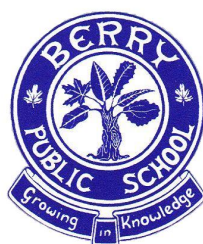


Berry Public School

Annual Report



2017



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Introduction

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

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

Bob Willetts

Principal

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Message from the Principal

The purpose of the annual report is to report on the progress the school has made towards achieving the goals of the school plan. The 2017 annual report is reporting on the culmination of our three year strategic planning cycle. Our current school plan is underpinned by the goals of The Melbourne Declaration and reflects current research into evidenced based practices to improve student outcomes. The plan has been referenced to the School Excellence Framework and the Public Schools NSW Strategic Directions 2015–2017. The annual report focuses on our three locally identified strategic directions that were developed following extensive consultation with our school community and detailed analysis of internal and external student performance data.

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

- * The continuing implementation of the Australian Curriculum through new NESA syllabuses;
- * Significant changes to school funding with a new resources allocation model (RAM) underpinned by a new school financial management system (LMBR);
- * A new Performance and Development Framework and teacher accreditation processes linked to the Australian Teaching and Leadership Standards;
- * A new School Excellence Policy guided new processes for school planning and annual reporting including an annual self-assessment against The School Excellence Framework, providing a clear description of the key elements of high-quality practice across the three domains of Learning, Teaching and Leading;

In 2017 Mr Willetts was seconded to work for the Department of Education Learning and Teaching Directorate on the Curriculum Planning, Programming, Assessing and Reporting to Parents Policy. We wish to thank Mr Haddon for his outstanding leadership as Acting Principal throughout 2017.

School background

School vision statement

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

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework 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 Berry Public School is Excelling in 13 out of the 14 areas across the three domains of the School Excellence Framework.

Element name – 2017 External Validation Assessment

Learning Culture – Excelling

Wellbeing – Excelling

Curriculum and Learning – Sustaining and Growing

Assessment and Reporting – Excelling

Student Performance Measures – Excelling

Effective Classroom Practice – Excelling

Data Skills and Use – Excelling

Collaborative Practice – Excelling

Learning and Development– Excelling

Professional Standards – Excelling

Leadership – Excelling

School Planning, Implementation and Reporting – Excelling

School Resources – Excelling

Management Practices and Processes – Excelling

Learning

In the domain of Learning the school was found to have particular strengths in the element of Learning Culture with the external validation team recognising the outstanding positive, respectful relationships throughout our school community which underpin our highly productive learning environment.

Our school provides a broad and extensive curriculum with all staff involved in curriculum implementation teams and the provision of extra curricular activities. The school Learning Support Team coordinates systematic processes for monitoring student progress, as well as identifying and addressing student learning needs in consultation with parents and teachers. Our internal and external data demonstrates our school has moved from Sustaining and Growing to Excelling in Student Performance Measures.

Our school has continued to offer a broad range of extracurricular opportunities including outstanding links with school community organisations and programs. One of our school plan strategic areas is in the element of wellbeing where we have implemented an electronic student management system to more effectively monitor all aspects of student attendance, academic and wellbeing data.

Through the implementation of the Kismatter framework over the last 3 years, we have collaboratively developed a comprehensive and inclusive framework based on "The Berry Way" to support the cognitive, social and emotional, spiritual and physical wellbeing of students. The project has had measurable improvements to individual students' and collective wellbeing. The Learning Support Team ensured all stakeholder behaviours aligned with our school values and culture by: training staff in the Kismatter framework; introducing and training "Kismatter Peer Leaders"; introducing playground buddy seats; and implementing a range of anti-bullying and resilience programs into the school curriculum. The school has progressed from Sustaining and Growing to Excelling in the element of Wellbeing.

Teaching

The external validation team identified that our school is "Excelling" in all areas of the Teaching Domain in the School Excellence Framework.

The external validation team assessed that during the implementation of our school plan in 2017 we have moved from Sustaining and Growing to Excelling in the area of Learning and Development.

The school has effective staff performance and development processes to enhance leadership and teaching capacity linked to the Australian Institute of Teaching and Leadership Standards. Teachers lead curriculum teams that collaboratively plan the implementation of the new NESA syllabuses. Teachers are actively engaged in stage-based planning to collaboratively develop scope and sequences, units of work, resources and assessment tasks.

