

Berkeley West Public School

Annual Report



2016



4180

Introduction

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

Mr A. Attard

Principal

School contact details

Berkeley West Public School

Nolan St

Berkeley, 2506

www.berkeleyw-p.schools.nsw.edu.au

berkeleyw-p.School@det.nsw.edu.au

4271 1478

School background

School vision statement

Our school provides educational experiences and opportunities in an environment of respect, responsibility and safety that will engage and motivate all students to learn, equipping them with the skills and knowledge for future success and wellbeing.

School context

Berkeley West Public School has a current student enrolment of 201 students, comprising 93 boys and 108 girls from Kindergarten to Year 6. Enrolment trends have fluctuated over recent years. 18% of students are Aboriginal and 8% of students come from backgrounds where a Language Background Other Than English (LBOTE) is evident at home. The teaching staff currently comprises a principal, six classroom teachers and two teaching assistant principals.

Our school currently receives funding loadings for students with Aboriginal background, English language proficiency, overall socio-economic background and low-level adjustment for disability. These loadings provide the school with additional funding and staffing supplementations to address priorities in the school plan to support student educational needs. Our school's average Family Occupation and Education Index (FOEI) is currently 153. FOEI is a school socio-economic index that is based on parents' highest level of school education, non-school qualification and occupation status. The index includes all students enrolled in all NSW government schools and FOEI ranges from 0 to approximately 300, with an average of 100. Higher FOEI scores indicate higher levels of need (i.e. lower socio-economic status).

Our school is part of the Families NSW Schools as Community Centres (SaCC) project. The project employs a facilitator, who in partnership with principals from the schools involved, coordinates a number of local initiatives in each school that support parents and their young children (0–4 years of age) in the local community.

Berkeley West Public School is an active participant in its local Berkeley Community of Schools (COS). The school works in close partnership with its partner public schools to organise activities that enhance outcomes for students, including enrichment days and quality transition to high school programs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework (SEF). The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of learning, teaching and leading.

In the domain of teaching, our efforts have primarily focused on developing effective classroom practice and expert teachers through a culture of collaborative practice. This involved all staff engaging with numerous and varied evidence-based professional learning opportunities aligned both with the school's strategic directions and the personal learning needs identified by staff during their performance and development process. Professional learning during the year included training in Language Learning and Literacy (L3), New Focus on Reading (FoR) and high quality formative assessment for learning through our school's Visible Learning (VL) project. A teaching focus in 2016, stemming from enhancements to formative assessment practice, was to improve student writing skills. Professional learning and teaching emphasis involved planning and teaching short teaching/writing cycles where all lessons explicitly contained learning intentions and success criteria. Through this approach, the learning and success requirements to all students were made "visible" in a supportive environment where peer and teacher feedback developed specific skills. VL practices supported teachers in strengthening teaching elements outlined in the SEF. Individual surveys of teaching staff sought their feedback in how they believed our school was performing in regard to the teaching elements outlined in the SEF that could be validated with evidence. Our teachers collectively believe our school is sustaining and growing in regard to the teaching elements of effective classroom practice, data skills and use, collaborative practice, learning and development and professional standards.

Our major focus in the domain of learning continued to focus on improving student wellbeing through developing a respectful, responsible and safe learning culture in the school. Additionally, our school is systematically working to personalise the learning for all students, including Aboriginal students and students with disability. Improving student performance, particularly in relation to internal school performance measures, also remained a priority throughout 2016. Evidence continues to show that students are more positively relating to each other in the playground and classroom

with the number of negative behavior referrals from staff continuing to fall. Refining collaborative practices has led to students with additional learning needs being identified promptly and their parents more involved in planning and supporting their learning plans. Our school has also strengthened programs that reconnect our Aboriginal students to their culture. Self-assessment of school practices in regard to learning elements of the SEF indicate the staff collectively believe BWPS is sustaining and growing in regard to wellbeing, curriculum and learning, assessment and reporting.

In the domain of leading, school priorities have been to progress leadership, management practices/processes and school community partnerships. The consistency and effectiveness of our key teaching and learning strategic directions has been facilitated by tapping into expertise of staff and building leadership capacity across the school. School executive and a number of teaching staff have been given the opportunity to lead strategic direction projects with distributed control of assigned budgets, resources and personnel to achieve set milestones. Staff feedback and evidence through self-evaluation indicates our school is sustaining and growing in terms of strategically using school resources and leadership to improve student outcomes. Additionally, relational trust has been built amongst and between staff. Stronger partnerships have been forged with our COS group, the Aboriginal Education Consultative Group (AECG) and the University of Wollongong (UoW).

Our self-assessment process will assist the school to refine the strategic priorities in our school plan, leading to further improvements in educational outcomes for 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

Quality teaching

Purpose

Student learning is underpinned by high quality teaching where teachers individually and collaboratively evaluate the effectiveness of their teaching practice and engage in professional development opportunities to continually improve.

Overall summary of progress

Developing quality teaching practice and expert teachers within a school-wide learning culture continued to be a key professional learning focus in 2016 to achieve this strategic direction. Professional learning has been developed through a structured and systematic process, based heavily on the educational research of Professor John Hattie and Dylan Wiliam.

