

# Berrima Public School Annual Report



2017



1209

## Introduction

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

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

Timothy Ryan

Principal

### School contact details

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## School background

### School vision statement

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

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

### School context

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

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

We are currently experiencing a period of growth with school enrolments increasing slowly each year. In 2016 with an enrolment 140 students we have expanded to 6 classes. Staffing and school funding are used flexibly to support literacy and numeracy programs.

The school is a proud member of the Stephanie Alexander Kitchen Garden Foundation, with a highly successful kitchen garden program operating.

## 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.

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

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. The report sets out the following findings;

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

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

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

The self-assessment process assists 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:



## Strategic Direction 1

Learning, Teaching and Leading

### Purpose

#### Purpose:

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

### Overall summary of progress

All elements of Strategic Direction 1 have made pleasing progress.

- Plotting of student progress on the writing continuum occurred across the school.
- All students showed some progress along the writing continuum.
- All students set personal goals and discussed strategies for achieving these at least twice over the year.
- Continuum progress was analysed by the staff team and plans for supporting further growth were developed collegially.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources)   | Progress achieved this year   |
|--|--|---|
| Improved attendance rates<br>Improved student performance in writing<br>Quality teaching demonstrated through recording data on the literacy and numeracy continuums<br>Personal goal setting by students<br>Improved data collection to direct teaching | <ul style="list-style-type: none"><li>• Attendance monitoring – no cost</li><li>• Sentral subscription for continuum recording, \$1400</li></ul> | <ul style="list-style-type: none"><li>• Attendance rates are above state average.</li><li>• Plotting of student progress on the writing continuum occurred across the school.</li><li>• All students showed some progress along the writing continuum.</li><li>• All students set personal goals and discussed strategies for achieving these at least twice over the year.</li><li>• Continuum progress was analysed by the staff team and plans for supporting further growth were developed collegially.</li></ul> |

### Next Steps

- Continue to improve data collection and analysis to direct teaching.
- Seek opportunities for professional learning for all staff to improve teaching practices in writing. Investigate the Seven Steps to Successful Writing program.

## Strategic Direction 2

Creativity

### Purpose

**Purpose:**

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

### Overall summary of progress

- Opportunities to showcase creative projects were provided through the newsletter, school story, morning meetings and assemblies and in displays around the school.
- All teachers implemented the common goal of including more creative and critical thinking experiences in their classrooms and shared the learning and results at staff meetings.
- Teacher reflection at staff meetings indicated satisfaction with the support by school leaders to include more creative and critical thinking experiences in the classrooms.
- Teacher reflection at staff meetings indicated satisfaction with the improved quality of learner creative and critical thinking.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources) | Progress achieved this year  |
|---|----------------------------|--|
| Improved attendance rates<br>Presentation of quality work for appreciation<br>Personal reflection and goal setting<br>Improved teacher satisfaction | NIL cost                   | <ul style="list-style-type: none"><li>• Opportunities to showcase creative projects were provided through the newsletter, school story, morning meetings and assemblies and in displays around the school.</li><li>• All teachers implemented the common goal of including more creative and critical thinking experiences in their classrooms and shared the learning and results at staff meetings.</li><li>• Teacher reflection at staff meetings indicated satisfaction with the support by school leaders to include more creative and critical thinking experiences in the classrooms.</li></ul> |

### Next Steps

- Professional learning on K–6 Learner Dispositions framework to promote creative and critical thinking.
- Increase opportunities for creative spaces in the playground for students to use in break times.

