

# Berala Public School

## Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Berala Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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## School background

### School vision statement

#### EMPOWERING LEARNING IN A GLOBALISED WORLD

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

### School context

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

#### **The results of this process indicated that in the School Excellence Framework domain of LEARNING:**

Berala Public School's motto 'to learn is to flourish' is in line with the School Excellence Framework's 'excellence in teaching' expectations. At Berala Public School, we have endeavoured to instil and grow a culture of continuous improvement amongst and for all our stakeholders and therefore we believe we are at **SUSTAINING** and **GROWING** for **LEARNING CULTURE**. The large number of differentiated academic, social, emotional and physical learning opportunities within and beyond the classroom demonstrate our commitment to high aspirations for all.

We have made the judgement that we are at **DELIVERING** for both **WELLBEING** and **CURRICULUM AND LEARNING**. Whilst there are many whole school, targeted group and individual wellbeing programs and initiatives in place, we are still working towards a comprehensive strategic and planned approach that is owned and delivered by all teachers in all contexts. Similarly for Curriculum and Learning, a more systematic, whole school approach for identifying and addressing student learning needs and for assessment is being developed. In both instances, we are still developing ways of measuring the direct and specific impact of our many programs and initiatives on learning.

In regards to the elements of **ASSESSMENT AND REPORTING** and **STUDENT PERFORMANCE MEASURES** we have made the on-balance judgement that we are **WORKING TOWARDS DELIVERING**. Whilst we are proud of strong aspects such as our Learning Conversations, we recognise that we are working towards developing strong, embedded whole school assessment practices. Part of this work in progress, is to ensure regular 'data talks' are part of all team meetings and that teachers have a solid understanding of NAPLAN data and consistent judgement of progress on the literacy and numeracy continuums and against general capability and syllabus outcomes.

## **The results of this process indicated that in the School Excellence Framework domain of TEACHING:**

Over the last 18 months Berala Public School has implemented practices such as the Quality Teaching Rounds, Spirals of Inquiry and Peer Observations to enable us to ascertain that we are at **SUSTAINING AND GROWING** in **COLLABORATIVE PRACTICE**. This has been enabled by the judicious allocation of time, human and financial resources and strengthened by whole school involvement in developing the school vision and strategic directions. As a result of this involvement, the forming of strategic direction committees and a professional learning application and tracking process, we have also assessed ourselves to be at **SUSTAINING AND GROWING** for **LEARNING AND DEVELOPMENT**. As we develop better and more consistent ways of evaluating the direct impact of teacher professional learning on improved student learning, we can move towards excelling.

In the other three elements of the Teaching Domain, we have made the on–balance judgement that we are still **WORKING TOWARDS DELIVERING**. There is a wide range of teacher practice at Berala Public School and as expected in **EFFECTIVE CLASSROOM PRACTICE** we are striving to develop a universal understanding of and practise in evidence–based teaching practice. However, practices are not consistent and embedded yet, and therefore we have erred on the side of assessing the school at nearly delivering.

Similarly, as our **DATA SKILLS AND USE** practices are not consistent throughout the school, we have decided that we are **WORKING TOWARDS DELIVERING**. Teachers have been participating in a range of professional learning opportunities on the effective use of student assessment and some team meetings are dedicated to the use of **PLAN** data and consistent teacher judgement; all beginning steps in using student assessment data school–wide to identify student achievement and progress to inform future school directions.

The number of teachers at Berala Public School familiar with the *Australian Professional Standards for Teachers* is slowly expanding as there are now eight beginning teachers working towards proficiency and as all staff begin to engage with our professional standards. As we are only at the beginning of all teachers demonstrating responsibility for maintaining and developing their professional standards we have made the on–balance judgement of being at **WORKING TOWARDS DELIVERING** for **PROFESSIONAL STANDARDS**.