All teachers were supported in their skills, knowledge and understanding of evidence based literacy and numeracy initiatives such as L3, New Focus on Reading, Taking Off With Numeracy (TOWN), Targeting Early Numeracy (TEN) and a range of formative assessment practices. These initiatives have a significant impact on evidence-based teaching practice from Kindergarten to Year 6.

Our school's VL project continued to develop our teachers' knowledge and understanding of the factors that have the greatest impact on student learning, the importance of formative assessment and feedback in the teaching and learning cycle and how developing learning intentions and success criteria enables our students to become assessment-capable learners. According to qualitative data from staff and improvements made by most students on the writing continuum, our school's concerted focus on developing short teaching and assessment cycles in writing, where all lessons contained clear learning intentions and success criteria, has improved results.

During the year, our school implemented a systematic and supportive process for all staff to self-reflect on their professional learning needs, establish professional learning goals and work towards the achievement of these in a supportive environment that incorporated coaching, observation and collegial feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students are demonstrating expected growth across NSW literacy and numeracy continuums, summative assessments, and in comparison to the school's three year average, an increased percentage of students are attaining expected growth as shown by Year 3 to 5 NAPLAN data i.e. 42% in reading, 36% in writing, 35% in spelling, 44% in grammar and punctuation and 46% numeracy.	As a result of implementation of evidence-based pedagogy, transition to visible learning strategies and development of individualised teacher professional development processes, progress achieved this year has included: – a 14% increase in Year 1 students reading at expected reading levels or higher (from Semester 1 to Semester 2); – a 17% increase in Year 2 students reading at expected reading levels or higher (from Semester 1 to Semester 2); – Year 5 students attaining the highest average scores in the writing assessment in NAPLAN when compared to scores attained in the school over the last 5 years and closing the average gap when compared to the state average; – 48% of Year 5 students attaining expected growth from Year 3–5 in spelling; and – 57% of Year 5 students attaining expected growth from Year 3–5 in grammar and punctuation.	
Evidence based teaching practice	A full-time School-Based Instructional Leader	School-based instructional

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
is evident in every classroom and is supported with professional learning, feedback on teaching and team teaching/modelling of effective strategies by those with expertise.	<p>(SBIL) position was created to deliver teacher professional development and support in implementing evidence-based teaching and assessment practice in classrooms. As a result, classroom walkthroughs and documented teaching/assessment programs show that progress achieved this year has included:</p> <ul style="list-style-type: none"> – L3 and TEN pedagogies are being implemented in all Early Stage 1– Stage 1 classrooms to improve student literacy and numeracy skills; – Accelerated Literacy (AL), FoR and TOWN pedagogies are being implemented in all Stage 2– Stage 3 classrooms to support student literacy and numeracy development; and – VL elements such as explicit learning intentions, success criteria, formative assessment and student feedback strategies are becoming embedded in all writing lessons in all classrooms. 	<p>leader to lead professional development in teaching and assessment</p> <p>L3 professional development for teachers (Early Stage 1 & Stage 1)</p> <p>TEN professional development for teachers (Early Stage 1 & Stage 1)</p> <p>New FoR professional development for teachers (Stage 2 & 3)</p> <p>Collaborative short cycle assessment and planning for writing</p> <p>Funding– \$137 130 (Low SES funding)</p>
School-wide systems and environments are in place to promote reflective practice and support teachers at any stage of their career to identify their individual professional goals, plan their professional learning activities and collect evidence of growth in their performance and development.	<p>Collaborative Stage assessment and cyclic planning processes were established K–6 to support improvement in student writing skills.</p> <p>Early career staff have been successfully supported, met accreditation requirements and been accredited at the proficient standard with BOSTES.</p> <p>All teaching staff have been successful in achieving or making significant progress toward achieving their identified professional development goals for 2016 with teacher feedback regarding the school's professional development and performance process being positive.</p>	<p>Beginning teacher and mentor professional development sessions</p> <p>Professional Development and Performance coaching sessions</p> <p>Peer coaching, observations and feedback sessions</p> <p>Funding– \$3 600 (Beginning Teacher funds), \$6 300 (Low SES funding)</p>

Next Steps

In 2017, all new staff and staff returning from leave, will receive VL induction training through a one day training course. Training will include information on the evidence supporting the implementation of VL pedagogy based on current research, as well as how to include learning intentions, success criteria, formative assessment and quality feedback into their lessons.

The incorporation of learning intentions and success criteria will be expanded into not only writing lessons, but reading and numeracy lessons as part of the school's strategy to attain the improvement measures outlined in the state literacy and numeracy plan.

Formative assessment and feedback strategies will continue to be incorporated and embedded into literacy and numeracy lessons, and development of this practice will be supported through ongoing professional development at designated staff meetings.

Data, through walkthrough surveys and student interviews, will continue to be collected throughout the year on students' level of understanding of what they are learning and on the quality of feedback they are receiving from teachers.

Berkeley West Public School will commence involvement in the Early Action for Success (EaFS) initiative. This is a NSW Department of Education initiative in which our school will develop and embed the use of evidence-based teaching, assessment and monitoring practices to implement the NSW Literacy and Numeracy Action Plan in every K–2 classroom through quality professional development and collaborative practice. A Deputy Principal Instructional Leader (DPIL) will be recruited to the school for the next three years (4 days per week) to lead the development and

implementation of quality literacy and numeracy practice K–2. Resource allocation funds will be utilised to engage a full-time School-Based Instructional Leader (SBIL) in 2017 to work shoulder to shoulder with the DPIL to expand the quality teaching and assessment practices developed K–2 into Stage 2 and 3 classrooms. The SBIL will also facilitate the widening of VL practices K–6 to support the school's improvement measures set to achieve the Premier's Priorities.

