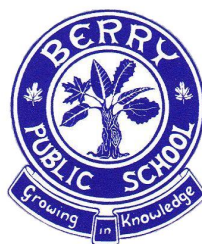


# Berry Public School Annual Report



2016



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## Introduction

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

Bob Willetts (B.Ed The University of Sydney)

Principal

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### Message from the Principal

This report is the first report delivered in a new School Planning and Reporting Online (SPaRO) program which reflects significant changes to school planning and reporting processes developed by the NSW Department of Education. The purpose of the annual report is to report on the progress the school has made towards achieving the goals of the school plan. The 2016 annual report is reporting the second year of progress of a three year strategic planning cycle. Our current school plan is underpinned by the goals of The Melbourne Declaration and reflects current research into evidenced based practices to improve student outcomes. The plan links directly to the School Excellence Framework and the Public Schools NSW Strategic Directions 2015–2017. The report focuses on our three locally identified strategic directions that were developed following extensive consultation with our school community over a 3 year period and a detailed analysis of internal and external student performance data.

It is important to note that we have been delivering our school plan amidst the largest reform agenda in the history of public education. The reform agenda has required significant investment in professional learning and training including but not limited to:

- The continuing implementation of the Australian Curriculum through new BOSTES syllabuses. In 2016 we implemented History, Geography and PDHPE, and further embedded the English, Maths and Science syllabus;
- Local Schools, Local Decisions which has made significant changes to school funding with a new resources allocation model (RAM);
- The Quality Teaching, Successful Students (QTSS) reforms provided additional staffing resources to enhance professional practice in their schools. This reform was incorporated into the "Capacity" strategic direction of our school plan;
- A new Principal and Teacher Award including a new Performance and Development Framework and teacher accreditation processes linked to the Australian Teaching and Leadership Standards; as well as new standards based pay for teachers and a new principal classification structure for principals;
- A new School Excellence Policy guided new processes for school planning and annual reporting including an annual self-assessment against The School Excellence Framework, providing a clear description of the key elements of high-quality practice across the three domains of Learning, Teaching and Leading.
- The Learning Management and Business Reform (LMBR) school administration system.

Our school has also continued to engage in education research and system leadership including:

- Student participation in the NAPLAN Online Device Effect Study identifying the effect of technology platforms on NAPLAN online. The research is published on the ACARA website ;
- Stage 3 teachers and students involved in the pilot of the NSW VALID project in Science and Technology. The project aims to support teachers in making informed and consistent judgments about student achievement and progress against the syllabus, an assessment framework and stage descriptors;
- Being the subject of a case study for the Tell Them From Me suite of surveys that capture the views of students, teachers and parents.
- Working with Dr Jan Turbill from the University of Wollongong on stage 3 book club action research.
- Representing NSW Primary Principals' Association on the School Excellence Implementation Advisory Group to guide the implementation of the School Excellence Policy.
- Representing NSW Primary Principals' Association on the Department's Assessment and Reporting Working Party to develop an online assessment and reporting module for LMBR.
- Leading the review into the Curriculum, Planning, Assessing and Reporting to Parents K–12 Policy Standards.
- Founding "The Flourish Project" in response to the 2016 Principal Wellbeing Survey. Developing the project in collaboration with Dr Adam Fraser, Deakin University and the Shoalhaven Primary Principals' Council.

Our entire staff is to be congratulated for the professionalism in which they have managed their various roles whilst always maintaining the paramount priority of students at the centre of everything we do at Berry Public School. As always we are very grateful for the ongoing support and positive partnership we have with our parents, caregivers and the wider school community.

# School background

## School vision statement

We aim to maintain our culture of care, respect and enrichment. We promote excellence and equity by ensuring all students become successful learners, confident and creative individuals, and active and informed global citizens.

## School context

Berry Public School has an enrolment of 341 students and is located approximately 2 hours south of Sydney in the rural and picturesque township of Berry. Our school is the hub of a caring and supportive community with a highly involved and proactive Parents and Citizens' Association. We are committed to maintaining our culture of care respect and enrichment by providing a safe and secure environment through the promotion of personal growth and developing confidence and self-esteem, school pride, and self-responsibility. High expectations and achievements, enhanced by extension and support programs, excellent resources and the latest technologies, allow our students to pursue their individual capacities. There is an emphasis on outstanding academic, sporting, cultural and creative and practical arts programs through a rich and diverse curriculum.

