

Berrima Public School Annual Report



2016



1209

Introduction

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

Timothy Ryan

Principal

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Message from the Principal

Berrima Public School's strength lies in the support it receives from the school community. There is outstanding support provided by all who are associated with our school. Be it from the Parents and Citizens Association, the numerous community volunteers who work in a variety of capacities within the school, to those that assist financially. The underlying factor is that these people believe in the philosophy of the school. They feel the school is doing the right thing to achieve the best developmental results for the children in our care.

We are not working to achieve simple academic results. We are working to educate the whole child. We are working to develop the confidence of children to be the individuals they will one day become. To be the artist, the designer, the inventor, the musician, the mathematician or the writer. We endeavour to foster the creative spirit within each child. We also do this in a collaborative environment where all staff lead by example. Berrima Public School is an exciting and interesting school in which to work and this is reflected in the pride that all individuals within the school display.

The Annual Report for 2016

Timothy Ryan

Principal

School background

School vision statement

Berrima Public School exists to meet the needs of the local community by providing:

A safe, supportive environment where children and staff are encouraged to do their best, through effective leadership, sound management, enriched curriculum, quality teaching, professional development and community participation.

School context

Berrima Public School is a small semi-rural school fronting the original Hume Highway. The school was established in 1869 and has a long and proud heritage in the historic village of Berrima.

The school boasts a stable experienced staff that is highly committed to offering quality education. Their dedication is demonstrated in the commitment to providing a range of extra curricula activities in their own time.

We are currently experiencing a period of growth with school enrolments increasing slowly each year. In 2016 with an enrolment 140 students we have expanded to 6 classes. Staffing and school funding are used flexibly to support literacy and numeracy programs. This is directed by the Learning Support Team which meets weekly to direct resources to best meet emerging needs.

The school is a proud member of the Stephanie Alexander Foundation, with an exceptional kitchen garden program operating successfully.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the 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.

This assessment task was approached as a learning circle activity. We undertook to read, pair-share our beliefs and assumptions regarding our placement in the categories of Delivering, Sustaining and Growing or Excelling. Once completed the summary provided a framework for us to reflect upon for the collection of evidence to support our stated position. This activity proved an excellent discussion starting point to then identify what we need to do as a school to move to a point of excellence. In some cases it was to ensure that that level of excellence was maintained.

As this approach was more rigorous than the 2016 survey the accuracy of the results attained were felt to have greater validity. Staff commented that they had enjoyed the opportunity to participate in this reflection process. However, it was felt that some of the descriptors were very wordy and quite difficult to understand the intended meaning.

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. The report sets out the following findings;

In the area of **Learning** the participants felt the school is **sustaining and growing** in 80% of review areas. **Learning** covers the aspects of; learning culture, wellbeing, curriculum and learning assessment and reporting and student performance measures. It is this last aspect where participants believed the school to be at the **delivering** point of development.

In the area of **Teaching** the participants felt the school is **sustaining and growing** in 80% of review areas. **Teaching** covers the aspects of; effective classroom practice, collaborative practice, learning and development, professional standards and data skills and use. It is this last aspect where participants believed the school to be at the **delivering**

point of development.

In the area of **Leadership** the participants felt the school is **sustaining and growing** in 50% of review areas. Leadership covers the aspects of; school planning and implementation, management practices and processes, leadership and school resources. It is the last two aspects where participants believed the school to be at the **excelling** point of development.

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

Learning, Teaching and Leading

Purpose

Purpose:

To ensure consistent high standard educational practices using data to guide and inform teaching inline with the Australian Professional teaching standards and new syllabus documents.

Overall summary of progress

All elements of Strategic Direction 1 have enjoyed pleasing progress. Some elements will require the remaining year of the planning cycle to achieve fruition.