Strategic Direction 2

Student learning, engagement and wellbeing

Purpose

Students need to be engaged in personalised, rich learning experiences in a safe and productive learning environment to develop vital skills for now and to become responsive and productive citizens in the future.

Overall summary of progress

The introduction of classroom interventions in the school's Positive Behavior for Learning (PBL) project has resulted in significant progress in this strategic direction, in particular, the elements of student wellbeing and a learning culture. PBL has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in various school settings. There have been observable changes in behaviour, featuring more positive and respectful relationships in both the playground and classroom settings as reflected in behaviour submitted by teachers..

Learning and support team processes have been further enhanced to monitor and support student learning, particularly for those students with identified additional learning and behaviour needs. Early identification and intervention has provided stronger, more focused support to individual students in collaboration with their parents.

The development of a deeper understanding and respect of Aboriginal culture has been achieved through a range of cultural activities and initiatives. Initiatives such as the MALPA Young Doctors program have had a positive impact on the culture in the school, by promoting stronger involvement and connections with Aboriginal Elders, parents and the AECG.

School-wide practices for assessment and reporting are have been planned more collaboratively and are being linked explicitly to literacy and numeracy continuums to inform subsequent teaching, learning and assessment cycles.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Comprehensive and inclusive systems, programs and plans to support and improve individual and collective behaviour/wellbeing, learning and engagement are in place and consistently implemented across all school settings	<p>The school's Internal PBL coach attended coach network meetings to build capacity in leading the professional development of all staff in consistent and cohesive school-wide systems and practices in classroom settings.</p> <p>2016 PBL Self Evaluation Tool (SET) results indicate that 53/56 critical features of effective non-classroom behaviour support systems are effectively in place in the school.</p> <p>The school's Learning and Support Teacher collaborated with classroom teachers and parents/carers to identify 88 students with disability or additional learning needs and developed adjustments and/or Personalised Learning Support Plans for them.</p> <p>In Term 2, a certified practicing speech pathologist was engaged to implement a speech pathology program for 17 students from Kindergarten to Year 3 identified by their teachers as having a speech/language disorder. To build capacity, the speech pathologist made two separate visits to each classroom and demonstrated strategies for teachers to use in order to support the speech/language needs of the targeted students in the classroom.</p> <p>BWPS established a collaborative partnership with</p>	<p>Positive Behaviour for Learning (PBL) Coordinator release, program resources and Reward Day implementation</p> <p>Two School Learning Support Officers (SLSO's) engaged to support teachers of students with disabilities and/or additional learning needs</p> <p>Speech pathology service to students and professional learning support to class teachers of students with expressive/receptive language difficulties</p> <p>ASPECT Outreach service to support students with autism</p> <p>Aboriginal Education School Learning Support Officer (SLSO) engaged 1 day per week to support program implementation</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Comprehensive and inclusive systems, programs and plans to support and improve individual and collective behaviour/wellbeing, learning and engagement are in place and consistently implemented across all school settings</p>	<p>the ASPECT Outreach Service to provide consultancy support for identified students with Autism Spectrum Disorder, their families and their teachers.</p> <p>In 2016, all Aboriginal students had the opportunity at the beginning of the year to develop Personal Learning Plans (PLP's) collaboratively with the Aboriginal Education Coordinator, Learning Support Teacher and their parents. An Aboriginal SLSO was also employed to support students in achieving their PLP goals with evidence demonstrating 82% of students successfully achieving their goals. 73% of the goals that were achieved had a literacy focus with students moving beyond expected reading levels. 18% of students achieved goals in learning more about their culture through the MALPA Young Doctors program, 12% of students achieved numeracy goals and 6% of students achieved social/emotional behavioural goals.</p> <p>The MALPA Young Doctors Program involved both Aboriginal and non-Aboriginal students from Stage Two in terms 3 and 4 for 15 weeks, with sessions focused on achieving health and environmental literacy outcomes, knowledge of traditional cultural practices, establishing a stronger connection for students within the community and improved student attendance. Pre and post evaluations indicate that students have improved their awareness of hygiene and healthy eating, becoming health leaders at home and school. Students involved reported they were also more comfortable with visiting doctors and dentists, enjoyed attending school on MALPA days and are inspired to take on future leadership roles. Positive feedback from parent evaluations included that they felt their child had more confidence in themselves and a better understanding of their background after participating in MALPA.</p> <p>BWPS took part in Wakakirri 2016, with 25 out of the 33 students involve being Aboriginal. Participation in Wakakirri developed students' self-esteem, organisation skills, improved attendance and built upon their knowledge of the traditional ways of storytelling through dance. Preparation for the performance also involved parents and assisted students achieve their PLP goals in drama and dance.</p>	<p>including MALPA</p> <p>Aboriginal Ed Coordinator engaged to plan, implement and monitor programs</p> <p>Engaged services of a Wakakirri dance tutor and procured stage items for performance of item at the WIN Entertainment Centre</p> <p>English as an Additional Language/Dialect (EAL/D) teacher engaged 1 day per fortnight to support new arrival and Phase 1 language students</p> <p>Funding– \$24 948 (Low SES), \$21 288 (Low-Level Adjustment for Disability) and \$33 000 (Aboriginal Education)</p>
<p>Reduction in the average rate of referrals by teachers for inappropriate student behaviour in the classroom and playground is evident– i.e. 5.5 referrals per student/year (all settings–2014), 2.7 referrals per student/year (playground–2014), 2.4 referrals per student/year (classroom–2014).</p>	<p>A decrease in the rate of negative behaviour referrals from teachers for inappropriate student behaviour in all school settings, with an average of 4.2 referrals per student/year (2016)..</p> <p>A decrease in the rate of negative behaviour referrals from teachers for inappropriate student behaviour in the playground setting, with an average of 2.5 referrals per student/year (2016).</p> <p>A decrease in the rate of negative behaviour referrals from teachers for inappropriate student</p>	<p>Procurement of Sentral network software incorporating the Student Wellbeing module integral to the ongoing collection, tracking and analysis of student behaviour K–6</p> <p>PBL coordination and Reward Day resources</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reduction in the average rate of referrals by teachers for inappropriate student behaviour in the classroom and playground is evident– i.e. 5.5 referrals per student/year (all settings–2014), 2.7 referrals per student/year (playground–2014), 2.4 referrals per student/year (classroom–2014).	behaviour in the classroom setting, with an average of 1.5 referrals per student/year (2016). On average, 94.5% of students in 2016 were eligible for end of term reward days for appropriate behaviour in classroom and non–classroom settings (i.e. 0 detentions for the term).	Funding– \$5 600 (RAM Low SES)
Student attendance rates improve such that the gap between the school average and the state average is reduced– current gap 1.3% average over last 3 years (2012–14).	The overall student attendance rate at Berkeley West Public School for 2016 was 94.1%, surpassing the state attendance average of 94%. The attendance rate for Aboriginal students at Berkeley West Public School increased by 2.8% in 2016 when compared to the 2015 attendance rate.	Procurement of Sentral network software incorporating the Student Attendance module integral to the ongoing collection, tracking and analysis of student attendance K–6 Procurement of Sentral SMS credits for the real–time messaging of daily student absence to parents Funding– \$1 500 (RAM Low)