## Strategic Direction 3

Student Well-being

### Purpose

#### Purpose:

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

### Overall summary of progress

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

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources)  | Progress achieved this year   |
|--|---|---|
| Respectful, responsible, confident students<br>Increased SRC decision making<br>A respected award system<br>Realistic personal goal setting<br>Broadening usage of the common language of the award scheme | <ul style="list-style-type: none"><li>• Bus hire to visit community organisations \$1000</li><li>• Rewards, resources to support celebrations and publishing awards \$1000</li><li>• Signs around the school playground and classrooms \$1000</li></ul> | <ul style="list-style-type: none"><li>• Students follow school behaviour code being respectful and responsible. A decrease in reported disrespectful behaviors, positive feedback from community.</li><li>• SRC involved in decision making process for whole school rewards day.</li><li>• All students achieved minimum status award.</li><li>• Students setting personal goals and using the award system to achieve them.</li><li>• Informing the parent body of our policy by publishing and advertising.</li><li>• PBS discussions at morning assembly.</li></ul> |

### Next Steps

- Continue to implement PBS across the school and embed it into everyday practice.
- Investigate the *5 Ways to Wellbeing* program to foster resilience in all students.

| Key Initiatives                                     | Resources (annual)   | Impact achieved this year   |
|---|--|---|
| <b>Quality Teaching, Successful Students (QTSS)</b> | Professional Development Plans have been evaluated and planning for 2018 PDP has taken place.  | Quality Teacher, Successful Students funds were used to provide additional release time for teachers to conduct observations, meet with supervisors to evaluate PDP and to begin the planning process for 2018. |
| <b>Support for beginning teachers</b>               | Support was provided for both the beginning teacher and her mentor to be released for conferencing sessions. The highly competent beginning teacher used some of the time to coordinate extra curricula programs to support a Creative Arts initiative – Southern Stars. | Release time was funded for both beginning teacher and their mentor.  |
| <b>Kitchen Garden Program</b>                       | A highly successful year with the kitchen garden scheme. The Environmental Educators conference was very well attended and evaluated positively.   | This program is funded by the P&C Association for both the Kitchen Specialist and Garden Specialist wages. This also covers additional supplies required for the program to operate.                            |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 52         | 63   | 62   | 65   |
| Girls    | 65         | 73   | 78   | 77   |

Our student population continues to grow slowly with the changing nature of the surrounding area.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 97.5 | 95.2 | 94.7 | 96.5 |
| 1         | 96.4 | 95   | 94.9 | 97   |
| 2         | 95.4 | 95.9 | 96   | 96.7 |
| 3         | 93.7 | 94   | 95.7 | 96.5 |
| 4         | 95   | 90.9 | 95   | 95.3 |
| 5         | 95   | 95.1 | 93.5 | 94.2 |
| 6         | 94.6 | 96.2 | 95.3 | 94.1 |
| All Years | 95.4 | 94.5 | 95   | 95.7 |
| 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

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

## Workforce information

## Workforce composition

| Position                              | FTE* |
|---------------------------------------|------|
| Principal                             | 1    |
| Deputy Principal(s)                   | 0    |
| Assistant Principal(s)                | 0    |
| Head Teacher(s)                       | 0    |
| Classroom Teacher(s)                  | 5.66 |
| Teacher of Reading Recovery           | 0    |
| Learning & Support Teacher(s)         | 0.2  |
| Teacher Librarian                     | 0.4  |
| Teacher of ESL                        | 0    |
| School Counsellor                     | 0    |
| School Administration & Support Staff | 1.71 |
| Other Positions                       | 0    |

\*Full Time Equivalent

In 2017 there were some unexpected changes to staffing which were beyond the control of the school and outside the usually stable nature of staffing at Berrima Public School. As always, the executive endeavored to cover these changes with as little disruption to learning and class organisation as possible.

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 83         |
| Postgraduate degree             | 17         |

## 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>                | 74,202                  |
| <b>Revenue</b>                        | 1,199,138               |
| Appropriation                         | 1,103,821               |
| Sale of Goods and Services            | 466                     |
| Grants and Contributions              | 93,861                  |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 990                     |
| <b>Expenses</b>                       | -1,239,434              |
| Recurrent Expenses                    | -1,239,434              |
| Employee Related                      | -1,131,753              |
| Operating Expenses                    | -107,681                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | -40,296                 |
| <b>Balance Carried Forward</b>        | 33,906                  |