## 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.

#### Learning

In the domain of Learning the school was found to have particular strengths in the element of Learning Culture with ongoing recognition of outstanding positive, respectful relationships throughout our school community which underpin our highly productive learning environment. We also provide a broad and extensive curriculum with all staff involved in curriculum implementation teams, and a learning support team that coordinates systematic processes for identifying and addressing student learning needs in consultation with parents. Our school has continued to offer a broad range of extra curricular opportunities including outstanding links with our school community. Our focus is in the area of wellbeing where we have implemented an electronic student management system to more effectively monitor all aspects of student attendance, academic and wellbeing data. Through the implementation of the Kidsmatter framework in 2016 we collaboratively developed a comprehensive and inclusive framework based on "The Berry Way" to support the cognitive, social and emotional, spiritual and physical wellbeing of students, and which measurably improves individual and collective wellbeing. The Learning Support Team ensured all stakeholder behaviours aligned with our school values and culture by: training staff in the Kidsmatter framework; introducing and training "Kidsmatter Peer Leaders"; introducing a playground buddy seat; evaluating a range of anti-bullying and resilience programs and purchasing the "Bounce Back" program to be implemented in 2017;

#### Teaching

In the domain of Teaching, our school strategic directions all relate to this domain in various ways in recognition of research that teachers make the most significant difference in enhancing student learning outcomes. Our school identified Effective Classroom Practice as a particular strength. Our focus is to implement staff performance and development processes to enhance leadership and teaching capacity linked to the Australian Institute of Teaching and Leadership Standards. Our curriculum teams have collaborated to plan the implementation of the new BOSTES syllabuses in line with the expected timelines. Teachers engaged in stage-based planning to collaboratively develop scope and sequences, units of work, resources and assessment tasks. We are also developing a strong culture of peer coaching and encouraging teachers to gain higher levels of accreditation. We regularly review and enhance our systems for collaboration, peer classroom observation, sharing effective practices, and feedback to drive and sustain ongoing, school-wide improvement in teaching practices. The implementation of the Focus On Reading program focused on enhancing classroom pedagogy to further enhance literacy performance throughout the school. The school leadership team has utilised the QTSS funding to make significant enhancements to their instructional leadership through modelling effective evidence based practice and providing effective professional feedback following classroom observations.

## Leading

In the domain of Leading, our school strategic direction of "Capacity" focuses on the continuous advancement of teaching and leadership capacity. Our school has a clear model of distributed leadership which builds the collective capacity of our staff. Teachers have authentic leadership roles in a wide range of school teams and a collective responsibility for implementing initiatives that directly relate to the school plan. Teachers are directly responsible for the implementation, monitoring and reporting on processes within strategic directions in the school plan. We are focused on building staff capability to utilise a broad range of teaching and learning strategies to personalise learning in order to maximise student wellbeing and learning outcomes. Teachers and executive are responsible for systematic, whole school and personalised professional learning that is relevant, future focused and research based. We have continued to enhance our performance and development practices by training all staff in coaching using the Australian Institute of Teaching and Leadership Standards to enhance professional learning plans, classroom observations and meaningful professional feedback.

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

### Capacity

#### Purpose

Excellence in teaching and leadership capacity.

To enhance our collective ability to improve student engagement and learning outcomes through the ongoing advancement of teaching and leadership capacity.

