

# Berowra Public School

## Annual Report



2017



1205

## Introduction

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

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

Dianne Bower

Principal

## School contact details

Berowra Public School

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## Message from the Principal

Our school's success is underpinned by three key elements that promote quality teaching and learning programs for our students.

Firstly, we have a highly dedicated staff who work together to provide an inclusive environment, where all students are nurtured and encouraged to achieve their personal best in all that they do.

Secondly, our students are a passionate and motivated group of young people, who are keen to learn and participate in a range of opportunities provided for them at our school.

Thirdly, Berowra Public School enjoys tremendous support from our parent body and local community.

## School background

### School vision statement

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

### School context

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

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

Berowra Public School enjoys a well deserved reputation as a community school with an outstanding range of curricula and extra curricula activities that meet the learning and social needs of the individual student. The school delivers quality education in a caring environment. The school's expectations of: Respect – Self, Others and Community; underpin our positive and caring approach to students.

Our school provides the highest quality education for all students, delivering an extensive curriculum focusing on developing skills in literacy, numeracy and technology. Highly qualified and dedicated teachers strive to bring out the best in every child through quality teaching and learning programs delivered in stimulating and supportive learning environments.

There is also a tradition of excellence in performing arts, particularly drama, dance, choir and music. Sport is another traditional area of strength, and a number of highly effective programs operate to cater for our gifted and talented students. Expanding the opportunities for the use of technology is a continuing school priority. Our diverse curriculum and extracurricular programs cater for students with a full range of abilities and interests. Specialist support programs assist students experiencing difficulty with their learning; whilst experienced staff provides enrichment and extension for high achieving students. At Berowra we aim to meet the individual needs of all our students.

Community support is a particular feature of the school. Four effective parent bodies provide much needed support for the school in many ways— practical, financial and consultative.

### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

The results of the validation process indicated that in the domain of Learning, Berowra Public School was Sustaining and Growing. Positive and respectful relationships are evident among students, promoting student well being and ensuring good conditions for student learning. The school consistently implements a whole-school approach to well being that has clearly defined behavioural expectations and creates a positive teaching and learning environment. There are systematic policies, programs and processes to identify and address student learning needs. Individual student reports include descriptions of the student's strengths, areas of growth and learning goals. Parents are updated on the progress of their children.

## **Teaching**

The results of this process indicated that in the School Excellence Framework domain of Teaching: The results of the validation process indicated that in the domain of Teaching Berowra Public School was Sustaining and Growing. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practice. Teachers provide explicit, specific and timely formative feedback to students on how to improve. Teachers work together to improve teaching and learning in their year groups, stages or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.

## **Leading**

The results of this process indicated that in the School Excellence Framework domain of Leading:

The results of the validation process indicated that in the domain of Leading, Berowra Public School was Developing. Leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities and community organisations to improve educational opportunities for students. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

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

Providing quality learning for all students

### Purpose

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

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

### Overall summary of progress

This year the school has focused on consolidating the implementation of the Big Write program, through professional development with Andrell Education. The outcome of this has been an increased understanding of the Big Write program, its implementation in the classroom and the recording of data and analysis from this. Through collaborative programming, shared lessons, collegial observations, school reporting; as well as professional development sessions; there is strong evidence of a whole school approach and deep understanding of Big Writing.

Throughout this year, there has been a focus on spelling, in particular "Words Their Way". This is to be analysed and will become a focus for the 2018–2020 School Plan.

Mini Lit and Spelling Mastery programs have been implemented across the school to support and enhance students' literacy learning and requirements. These programs have led to increased progress of the students involved and supported with their learning in the classroom environment. Close monitoring through Reading Recovery data; classroom assessments and reporting give evidence of progress for these students.

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

This year our school has continued to promote a strong PBL program. The students have weekly PBL lessons and the whole school PBL program has resulted in an increase in merit awards reflecting PBL as well as; fewer behaviour incidents, both in the classroom and playground. Data reflects an overall positive response to the program. In 2018, the PBL focus will be in the classroom and a review of the merit awards reflecting PBL.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• All class programs show evidence of differentiation and engagement strategies</li><li>• New Wellbeing and learning support policies developed</li><li>• Literacy and Numeracy Improvement measures include all students achieving at 'expected growth or above in NAPLAN performance'; and ensuring all students meet literacy cluster measures for their grade level.</li><li>• Positive feedback gained through surveys and discussion forums in regards to engagement, sense of belonging and success</li><li>• Learning adjustments documented and evidenced in NCCD folders and teachers</li></ul>	<p>Release for teachers to work on Wellbeing procedures for BPS</p> <p>\$1000.00</p> <p>Release for Learning and Support Co-ordinator and Learning and Support Teacher to compile NCCD Data</p> <p>\$1000.00</p>	<p>All class programs have been assessed and reviewed ensuring differentiation is evidenced.</p> <p>In 2017, all identified students have an active Summary of Learning Adjustments, which is developed in consultation with the parents/teacher/ and Learning Support Team. These are signed by the parents and reviewed every term.</p> <p>Validation highlighted the strength in the New Wellbeing and Learning Support Policies and the effective implementation and how embedded it is at Berowra PS.</p> <p>PBL has undergone a refinement, with RESPECT being the key focus. This has followed through in every aspect of the school, ensuring inclusiveness within the whole school, and the wider community, such as BOOSH. Here was a decline in negative behaviour incidents in certain stages, reinforcing the effectiveness of teaching the PBL program</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
programs.		<p>booth in and out of the classroom.</p> <p>The consolidation of the Mathematics program, led by Anita Chin has been a key factor on the teachers programs and their teaching skills.</p> <p>Big Write has been a focus with Staff Development Days, developing the teaching/learning of this program.</p> <p>Commencement of a whole school Spelling program is being developed and further direction will be given to this in 2018.</p>

## Next Steps

Our focus will be:

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



## Strategic Direction 2

Excellence in teaching and leadership capacity

### Purpose

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

### Overall summary of progress

In 2017 all registrations with The NSW Institute of Teachers were updated and staff engaged in professional learning opportunities to reinforce their knowledge of the Australian Teaching Standards. Teachers worked towards maintaining proficiency with clear goals planned and supported. Seven teachers worked towards accreditation with four submitting their accreditation portfolio. Teachers were encouraged to maintain professional learning logs linking them to the standards and to ensure evaluations based upon the standards were completed. All stage, executive and curriculum meeting agendas had to include matching standards as a process of developing deep knowledge and understanding. Teachers wanting to work towards higher levels of accreditation were identified and mentors organised.