## **The results of this process indicated that in the School Excellence Framework domain of LEADING**

Berala Public School is in a period of dynamic change, initiated and expedited by system expectations and reforms, the rapidly changing world around us, the ever changing pedagogy and the understanding of how children learn and by the leadership of a new principal. The school leadership has been expanded with two additional, above establishment assistant principals; and together we have begun to work towards sustained and measurable school improvement. As we are at the beginning of developing aspects such as succession planning, relationships with a range of external agencies and being responsive to community needs, we have assessed our school at **DELIVERING** for **LEADERSHIP**.

The school launched its new school plan at the end of 2016, after an extensive, consultative process. Whilst the plan and its school vision and strategic directions has come to be at the core of our continuous improvement efforts, its implementation is in its infancy as we are only two terms down the track of real implementation. Therefore we believe we are at **DELIVERING** in **SCHOOL PLANNING, IMPLEMENTATION AND REPORTING**.

We have made the on–balance judgement that we are at **SUSTAINING AND GROWING** in **SCHOOL RESOURCES** and **MANAGEMENT PRACTICES AND PROCESSES**. Our financial, physical and human resources are strategically and equitably allocated according to our school plan and RAM guidelines, to achieve improved student outcomes. We endeavour to keep strengthening our management systems, structures and processes to enable all staff to work effectively and efficiently to be responsive to our student and community needs.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Challenging all to be creative, curious and critical learners

### Purpose

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

### Overall summary of progress

Over the last two years, teachers have indicated that collectively we have moved from 50% to 90% of teachers beginning to and consistently embedding technology authentically in the classroom. Twelve classes were BYOD in 2017 and 2018 will continue to see a growth in this area. A range of digital tools such as Beebots, Ozobots, Osmo and Lego Robotics has been used in learning. Students have participated in a range of future focused learning opportunities including Cuberider, Robogirls and Atlassian.

Teacher's have strengthened their knowledge of and capacity to plan for and allow for different learning opportunities through project and/or inquiry based learning. Some teachers have also enabled the teaching and learning to be directed through student voice and choice.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students demonstrate improvement on the ICT capability learning continuum.		Whilst teachers have a better understanding of the ICT capability learning continuum, we are still working towards a whole school approach of plotting all students' development on the continuum.
80% of teaching and learning programs embed the general capabilities.	\$10 000 RAM Equity (TPL)	All teachers have participated in initial TPL on each capabilities and are using aspects of appropriate capabilities in some programming. Eight teachers have trialled a capabilities driven curriculum in one subject area each.
100% of students are tracked through the general capability which forms the basis of reporting to parents.	\$20 000 RAM Equity (TPL)	2017 has seen a growth in the number of teachers using aspects of the General Capabilities framework to inform reporting to parents. Subject report indicators are a combination of General Capabilities and syllabus indicators.

### Next Steps

As teachers are developing their knowledge and understanding of student voice, the general capabilities and future focused learning, curriculum decisions will need to be made to:

- enhance the understanding, implementing and tracking of the General Capabilities
- use tools such as the Learning Progressions to drive student improvement
- maximise opportunities for student choice within a broad framework

The focus will also need to move to enable authentic student voice in their own learning through:

- Challenge-based learning
- STEAM
- Authentic embedding of digital literacy throughout the curriculum
- A focus on the 4Cs – collaboration, communication, critical thinking and creativity
- Individualised goal setting and evaluating
- Co-design of curriculum and feedback loops