The school is recognised for having particular strength in the area of Data Skills and Use, utilising a wide range of integrated data to guide student learning and school evaluation processes. The school utilises the Tell Them From Me Focus on Learning survey to guide annual review of systems for collaboration, peer classroom observation, sharing effective practices, and feedback to drive and sustain ongoing, school-wide improvement in teaching practices.

Throughout the course of the 3 year planning cycle the school-wide implementation of the Focus On Reading program focused on enhancing classroom pedagogy to further enhance Literacy performance throughout the school.

Leading

Our school was validated as Excelling in all areas of the Leading domain, our school strategic direction of "Capacity" focuses on the continuous advancement of teaching and leadership capacity.

Our school has a clear model of distributed leadership which builds the collective capacity of our staff. Teachers have authentic leadership roles in a wide range of school teams and a collective responsibility for implementing initiatives that directly relate to the school plan. Teachers are directly responsible for the implementation, monitoring and reporting on processes within strategic directions in the school plan.

Teachers and executive are responsible for systematic, whole school and personalised professional learning that is relevant, future focused and research based. We have continued to enhance our performance and development practices by annually training all staff in Coaching using the Australian Institute of Teaching and Leadership Standards to enhance professional learning plans, classroom observations and meaningful professional feedback.

Our self-assessment 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:

Strategic Direction 1

Capacity

Purpose

Excellence in teaching and leadership capacity.

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

Overall summary of progress

The Executive Team led the implementation of the Capacity strategic direction through the leadership of their stage teams and by supporting staff to accept authentic leadership roles throughout the school.

Improvements in supervision, observation and feedback processes resulted in a significant increase in teaching and leadership capacity which was evidenced in the leadership domain of the Focus On Learning survey.

Aspirational leaders received professional learning in coaching using the AITSL standards and led the whole school to enhance professional development plans by strengthening their alignment with the AITSL standards.

The annual enhancements to instructional leadership were reflected in the Focus on Learning Surveys which showed significant improvements in the Domains of Leadership, Collaboration, Learning Culture and Teaching Strategies.

The External Validation Team validated the school self-assessment of our processes as Excelling in the domain of Leadership in the School Excellence Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased leadership capacity to enhance teaching and learning demonstrated by increased performance in the leadership domain of the Focus On Learning survey from 6.4 to 7.0.	Breakdown of expenditure unavailable.	The continuing focus on improving systems and processes for supervision, support, classroom observation and feedback resulted in huge improvement in the Leadership domain of the Focus on Learning survey. Leadership is now one of the strongest domains in the survey with a score of 8.8 compared to the state norm of 7.1 .
AITSL standards: All staff demonstrate professional growth against one focus area of the AITSL standards.	Breakdown of expenditure unavailable.	The whole school approach to Focus on Reading program meant all teachers demonstrated professional growth against multiple areas of the AITSL standards.. Many teachers are now mapping their performance against the Highly Accomplished Teacher and Lead standards.

Next Steps

Further enhance staff teaching and leadership capacity through Performance and Development processes including timetabled peer observations, coaching and feedback to embed professional development planning, professional learning, and evaluation processes.

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

Enhance accreditation systems and processes aligned to the Australian Professional Standards for Teachers, including certification, maintenance of accreditation requirements and higher levels of accreditation.

Provide Leadership development programs through the Department Leadership Institute.

Pilot the Flourish Project with all staff to enhance staff wellbeing and productivity in collaboration with Dr Adam Fraser and Deakin University.



Strategic Direction 2

Curriculum

Purpose

A challenging, engaging and inclusive curriculum.

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

Overall summary of progress

All teachers were part of school four curriculum planning teams; Literacy, Numeracy, Science or PDHPE, with direct responsibility for their Key Learning Area.

Three members of the Literacy Team were trained as school based facilitators of the Focus On Reading Program and collaboratively led the implementation of the program throughout the year in 2016 and the program strategies were further embedded and integrated with existing programs such as our "Comprehension Across The Syllabus" Program in 2017.

The School conducted an internal review of our Accelerated Reading Program and staff received training which significantly enhanced the implementation and student progress.

There was significant focus on implementing the department's new Sport and Physical Activity Policy requiring 150 minutes of planned physical activity per week.

