have on the animal's environments affecting their needs. The children engage in a sensory, discovery trail of the native flora in the region, feeling and smelling the plants, looking at the colours and textures in the leaves and barks. They learn about how the region was home to Aboriginal people and how they cared and used the natural resources in the area and how they had a special connection with the land.

Stage 1 – Big Mob Little Mob Experience

On Wednesday 26th and Thursday 27th October, 2016, students and staff from Stage 1 participated in our now annual Big Mob Little Mob Experience. Working collaboratively with Adam Cryer (local Aboriginal community member), the teachers planned teaching and learning experiences leading up to the big event. On the day Year 2 students helped to guide the Year 1 students in their journey and all students were able to use the knowledge and understandings they had acquired at school, to participate in authentic, culturally and historically relevant Aboriginal education experiences. These experiences included involvement in 'mens' and 'womens' business where the students learnt about, through role play, the importance of, and the passing on, of information and culture within the clan, such as hunting, law making, child rearing and education of children. We participated in a bush walk where we observed sites of Aboriginal cultural and heritage significance. The Big Mob Little Mob Experience will be continued in 2017.

Stage 2 – Gibberagong – Overnight Excursions

Stage 2 (Years 3 and 4) children enjoyed the overnight camp at Gibberagong EEC, located at Bobbin Head. The camp gave the students the opportunity to appreciate Aboriginal culture through, nocturnal walks and visiting sacred historical sites. The students explored the Kuring-gai National Park through bushwalking, canoeing, finding native flora and fauna. During their two days the students made environmental movies, composed photos and solved the environmental 'Bio-Blitz' by looking at how scientists study the bush.

The Great Story Swap

The Great Story Swap Challenge was held Monday 22nd August to raise money and awareness of the Indigenous Literacy Foundation. Berowra Public School students showed support for the cause by sharing their favourite stories with other students. This allowed students to develop a sense of citizenship and share in their love of literacy.

Children's Voices of Reconciliation

BPS was honoured to MC the Children's Voices for Reconciliation Concert in 2016 and to be the closing performance for the concert. Year 2 performed 'Did You Know' – A journey through time of our shared Aboriginal history, culture and perspectives (using 8 ways pedagogy).

Other school programs

Teacher Accreditation and Professional Development

BPS has a strong commitment to the professional development of its staff. The teacher professional learning continuum begins when teachers graduate and continues throughout their school-based career. At BPS we value ongoing workplace learning and through a variety of learning opportunities (mentoring, coaching, job shadowing, professional networking, on-line learning, short courses and conferences) staff are encouraged and supported in professional development that facilitates professional growth. There is a strong link between the professional qualities of individual teachers and the learning outcomes of students and we demonstrate high standards of teaching and teacher professionalism, in the best interests of students. In 2016 there were six new scheme teachers who worked towards gaining accreditation at the Proficient Teacher level. There were five teachers who maintained their accreditation at the Proficient Teacher level (under the new accreditation scheme) and twelve teachers who are pre-2007, who will be accredited under the same system by 2018. One teacher continues to work towards gaining accreditation at the Highly Accomplished Teacher level. As a condition of accreditation, all teachers have engaged in ongoing professional activities such as professional reading, professional networking and professional development (both formal and teacher identified). Professional learning was aligned to the school's strategic directions and was embedded in the school's progress to achieving goals. We believe that:

- all professional learning should contribute, either directly or indirectly, to improved student learning outcomes
- all staff have the right to be supported in their professional learning throughout their career, especially as it relates to the major strategic directions of the department and school
- staff have a professional responsibility to continue to learn
- professional learning is most effective when it is planned and linked to individual, team, workplace and/or organisational learning priorities
- prior learning and existing skills and knowledge is recognised and valued. We actively encourage and provide leadership and management training to ensure skills, knowledge and opportunities to take on leadership roles, is provided as experience and

knowledge expands.

Professional networks have given staff the opportunity to share opinions and experiences and receive or offer mentoring and professional support within informal groups of like-minded colleagues. These networks have included:

- Accreditation
 - Community of Schools Personalised Learning Plan Project (with a focus on transition and NCCD data)
- Keerawal Community of Schools
- Early Childhood (preschools and kindergarten)
- An action research project between BPS and Gibberagong Environmental Education Centre
- Adventure writing (bringing high school and Year 4 and 5 students together for a planned writing experience)
- Aboriginal education

All teachers and executive staff developed a Professional Development Plan to assist with setting goals and reflecting on the achievement of these goals and their impact on performance. Due to systemic changes, much of the professional development of teachers occurred in the school. Many opportunities for professional learning were provided by and for colleagues, demonstrating our commitment to acknowledging individual teacher skills and knowledge and providing opportunities for leadership.