2017 saw ongoing development, discussion and writing of PDPs (Professional Learning Plans) for all staff including SASS. Through this process staff set personal goals and linked them to accreditation standards and developed plans to achieve them. In addition, we discussed the need for evidence to be collected and how this was going to be achieved. These plans centred on collegial dialogue, reflection, program sharing, the establishment of buddy teachers involving classroom visits and reflections, program sharing and student report discussions. PDPs for all staff were discussed with supervisors, stages and in a meeting with the Principal.

The implementation of classroom observations was refined and reviewed with emphasis on links to PDPs and personal goals as well as professional learning sessions. We supported teachers of all levels to share their expertise and lead in teacher learning. Identification and support of teachers aspiring to leadership roles was identified as an area for continued development. A highly effective mentoring program was evident with the intention of extending it across the school with links to internal and external mentors in 2018.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All teaching staff is registered with The NSW Institute of Teachers and are working towards achieving or maintaining proficiency by the end of 2017 with identified teachers working towards higher levels of accreditation. Increased opportunities for aspiring leaders develop capacity for leadership.</p> <p>Stage management and professional learning reflects upon individual professional goals as identified in their PDPs.</p> <p>Opportunity provided to all staff to develop their knowledge and understanding of the AITSL standards.</p> <p>Mentoring / accreditation program for all new scheme teachers.</p>	<p>QTSS funds used to release teachers to participate in lesson observations both internally and externally.</p> <p>Beginner Teacher funds used to release mentors and mentees to work towards achievement of PDP goals and accreditation requirements.</p>	<p>All teachers registered with The NSW Institute of Teachers. Seven new scheme teachers worked towards gaining accreditation at the Proficient Teacher level, with four of these teachers submitting and gaining accreditation. There were five teachers who maintained their accreditation at the Proficient Teacher level (under the new accreditation scheme) and twelve teachers who are pre-2007, who are now accredited under the same system. One teacher continues to work towards gaining accreditation at the Highly Accomplished Teacher level.</p> <p>PDPs prepared in consultation with supervisor and reviewed by Principal. Standards for each goal included in discussion. Data on goals collected to review areas of need at the whole staff, group and individual level in order to plan and deliver relevant Professional Learning and support. Teachers were encouraged to include goals at three levels: stage, individual and leadership. This last goal allowed for the identification of those teachers aspiring to leadership roles and ensured all staff were provided with opportunities to take on leadership positions within the school. Classroom observations were</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All teaching staff is registered with The NSW Institute of Teachers and are working towards achieving or maintaining proficiency by the end of 2017 with identified teachers working towards higher levels of accreditation. Increased opportunities for aspiring leaders develop capacity for leadership.</p> <p>Stage management and professional learning reflects upon individual professional goals as identified in their PDPs.</p> <p>Opportunity provided to all staff to develop their knowledge and understanding of the AITSL standards.</p> <p>Mentoring / accreditation program for all new scheme teachers.</p>		<p>extended, targeting specific areas for development as related to PDP goals. Teacher awareness of the levels for accreditation extended through professional learning opportunities, connecting standards to meeting agendas, minutes and PDPs and programs. New scheme teachers allocated funding to support their professional growth, allowing for release time to work with mentors and attend non-school based professional learning. Plan for a revision of the mentor/mentee relationship was developed, including time to implement and reflect on the program. With the goal to extend in 2018 to the rest of the staff to work towards the achievement of personal and leadership goals.</p>

## Next Steps

### 1. Leadership Capability

- Teachers and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.
- Local leadership capacity and teaching expertise are strengthened.
- Induction for early career teachers is supported by Strong Start Great Teachers.
- Flexible strategies for teacher or school leader exchange builds shared expertise across schools and communities.

1. Initiate induction program for early career teachers (and new staff).

2. Succession planning 3. Refine Mentor–Mentee program 4. Identification of interest in leadership and expertise in areas and encouraging/ supporting these teachers to explore leadership roles. 5. PDPs include goals of leadership interest and relevant support is given by supervisors, including PL and leadership opportunities. 6. Initiate strategies/systems that support teacher/leader exchange/mentor opportunities.

### 2. Accreditation

- A highly skilled, responsive and diverse workforce where staff members understand and value themselves and each other and contribute to a culture of high expectations.
- Strong processes ensure effective supervision and differentiated professional development within the accreditation framework.
- Capacity building of workforce is aligned to standards.

1. Build understanding and support all teaching staff with accreditation requirements and processes, particularly school executive.

- Using school Google Drive
- Every teacher/exec has a private folder for storing accreditation information / PDPs / Evidence etc
- Exec and SD2 have access to files (with staff permission)
- Spreadsheet for tracking of accreditation requirements
- Folder of information
- Regular updates (communication meetings)

2. Succession Planning

- Someone needs to take over accreditation from Deb
- All supervisors should have sound knowledge of accreditation process to be able to support stage teams.

3. Increase the number of teachers seeking and gaining accreditation at Accomplished and Leadership levels.



### 3. **Quality Teaching**

- Teaching practices are shared and promoted through quality professional learning.
- Quality classroom instruction addresses specific and identified needs.
- Classroom based professional learning is targeted and focused.

#### 1. Observations (linked to PDPs)

- Refine recording
- Staff survey on experiences
- Demonstrating QT in programs

#### 2. Introduce quality teaching rounds

#### 3. Differentiated, quality professional learning focused on improving teaching practices.

#### 4. **Professional Development Plan**

- Strengthen staff performance development to maintain a culture that recognises and delivers systemic expectations for learning, teaching and leading.
- Engage all staff in professional development that is, relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.
- Support for supervisors facilitates development of professional plans
- Development for all staff are linked to school plan and professional standards
- Streamlined processes deal with underperformance

#### **Review writing of PDPs**

o Purpose and process o Calendar of requirements o PL – matching PL to PDP requirements o Collecting and storing evidence o Teacher learning is differentiated and focussed on the needs of students