Next Steps

A teacher and School Learning and Support Officer will be engaged 2 days per week in 2017 to plan, implement, monitor and assess Aboriginal Education initiatives and student progress in 2017. PLP's will be developed for all Aboriginal students with goals focusing on literacy and numeracy needs that target school progress toward the Premier's Priority of increasing the percentage of Aboriginal students performing in the top two bands for literacy and numeracy. An explicit focus on tracking all Aboriginal students' progress on the literacy and numeracy continuums will also be made through the development of a K–6 school data wall.

The school will also commit a teacher to attend introductory professional learning in the "8 Ways of Learning Pedagogy" modules. Modules will allow teachers to include Aboriginal perspectives by using Aboriginal learning techniques.

BWPS will look to continue the MALPA Young Doctors program. Young Doctors is a health leadership program which trains Indigenous and Non–indigenous young people to be health ambassadors in their communities. It is designed and supported by local Elders, respected community members and supported by health workers in each location. The program teaches leadership, hygiene, health literacy, nutrition and environmental health. It is hoped that an Aboriginal community worker will be able to take a leadership role in engaging students with community workers and local elders. Our school will also look to involve staff and Aboriginal students in both the 2017 NAIDOC Public Speaking and Wakakirri workshops that engage students and build skills and confidence in public speaking and performing arts.

Through the work of the PBL leadership team, BWPS will develop and implement specific school–wide strategies to explicitly improve student wellbeing and discipline for all students. This includes continued professional development of teachers by the school's internal coach at staff development meetings that focus on building staff capacity in providing consistent classroom systems and practices for improved behaviour and learning environments as well as a functional approach to behaviour in which staff can identify behaviour triggers and effectively respond to them.

Evaluation of wellbeing practices also recommends looking at the expansion of school value signage in the school, updating the school PBL/Teacher Handbook and more frequent/regular revision of behaviour referral data by the PBL leadership team. This will then be shared and discussed with staff to inform which playground or classroom behaviour modification strategies need to be addressed or revised. If the opportunity arises, the school will also look to train a second internal PBL coach to ensure sustainability of PBL practices into the future.

To support students with disability/additional support needs, BWPS will continue to utilise all resource allocation funding allocated to the school for this purpose. A key focus for learning and support will be to consolidate and embed

consultative practices between the school's Learning and Support Team, Learning and Support Teacher, School Learning Support Officers, class teachers, parents and external service providers.

In 2017, the school will continue to procure the services of a qualified speech pathologist to support students with identified expressive/receptive language needs, as well as build staff capacity in supporting students with their language development. Similarly, the partnership with professionals at the ASPECT Educational Outreach Service will be maintained in 2017 to build staff and family capacity in supporting students with autism.

During 2017, the Learning and Support Team will conduct a self assessment of established systems and practices using a self assessment matrix and determine areas for development. Revised systems and practices will be reflected in the school's Learning and Support Handbook and longer term improvements addressed in the 2018–2020 school plan.