All teachers have been supported in their professional learning and have been encouraged to take responsibility for their performance and development, facilitating their professional growth and the provision of quality teaching and learning, consistent with the department's policies, aims and strategic directions and school plan.

To further enhance the overarching purpose of the performance and development process, which is to support the ongoing improvement of student outcomes through continuous development of skilled, effective and professional teachers, links between professional standards and goals were explored. Further development of mapping links between professional development plans, goals and professional standards will occur in 2017.

Learning Support

The Learning and Support Team (LST) works with parents and carers, classroom teachers and other professionals to identify students who need extra support, and to provide quality targeted assistance. This includes support for students with:

- learning difficulties
- mild intellectual disabilities

- language disorders
- behaviour needs
- social needs
- autism spectrum disorders
- mental health disorders

Every regular NSW public school has a learning and support resources package that gives the school a specialist teacher and an allocation of flexible funding as part of the school budget. A school's allocation of learning and support resources is calculated using data from three years of the National Assessment Program – Literacy and Numeracy (NAPLAN). Allocations of specialist teachers and flexible funding are regularly reviewed according to the school's enrolment and the number of students with disability and additional learning and support needs attending a particular school. At Berowra Public School, the principal makes informed decisions about how to best use the allocated resources to provide support where and when it is needed. BPS uses its allocation of learning and support resources to personalise the learning for the individual needs of their students. The schools' support funding is used to engage a Learning and Support Teacher (LaST), Mrs Rebecca Walton and a School Learning and Support Officer (SLSO), Mrs Charmian Steel, who both ensure that teaching and learning is adjusted in many ways, based on every student's unique needs, to enable students with disability and additional learning and support needs to enjoy the same opportunities and choices in their education as their peers.

Adjustments to the learning programs and environments are made in close consultation with the learning and support team and parents and carers, and are regularly reviewed to assess their effectiveness and to identify any need for changes.

BPS LST includes key personnel involved in supporting students with disability and additional and learning and support needs. Berowra PS continues to have the services of our highly respected school counsellor, Mr Greg Field, one day per week. Mr Field is an integral part of Berowra PS's Learning Support Team and works closely with students, parents and teachers. He provides valuable support for students and further strengthens the student wellbeing of Berowra PS by providing counselling and psychological assessment of students.

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with. The national data collection counts students who have been identified as receiving an adjustment to address a disability under the Disability Discrimination Act 1992 (the DDA). The NCCD required ongoing development and changes to products and processes, by the LST, which supported staff understanding in the identification

of students with a disability, the implementation and recording of adjustments to learning, the collection of evidence and collaboration with parents. In keeping with past patterns, the LST saw a high number of referrals by teachers, of students with academic, social or emotional concerns. On the 5th August 2016 (school census date) the school principal and Learning and Support Team Coordinator complied with national regulations and submitted data (including level of education, level of adjustments and the category of disability for _____ students at BPS. This high proportion reflects the in-depth knowledge that teachers at BPS have of the academic, social and emotional development of their students and the legislative framework that applies to all Australian schools, including the Disability Discrimination Act 1992 (DDA); and the Disability Standards for Education 2005.

December 2016, saw the culmination of twelve months of collaboration between Learning Support Team Coordinators and Learning and Support Teachers from the local community of schools (including Asquith Boys HS and Asquith Girls HS) on the 'The Personalised Learning Plan Project'. The achievements of this project were:

1. the development of a common understanding of, and template for personalised learning plans
2. the development of a system to aid the collection of data for the NCCD
 - a. identification of students to be included in the data collection
 - b. the recording of the adjustments made to the teaching program to support the student's learning
 - c. the collection of evidence to support the data collection
 - d. the recording of evidence of collaboration with parents/caregivers

The team will continue to meet in 2017 to develop a common system for transition of students with special needs:

- a. from preschool to school
- b. between local schools
- c. between grades d. from primary to high school

Other School Programs

Reading Recovery

Reading Recovery is a school-based, short term intervention designed to reduce the number of Year 1 students having difficulties learning to read and write. Students receive a series of individual, 30-minute Reading Recovery lessons daily from a specially trained teacher. An essential component of the Reading Recovery program is the training of the teacher who

provides the instruction. Reading Recovery teachers learn to observe, analyse, and interpret the reading and writing behaviours of individual students and to design and implement an individual program to meet each student's needs. Just as the Reading Recovery children engage in learning through social interaction with the teacher, Reading Recovery teachers engage in learning through social interaction with their colleagues and mentors to construct a view of learning and teaching that supports literacy development. 2016 saw the training of its 5th Reading Recovery teacher, having a dramatic effect on the reading and writing outcomes of students in the school.