Whole school curriculum teams and stage teams focused on collaborative planning in stage teams to develop scope and sequences, teaching and learning programs and assessment tasks to meet requirements NESA requirements.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase "Challenging Learning Goals" in the teaching strategies domain of the Focus On Learning survey from 7.3 to 8.0	Breakdown of expenditure unavailable.	The staff improved in the "Challenging Learning Goals" domain from 7.3 to 8.5 which exceeded the target. The strongest areas were setting clear expectations for classroom behaviour, and setting high expectations for student learning.
Increase students' sense of both skills and challenge on the TTFM survey from 55% to 65%.	Breakdown of expenditure unavailable.	The proportion of students indicating a sense of balance between skills and challenge remained unchanged at 52% in line with the NSW norms of 53%
Increased percentage of students achieving expected growth in internal and external assessments.	Breakdown of expenditure unavailable.	A range of internal reading and spelling assessments showed an increase in students achieving expected growth and performing above the expected level. In NAPLAN 79.6% of students demonstrated greater than or equal to expected growth in Reading. The average scaled growth in Reading was 85.8 compared to 78.2 across the state (All students).

Next Steps

Continue annual cycle of curriculum review and improvement through curriculum teams.

Trial ACARA Literacy and Numeracy Progressions.

Improve continuity of learning within the school and to feeder high schools through enhanced curriculum based transition programs.

Improve programming, assessment and reporting of cross curriculum priorities and general capabilities.

Enhance communication and engagement with parents about curriculum, and teaching and learning practices.

Enhance integration of technology into teaching and learning.



Strategic Direction 3

Culture

Purpose

Enhancing our culture of care, respect and enrichment.

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

Overall summary of progress

Through the implementation of the KidsMatter framework the school has collaboratively developed a comprehensive and inclusive framework to support the cognitive, social and emotional, spiritual and physical wellbeing of students based on "The Berry Way". The Learning Support Team ensured all stakeholder behaviours aligned with our school values and culture by: training staff in the KidsMatter framework; introducing and training "KidsMatter Peer Leaders"; introducing a playground buddy seat; and incorporating the "Bounce Back" resilience program into the K–6 curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students who identify as being free from all forms of bullying in the Tell Them From Me survey by 10%.	Breakdown of expenditure unavailable.	The proportion of students who identify as being victims of bullying on the Tell Them From Me Survey reduced by 5% since 2015. 97% of students indicated that they have positive behaviour at school which is also reflected by the school behaviour records on SENTRAL.
Enhance the behaviour area of the Culture Domain of the Focus on Learning Survey from 7.7 to 8.0.	Breakdown of expenditure unavailable.	The overall Learning Culture domain on the Focus on Learning Survey increased to 8.8 with particular strength in monitoring the progress of individual students. The effectiveness of working with students who have behavioural problems increased from 7.7 to 8.7.
Internal surveys and TTFM indicate improved parent satisfaction with school policies and procedures relating to student wellbeing.	Breakdown of expenditure unavailable.	The domain of "School Supports Positive Behaviour" is the strongest domain of the Partners in Learning Survey at 8.5 compared to the state norm of 7.7. The KidsMatter Survey showed 97% of parents agreed with the statement "I am satisfied with how my child is progressing socially, emotionally and behaviourally."

Next Steps

Continue the implementation of the KidsMatter Framework including parent modules.

Incorporate a focus area "ParentsMatter" to be developed in consultation with a P&C sub-committee aimed at supporting parents to enhance student learning, resilience, and wellbeing.

Implement Cyberbullying/ Cybersafety program.

Enhance communication and engagement with parents about KidsMatter and related school programs targeting wellbeing and resilience.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7978	The funding was used to provide additional time for the Learning and Support Teacher to enhance improve learning outcomes by assisting teachers in the development and delivery of personalised learning plans in consultation with parents.
Low level adjustment for disability	\$69727	The funding includes \$50,787 staffing component for 0.5 FTE Learning and Support Teacher. The remaining flexible funding was used to provide additional time for the Learning and Support Teacher to enhance improve learning outcomes by assisting teachers in the development and implementation of personalised learning plans in consultation with parents.
Quality Teaching, Successful Students (QTSS)	\$25698	QTSS funds were utilised to provide additional release for Assistant Principals to enhance the implementation of the Performance and Development Framework;including classroom observations and beginning teacher support.
Socio-economic background	\$13796	The funding was used to provide additional time for the Learning and Support Teacher to enhance improve learning outcomes by assisting teachers in the development and delivery of personalised learning plans in consultation with parents.
Support for beginning teachers	\$14851	Beginning teacher support was used to provide additional release from face to face teaching allocation (RFF). Funding also allowed teachers to attend the beginning teacher conference and additional professional learning identified in their Professional Development Plans.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	155	170	184	185
Girls	150	151	154	154