Strategic Direction 3

School leadership, management practice and partnerships

Purpose

Quality leadership, strategic use of school resources, strong collaborative partnerships with the community and effective evaluation and management practices are fundamental to continuous school self-improvement for improved student outcomes.

Overall summary of progress

Staff, students and parents have been actively involved and consulted in school self-evaluation and planning processes with the goal of continuous school improvement. Self-evaluation processes are being refined on an ongoing basis to evaluate effectiveness of teaching, learning and leadership practices against the School Excellence Framework.

"Tell Them From Me" and school developed survey data demonstrates staff, students and parents believe BWPS provides a quality educational service to its community. At the same time, numerous opportunities exist to strengthen and improve products and practices through reflective practice against elements the School Excellence Framework.

Partnerships have been developed and strengthened between our school and community groups, including those with the school P&C group, AECG, University of Wollongong and local CoS. In 2016, our school's involvement and contribution to the Illawarra Visible Learning Community served to not only share expertise, but build the capacity of all schools in the project to embed evidence-based visible learning and formative assessment strategies into classroom practice.

Leadership at all levels has been enhanced through a number of opportunities for staff to lead school projects/processes, not only leading and managing associated funds but managing personnel, monitoring and evaluating progress towards set milestones whilst collecting evidence impact from school projects.

During 2017, the Berkeley CoS strengthened its commitment to working collaboratively to improve student outcomes. The CoS refined and improved transition to high school initiatives with a range of activities engaging students and parents. Collaboration amongst school leaders, Stage 3 and Stage 4 staff, involved the sharing of Stage 3 assessment and continuum data. This will ensure that student progress, particularly in the writing strand is maintained as students transition into Year 7.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>In comparison to the school's 3 year average, maintain or improve the school community's positive perceptions in relation to a variety of education and management practices in the school- currently:</p> <ul style="list-style-type: none">– 96% regarding school culture;– 91% regarding school leadership;– 92% regarding learning;– 87% regarding school management;– 86% regarding school planning; and– 89% regarding teaching	<p>Feedback by the community in 2016 indicated the following perceptions regarding education and management practices at our school including:</p> <ul style="list-style-type: none">– 98% satisfaction regarding school culture;– 83% satisfaction regarding school leadership;– 94% satisfaction regarding learning;– 88% satisfaction regarding school management;– 79% satisfaction regarding school planning; and– 86% satisfaction regarding teaching. <p>Data from the Year 4–6 "Tell Them From Me" survey includes–</p> <ul style="list-style-type: none">– 98% of students in the school valued school outcomes ;	<p>Online "Survey Monkey" survey tool to collect and summarise community perceptions of school education and management practice</p> <p>Development of school Facebook page to better communicate with and inform the school and wider community</p> <p>Additional School Administration Officer time to facilitate the successful implementation of the school to new Learning Management and Business Reforms (LMBR) systems and practices</p> <p>Intensive training and</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>In comparison to the school's 3 year average, maintain or improve the school community's positive perceptions in relation to a variety of education and management practices in the school– currently:</p> <ul style="list-style-type: none"> – 96% regarding school culture; – 91% regarding school leadership; – 92% regarding learning; – 87% regarding school management; – 86% regarding school planning; and – 89% regarding teaching 	<p>Feedback by the community in 2016 indicated the following perceptions regarding education and management practices at our school including:</p> <ul style="list-style-type: none"> – 98% satisfaction regarding school culture; – 83% satisfaction regarding school leadership; – 94% satisfaction regarding learning; – 88% satisfaction regarding school management; – 79% satisfaction regarding school planning; and – 86% satisfaction regarding teaching. <p>Data from the Year 4–6 "Tell Them From Me" survey includes–</p> <ul style="list-style-type: none"> – 98% of students in the school valued school outcomes ; 	<p>development of school administration staff in the transition to new LMBR systems and processes</p> <p>Course fees for students for students to participate in the "Uni4Certain" Community of Schools project–based enrichment class</p> <p>Funding– \$14 475 (RAM Low SES)</p>
<p>The school uses collaborative feedback from stakeholders, data analysis and reflection as evidence for driving strategic school planning, innovation and improvement.</p>	<p>In addition to online surveys for parents, students and staff, P&C parent feedback, meetings with parents, a school Facebook site was developed as another practical and engaging way to collaborate with the school and wider community. It has also facilitated in the promotion and sharing of activities and directions undertaken in our school.</p> <p>Despite these tools being available, data suggests that engaging a broader cross–section of parents willing or able to contribute to the feedback being sought by the school, remains a challenge and an area for continued development. Truly representative perceptions attained by the feedback of a wider cross–section will strengthen the future directions of school education and management practices leading into the development of the 2018–2020 school plan.</p> <p>Quantitative and qualitative data collection and analysis on a regular and systematic basis across all three of the school's strategic directions has assisted project leaders in the ongoing evaluation and effectiveness/impact of programs.</p>	<p>Facebook page development and maintenance</p> <p>School app subscription</p> <p>School website service</p> <p>Google forms</p> <p>Funding– \$2 926 (RAM Low SES)</p>

Next Steps

To compliment parent perceptions of the school's education and management practices, more strategic analysis and use of the data provided by students through the student "Tell Them From Me" (TTFM) survey is required in 2017 to drive improvement in student outcomes where students are reporting a perceived deficit. From this, key drivers of desirable student outcomes will be identified and improved through targeted strategies/projects and milestones in the school plan.