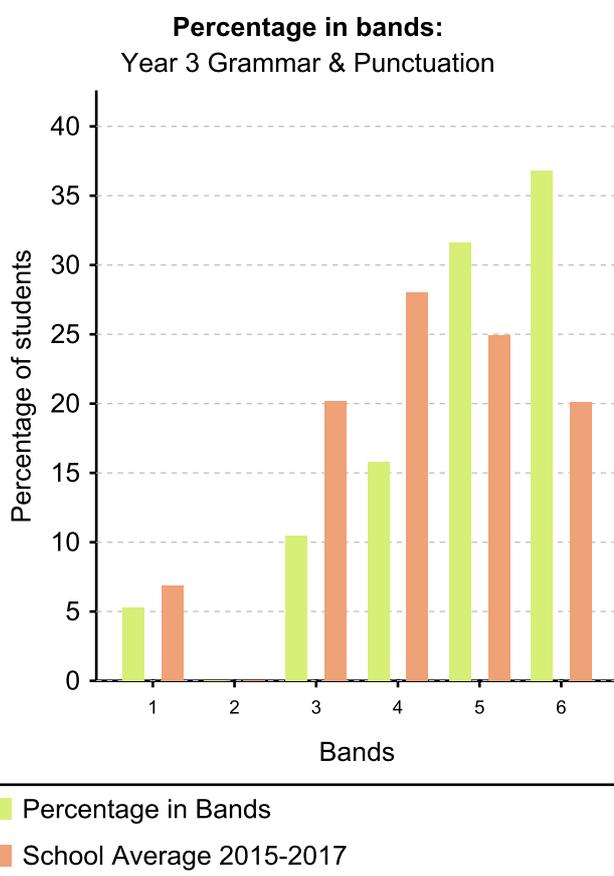
rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.