The school enrolment profile is continuing and upward trend and has increased by 34 students (9%) since 2014. The increase is due to a changing demographic and new housing estates. The school has adequate facilities and infrastructure to manage the increasing student population.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	94.7	94.5	94.5
1	94.9	93.7	91.1	93
2	95.9	91.6	94.3	92.7
3	96	92.6	92.3	93.8
4	94.7	93.3	92.2	94.8
5	95.5	94.8	90.2	93.5
6	95.1	92.9	94.5	93.1
All Years	95.5	93.3	92.7	93.6
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

Attendance is monitored daily by classroom teachers through Sentral, a third party program. The school has processes for managing non-attendance which extend to utilising the department's Home School Liaison Officer, and Family and Community Services

Note: The Department of Education policy for recording of attendance changed in 2015 and students can no longer be recorded as exempt from attendance for family holidays. This policy change led to reduced attendance rate statistics due to the large number of families who take extended leave for vacations during the school terms.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.44
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition as a proportion of their school's workforce. Approximately 12% of our workforce identifies as being Aboriginal.

The school employs specialist Creative Arts teachers to teach in the school "Paint Pot" program which is part of the release from face to face (RFF) for each teacher.

The School also employs an addition 0.3 Learning and Support Teacher and additional School Learning Support Officers using RAM funds.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

36% of Teachers at Berry Public School are accredited with the Australian Institute for Teaching and School Leadership. The school invested significantly in professional learning in 2017 for targeted and whole school professional learning including preparing all teachers to transition to the accreditation process from January 1 2018. All teachers and support staff participated in the department's mandatory training programs including; Child Protection, Anaphylaxis, E-Emergency Care, Cardio Pulmonary Resuscitation and The Code of Conduct. The school also invested in three teachers becoming school based facilitators of the Focus on Reading Program which was delivered to all teachers.

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 Actual (\$)
Opening Balance	119,669
Revenue	2,826,136
Appropriation	2,615,293
Sale of Goods and Services	11,150
Grants and Contributions	196,735
Gain and Loss	0
Other Revenue	0
Investment Income	2,957
Expenses	-2,916,130
Recurrent Expenses	-2,916,130
Employee Related	-2,518,945
Operating Expenses	-397,185
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-89,994
Balance Carried Forward	29,674

Our school financial management processes include consultation with the Parents and Citizens Association about the use of funds on resources required to achieve the school vision through the school plan. The Principal provides financial updates including major

expenses in capital works and student learning resources at P&C meetings. The school finances are monitored through the executive meetings and are audited in line with department procedures.

In 2017 the School Administration Manager and Principal led the implementation of the Learning Management and Business Reform tools which required significant training and resources.

In 2017 our school and community achieved significant long term milestones of a Library extension and refurbishment, and a new Plant Propagation Area representing a combined total capital expenditure of over \$300,000. We are grateful for the ongoing support of our parents and school community for donating the funds required to support the capital works programs which will enhance the educational provision for our students.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,323,136
Base Per Capita	51,655
Base Location	7,329
Other Base	2,264,153
Equity Total	93,967
Equity Aboriginal	7,978
Equity Socio economic	13,796
Equity Language	2,466
Equity Disability	69,727
Targeted Total	14,746
Other Total	28,123
Grand Total	2,459,972

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.