For example, a key driver of student outcomes identified by Term 4 student TTFM data that needs to be addressed in 2017 is a "Positive Learning Climate". This driver will be addressed through the school's PBL project in Strategic Direction 2 where teachers will, as a result of participation in school–wide professional learning modules and explicit teaching, establish and implement clear rules and expectations for classroom behaviour.

In 2017, the school will continue to consult, collaborate and communicate with the school community utilising a range of approaches including online digital media. Not only will this include Facebook, the BWPS school app, school website and

SMS, but will include a trial digital approach to communicating school news incorporating vid/podcasting. It is anticipated this medium may be suit a wider range of parents and busy family dynamics.

To support the attainment of the Premier's Priorities, CoS leaders will ensure 2017 school projects include explicit measures to improve student performance in literacy and numeracy, including that of Aboriginal students. Alignment, and consistent implementation of VL strategies in reading, writing and numeracy, such as explicit learning intentions, success criteria, formative assessment, quality feedback, interventionist support and use of PLAN data to track and inform learning will be a priority for development. Purposeful collaboration between CoS leaders will be essential to facilitate consistent alignment and implementation.

Integral to this strategic direction in 2017 will be a thorough evaluation throughout the year of school projects, practices and improvement measures against the School Excellence Framework. From this evaluation, a 2018–2020 school plan will be drafted for that drives Berkeley West Public School toward excellence in teaching, learning and leadership. Evaluation processes will include consulting with all stakeholders in the school community.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	<p>A number of students were enrolled throughout the year who were classified as newly arrived. New Arrival students are those who are entering school in Australia for the first time. These students are often eligible for intensive English support.</p> <p>Students for which English is an additional language/dialect were supported by an EAL/D teacher through explicit literacy teaching with a focus on vocabulary development. This included New Arrival students and those identified as being in the Beginning English: Limited literacy background phase. Students were withdrawn for intensive support and also supported in their classroom in consultation with their class teacher. All newly arrived students still enrolled at the school have now progressed to the Emerging phase.</p> <p>Throughout the year, new students were familiarised with school routines and behaviour expectations. They came to a good understanding of how to behave and successfully made friends with children in their classes.</p> <p>During the year the EAL/D teacher built teaching skills and capacity through attending EAL/D Connect meetings, as attending the 'STARS in Schools: Supporting Students from Refugee Backgrounds' course and utilising the online courses "Understanding the ESL Scales" and "EAL/D Reporting to Parents".</p>	<p>English as an Additional Language/Dialect teacher</p> <p>Funding– \$9 432 (English language proficiency)</p>
Low level adjustment for disability	<p>The school's Learning and Support Teacher collaborated with classroom teachers and parents/carers to identify 88 students with disability or additional learning needs and developed adjustments and/or Personalised Learning Support Plans for them.</p> <p>In Term 2, a certified practicing speech pathologist was engaged to implement a speech pathology program for 17 students from Kindergarten to Year 3 identified by their teachers as having a speech/language disorder. To build capacity, the speech pathologist made two separate visits to each classroom and demonstrated strategies for teachers to use in order to support the speech/language needs of the targeted students in the classroom.</p> <p>BWPS established a collaborative partnership with the ASPECT Outreach Service to provide consultancy support for identified students with Autism Spectrum Disorder, their families and their teachers.</p>	<p>School Learning Support Officers (SLSO) engaged to support teachers of students with disabilities and/or additional learning needs</p> <p>Speech pathology service to students and professional learning support to class teachers of students with expressive/receptive language difficulties</p> <p>ASPECT Outreach service to support students with autism</p> <p>Funding– \$21 288 (Low-Level adjustment for disability) Strategic Direction 2</p>
Quality Teaching, Successful Students (QTSS)	<p>Using the staffing allocation provided to the school, the school successfully facilitated a growth coaching process across the school that supported teachers in identifying, refining and achieving their 2016</p>	<p>Funding– \$7 142 (QTSS) Strategic Direction 1</p>

Quality Teaching, Successful Students (QTSS)	performance and development goals. These in turn built teaching standards and supported the achievement of goals in the 2015–17 school plan.	Funding– \$7 142 (QTSS) Strategic Direction 1
Socio–economic background	<p>In addition to the initiatives and progress outlined in Strategic Direction 1 of this report, socio–economic background funds also supported the school in developing the skills of staff to successfully transition Learning Management and Business Reforms (LMBR) systems into the school. As a result, computerised and integrated financial and student management systems have replaced out dated systems and provide much enhanced day to day operational support. However, ongoing support and professional learning in the use of these systems will be required.</p> <p>Supporting the educational needs of 88 students with identified additional learning needs was further enhanced by engaging a second SLSO with these funds. SLSO's support classroom teachers in making reasonable adjustments and implementing individual learning plans.</p>	<p>School–based instructional leader to lead professional development in teaching and assessment</p> <p>Language, Learning and Literacy (L3) professional development for teachers (Early Stage 1 & Stage 1)</p> <p>Targeted Early Numeracy (TEN) professional development for teachers (Early Stage 1 & Stage 1)</p> <p>New Focus on Reading professional development for teachers (Stage 2 & 3)</p> <p>Collaborative short cycle assessment and planning for writing</p> <p>Funding– \$206 224 (Low SES funding) Strategic Direction 1</p>
Support for beginning teachers	Support was provided to a beginning teacher who transitioned into their second year of full–time permanent teaching. One hour per week release time was utilised to assist the teacher achieve identified goals in her professional development plan, undertake professional learning activities to improve classroom management skills and compile evidence to achieve accreditation at Proficient Teacher Level with the Board of Studies, Teaching and Education Standards (BOSTES). The beginning teacher was successful in achieving this level of	Funding– \$6 000 (Beginning Teacher Support funds) Strategic Direction 1
Targeted student support for refugees and new arrivals	Impact in this initiative has been outlined in the English language proficiency section of this report	