## Strategic Direction 3

### Inclusive and engaging communities

#### Purpose

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

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

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

#### Overall summary of progress

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

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

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

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

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Positive results from student, staff and community evaluations.</p> <p>Improve communication with all 85% of staff and families report that they receive clear and accurate information.</p> <p>10% increase in the number of parents attending and supporting school information sessions, the P&amp;C and other community events/fundraisers. Increase of parents contributing to voluntary fees.</p> <p>Well maintained school Facebook page and improved updates on our website</p>		<p>Effective School Parliament which allowed students to voice ideas and take ownership of school improvement.</p> <p>Approximately 80% of our parents/family representatives attended the Parent – Meet the teacher night, promoting closer relationships with the class parents, to share an overview of the curriculum and classroom routines, encouraging our open door policy and positive public relations.</p> <p>Over 90% of parents surveyed agree or strongly agree that the newsletter enhances communication across the school. Over 95% of parents responding to survey agree or strongly agree emails enhance communication across the school.</p> <p>P and C attendance numbers are stable from year to year with minimal growth in numbers.</p> <p>There was a 10% percent growth in parent voluntary contributions.</p> <p>74% of parent's surveyed agree or strongly agree that the BPS Facebook page enhances communication across the school community.</p>

#### Next Steps

Preparation for the next three year plan, with a focus towards effective directions through data. Data analysis to differentiate teaching and learning. Providing quality teaching and learning which is supported by efficient data collection and analysis. Improved systems for analysing and reporting data.

Professional learning on data collection and analysis. Feedback to further engage the students through visible learning and I can statements.

Investigate the optimal systems for data storage and analysis. Possible improvements to the Sentral database. Accurate recording of data to monitor student progress and to drive programming to understand 'where to next' for students.

Continual showcasing of student achievements and high standards of work. Evidence through work samples. Seesaw for example.

Parent information evenings to promote school goals, aligned to the school plan. Sharing NAPLAN and PBL data with parents.

Student buddy systems, 'you can sit with me' to consolidate the culture of caring, good citizens through excellent role models.

Further links to High Schools and Pre-schools. Review of data twice a year in stage / year groups to look for patterns.

How do assessments match up with NAPLAN data?



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1500	The school receives funding to support our Aboriginal students. The funds are primarily used to assist with purchases for our NAIDOC Day activities and some teacher's aide time.
<b>English language proficiency</b>	EALD teacher time for 5 hours a week for three terms.	Additional funds to support our new arrivals was received in 2016. This was supplemented by school funds.
<b>Low level adjustment for disability</b>		All students requiring adjustments and accommodations are catered for within the school. 69 students were monitored and/ or provided with support from the Learning and Support Team. 71 students required adjustments to cater for a disability. 44 students required quality differentiated programming, 44 students required supplementary.
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS funding and school funds were used to support teacher days.	Annual assessment showed gains for all targeted students. The opportunity for teachers to have time off class to observe other teachers was valued and executive have made significant progress towards working with teachers to give meaningful feedback. This year also saw teachers visiting other schools to observe Project Based Learning, Positive Behaviour for Learning, L3 and STEM.
<b>Support for beginning teachers</b>	\$22 415 on casual costs for Beginning Teachers to be off class for Professional Learning Courses, external costings for courses and working with their mentors for student reports, CTJ and programming.	All beginning teachers receive additional support in the first three years of their career.  Beginning teachers are provided with access to additional support, professional development and mentoring time with their supervisors. BPS mentoring and coaching program was effective and feedback from participants indicated that this support strengthened their classroom practice, programming, report writing and behaviour management





## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	200	193	190	203
Girls	215	206	205	200

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	96.3	96.2	96.6
1	96	95.4	96.4	95.6
2	96	95.7	96.8	94.4
3	96.8	94.8	96.6	95.3
4	96.7	96.2	94.5	94.7
5	95.2	94.2	96.4	94
6	95.7	93.6	94.1	96
All Years	96	95.1	95.9	95.2
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.68
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.12
Other Positions	0

\*Full Time Equivalent

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

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

### Teacher qualifications

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

### Teacher qualifications

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

## Professional learning and teacher accreditation

The impact of ongoing quality professional learning for all staff upon students' learning outcomes is significant and the school values and encourages active participation in professional learning. To this end significant funds were spent on professional learning in 2017. All staff participated in professional learning activities during the year.

Professional learning funds were spent on training in the "Primary Principals Leadership Program" for one assistant principal.

Whilst some professional learning occurred in school time, a significant amount occurred after school hours and on school development days. All teachers developed Professional Development Plans in 2017 and through the PDP process, were engaged professionally with the National Teacher Standards.

All teachers are actively self-assessing, in collaboration with their supervisors, their skills and areas for enhancement. The main focuses of professional learning in 2017 reflected the school targets and priority areas set and the Professional Learning Plans developed by each teacher.

In 2017 very successful School Development Days were held, devoted to consolidating the teaching of Big Writing.

These professional learning days coupled with whole school professional learning activities has assured a confident and smooth transition to new curriculums and a harmonious and positive learning environment. Other focus areas for professional learning included leadership development of school leaders and aspiring leaders, and further training in the use of the Learning Management and Business Reforms (LMBR) technological initiatives.

Administrative staff was also involved in whole school professional learning activities and training in LMBR technologies.

Compliance training in areas such as child protection, anaphylaxis, diabetes awareness and cardiopulmonary resuscitation was also held.

## 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>	158,202
<b>Revenue</b>	3,151,025
Appropriation	2,850,759
Sale of Goods and Services	574
Grants and Contributions	270,503
Gain and Loss	0
Other Revenue	26,365
Investment Income	2,824
<b>Expenses</b>	-3,086,107
Recurrent Expenses	-3,086,107
Employee Related	-2,697,230
Operating Expenses	-388,877
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	64,918
<b>Balance Carried Forward</b>	223,120

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	2,597,660
Base Per Capita	60,366
Base Location	0
Other Base	2,537,293
<b>Equity Total</b>	112,005
Equity Aboriginal	1,886
Equity Socio economic	10,905
Equity Language	9,128
Equity Disability	90,086
<b>Targeted Total</b>	0
<b>Other Total</b>	65,225
<b>Grand Total</b>	2,774,890