## Strategic Direction 2

### Collaborating for evidence-based practice

#### Purpose

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

#### Overall summary of progress

Classroom practices at Berala Public Schools have changed significantly in 2017 as a result of all teachers engaging with focused, ongoing teacher professional learning on Formative Assessment. Participation in Quality Teaching Rounds and attending a large variety of external professional learning opportunities related to our strategic directions and teacher's individual professional learning goals, has also had a positive impact on classroom practice. Teachers also developed their first Spiral of Inquiry – a personalised action research project.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students are able to articulate their learning goals and progress.		Students are setting goals in all learning spaces (classes, community language and support). Teachers have strengthened their knowledge and implementation of learning intentions, success criteria and bump it up walls to demonstrate student progress against their individual and class learning goals. Students are given many opportunities to provide reflection of their learning, which is then evidenced through reporting to parents at Learning Conversations.
100% of staff embed quality consistent assessment practices which inform and result in differentiated classroom practices.	\$8 000 RAM Equity (TPL)	Staff have continued to use the TEN program, SENA test, L3 and the Fontas and Purnell benchmark to assist implementing differentiated learning practices. Through consistent team collaboration, high quality assessment practices are put in to place, allowing for differentiation to be monitored and reviewed in all learning areas.
100% of staff evaluate their practice and provide evidence of impact as measured against their performance and development goals. These goals link to the school plan, DoE initiatives and the Quality Teaching Framework.		All staff developed Professional Learning Development (PDP) programs in consultation with teams and supervisors. These linked to both school and DoE initiatives, the Quality Teaching Framework and personal goals. Training was provided to all staff to help develop and reassess their professional and personal goals.
80% of students achieve expected cluster level for each aspect on the literacy and numeracy continuums and general capabilities framework.		80% of K–2 students improved in their levels within the literacy and numeracy continuum. 3–6 teachers have become more familiar with assessing against all aspects of the literacy and numeracy continuums and general capabilities framework.

#### Next Steps

As an supplementary school for the Action Plan Phase 2, all teachers will be using the new Learning Progressions for both literacy and numeracy. The implementation will be supported by intensive Teacher Professional Learning which will include adopting Learning Sprints. The additional employment of an Assistant Principal – Professional Learning Literacy

and Numeracy will also support the implementation, as well as strengthen teacher TEN and L3 practices. We will continue to use Quality Teaching Rounds, complete the Formative Assessment training and provide differentiated professional learning delivered by 'experts' within our school.





### Strategic Direction 3

#### Contributing to a positive school culture

##### Purpose

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

##### Overall summary of progress

The school has had a major focus on providing parents with information through parent workshops about curriculum areas, how they are taught in school and how parents are able to help at home. Other areas that have been covered included the use of technology, technology tools used in classrooms to enhance student learning and Commonwealth initiatives such as the General Capabilities. In 2018 it is envisaged that options for parent involvement will include practical activities such as sewing, cooking, and swimming; and workshops as covering curriculum issues to keep parents informed about current trends in education.

Jigsaw groups have continued in 2017 across the school and have involved weekly lessons focussing on social/emotional wellbeing as well as a focus on learner qualities based on Alice in Wonderland and the qualities she displayed when faced with uncertainty. The PATHS program was introduced in 2017 and implemented in classrooms K–6. This program develops students social and emotional competence and supports students develop positive behaviour strategies. Both Jigsaw and PATHS will continue in 2018 to continue the focus on student social and emotional wellbeing and support students to develop positive behaviour actions.

The new Positive Behaviour and Learning policy was launched in 2017. It was implemented across the school. Students were rewarded with behaviour keys in class, based on the learner qualities of I am Proactive, I am Resilient and I am Curious. Students moved through various levels (bronze, silver, gold, diamond). Over 100 students gained the diamond level by the end of 2017. Staff utilised a behaviour tracking system in 2017 to track inappropriate behaviour in the classroom or playground. Staff were able to better respond to unacceptable behaviour and to keep parents informed.

In 2017, thirty-three classes were involved in Learning Conversations at the end of Semester 1 and all classes (36) at the end of Semester 2 were involved in Learning Conversations. Parents surveyed at the end of Semester 1, stated that Learning Conversations were extremely valuable as they were able to better understand where their child was at school, could see what their child was able to do at school and how they could help at home.