- Attendance is above State average,
- Quality work and photographs detailing achievements are being displayed,
- All students are participating in personal reflection to varying degrees,
- Most classes are working with personal goal setting,
- All staff enjoy working at Berrima public School

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved attendance rates	Student attendance above the state average.	Attendance monitoring – no cost.
Improved student performance in writing	Some classes have developed work sample portfolios. Personal goal setting is an element of this process.	Portfolios \$300
Quality teaching demonstrated through recording data on the literacy and numeracy continuums	All infants class teachers are recording their students progress on the literacy and numeracy continuums. This is gradually being extended to the primary classes. Further training provided in processes involved in continuum tracking.	Teacher release time for in-service and data recording. \$1000
Personal goal setting by students		Sentral subscription for continuum recording, \$1400
Improved data collection to direct teaching		

Next Steps

There remains work to be done with families where condoned absences continue to detract from a students committed attitude to learning and school attendance. Helping to solve other family issues has raised the well being for some families experiencing difficulties. This has resulted in a more stable home life and improved school attendance for those students. This will be an on-going need.

To ensure that new staff members are aware of the requirement for teachers to contact families of students where an absence exceeds two days. Continue working with families of students who have an elevated number of absences to provide strategies to overcome attendance issues.

Strategic Direction 2

Creativity

Purpose

Purpose:

To promote creative thinking that is purposeful, engaging and differentiated to best meet the needs of the students.

Overall summary of progress

A highly successful area demonstrated by numerous creative activities in the playground and interwoven throughout the curriculum in both school based and extra curricula activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved attendance rates Presentation of quality work for appreciation Personal reflection and goal setting Improved teacher satisfaction	Average attendance rate of 95% is above state average Display of student work regularly cycled through the front office and music room. This is supported in both academic, sporting and creative areas. There is a relatively low staff absentee rate and there is a very positive atmosphere in the staffroom. Staff members regularly support extra curricula activities and P & C events.	Colour printing costs \$ 500 Many other aspects are at no financial cost to the school however, they have great intrinsic value.

Next Steps

Build upon our work to date by creating more areas for imaginative and creative play. Work in conjunction with the community to ensure they understand the importance of developing a creative spirit within the students at Berrima Public School. Part of the process will also be to involve the children in the decision making process for creative activities and spaces. This will mainly take the form of a creative sand play and passive play space to be constructed in 2017.

Strategic Direction 3

Student Well-being

Purpose

Purpose:

To develop respect and responsibility and self-confidence through personal goal setting and guided self-monitoring thus building resilience for students life-long learning.

Overall summary of progress

Excellent results have been achieved in developing respectful, responsible and confident students. We have created a school environment that enables students to experience success and receive recognition for their attainments. The structures and practices put in place have developed a school culture that is fostering resilience in our students and respectful responsible students in the classroom, playground and wider community. This has been achieved through learning programs, the use of common language among students, staff and parents, and the support of the parent body.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Respectful, responsible, confident students Increased SRC decision making A respected award system Realistic personal goal setting Broadening usage of the common language of the award scheme	Students follow school behaviour code being respectful and responsible. A decrease in reported disrespectful behaviours. positive feedback from community organisations about respectful behaviours. SRC involved in decision making process for whole school reward celebrations for acknowledging respectful and responsible behaviours. All students have achieved the minimum status award. Students setting personal/whole school goals and using the award system to achieve. Informing the parent body of our policy through publishing and advertising. Sending a copy of the policy to all families,newsletter, website, class Dojo, school signs, consistent PBS discussions at morning assemblies.	Bus hire to visit community organisations eg nursing homes. \$ 1000 Rewards, resources to support celebrations, publishing awards \$ 1 000

Next Steps

To continue excellent results and improve on programs implemented in the classroom and across the school, staff professional development is a requirement. Professional development will focus on keeping staff updated with the current trends and practices around the PBS program. Continued collaborative programming and contributions to planning, implementing and reviewing of policies and programs including our Student welfare Policy and PBS Program will be implemented. To build and enhance the effectiveness of the current PBS program and further develop the resilience in our students the " five ways to wellbeing" program will be implemented and form an extension of the current PBS Policy currently in place.

The "5 Ways to Wellbeing" will need to be a part of the next strategic direction to ensure successful implementation across the school and community.