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	90	78	97	93
Girls	90	92	117	108

Student enrolment in 2016 decreased slightly when compared to the same period in 2015. However, the school was able to maintain 8 classes Kindergarten to Year 6.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	94.2	95.1	94.6
1	93.7	93.6	92.4	94.7
2	92.8	92.3	91.1	91.9
3	97.5	93.5	92.9	94.9
4	92.5	95.4	93	94.6
5	94.3	92.6	95.3	93.4
6	92.6	93	91.5	94.1
All Years	93.8	93.5	93	94.1
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

broadcast and "94 Club" regularly reward students for consistent to outstanding attendance.

Articles that emphasise to parents the importance of a consistently high rate of prompt attendance, as well as the need to explain every absence, are regularly included in school newsletters and on the school website. Our school also allows parents to notify the school of student absences through submitting them via the school app which is freely available to those with a smartphone, tablet or computer at home.

Each day, the parents of students who are absent from school are sent an SMS to their mobile phones indicating their child has been marked absent and that they can explain this absence either directly with a return phone call, or a written note.

When unexplained absences occur, computer generated letters are sent home each fortnight to parents asking them to provide a justified reason for their child's absence. If no justifiable reason is provided, the absence is noted as unjustified and if attendance continues to cause concern, this is followed up.

Parents of students with an attendance rate causing concern, or parents of students who are habitually late or fail to provide explanations for non-attendance, are sent home their child's attendance record and asked to provide explanations in writing. In cases causing most concern, parents are requested to attend an interview with the principal to discuss strategies to improve attendance.

Where attendance does not improve after these measures, the principal will often refer these cases to the school Learning and Support Team, and if necessary, the Home School Liaison Officer (HSLO) who will review the student's attendance history. After this, an individualised action plan may be developed and implemented by the principal and HSLO in consultation with the student's parent, seeking an immediate improvement in attendance at school. Habitual non-attendance at school may also be referred to Community Services for follow-up.

Workforce information

Management of non-attendance

Management of non-attendance

Consistent with the school's attendance monitoring procedures, student attendance is monitored rigorously during the year by utilising the school's digitally recorded attendance data. Attendance is monitored and recorded daily by each classroom teacher. Numerous incentives such as "Great Attendance at School" (GAS) awards, the Attendance Cup, "Be at School on Time"

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.64
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration & Support Staff	1.97
Other Positions	0.37

*Full Time Equivalent

Berkeley West Public School has Aboriginal staff employed as part of its current team of teachers.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	61.5
Postgraduate degree	38.5

Professional learning and teacher accreditation

Professional learning experiences for teaching staff in 2016 focused primarily on developing quality classroom practice in literacy and numeracy teaching to address areas of need identified through analysis of student performance data. Training and development activities involved all teaching staff attending staff development days throughout the year as well as a multitude of sessions both in and out of school hours facilitated by staff with KLA expertise or specialist teacher trainers from within the local school network. Our school utilised designated teacher professional learning funds, RAM equity funds and the school global budget to allow teachers to engage in quality training opportunities to better meet the learning needs of their students.

Total expenditure on teacher professional learning was approximately \$53 500, accessing funds from a variety of budget areas. During the year our school engaged 4 temporary teachers maintaining accreditation at the proficient stage with BOSTES, whilst one permanent staff member successfully gained accreditation at Proficient. Two permanent members of staff have also taken steps to gain accreditation at the Highly Accomplished level of the Australian Professional Standards for Teachers.

Professional learning areas for staff in 2016 included Language, Learning and Literacy (L3) pedagogy, PBL coach training, PBL classroom intervention training, Nonviolent Crisis Intervention training, Visible Learning writing assessment and programming training, Highly Accomplished Teacher network meetings, New Focus on Reading training, Learning Management and Business Reform (LMBR) training and Peer Coaching training.