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% increase in community participation within the school and increased opportunities for parents to participate in their child's learning.	\$2000 RAM Equity	In 2017 community participation increased particularly through events such as Celebration of Learning and Bootcampathon, as well as a K–6 Athletics Carnival and Cross-country range of topics of topics including hands on workshops in digital tools, coding and TEN. The school continued to interact with organisations within the wider community, such as the Woodville Alliance, the RSL, local high schools and other schools through Social Ventures Australia.
80% of students demonstrate the development of their social and emotional skills through the introduction of a new whole school social and emotional program based on teaching the five social and emotional competencies.	\$15 000 RAM Equity	Classroom teachers implemented PATHS focusing on skills in five conceptual domains: self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem solving. PATHS and Learner Protocol concepts were reinforced on our weekly K–6 Jigsaw groups.
80% of students consistently demonstrate positive learner	\$ 8000 RAM Equity	The school has continued to build on its review of the PBL policy. Data is now entered on a central

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
qualities which are promoted through the reviewed PBL approach.		system and regularly analysed for trends and patterns. A new positive behaviour reward system has been implemented, culminating with 3–5 students per class receiving a diamond award.
70% of classes are involved in Learning Conversations.	See Strategic Direction 1	In Semester 2, 100% of classes participated in Learning Conversations with 80% parent/carer attendance. Feedback from staff, students and parents was overwhelmingly positive in regards to this reporting process as they had opportunities to discuss in depth their child's progress. All Community Language teachers and some Support Staff also play an active role in the success of this initiative.

## Next Steps

In 2018 we will continue to build on the strategies and initiatives from the previous years. Staff will be supported to make better use of SENTRAL to ensure a whole school commitment to tracking and managing student progress and interactions to ultimately improve visibility and management of student wellbeing. Social and emotional learning will continue to be a focus built into all teaching and learning programs. Parents will continue to be invited to and supported to take a visible role in their children's learning and wellbeing at school.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3,874	Students with an Aboriginal background received SLSO support and subsidies for school programs and equipment.
<b>English language proficiency</b>	\$609,444 (includes \$548 499 in salaries)	<p>Berala Public School has a total of 95% of its school population with a language background or dialect other than English.</p> <p>2017 saw the restructuring of the delivery of EAL/D. All classes in ES1 and Stage 1 received in-class support four days a week, supporting students in programs such as TEN (numeracy) and L3 based reading and writing programs. Stage 2 and Stage 3 EAL/D support was based on the EAL/D progressions and the prioritised support depending on needs of students. All support was delivered as in-class collaborative support. Four New Arrival Programs were implemented for each stage group which was delivered in a withdrawal mode.</p>
<b>Low level adjustment for disability</b>	\$234968 (includes \$152 361 in salaries)	<p>During 2017, Berala Public School continued providing assistance for students who required educational support to meet prescribed syllables outcomes.</p> <p>Tier One students were provided with in-class support by classroom teachers. This support was provided ensuring student goals were met by differentiating their learning in all curriculum areas.</p> <p>Tier Two students were supported by accessing the services of LaST staff and Student Learning Support Officers (SLSO) in class, supporting differentiation in teaching and learning programs. Programs, such as Targeting Early Numeracy (TEN) for numeracy and using L3 philosophy in reading and writing, were used to support students in literacy and numeracy learning. Individual educational learning plans reflected short term and long term goals established by students, parents and teachers which were measurable, and continually monitored and reviewed on a regular basis.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Semester 1 – .638 FTE (\$64 804)</p> <p>Semester 2 – 1.511 FTE</p>	<p>Quality Teaching Rounds were continued, strengthening cross-grade collaboration, deeper understanding of feedback and improved teacher practice.</p> <p>In Semester 2, an Assistant Principal Professional Learning was employed to assist with actioning the Berala Public School plan Strategic Direction 2.</p>
<b>Socio-economic background</b>	\$397,258	Participating in Social Ventures Australia, TEN Training, AP Innovation, Multilit program, Jigsaw groups, DanceSport, excursion and incursion subsidies, student assistance, community involvement, teaching resources, technology infrastructure and professional learning were the initiatives employed to

<b>Socio-economic background</b>	\$397,258	improve student learning in literacy and numeracy, to increase student engagement and to provide equity in student educational experiences.
<b>Targeted student support for refugees and new arrivals</b>	\$5,382	Refugee students received SLSO support and subsidies for school programs and equipment.



## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	410	414	433	425
Girls	393	409	419	444

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.1	92.7	97.3	93.9
1	96.9	94.5	97.1	92.5
2	97.3	93.5	96.6	93.3
3	96.7	94.5	97.2	95.1
4	96.7	94.7	97.2	94.7
5	97.1	94.6	96.5	94.5
6	96	94.9	95.8	93.3
All Years	96.8	94.1	96.9	93.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

The attendance policy and procedures are reviewed annually. Student attendance is closely monitored by classroom teachers and the executive. Parents are notified if attendance is of concern and a range of strategies are implemented to improve and monitor attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	33.69
Teacher of Reading Recovery	0.95
Learning & Support Teacher(s)	1.5
Teacher Librarian	1.4
Teacher of ESL	5.4
School Counsellor	1
School Administration & Support Staff	5.17
Other Positions	5.6

\*Full Time Equivalent

There are currently no teachers at Berala Public School who identify as 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	100
Postgraduate degree	20

### Professional learning and teacher accreditation

In 2017 teachers could access professional learning in a variety of ways— individually, in small interest-based groups, teams and as a whole staff. Three new initiatives were added to our professional learning plan. The first was to release teams for a weekly 'TPL Hour' where the focus was tailored to individual team needs, such as writing for Stages 2 and 3. Another was to guide staff through a two-year professional learning course on Embedding Formative Assessment. The third was to introduce Spirals of Inquiry, an inquiry-oriented, evidence-based approach to learning and teaching, where in small groups, teachers could investigate an aspect of teaching of direct interest and relevance to them.

All professional learning was linked to our strategic directions and individual teacher goals. Key focus areas

included formative assessment, technology, coding, coaching, TEN, Learner Protocols, external validation and the General Capability Framework. SASS staff were also encouraged to attend professional learning on LMBR, organisational matters and coaching.

Currently there are eleven teachers working towards proficiency on the *Australian Professional Standards for Teachers* and twelve are at maintaining proficiency.

Berala Public School joined Social Ventures Australia as a Bright Spot School, participating in Star Hub Days and Thought Leadership Gatherings in Sydney, Melbourne, Canberra and Adelaide. The focus of our participation is to strengthen, through new connections and learning, our capacity to lead our project on 'How do we embed curiosity within teaching and learning for our teachers, students and community?'

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	758,877
<b>Revenue</b>	8,242,750
Appropriation	7,853,934
Sale of Goods and Services	28,817
Grants and Contributions	352,300
Gain and Loss	0
Other Revenue	0
Investment Income	7,699
<b>Expenses</b>	-7,910,696
Recurrent Expenses	-7,910,696
Employee Related	-7,116,852
Operating Expenses	-793,844
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	332,054
<b>Balance Carried Forward</b>	1,090,931

The Berala Public School senior executive and senior office staff meet regularly to set the budget, monitor expenditure and engage in ongoing evaluative discussions to ensure compliance with policy and

guidelines.

Due to a number of human resource management issues, including above establishment positions at Berala Public School, that required investigation and resolving, the human resource budget was not completely expended.

As most of the 35 Interactive Whiteboards Boards in the school are of a similar age and will need replacing, funds have been set aside to allow the change over from Interactive White Boards to Promethean boards to occur in 2018.

Funds accrued through significant fundraising including the Bootcampathon have been set aside for a playground refurbishment in 2018.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	5,521,902
Base Per Capita	130,208
Base Location	0
Other Base	5,391,694
<b>Equity Total</b>	1,245,544
Equity Aboriginal	3,874
Equity Socio economic	397,258
Equity Language	609,444
Equity Disability	234,968
<b>Targeted Total</b>	43,438
<b>Other Total</b>	870,066
<b>Grand Total</b>	7,680,950

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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. Go to <http://www.myschool.edu.au> to access the school data.

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.