Key Initiatives	Impact achieved this year	Resources (annual)
Quality Teaching, Successful Students (QTSS)	Professional Development Plan's have been evaluated and planning for 2017 PDP has taken place. Classroom observations have successfully taken place.	Quality Teacher, Successful Students funds used to provide additional release time for teachers to conduct observations and to meet with supervisors to evaluate PDP and to begin planning process for the coming year.
Support for beginning teachers	Support was provided for both the beginning teacher and her mentor to be released for conferencing. The highly competent beginning teacher used some of the time to coordinate extra curricula programs to support the school debating team.	Release time funded for both beginning teacher and their mentor.
Kitchen Garden Program	A highly successful year with the kitchen garden scheme. Preparation underway for a demonstration day for environmental educators' conference taking place February 2017.	This program is funded by the P & C Association for both Kitchen Specialist and Garden Specialist wages plus the additional supplies required for the program to operate.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	58	52	63	62
Girls	58	65	73	78

Our student population continues to grow slowly with the changing nature of the surrounding area. It is interesting to note that there has been a stronger representation of female to male students in our enrolment totals.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	97.5	95.2	94.7
1	95.7	96.4	95	94.9
2	93.9	95.4	95.9	96
3	93.6	93.7	94	95.7
4	95.3	95	90.9	95
5	94	95	95.1	93.5
6	92.7	94.6	96.2	95.3
All Years	94.2	95.4	94.5	95
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

Management of non-attendance

Attendance continues to remain a priority to improve however, it is pleasing that attendance rates have always been above the state average overall and also above average in the majority of year levels. As a staff we have implemented the state guidelines for follow up and reporting of excessive absences.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	5.55
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration & Support Staff	1.71
Other Positions	0.05

*Full Time Equivalent

There are not currently any Aboriginal or Torres Strait Islander employees working at Berrima Public School.

Workforce retention

In 2016 there were some unexpected changes to staffing which were beyond the control of the school and outside the usually stable nature of staffing at Berrima Public School. As always, the executive endeavoured to cover these changes with as little disruption to learning and class organisation as possible.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	40
Postgraduate degree	60

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.

Voluntary school contributions

Berrima Public School is very well supported from parents contributing towards the Voluntary School Contributions Scheme. In 2016 85% of families contributed towards this scheme.

The information provided in the financial summary includes reporting from 30 November to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	119 803.42
(2a) Appropriation	113 019.45
(2b) Sale of Goods and Services	712.50
(2c) Grants and Contributions	5 972.52
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	98.95
Expenses	-45 600.97
Recurrent Expenses	-45 600.97
(3a) Employee Related	-26 455.66
(3b) Operating Expenses	-19 145.31
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	74 202.45
Balance Carried Forward	74 202.45

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.

Berrima Public School's financial management processes and governance structures

Financial management is the responsibility of the Principal and the School Administrative Manager (SAM). The SAM and the Principal meet regularly to devise the school budget, monitor and review expenditure using the various reports available through the Learning Management and Business Reform (LMBR) financial management package.

At this point in time both the Principal and the SAM are still building their knowledge and understanding of this new management system. There remains quite a deal of work and experience to develop before it will be possible to state that we are operating competently and confidently under this new financial management system.

Intended use of funds available

The Berrima School Community currently has a project underway for the upgrading of some aspects of the school playground facilities. For this reason funds are being retained for this upgrade. It is anticipated that this project will cost between fifteen and twenty thousand dollars. It will be part funded by the P & C Association and the school. The remainder of the funds will be allocated to providing additional classroom support for children experiencing learning difficulties or delays.

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	990 641.24
Base Per Capita	7 311.81
Base Location	2 299.00
Other Base	981 030.43
Equity Total	38 849.25
Equity Aboriginal	3 811.86
Equity Socio economic	6 605.21
Equity Language	0.00
Equity Disability	28 432.18
Targeted Total	0.00
Other Total	6 438.04
Grand Total	1 035 928.53