Leave due to illness

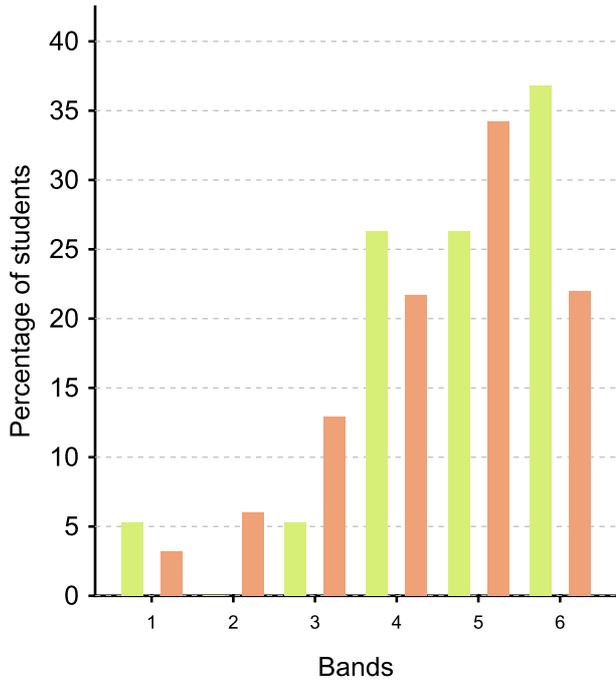
### Financial summary equity funding

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

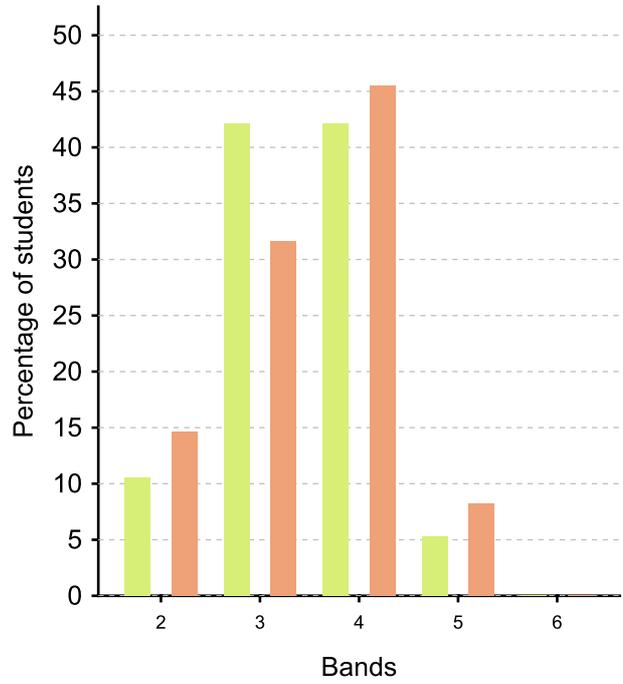
|                       | 2017 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 1,010,172               |
| Base Per Capita       | 21,396                  |
| Base Location         | 2,069                   |
| Other Base            | 986,707                 |
| <b>Equity Total</b>   | 50,397                  |
| Equity Aboriginal     | 5,458                   |
| Equity Socio economic | 10,093                  |
| Equity Language       | 2,466                   |
| Equity Disability     | 32,380                  |
| <b>Targeted Total</b> | 0                       |
| <b>Other Total</b>    | 11,773                  |
| <b>Grand Total</b>    | 1,072,341               |

Figures presented in this report may be subject to

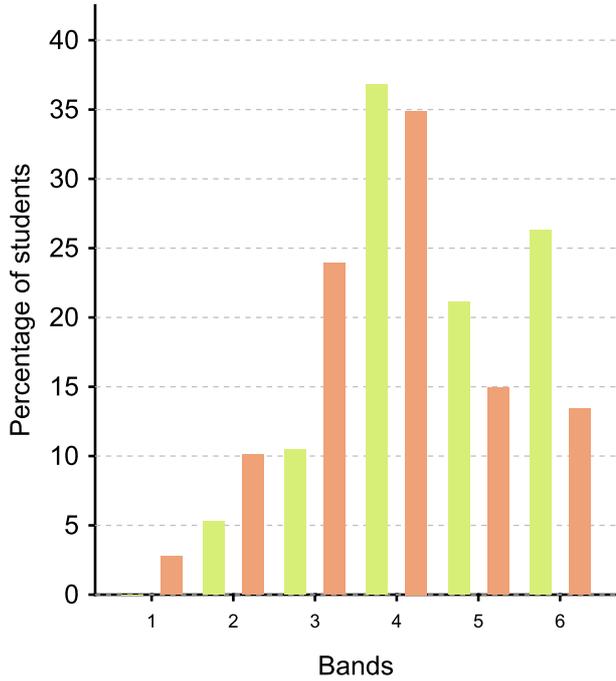
**Percentage in bands:**  
Year 3 Reading



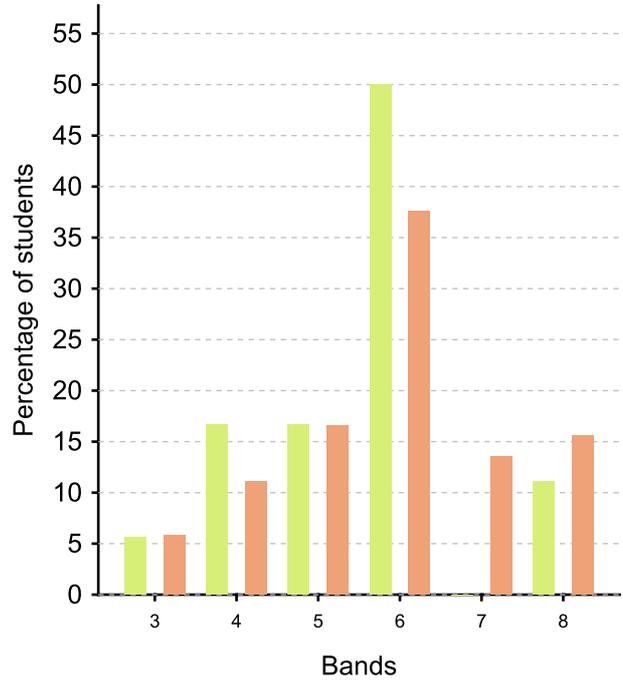
**Percentage in bands:**  
Year 3 Writing