#### Overall summary of progress

The Executive Team led the implementation of Strategic Direction 1 through their leadership of their stage teams and by supporting staff to accept authentic leadership roles throughout the school. Improvements in supervision, observation and feedback processes resulted in a significant increase in the leadership domain of the Focus On Learning survey. Aspirational leaders received professional learning in coaching using the AITSL standards and led the whole school to enhance professional development plans by strengthening their alignment with the AITSL standards. All staff were released from class to evaluate their plans with the Principal at the end of year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased leadership capacity to enhance teaching and learning demonstrated by increased performance in the leadership domain of the Focus On Learning survey from 6.4 to 7.0.	Quality Teaching Successful Students (QTSS) funds were utilised to provide significant professional support to teachers through classroom observations, coaching and mentoring.  Exceeded improvement measure target by increasing the Leadership Domain of the Focus on Learning Survey from 6.4 to 8.3.	Professional Learning: \$49332  Beginning teacher support.
AITSL standards: All staff demonstrate professional growth against one focus area of the AITSL standards.	All teachers received training in "Coaching Using the AITSL Standards."  All Professional Development Plans were aligned with the AITSL standards.  Systematic delivery of whole school professional learning in department online courses as well as Coaching, Focus on Reading and Kidsmatter was aligned to the AITSL standards.  Personalised professional learning relevant to the roles, interests and needs of individual teachers ensured advancement in teaching and leadership capacity.	\$25698 Quality Teaching Successful Students (QTSS)

#### Next Steps

Further enhance staff capacity through Performance and Development processes including timetabled peer observations, coaching and feedback to embed professional development planning, professional learning, and evaluation processes (note: Including SASS Performance and development processes in 2017).

Provide training in all online compliance activities and use the A-ZT to ensure evidence of compliance with department policies and procedures.

Prepare transition to certification under the Australian Professional Standards for Teachers, including certification maintenance requirements and higher levels of accreditation.

## Strategic Direction 2

### Curriculum

#### Purpose

A challenging, engaging and inclusive curriculum.

To deliver a challenging and inspiring environment which ensures all students become successful, confident, creative learners and active, informed global citizens.

#### Overall summary of progress

All teachers were part of four school curriculum planning teams; Literacy, Numeracy, History/Geography or PDHPE, with direct responsibility for their Key Learning Area. Whole school and stage based planning ensured all teaching and learning programs are being delivered in line with the new BOSTES syllabus requirements.

Three members of the Literacy Team were trained as school based facilitators of the Focus On Reading Program and collaboratively led the implementation of the program throughout the year. All teachers from K–6 completed the full complement of training modules.

Teachers focused on collaborative planning in stage teams to develop scope and sequences, teaching and learning programs and assessment tasks to meet requirements of the new curriculum.

The Learning and Support Team met weekly to manage a significant caseload of students requiring additional support to meet academic and social/emotional outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase "Challenging Learning Goals" in the teaching strategies domain of the Focus On Learning survey from 7.3 to 8.0	Implementation of the "Focus On Reading" program K–6.  The school increased our performance in the "Challenging Learning Goals" of the Focus on learning survey to 7.9 with clear strengths in establishing clear expectations for classroom behaviour and setting high expectations for learning.	Key Learning Areas: \$36637  Excursions: \$28433  Extra–Curricular: \$66921
Increase students' sense of both skills and challenge on the TTFM survey from 55% to 65%.	Successful implementation of the "Focus On Reading" program K–6 and revised school curriculum.  The skills/challenge matrix remained static at 55% on the 2016 survey.	Focus on Reading \$12188
Increased percentage of students achieving expected growth in internal and external assessments.	External assessment continue to demonstrate overall achievement significantly above state average.  Students achieving expected growth on external assessments increased in: Reading, Spelling Grammar and Numeracy.	Focus on Reading \$12188

#### Next Steps

All Teacher Performance and Development Plans to have a Focus on Reading implementation goal to ensure the teaching and learning strategies become embedded practice in classrooms.

The Literacy Team in consultation with Stage Teams will revise existing school programs to incorporate the Focus on Reading strategies and identify explicit links to the English syllabus..

The PDHPE Team and Learning Support team will collaborate to plan and implement the "Bounce Back" anti-bullying program.

The PDHPE Team will support all teachers to ensure the mandatory hours of physical activity are met in each classroom.

The Mathematics Team will continue to lead the refinement of the scope and sequences, programming and assessing based on the evaluation.

Stage 3 Team enhance transition to high school through the use of Learning Progressions with the North Nowra Community of Schools.

## Strategic Direction 3

### Culture

#### Purpose

Enhancing our culture of care, respect and enrichment.