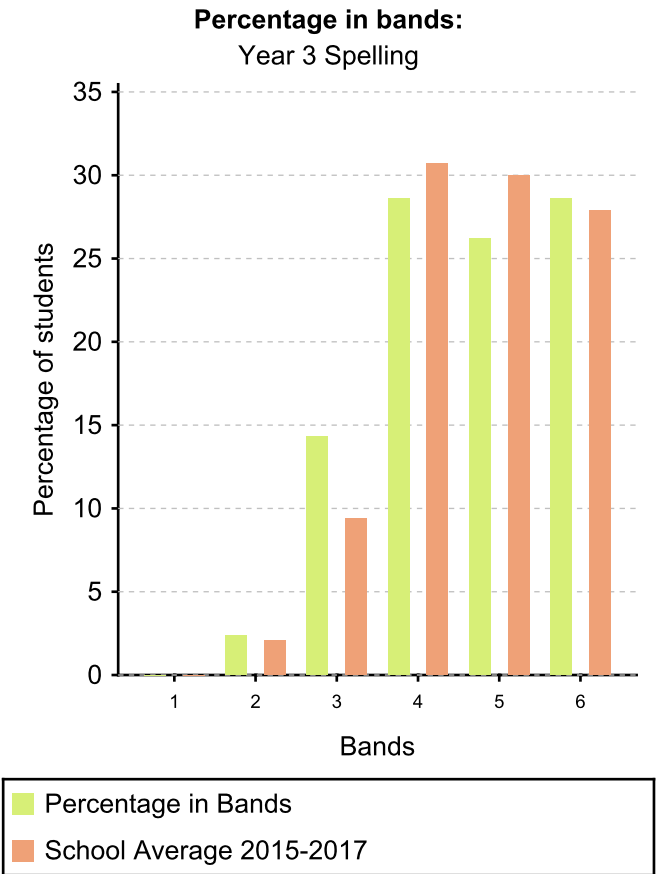
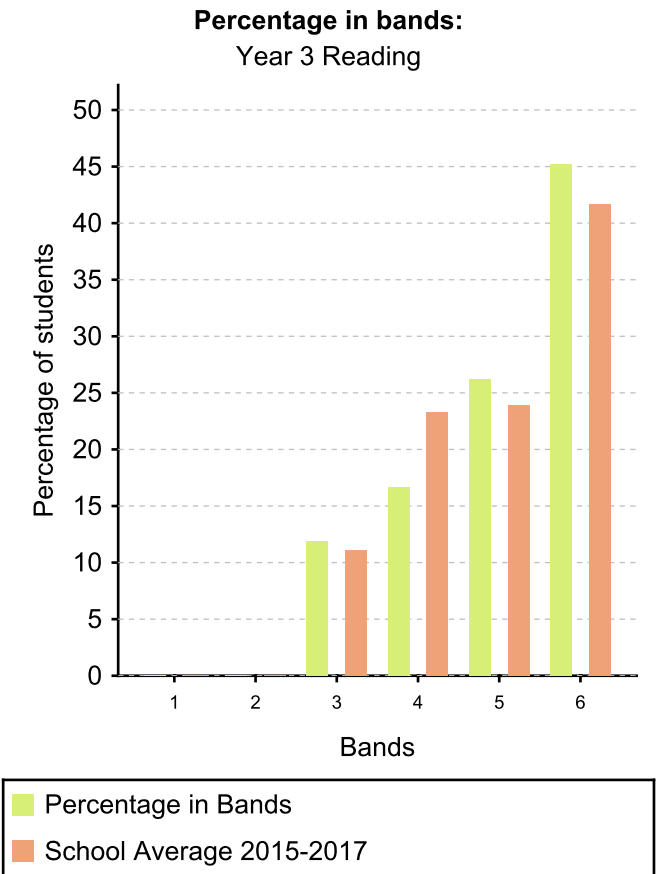
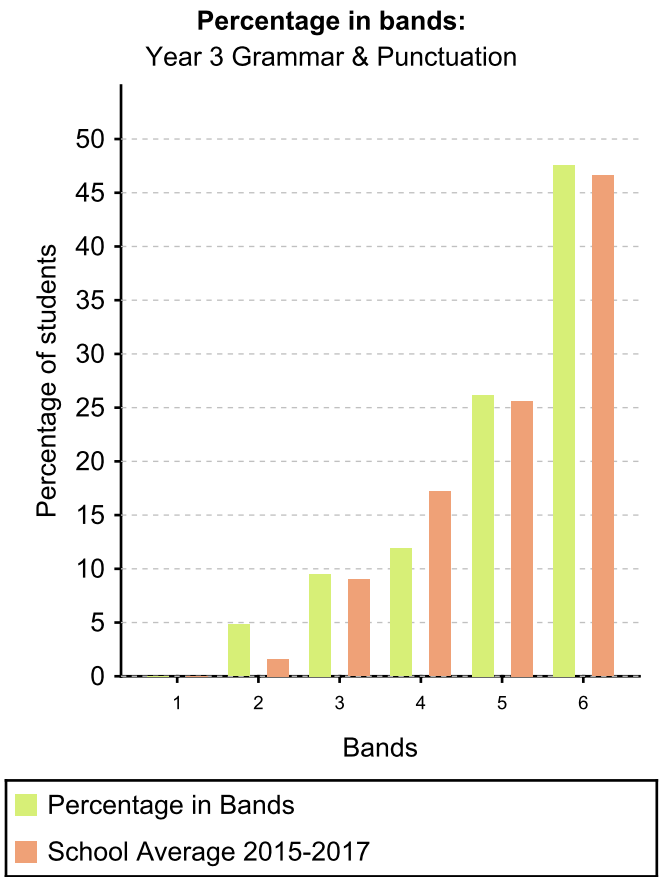
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