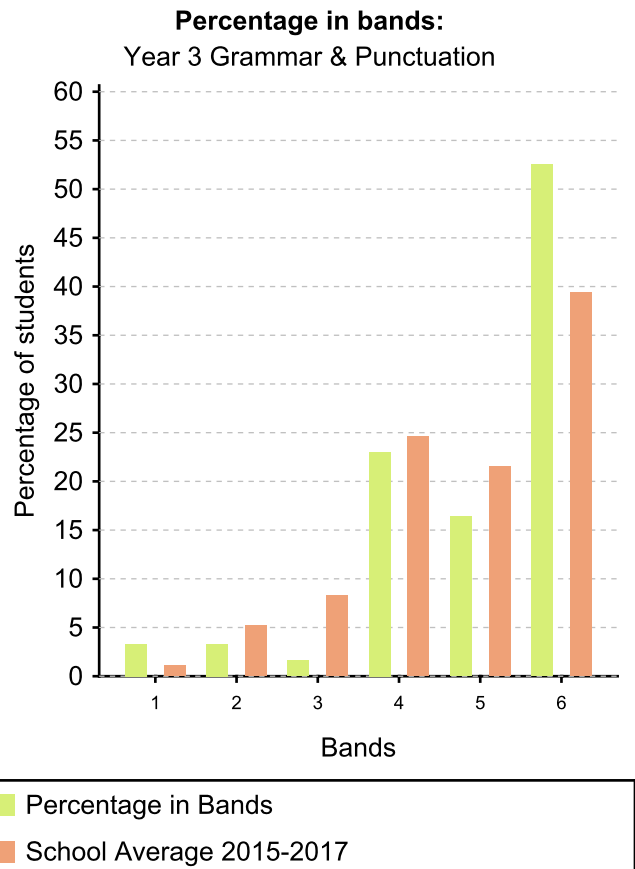
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

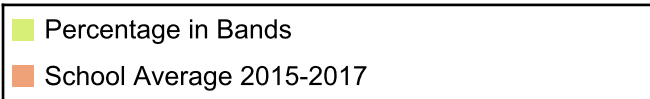
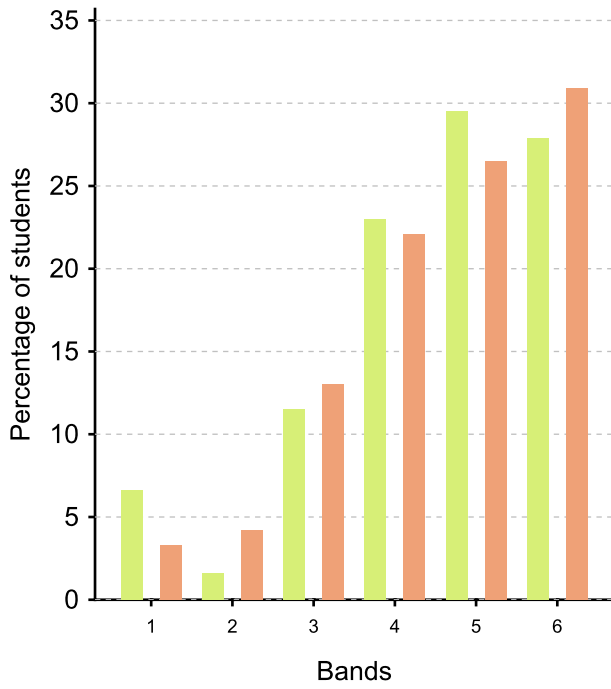
## School performance

### NAPLAN

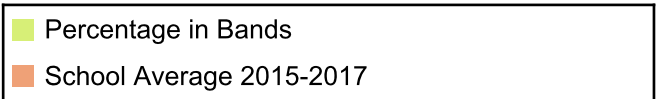
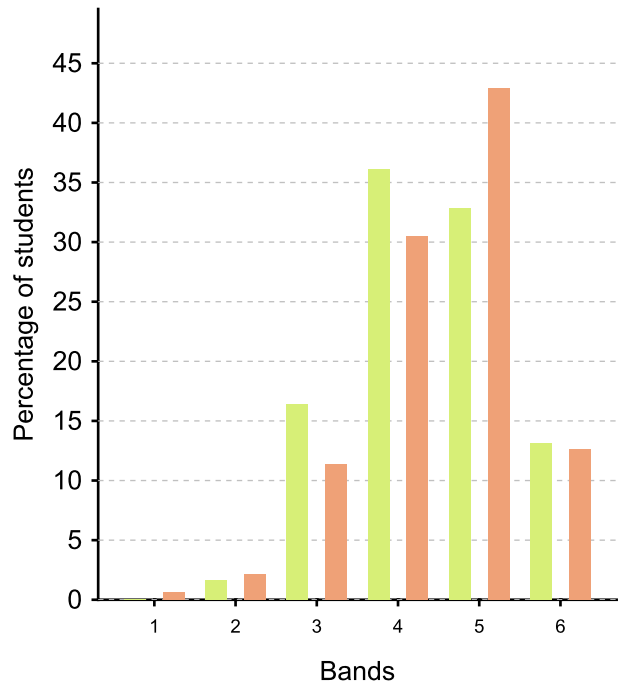
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



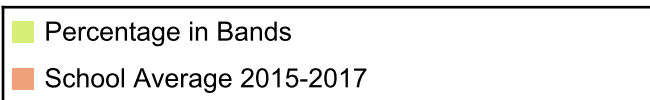
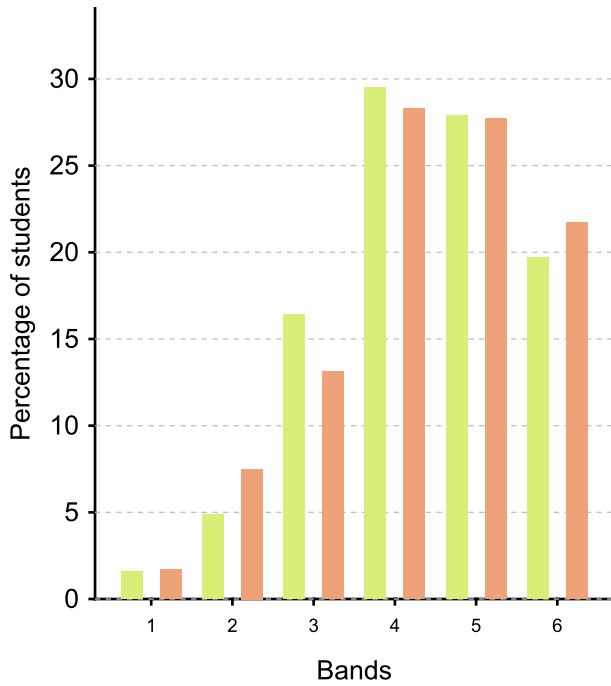
**Percentage in bands:**  
Year 3 Reading