To provide a comprehensive and inclusive student wellbeing framework and advance parent and community partnerships to further strengthen our school culture of care, respect and enrichment.

#### Overall summary of progress

The Learning and Support Team assumed responsibility for this strategic direction in 2016 which was a significant change in school operations. The team includes staff from each stage team, the school counsellor, the principal and a parent representative. Through the implementation of the Kidsmatter framework the team collaboratively developed a comprehensive and inclusive framework to support the cognitive, social and emotional, spiritual and physical wellbeing of students based on "The Berry Way". The Learning Support Team ensured all stakeholder behaviours aligned with our school values and culture by: training staff in the Kidsmatter framework; introducing and training "Kidsmatter Peer Leaders"; introducing a playground buddy seat; evaluating a range of anti-bullying and resilience programs and purchasing the "Bounce Back" program to be implemented in 2017;

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the percentage of students who identify as being free from all forms of bullying in the Tell Them From Me survey by 10%.	The 2016 kidsmatter survey indicated a 3% decrease in bullying activity from 2015–2106.  A stage 3 student forum was held by the Principal which identified a small number of students who were perceived as bullying a large number of students. The students identified a number of strategies to address the issues raised in the survey data.	Kidsmatter \$8121
Enhance the behaviour area of the Culture Domain of the Focus on Learning Survey from 7.7 to 8.0.	The 2016 Focus On Learning survey achieved our target and increased to 8.1 in the "Culture Domain".	
Internal surveys and TTFM indicate improved parent satisfaction with school policies and procedures relating to student wellbeing.	The Partners in Learning survey indicated strong satisfaction with policies and procedures relating to student wellbeing with a slight increase in the support for positive behaviours domain from 8.4 in 2015 to 8.5 2016.  The Kidsmatter Survey held during our Education Week Open Day demonstrated a high degree of parent satisfaction with school policies and procedures.	

#### Next Steps

Continue to implement the Kidsmatter framework in 2017 through training staff in each component of the framework.

Implementation of the "Bounce Back" wellbeing and resilience program which will be contextualised for our school to systematically address anti-bullying and resilience.

Clarify teacher playground management expectations including the recording of warning board issues on SENTRAL.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	The funding was used to provide additional time for the Learning and Support Teacher to enhance improve learning outcomes by assisting teachers in the development and delivery of personalised learning plans in consultation with parents.	<ul style="list-style-type: none"> <li>• Aboriginal background loading (\$2 841.00)</li> </ul>
<b>Low level adjustment for disability</b>	The funding includes \$50,251 staffing component for 0.5 FTE Learning and Support Teacher. \$13,641 flexible funding was used to provide additional time for the Learning and Support Teacher to enhance improve learning outcomes by assisting teachers in the development and implementation of personalised learning plans in consultation with parents.	<ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$65 265.00)</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS funds were utilised to provide additional release for Assistant Principals to enhance the implementation of the Performance and Development Framework; including classroom observations and beginning teacher support.	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$25 698.00)</li> </ul>
<b>Socio-economic background</b>	The funding was used to provide additional time for the Learning and Support Teacher to enhance improve learning outcomes by assisting teachers in the development and delivery of personalised learning plans in consultation with parents.	<ul style="list-style-type: none"> <li>• Socio-economic background (\$11 140.00)</li> </ul>
<b>Support for beginning teachers</b>	Beginning teacher support was used to provide additional release from face to face teaching allocation (RFF). Funding also allowed teachers to attend the beginning teacher conference and additional professional learning identified in their Professional Development Plans.	<ul style="list-style-type: none"> <li>• Support for beginning teachers (\$26 756.00)</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	158	155	170	184
Girls	141	150	151	154

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	96.3	94.7	94.5
1	94.7	94.9	93.7	91.1
2	95.8	95.9	91.6	94.3
3	95	96	92.6	92.3
4	94.2	94.7	93.3	92.2
5	95.1	95.5	94.8	90.2
6	94.9	95.1	92.9	94.5
All Years	95.2	95.5	93.3	92.7
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

NOTE: The Department of Education policy for recording of attendance changed in 2015 and students can no longer be recorded as exempt from attendance for family holidays. This policy change led to reduced attendance rate statistics.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.19
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	0.12

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Approximately 12% of our workforce identifies as being Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	67
Postgraduate degree	33

### Professional learning and teacher accreditation

22% of teachers at Berry Public School are accredited with the Australian Institute for Teaching and School Leadership.