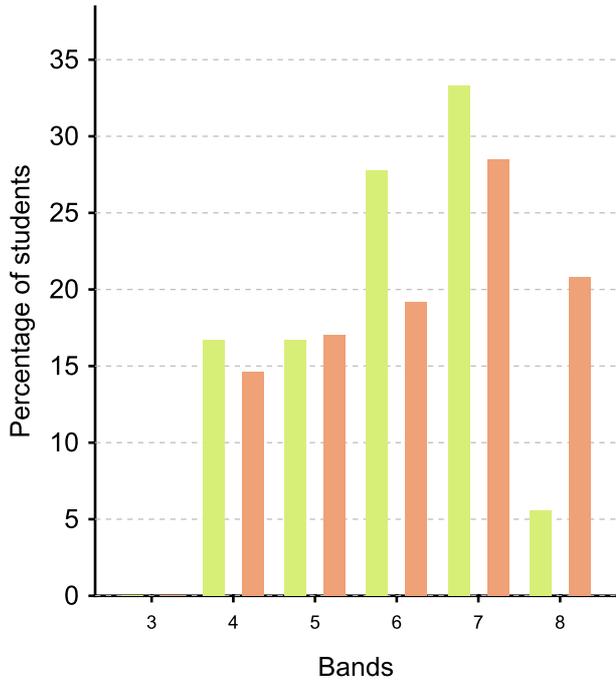
**Percentage in bands:**  
Year 3 Spelling



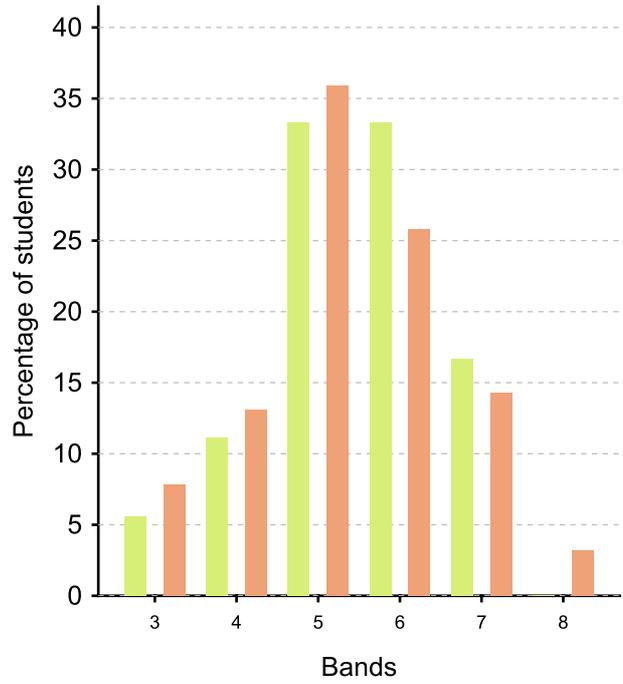
**Percentage in bands:**  
Year 5 Grammar & Punctuation



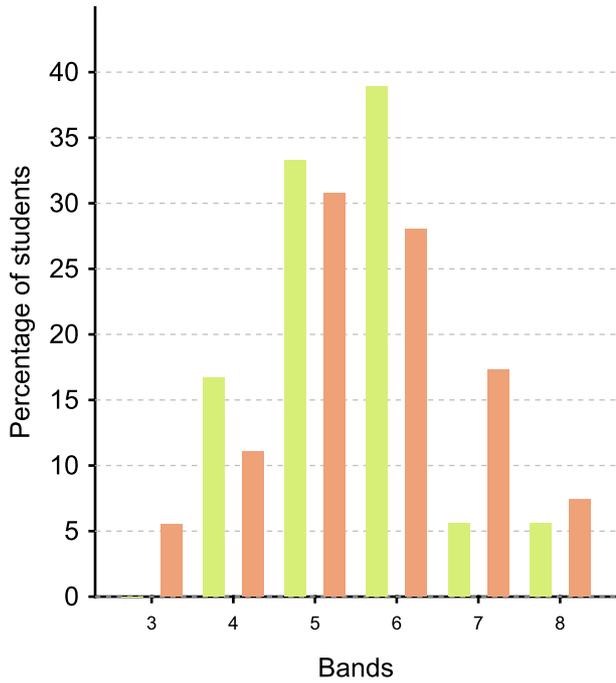
**Percentage in bands:**  
Year 5 Reading