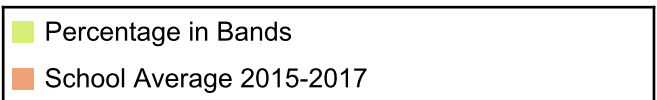
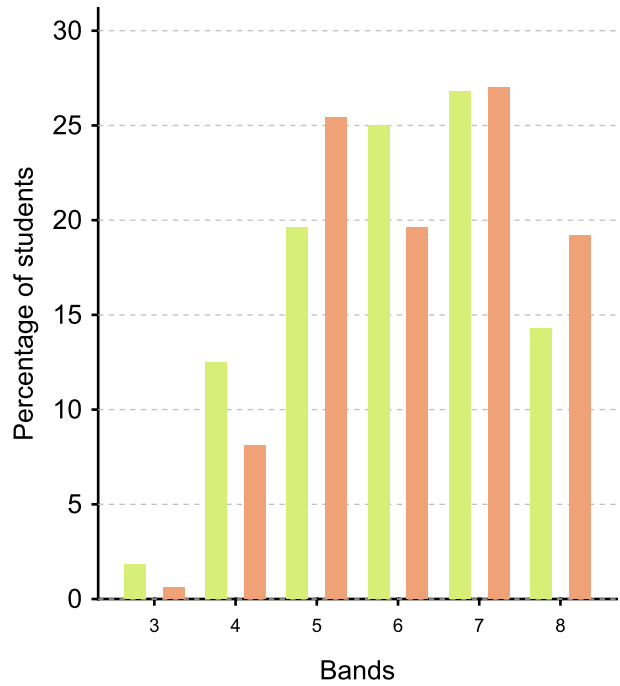
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 3 Spelling

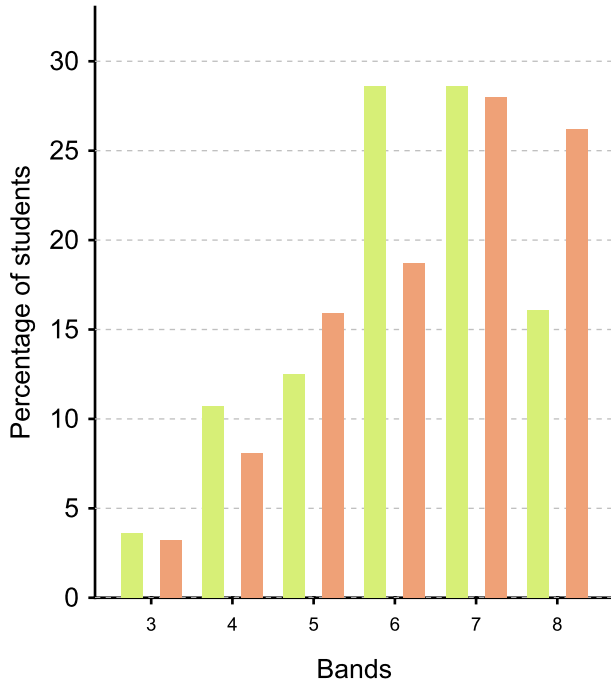


**Percentage in bands:**  
Year 5 Grammar & Punctuation

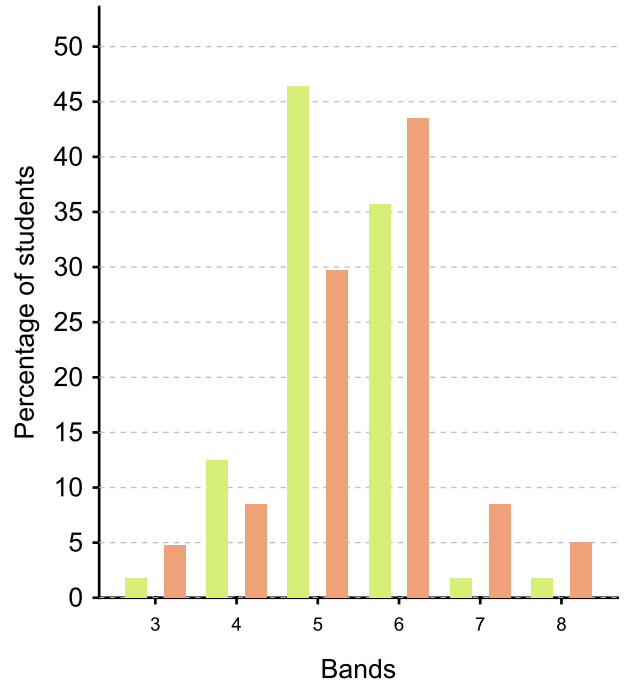




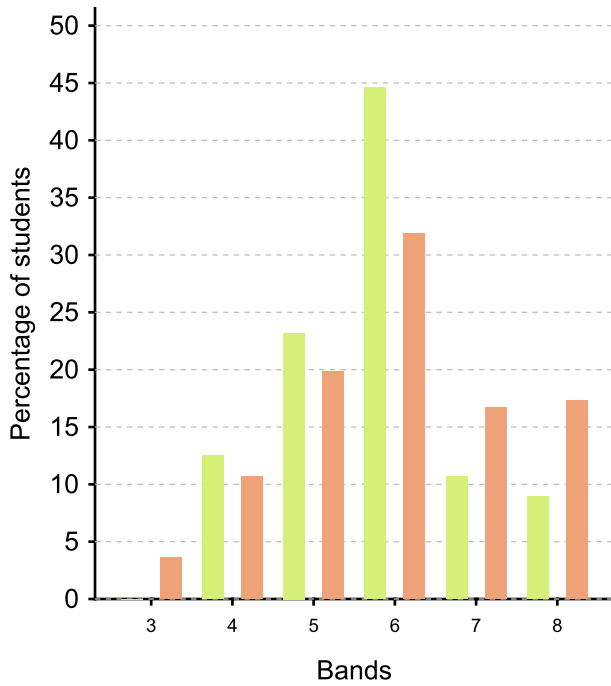
**Percentage in bands:**  
Year 5 Reading