The school invested significantly in professional learning in 2016. All teachers and support staff participated in professional learning activities including:

Implementing the NSW Syllabus (History, Geography, Science, Mathematics, and PDHPE);

Focus On Reading;

Kidsmatter;

Working Scientifically– Programming and creating effective Science lessons with Brian Pennington;

Performance and Development for Teachers in NSW Public Schools;

The Australian Professional Standards for Teachers;

E–Emergency care;

Anaphylaxis training;

CPR;

Child Protection Update;

Code of Conduct;

Non–Violent Crisis Intervention (NCI) training;

Supporting students with Trauma;

Beginning Teachers Conference;

Performance Coaching (Growth Coaching);

Lesson Observations – Giving and receiving effective feedback;

Interpreting External Data (Tell Them From Me Surveys);

School Financial Literacy;

Live Life Well;

SASS Conference;

Aboriginal Teachers Conference;

NSWPPA State Conference;

SENTRAL Attendance and Wellbeing Modules.

The School Principal also continued in his role as the NSW Primary Principals’ Association Chairperson for the Assessment, Planning and Accountability Reference Group. This role involves representing all NSW Primary School Principals on the NSWPPA State Council in consulting with the department about a range of policies and issues including:

School Planning and Annual Reporting;

School Excellence Framework Implementation Advisory Group;

School Self–assessment, and external validation processes;

The registration of NSW Public schools with the Board of Studies Teaching and Educational Standards (BOSTES);

The Curriculum, Assessment and Reporting to Parents Policy;

Centre for Educational Statistics and Evaluation (CESE) research publications;

The Australian Curriculum, Assessment and Reporting Authority (ACARA) National Assessment Program including the development of NAPLAN Online.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>211 652.71</b>
Global funds	189 701.36
Tied funds	181 544.39
School & community sources	341 154.24
Interest	4 460.75
Trust receipts	9 519.40
Canteen	0.00
<b>Total income</b>	<b>938 032.85</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	36 637.40
Excursions	28 433.28
Extracurricular dissections	66 921.43
Library	8 969.53
Training & development	0.00
Tied funds	135 384.23
Short term relief	38 701.83
Administration & office	79 666.38
School-operated canteen	0.00
Utilities	25 692.94
Maintenance	12 975.55
Trust accounts	8 112.12
Capital programs	25 956.05
<b>Total expenditure</b>	<b>467 450.74</b>
<b>Balance carried forward</b>	<b>470 582.11</b>

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.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2016 our school participated in the Tell Them From Me suite of surveys and also in the Kidsmatter survey.

The focus on learning survey measures indicators of school and classroom effectiveness. 139 student in year 4,5,6 completed the survey.

80% of students had a high sense of belonging.

89% of students had positive relationships

92% of students valued schooling outcomes

95% of students had positive behaviour at school

81% of students are interested and motivated in their learning

94% of students try hard to succeed in their learning.

The survey indicates students positive behaviours and a positive attitude towards trying hard to succeed. The areas of sense of belonging, interest and motivation are subject to further investigation and form part of the formal resilience program "Bounce Back" that the school is implementing in 2017 .

The Focus On Learning Survey is a self evaluation tool for teachers and schools based on "Effective Schools" research and "Visible Learning" research which identify drivers of student learning. The survey includes separate measures, which were scored on a ten-point scale. The scores for the likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and

reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). 17 Teachers completed the survey in 2016.