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	138 552.79
Global funds	141 221.88
Tied funds	319 745.78
School & community sources	15 848.58
Interest	3 249.73
Trust receipts	2 287.00
Canteen	0.00
Total income	620 905.76
Expenditure	
Teaching & learning	
Key learning areas	17 574.37
Excursions	5 821.19
Extracurricular dissections	11 006.26
Library	800.32
Training & development	383.40
Tied funds	235 637.90
Short term relief	45 060.90
Administration & office	30 820.71
School-operated canteen	0.00
Utilities	22 878.42
Maintenance	5 910.86
Trust accounts	3 382.22
Capital programs	0.00
Total expenditure	379 276.55
Balance carried forward	241 629.21

The information provided in the financial summary includes reporting from 17 October to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	253 378.20
(2a) Appropriation	243 729.21
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	9 544.93
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	104.06
Expenses	-124 347.41
Recurrent Expenses	-124 347.41
(3a) Employee Related	-81 330.12
(3b) Operating Expenses	-43 017.29
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	129 030.79
Balance Carried Forward	129 030.79

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	1 399 948.87
Base Per Capita	11 691.70
Base Location	0.00
Other Base	1 388 257.17
Equity Total	388 934.72
Equity Aboriginal	35 904.40
Equity Socio economic	245 242.27
Equity Language	9 432.34
Equity Disability	98 355.70
Targeted Total	400.00
Other Total	52 753.23
Grand Total	1 842 036.82

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 NAPLAN results show improvements in 2016 in the average reading, writing, grammar and punctuation scores for Year 5 students. Their average scores surpassed all average scores in these strands since 2012. The most significant growth attained by Year 5 students was in writing, however growth percentage figures for 2016 were not provided by online SMART data.

Average numeracy scores for Year 3 students were below the school's average for the last 4 years, whilst Year 5 students scores remained consistent when compared to those attained over past four years.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

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

In comparison to the 2014–2016 average, the percentage of students performing in the top two bands for reading in 2016 was lower in Year 3 but higher in Year 5. The percentage of students performing in the top two bands for numeracy in 2016 was lower in Year 3 and slightly higher in Year 5.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. A number of strategies are used to ascertain these perceptions, with online school surveys such as the "Tell Them From Me" survey utilised to gain a representative sample of feedback.

Collated feedback from parents indicates the majority of them believe:

- Our school leaders have a positive influence on the school culture (97%), the school encourages students to achieve their best (97%) and that the school caters for the learning needs of their child (97%). Overall satisfaction regarding all elements of school culture was measured at 98%.
- School leaders understand the school and get the best from staff and students (78%), the school ensures everyone is treated fairly (86%), school leaders introduce changes that are good for the students (86%) and that the school involves all groups within the school community in deciding what it aims to achieve (81%). Overall satisfaction regarding all elements of school leadership was measured at 83%.
- Our school expects students to learn to the best of their ability (97%) and their child's classroom is an interesting place to learn (97%). Overall satisfaction regarding all elements of learning was measured at 94%.
- Our school cares about the students (97%), the discipline is fair (97%) and that minor changes are continually made to improve what it does (81%). Overall satisfaction regarding all elements of school management was measured at 88%.
- The main purpose of school targets and the school plan is to improve student learning outcomes (97%) and address the needs of students (83%). Overall satisfaction regarding all elements of school planning was measured at 79%.
- Teachers provide class activities that are interesting and appropriate to their child's needs and abilities (89%), they and their children understand how the child's learning will be assessed (89%) and that their child's report card is informative and easy to understand (89%). Overall satisfaction regarding all elements of teaching was measured at 86%.

Policy requirements

Aboriginal education

In 2016, Berkeley West Public School received specific resource allocation funding to support Aboriginal students in their education. Throughout the year our school was committed to strengthening Aboriginal community partnerships. Throughout the year the Aboriginal Education Coordinator worked collaboratively with Aboriginal families, Elders and the Aboriginal Education Consultative Group (AECG) to plan and support culturally rich experiences for all students.

Selected Stage 2 Aboriginal and non-Aboriginal students participated in the 15 week MALPA Young Doctors program run in collaboration with teachers, MALPA leaders and an Aboriginal project leader from the community. The program was highly successful and valued by all stakeholders with enhanced health and environmental literacy outcomes and improved knowledge of traditional cultural practices evident.

A team of students, both Indigenous and non-Indigenous, from Stage 3 were taught and mentored to the NAIDOC Public Speaking finals held in Ulladulla. Participation in this initiative improved student self-esteem, public speaking skills and a commitment to learning and working as a team. Students involved also demonstrated personal growth in their knowledge of our cultural history and inspired other students within the school to take part.

This year BWPS has provided many opportunities for students to develop and deepen an understanding of, and respect for, Aboriginal histories, cultures and languages. This has included the organisation of cultural performances and traditional Yalunga games for NAIDOC Week, an Aboriginal creative and performing arts day singing, dancing and art activities, Reconciliation Week school BBQ run by the Aboriginal community group and the artwork competition for our school "Buddy Bench". These opportunities have continued to strengthen our community partnerships and promote reconciliation.

Multicultural and anti-racism education

Our school constantly reviews its teaching and learning programs each year to ensure that culturally inclusive classroom and school practices are embedded. Additionally, our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

In term one, our school celebrated Harmony Day. The day involved all classes celebrating Australia's cultural diversity, inclusiveness, respect and a sense of belonging for everyone. Harmony Day placed an emphasis on the message that 'everyone belongs', reinforcing the importance of inclusiveness to all Australians.

Our school also welcomed a number of newly arrived refugee students. Their transition into full-time schooling was supported by utilizing New Arrival Program (NAP) funds, to directly meet their needs. The funds allowed the school to engage additional language teacher support as new students arrived.

A range of strategies have been utilised to communicate key messages to families of newly arrived students, including face to face meetings with the EAL/D and class teacher and translated notes/documents as required. As a result, these strategies are strengthening parent engagement in school activities.

Our school also has two trained as Anti-Racism Contact Officers (ARCOs) who are available to support students and parents.