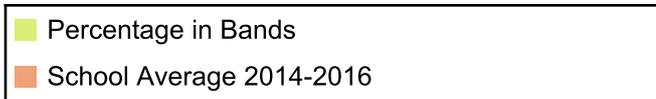
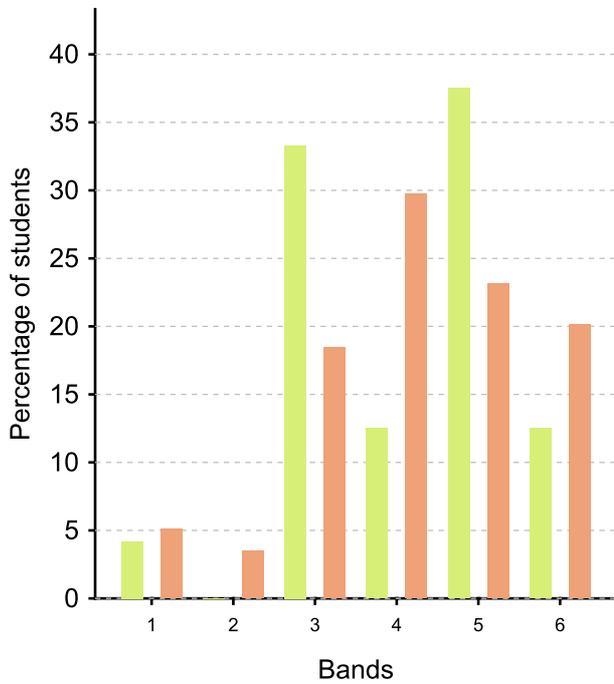
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

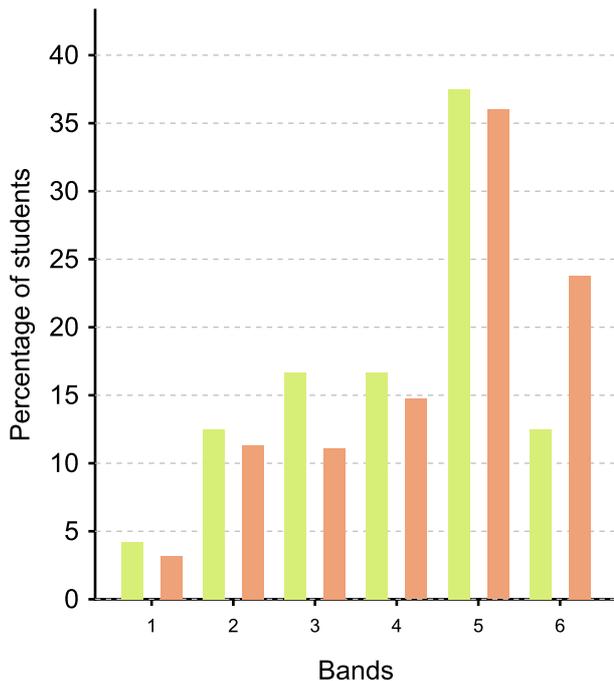
NAPLAN

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.

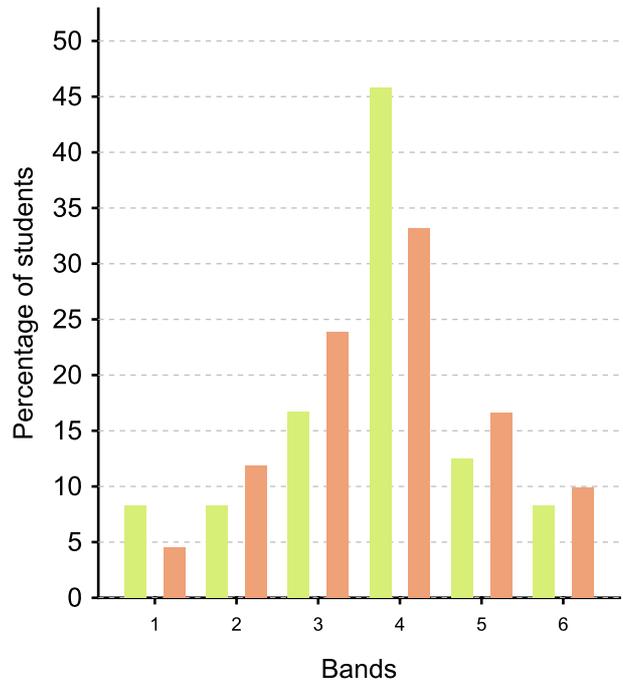
Percentage in bands:
Year 3 Grammar & Punctuation