Leadership 8.1

Collaboration 8.6

learning Culture 8.2

Data Informs Practice 8.1

Teaching Strategies 8.3

Technology 6.2

Inclusive School 8.7

Parent Involvement 7.4

Challenging and Visible Learning Goals 7.9

Planned Learning Opportunities 8.2

Quality Feedback 7.8

Overcoming Obstacles for Learning 8.0

The survey indicates strong satisfaction within each domain of the survey with particular strengths in the domains of "Collaboration" and "Inclusive School". The area of technology was identified as an area in need of improvement and the school has taken steps to enhance the technology infrastructure backbone in 2016 in order to move towards enhancing access to technology in future. It is worth noting that the impact of the technology at times flows into other domains because there are specific questions relating to the use of technology in some domains. Scores in all such domains would be higher if the technology question is removed.

The parents "Partners in Learning" survey invites parents to respond about their perceptions of the experiences of their children at home and at school. The survey includes eight separate measures, which were scored on a ten-point scale. The scores for the likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). In 2016 16 responses were received to the online survey.

Parents Feel Welcome 7.6

Parents Are Informed 6.8

Parents Support Learning At Home 6.1

School Supports Learning 7.6

School Supports Positive Behaviour 8.5

Safe School 7.4

## Inclusive School 6.6

The survey data reflects overall positive satisfaction with the school, significantly above NSW Norms in some areas.

The survey data demonstrates particular strength in "School Supports Positive Behaviour", "School Supports Learning" and Parents Feeling Welcome.

The School P&C discussed the "Inclusive School" data which indicates a lack of parent and community awareness of the learning and support team functions within the school. Parents indicated that if their child was not on the Learning and Support Team caseload they were not aware of their function. The communication and engagement with parents is an ongoing project which was impacted by the implementation of LMBR. The school is investigating ways to streamline information to parents given the new online administration environment.

Berry Public School is implementing the Kidsmatter framework as a core element of our school plan. The Kidsmatter survey suite was completed in term 3 2016 involving surveys of students, parents and teachers. The Survey is scored on a Likert scale from 1–Strongly Disagree to 5–Strongly Agree. 107 parents and community members completed the survey.

The school respects and values my family's beliefs and wishes 4.20

The school provides a safe and caring environment for my child 4.53

I feel like I can participate in decisions that affect my child at school. 4.49

I am satisfied with the way the school communicates with me 4.03

I feel welcome when visiting my child's school 4.49

I feel that my child's teacher cares about my child 4.47

I am comfortable talking to my child's teacher about my child 4.47

I know how to help my child do well in school 4.25

The survey data indicates strong satisfaction with the school particularly in the area of providing a caring environment which is reflected in the school culture.

The data on communication was consistent with the Partners in Learning Survey and the school is taking steps to improve communication and engagement. The school is investigating ways to streamline information to parents given the new online administration environment.

Berry Public School has been identified in a positive case study for the NSW Centre For Education Statistics and Evaluation (CESE) recognising excellence in "Using Tell Them From Me to capture student, teacher and parent voice and inform responses." The

publication can be found at:

[https://www.cese.nsw.gov.au/images/stories/PDF/TTFM\\_Case\\_Study\\_Berry\\_PS\\_Final\\_AA1.pdf](https://www.cese.nsw.gov.au/images/stories/PDF/TTFM_Case_Study_Berry_PS_Final_AA1.pdf)

## Policy requirements

### Aboriginal education

Our school received \$2841 in equity finding to support students from an Aboriginal Background. The funding was used to provide additional time for the Learning and Support Teacher to assist teachers in the development of personalised learning plans for Aboriginal students. The school engages the local Aboriginal community and National Parks and Wildlife Service to hold a cultural day for all students. In 2016 students began learning the Dharawal verse of the Australian National Anthem for inclusion in 2017 assemblies.

### Multicultural and anti-racism education

Our school received nil funding for in English Language Proficiency Funding in 2016. The school has an Anti-Racism Contact Officer in place to monitor school policies, procedures and practices. Multicultural Education and perspectives are integrated into all class programs. We have zero tolerance in the school's anti-bullying and discipline procedures towards any form of racist behaviour. Additionally, students' awareness of and knowledge about multiculturalism was treated through the following activities: The annual visiting Musica Viva program focused on a range of cultural music; The Year 5 country study on Italy was completed and presented to the Country Women's Association; Year 6 students spent a term immersed in a unit of learning culminating in the "Asia Expo" with Bomaderry High School and other local Primary Schools.