The results for Year 5 were very similar between 2016 and 2017 with 32.3% of 2017 Year 5 students in the top two bands in reading in comparison to the 32.2% of 2016 Year 5 students. Similarly in numeracy, 30.3% of 2017 Year 5 students achieved the top two bands in comparison to the 31.6% of 2016 Year 5 students. Year 3 results showed that in 2017 36.2% of Year 3 students achieved in the top two bands in reading, compared to 41.3% in 2016. In numeracy, 36.3% of Year 3 students achieved in the top two bands compared with 35.1% in 2016.

## Parent/caregiver, student, teacher satisfaction

Berala Public School regularly seeks the opinions of parents, students and teachers using a variety of tools including school designed specific surveys such as on homework and curiosity, and Department of Education survey's such as Tell Them From Me Surveys, as well as workshops designed to seek feedback and focus groups.

Students, staff and parents participated in the Tell Them From Me Survey (TTFM) in 2016 and 2017.

Based on a ten-point scale on the following perspectives of the parent community, the 2017 parent survey indicates:

- Parents feel welcome at our school – 7.5
- Parents are informed – 7.2
- Parents at Berala Public School support learning at home – 6.4
- School supports learning – 6.4
- Support for positive behaviour at Berala Public School – 7.7
- Safety at Berala Public School – 7.7
- Inclusion at Berala Public School – 7.5

Based on a ten-point scale on the following drivers of student outcomes, the 2017 student survey indicates:

- Effective learning time – 8.5
- Relevance – 8.2
- Rigour – 8.3
- Advocacy at school – 7.7

- Positive teacher–student relations – 8.4
- Positive learning climate – 7.2
- Expectations of success – 8.9

Based on a ten-point scale on the following eight drivers of student learning, the 2017 teacher survey indicates:

- Leadership – 7.3
- Collaboration – 7.6
- Learning culture – 7.7
- Data informs practice – 7.5
- Teaching strategies – 7.8
- Technology – 6.5
- Inclusive school – 7.8
- Parent involvement – 6.9

## Policy requirements

### Aboriginal education

Aspects of Aboriginal Education were embedded in teaching and learning units where appropriate, such as in the Year 2 countries unit and the Stage 1 celebration unit. This year NAIDOC Week and Reconciliation Week were celebrated in classrooms with a focus on identities, cultures and history. In 2018, further contact will be made with the local Aboriginal Consultative Group in the Cumberland Council area to involve them in various school activities the school has planned.

### Multicultural and anti-racism education

Multiculturalism is valued and celebrated at Berala Public School through its embeddedness in many teaching and learning units, extensive Community Language Program and through the maintenance of our Chinese Language Other Than English class.

In Term 1 we celebrated Harmony Day, focussing on the message that everyone belongs. The day was about participation, inclusiveness, respect and a sense of belonging for everyone. Harmony Day is a day of cultural respect for everyone who calls Australia home. Our celebration of Harmony Day concluded with flying kites – a symbol of hope, fun and freedom..

During Term 4 Berala Public School celebrated Colours of Berala, our multicultural day. Individual students shared their immigration stories, parents cooked up an amazing feast of different cultural food and a large number of students displayed their talents in Burmese, Vietnamese, French, Turkish, Arabic and Chinese Lion dance, the Chinese Waist Drum performance, ukelele, drumming and choir recitals.

### Other school programs

#### INDIVIDUAL STUDENT SUPPORT

Multilit continued to be a program used in 2017 to support individual literacy intervention with our Tier Three students in Years 2 to 5. A total of 25 students accessed this program throughout 2017. 95% of the

students successfully completed the program within a 15 week period.

Levelled Literacy Intervention (LLI) was a new program implemented for Tier Three students in Year 1 in 2017. This program provided small group (3 students per group) literacy intervention with LaST teachers trained in LLI. Two teachers provided support in LLI in 2017 with 24 students accessing the program.

A Speech Therapist was also hired as part of a grant to support students with speech and language programs. Kindergarten was targeted, providing assessment, and speech and language sessions. In-class support was also provided for kindergarten teachers in the areas of phonological awareness and language acquisition.