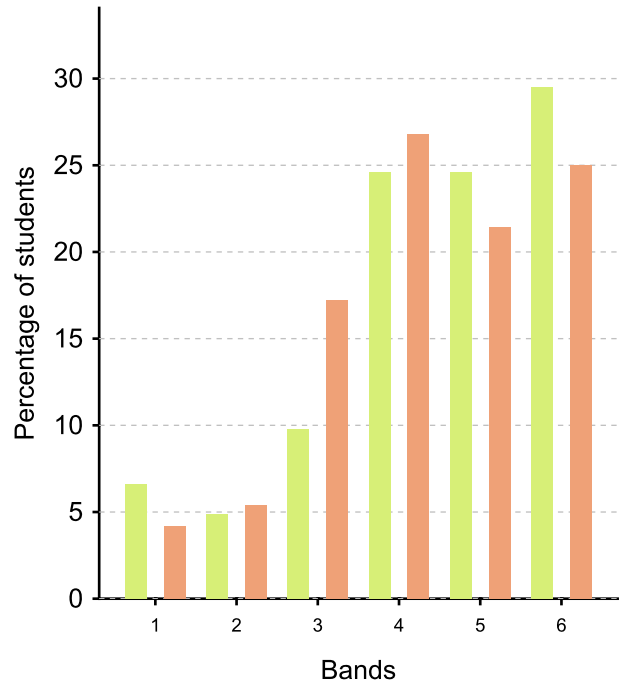
**Percentage in bands:**  
Year 5 Writing



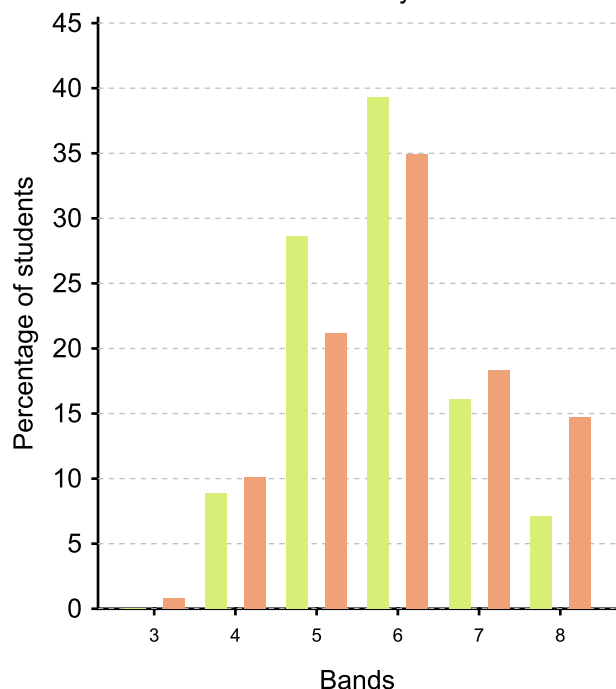
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



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.>

## Policy requirements

### Aboriginal education

#### Aboriginal education

The staff at Berowra Public School are committed to embracing and providing authentic Aboriginal education. During 2017 BPS has continued to participate in Aboriginal cultural education through professional learning and career development experiences, in line with the Aboriginal Education and Training Policy, and have engaged as partners with the NSW AECG Inc. and Aboriginal community. All BPS staff have continued enriching their knowledge about authentic, culturally relevant, Aboriginal educational activities and embedding into teaching and learning programs '8 Ways – An Aboriginal Pedagogy': Tell a story. Make a plan. Think and do. Draw it. Take it outside. Try a new way. Watch first and then do. Share it with others.

Student learning and achievement has been enriched in 2017 through the culturally relevant backdrop of the Ku-ring-gai National Park, which offers a plethora of rich, Aboriginal heritage sites such as rock carvings and middens, and collaboration with Muogamarra and Gibberagong Education Centre. Bobbin Head has been the backdrop of several of our school excursion opportunities where students have experienced education whilst on day trips and overnight excursions, providing authentic, meaningful experiences that embrace Aboriginal history and culture. Following are just a few of the educational experiences that students at Berowra Public School have been involved in as a result of this;

#### Stage 1 –Big Mob and Little Mob Experiences

Students and staff from Stage 1 participated in our now annual Big Mob and Little Mob Experiences. The teachers planned teaching and learning experiences leading up to the big events and during the excursions students were able to use the knowledge and understandings they had acquired at school, to participate in authentic, culturally and historically relevant Aboriginal education experiences. These experiences included involvement in 'mens' and 'womens' business where the students learnt about, through role play, the importance of, and the passing on, of information and culture within the clan, such as hunting, law making, child rearing and education of children. We participated in a bush walk where we observed sites of Aboriginal cultural and heritage significance. The Big Mob and Little Mob Experiences will continue in 2018.

#### Early Stage 1 – Teddy Bear's Picnic

Kindergarten attended the Teddy Bear's Picnic held at Muogamarra. This is an environmental program that informs children about the needs of living things – PAWS – plants, air, water and shelter through a teddy bear story book and theme. The children are made aware of the impact that humans have on the animal's environments affecting their needs. The children engage in a sensory, discovery trail of the native flora in

the region, feeling and smelling the plants, looking at the colours and textures in the leaves and barks. They learn about how the region was home to Aboriginal people and how they cared and used the natural resources in the area and how they had a special connection with the land.

## **Stage 2 – Gibberagong – Overnight Excursions**

Years 3 children enjoyed the overnight camp at Gibberagong EEC, located at Bobbin Head. The camp gave the students the opportunity to appreciate Aboriginal culture through, nocturnal walks and visiting sacred historical sites. The students explored the Kuring-gai National Park through bushwalking and finding native flora and fauna.

Other school initiatives BPS provide to enrich Aboriginal education are as follows;

## **Whole School – NAIDOC Celebrations**

Berowra Public School participated in NAIDOC Week, where the history, culture and achievements of Aboriginal and Torres Strait Island peoples and communities are celebrated nationally. The whole school held an assembly to celebrate and acknowledge the day, beginning with 'Welcome to Country' by Adam Cryer. Students K–6 students shared their knowledge, understanding and stories during buddy activities to coincide with the 2017 NAIDOC theme 'Our Languages Matter'.