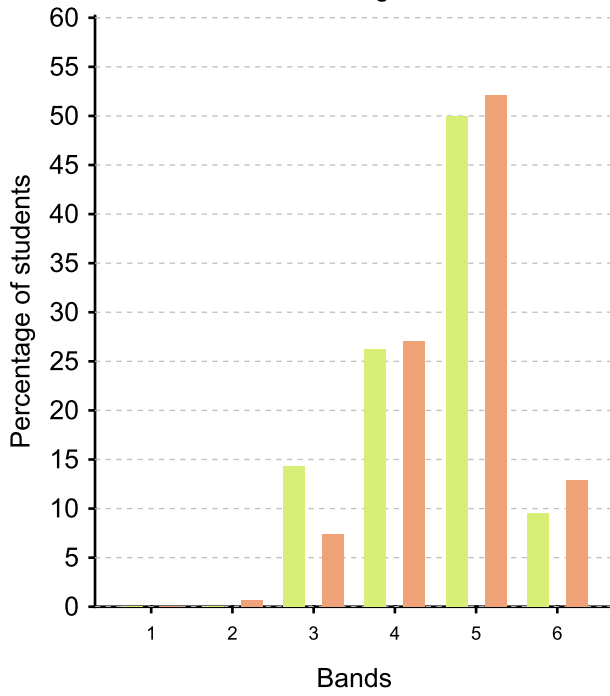
NAPLAN

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.

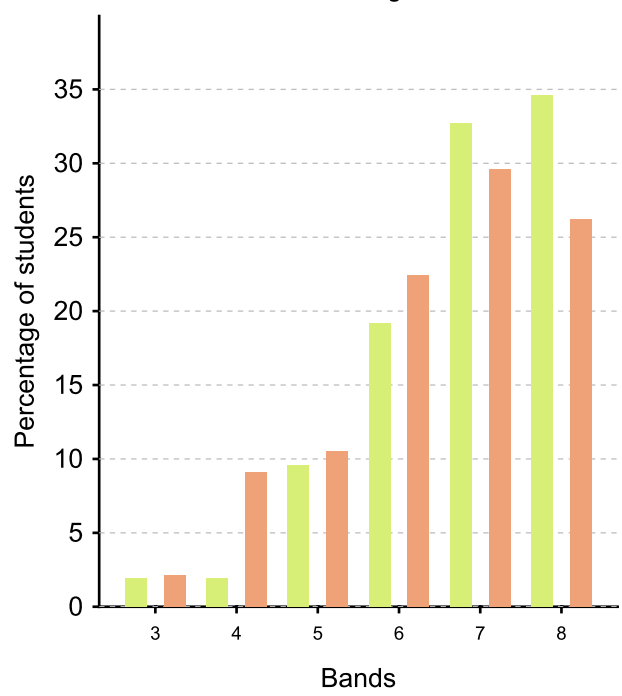
Our school significantly outperforms the state average and the statistically similar school groups in the NAPLAN average scores and the proportion of students in the top 2 bands.