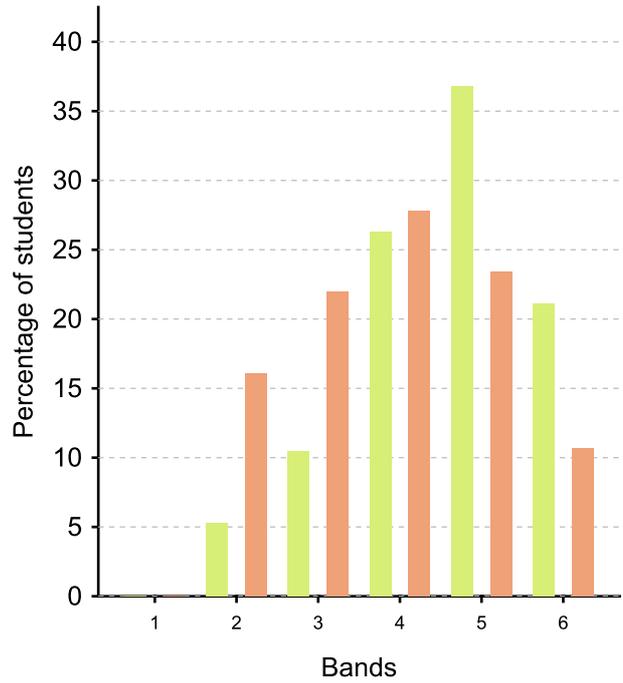
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling

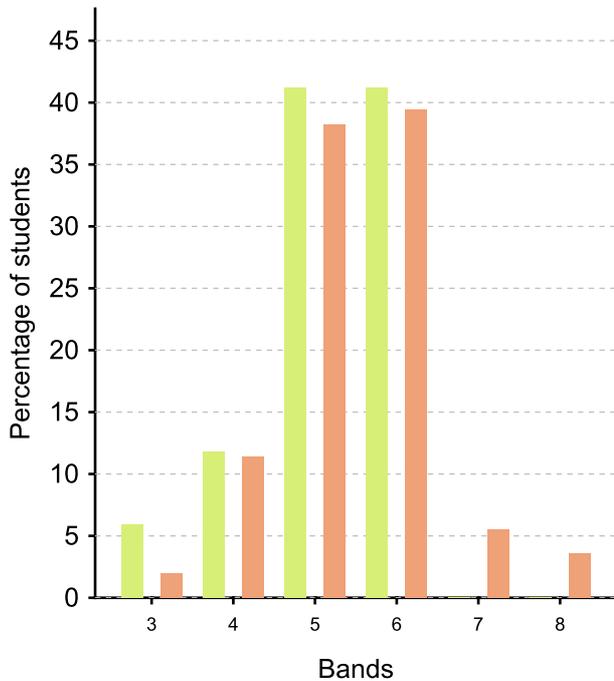


**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:  
Year 5 Numeracy**

The school will need to train a new Anti-Racism Contact Officer in 2018.



## Policy requirements

### Aboriginal education

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

All children participate in Aboriginal Culture awareness units with appropriate Aboriginal perspectives.

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

### Multicultural and anti-racism education

Multiculturalism is taught as an integrated aspect of a number of key learning areas. Through HSIE and music we have broadened our students' experiences covering different ways of living and different cultural and religious beliefs. In music, the students have learned and performed music representing different countries from around the world. Kitchen classes provide in-context opportunities to explore features of diets from other countries, differences in the use of produce and cooking methods, food presentation and social norms around eating. The PBS program teaches values that support anti-racism such as tolerance, perspective-taking, recognition of similarities between humans and celebration of differences.