## **Children's Voices for Reconciliation**

In 2017, Year 2 were again asked to be the master of ceremonies and perform at the annual Children's Voices for Reconciliation event. The teachers and students created and performed a piece inspired through storytelling and the artwork of Shara Delaney, communicating what the 2017 NAIDOC theme 'Our Languages Matter' meant to them and the importance of language and communication.

## **The Great Story Swap**

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

## **Other school programs**

### **Teacher Accreditation and Professional Development**

BPS has a strong commitment to the professional development of its staff. The teacher professional learning continuum begins when teachers graduate and continues throughout their school-based career. At BPS we value ongoing workplace learning and through a variety of learning opportunities (mentoring, coaching, professional networking, on-line learning, short courses and conferences) staff are encouraged and supported in professional development that facilitates professional growth. There is a strong link between the professional qualities of individual teachers and the learning outcomes of students and we demonstrate high standards of teaching and teacher professionalism, in the best interests of students. In 2017 there were seven new scheme teachers who worked towards gaining accreditation at the Proficient Teacher level, with four of these teachers submitting and gaining accreditation. There were five teachers who maintained their accreditation at the Proficient Teacher level (under the new accreditation scheme) and twelve teachers who are pre-2007, who are now accredited under the same system. One teacher continues to work towards gaining accreditation at the Highly Accomplished Teacher level.

The Quality Teaching – Successful Students initiative (QTSS), as part of Local Schools, Local Decisions – ensures all primary students benefit from high quality teaching and learning practices that best meet their needs. QTSS provides funding for teachers to:

- mentor and coach other teachers
- observe teachers in their classrooms and demonstrate effective teaching strategies
- monitor student performance data across the school and ensure teachers are focused on areas of need
- help schools become thriving learning communities.

While principals, in consultation with their executive, have the flexibility to determine how best to use their QTSS allocation, strategies to enhance professional practice must be evidence-based and focused on improving the quality of classroom teaching. BPS used much of the QTSS allocation to directly impact student outcomes by giving teachers time to implement new programs, observe other colleagues teaching, visit other schools to observe special programs and time to collaborate on programming and reporting. New scheme teachers were allocated funding to support their professional growth, allowing for release time to work with mentors and attend non-school based professional learning. As a condition of accreditation, all teachers have engaged in ongoing professional activities such as professional reading, professional networking and professional development (both formal and teacher identified). Professional learning was aligned to the school's strategic directions and was embedded in the school's progress to achieving goals. We believe that:

all professional learning should contribute, either

directly or indirectly, to improved student learning outcomes;

all staff have the right to be supported in their professional learning throughout their career, especially as it relates to the major strategic directions of the department and school;

staff have a professional responsibility to continue to learn;

professional learning is most effective when it is planned and linked to individual, team, workplace and/or organisational learning priorities;

prior learning and existing skills and knowledge is recognised and valued.

We actively encourage and provide leadership and management training to ensure skills, knowledge and opportunities to take on leadership roles, is provided as experience and knowledge expands. Professional networks have given staff the opportunity to share opinions and experiences and receive or offer mentoring and professional support within informal groups of like-minded colleagues. These networks have included:-

These networks have included:- Accreditation  
· Hornsby Support Network (formerly the PLP project) (with a focus on transition and NCCD data) · Keerawal Community of Schools · Early Childhood (preschools and kindergarten) · Adventure writing (bringing high school and Year 4 and 5 students together for a planned writing experience) · Aboriginal education

All teachers and executive staff continue to develop Professional Development Plans to assist with setting goals and reflecting on the achievement of these goals and their impact on performance. Due to systemic changes, much of the professional development of teachers occurred in the school. Many opportunities for professional learning were provided by and for colleagues, demonstrating our commitment to acknowledging individual teacher skills and knowledge and providing opportunities for leadership. All teachers have been supported in their professional learning and have been encouraged to take responsibility for their performance and development, facilitating their professional growth and the provision of quality teaching and learning, consistent with the department's policies, aims and strategic directions and school plan. To further enhance the overarching purpose of the performance and development process, which is to support the ongoing improvement of student outcomes through continuous development of skilled, effective and professional teachers, links between professional standards and goals were explored. Further development of mapping links between professional development plans, goals and professional standards will occur in 2018.

## Learning and Support

The Learning and Support Team (LST) works with parents and carers, classroom teachers and other

professionals to identify students who need extra support, and to provide quality targeted assistance. This includes support for students with:- learning difficulties · mild intellectual disabilities · language disorders · behaviour needs · social needs · autism spectrum disorders · mental health disorders. Every regular NSW public school has a learning and support resources package that gives the school a specialist teacher and an allocation of flexible funding as part of the school budget. A school's allocation of learning and support resources is calculated using data from three years of the National Assessment Program – Literacy and Numeracy (NAPLAN). Allocations of specialist teachers and flexible funding are regularly reviewed according to the school's enrolment and the number of students with disability and additional learning and support needs attending a particular school. At BPS, the principal makes informed decisions about how to best use the allocated resources to provide support where and when it is needed. BPS uses its allocation of learning and support resources to personalise the learning for the individual needs of their students. The schools' support funding is used to engage a Learning and Support Teacher (LaST), Mrs Rebecca Walton and a School Learning and Support Officer (SLSO), Mrs Charmian Steel, who both ensure that teaching and learning is adjusted in many ways, based on every student's unique needs, to enable students with disability and additional learning and support needs to enjoy the same opportunities and choices in their education as their peers. Adjustments to the learning programs and environments are made in close consultation with the learning and support team and parents and carers, and are regularly reviewed to assess their effectiveness and to identify any need for changes. BPS LST includes key personnel involved in supporting students with disability and additional learning and support needs. At the end of 2016, BPS our highly respected school counsellor, **Mr Greg Field**, who was an integral part of BPS's Learning Support Team, working closely with students, parents and teachers, officially retired. He provided valuable support for students and further strengthened the student wellbeing of BPS by providing counselling and psychological assessment of students. Mr Field was replaced for a short while by Miss Jessica Cheong, followed in Term 3 by Mr David Montgomery, who remains our school counsellor to date.