The intervention goal of Reading Recovery is to bring children up to the level of their peers and to give them the assistance they need to develop independent reading and writing strategies. In 2016, the program was offered to 9 children, who all successfully completed the program. Reading Recovery successfully impacted on the reading and writing achievements of these students who are now able to work independently alongside their peers, within the classroom environment. These children will continue to be monitored as they move through the school, including appropriate classroom support as necessary.

BIG WRITING

In 2016, Berowra Public School continued towards its target to 'further improve and develop writing outcomes'. In order to do this, staff have moved through the implementation stage and continue to maintain a whole school writing approach called 'Big Writing'. Growth over a 1.5 year period demonstrates and increase for the period on average 1.4 level improvement across the school. This growth should also be attributed consolidation of teacher confidence and knowledge across stages, allowing for greater consolidation of the process of Big Writing. This consolidation and improvement is expected to continue into 2017, with the implementation of Staff professional learning in term 2 and 3. Big Writing at Berowra Public School continues to maintain an approach to writing that aims to raise the writing outcomes of all students while using a method that is based on fast, fun and lively teaching. At Berowra Public School, data demonstrates positive, academic growth across grades while aiming to:

- increase motivation
- engage children in talking to improve writing
- stimulate creativity
- support talk about the mechanics of the written word
- make writing fun!

SPORT

Berowra Public School's sports program focuses on promoting an active lifestyle for students of all sporting abilities by addressing fundamental movement skills, coordination and fitness. The school encourages an all-inclusive policy where equal opportunities are provided to all students.

Key features of this program were:

- Class based fitness, movement and gross motor skills taught three days a week
- Primary Schools Sports Association PSSA – Students in Years 3–6 enthusiastically participated in a wide range of PSSA team sports every Friday, including softball, cricket, league tag, netball, AFL and soccer. All teams demonstrated excellent skills, team work and sportsmanship on a weekly basis.
- Competing in the Berowra Community of Schools in which students from Berowra Public School, Wideview Public School, St Bernard's Catholic School and Berowra Christian School would participate in senior and junior soccer and netball throughout term 2.
- School based sport, including tennis and gymnastics incorporating skill and games sessions.
- Large representation of students in the League Tag Gala day for students in Years 3– 6
- The students of Berowra Public School enthusiastically participated in the Premier's Sporting Challenge for 10 weeks. The majority of the students were awarded Gold and Diamond Certificates.

Junior Boys' Soccer Team: Congratulations to the Junior Boys' Soccer team who beat an excellent Warrawee side 3–1 in the Grand Final.

Junior Boy's Cricket Team: The Junior Boy's Cricket team had an excellent season and narrowly lost their semi-final by 3 runs to Turramurra.

School Sports Carnivals: The swimming, cross-country, and athletics carnivals highlighted the high standard of competition in our school as several school records were broken across these carnivals. Participation and 'doing your best' are promoted through the sports leaders, teachers and Principal.

Representatives:

Congratulations to Dean G, Jackson C, Jake Da S, and Annabel H, who represented the school at area Cross Country and Tamika Collins who competed at area Athletics.

Zac B and Will K were selected to play for the soccer team and Zac went on to represent Hornsby North region at the state championship finishing joint top.

Aleisha C has made the u12 KNA representative netball team.

Jensen G and Zarli V competed at area swimming with Jensen going on to win two individual Gold, two individual Silver, a Bronze and a relay Gold at Nationals in Darwin. Needless to say an immense achievement. Congratulations Jensen for all your hard work and commitment.

CHOIR

2016 saw Berowra Public School maintain its strong commitment to the creative and performing arts. There were many opportunities for our music, drama and dance groups to perform for the school and the public, extending their skills above and beyond what can normally be offered in the classroom.

Our senior choir once again were successful in gaining acceptance into the combined Arts Alive choral festival. This year we performed at the Sydney Opera House which was a wonderful opportunity for our choir. The senior choir also sang at our school Anzac Day commemoration. remembrance day commemoration, as well as various assemblies throughout the year. Children from both choirs also sung at the start of the Variety Club's Big Bash, which this year started on a Sunday from Berowra Oval. The choir was asked to sing the National Anthem and so early on a cold Sunday morning, our choir sang our National Anthem with pride.

Many of our groups also had the opportunity to perform at the Hornsby District Music Festival, These groups included both choirs, the girls and boys dance groups, as well as the Bellbirds and Festival Recorder. The Senior and Junior choirs also performed at our annual presentation day and our school carols night. It was a very successful year for both choirs.