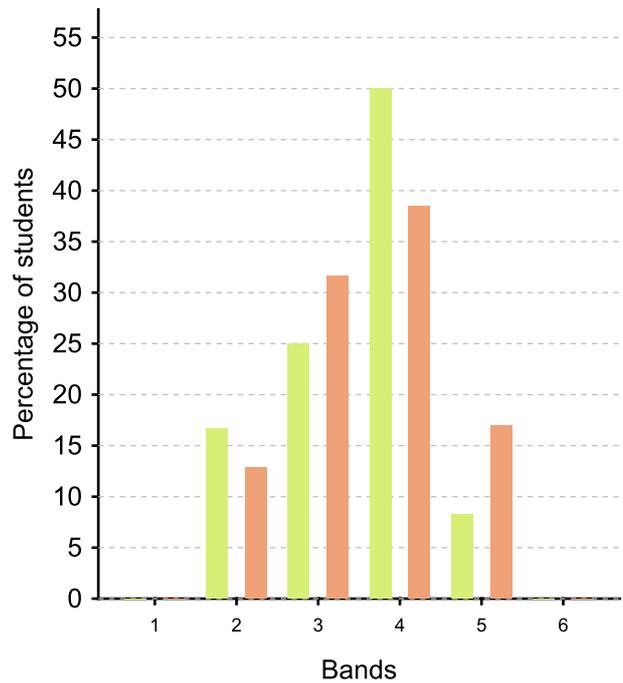
Percentage in bands:
Year 3 Reading



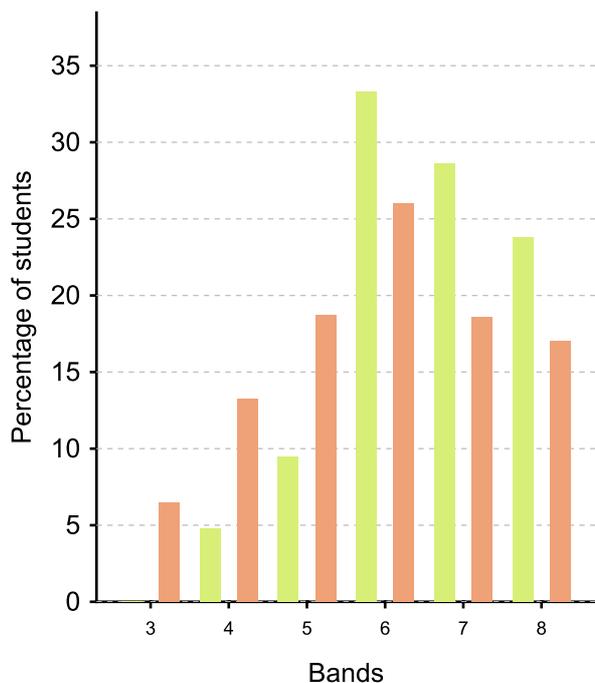
Percentage in bands:
Year 3 Spelling



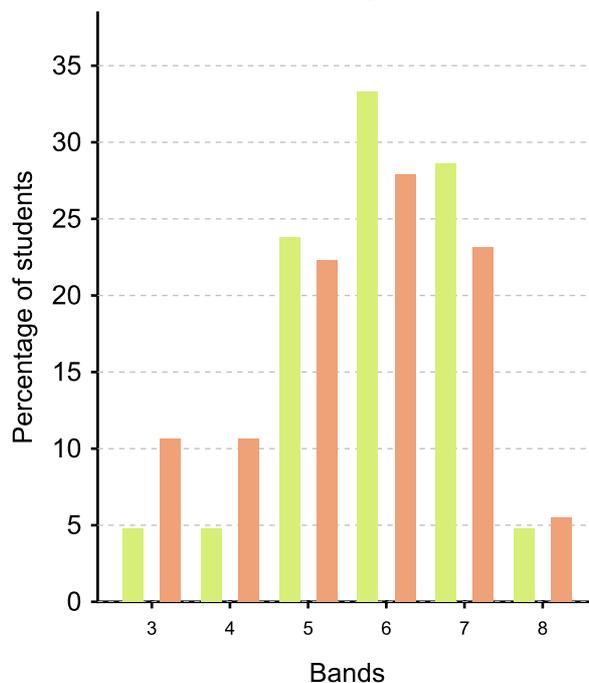
Percentage in bands:
Year 3 Writing



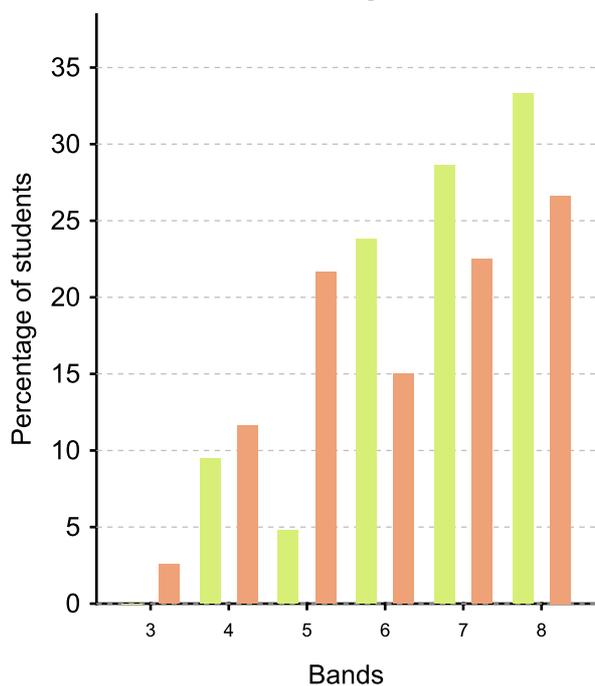
Percentage in bands:
Year 5 Grammar & Punctuation



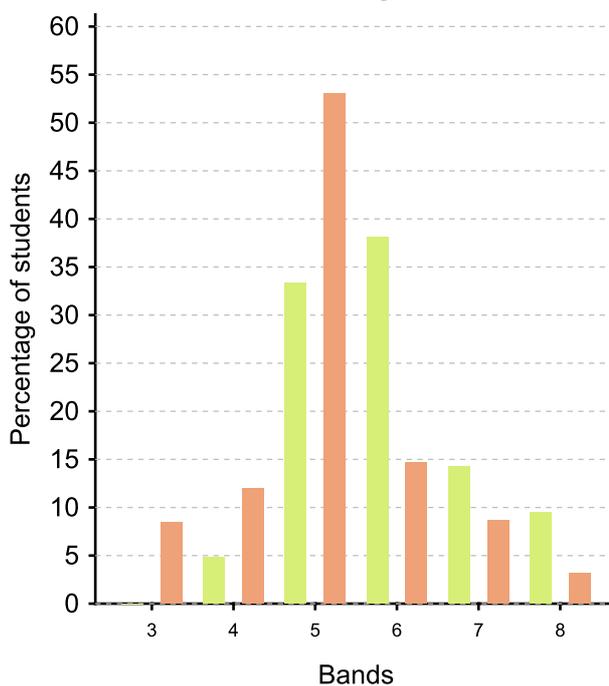
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



NAPLAN results were largely as expected for the cohort of students who participated in the evaluation process in 2016. The results have been reviewed by the Learning Support Team and the SMART data generated from test results was presented and discussed at a staff meeting.

Trend data and 2016 results in reading indicate on

going pleasing results for both Year 3 and Year 5 students.

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.

Berrima Public School continues to improve the educational results for all students attending our school. All students improve and prosper through the school's inclusive ethos and highly supportive student welfare program, Positive Behaviour for Success, PBS.

Improving Aboriginal Education Outcomes: Due to the very low number of Aboriginal students attending Berrima Public School it is not possible to comment on results without the danger of being able to identify individual students.

Policy requirements

Aboriginal education

Understanding, acceptance and tolerance are the key focus for Aboriginal Education at Berrima Public School.

All children participate in Aboriginal Culture awareness—raising as an aspect of teaching—units appropriate to containing an Aboriginal perspective.

All identified Aboriginal children at Berrima Public School have a Personalised Learning Plan in place. These plans have been developed in consultation with the parents and have agreed outcomes which provide strong, home, school links and benefit each child's progress.

Multicultural and anti-racism education

Multiculturalism is taught as an integrated aspect of the humanity key learning areas. Through HSIE and music we have broadened our students' experiences covering different ways of living and different cultural and religious beliefs. In music, the students have learned and performed music representing different countries from around the world.

In 2016 the school had a fully trained Anti-Racism Contact Officer. This position will become vacant in 2017 and a new contact person will be required.

Other school programs

Stephanie Alexander Kitchen Garden Program

This well established program is making a difference to the engagement levels of students, attendance rates and the interest of students in environmental activities including respect for the environment. The P & C Association are committed to funding the wages of the support staff to ensure the successful operation of this vital program.