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with. The national data collection counts students who have been identified as receiving an adjustment to address a disability under the Disability Discrimination Act 1992 (the DDA). The NCCD required ongoing development and changes to products and processes, by the LST, which supported staff understanding in the identification of students with a disability, the implementation and recording of adjustments to learning, the collection of evidence and collaboration with parents. In keeping with past patterns, the LST saw a high number of referrals by teachers, of students with academic, social or emotional concerns. On 3rd August 2017 (school



census date) the school principal and Learning and Support Team Coordinator complied with national regulations and submitted data (including level of education, level of adjustments and the category of disability for 63 students at BPS.

This high proportion reflects the in-depth knowledge that teachers at BPS have of the academic, social and emotional development of their students and the legislative framework that applies to all Australian schools, including the Disability Discrimination Act 1992 (DDA); and the Disability Standards for Education 2005. December 2017, saw the culmination of two years of collaboration between Learning Support Team Coordinators and Learning and Support Teachers from the local community of schools (including Asquith Boys HS and Asquith Girls HS) on the 'The Personalised Learning Plan Project'. The achievements of this project were: **1.** the development of a common understanding of, and template for personalised learning plans **2.** the development of a system to aid the collection of data for the NCCD **a.** identification of students to be included in the data collection **b.** the recording of the adjustments made to the teaching program to support the student's learning **c.** the collection of evidence to support the data collection **d.** the recording of evidence of collaboration with parents/caregivers **3.** the development of a common system for transition of students with special needs: **a.** from preschool to school **b.** between local schools **c.** between grades **d.** from primary to high school **4.** shared understanding and standards of practices, processes and products associated with Learning and Support.

### **Reading Recovery**

Reading Recovery is a school-based, short term intervention designed to reduce the number of Year 1 students having difficulties learning to read and write. Students receive a series of individual, 30-minute Reading Recovery lessons daily from a specially trained teacher. An essential component of the Reading Recovery program is the training of the teacher who provides the instruction. Reading Recovery teachers learn to observe, analyse, and interpret the reading and writing behaviours of individual students and to design and implement an individual program to meet each student's needs. Just as the Reading Recovery children engage in learning through social interaction with the teacher, Reading Recovery teachers engage in learning through social interaction with their colleagues and mentors to construct a view of learning and teaching that supports literacy development.

2017 saw the second year of its 5th Reading Recovery teacher, having a dramatic effect on the reading and writing outcomes of students in the school. Teachers completing a second year of Reading Recovery are registered as Reading Recovery teachers with the NSW Department of Education and Communities. A Department of Education and Communities registration number is issued on successful completion of the second year of Reading Recovery teaching. This number represents the Department's recognition of the teacher's Reading Recovery training and can be

documented on Departmental staffing records. The intervention goal of Reading Recovery is to bring children up to the level of their peers and to give them the assistance they need to develop independent reading and writing strategies. In 2017, the program was offered to 9 children, who all successfully completed the program. Reading Recovery successfully impacted on the reading and writing achievements of these students who are now able to work independently alongside their peers, within the classroom environment. These children will continue to be monitored as they move through the school, including appropriate classroom support as necessary.

From 2018, schools will no longer receive system support for Reading Recovery as "The Centre for Education Statistics and Evaluation (CESE) conducted an evaluation of Reading Recovery, which found evidence to suggest that the long term impact of Reading Recovery is limited for the vast majority of students". What does this mean for BPS?...the Reading Recovery program will continue at BPS for 2018; however, the Reading Recovery teacher no longer has system support of a Reading Recovery tutor. Local Reading Recovery teachers are working on implementing a support network for the continuation of professional dialogue and support. Government funding for Reading Recovery will cease at the end of 2018.

### **BIG WRITING**

In 2017, Berowra Public School continued towards its target to 'further improve and develop writing outcomes'. In order to do this, BPS staff successfully moved through the implementation stage and continue to maintain a whole school writing approach called 'Big Writing'. Growth has been sustained and with external professional learning opportunities offered to all staff throughout 2017, we continue to maintain an effective whole school approach that develops confident and effective writers. Big Writing at Berowra Public School continues to maintain an approach to writing that aims to raise the writing outcomes of all students while using a method that is based on fast, fun and lively teaching. At Berowra Public School, data demonstrates positive, academic growth across grades while aiming to: increase motivation, engage children in talking to improve writing, stimulate creativity, support talk about the mechanics of the written word AND make writing fun!

### **ICAS**

This past year was an extremely successful year for students competing in the International Competitions and Assessments for Schools (ICAS). ICAS is an independent skill based assessment ideal for gifted children within the school. Over one million students enter from over 6,300 schools in Australia and New Zealand annually. Students participating in these competitions are able to demonstrate their abilities against other children within their region. In 2017, we encouraged the participation of year 2 students for the first time. Of the students who entered from Berowra Public School (BPS), a high percentage received an award in 2017.

In Mathematics, approximately half the students who entered from BPS received an award. We received one High Distinction, eight Distinctions, nine Credits and three Merit awards.

In English, over half of the students who entered from BPS received an award. We received one High Distinction, five Distinctions, six Credits and two Merits.

In spelling nearly two thirds of the students who entered from BPS received an award. We received one High Distinction, five Distinctions, eight Credits and two Merit.

In Science, two thirds of the students who entered from BPS received an award. We received three Distinctions, four Credits and one Merit.

In Digital Technologies, nearly 70% of the students who entered from BPS received an award. We received four Distinctions and five Credits.

Finally in Writing, over 82% of students of the students who entered from BPS received an award. We received one High Distinction, four Distinctions, six Credits and three Merits.

We are very proud of the results Berowra Public School has received in 2017 as much of the content of these competitions is beyond what is required of them for their grade. We look forward to experiencing the challenges of the 2018 ICAS competitions.

## **CHOIR**

2017 saw Berowra Public School continue to maintain its strong commitment to the creative and performing arts. There were many opportunities for our music, drama and dance groups to perform for the school and the public thanks to the dedication and commitment of the teachers and parents who help with these groups. Our senior choir once again were successful in gaining acceptance into the combined Arts Alive choral festival. This year we performed at the Sydney Town Hall which was a wonderful opportunity for our choir to perform in such a spectacular venue. The senior choir also sang at our school Anzac Day commemoration, Open Day concert, MADD night (music, dance and drama performing arts evening), as well as various assemblies throughout the year. Many of our groups also had the opportunity to perform at the Hornsby District Music Festival. These groups included both choirs, the girls and boys dance groups, as well as recorder group. The Senior and Junior choirs also performed at our annual presentation day and our school carols night. It was a very successful year for