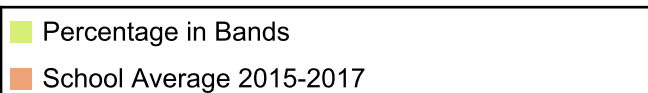
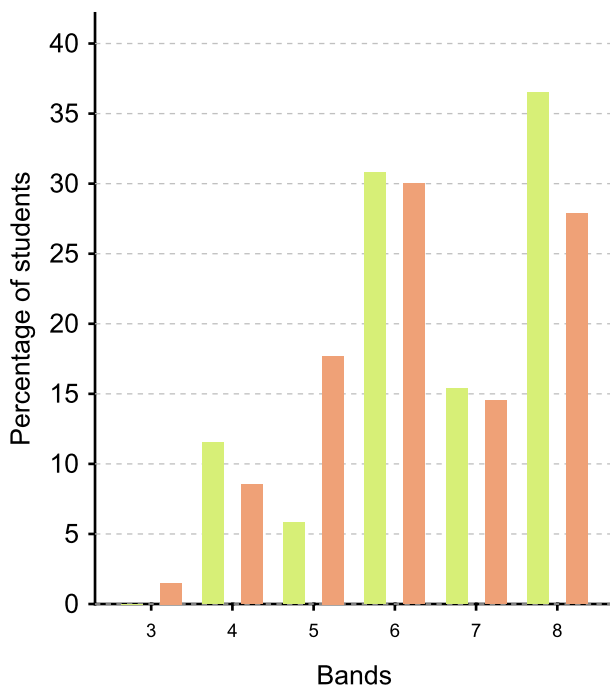
Percentage in bands:
Year 3 Writing



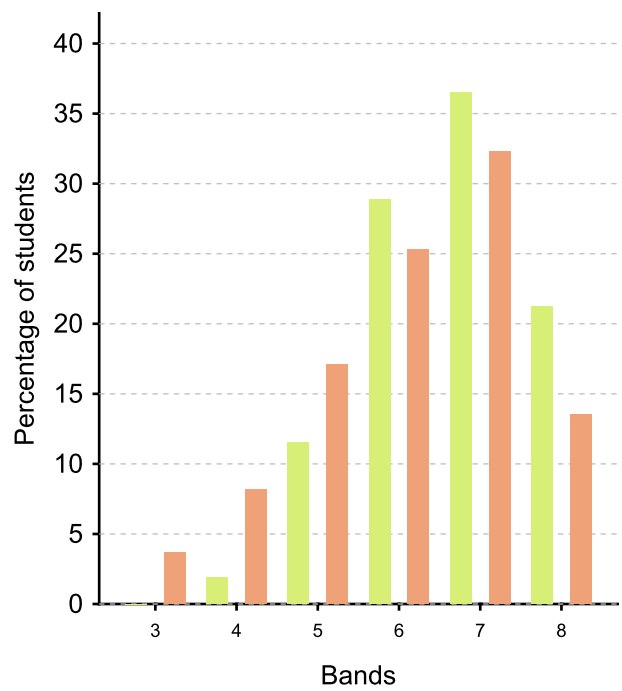
Percentage in bands:
Year 5 Reading



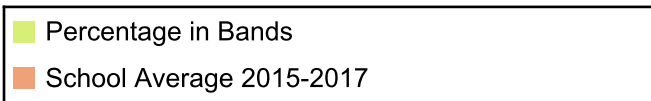
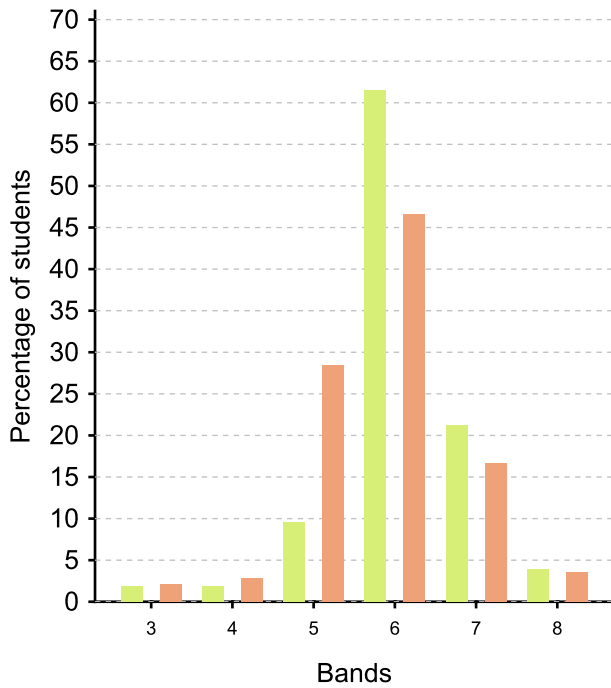
Percentage in bands:
Year 5 Grammar & Punctuation



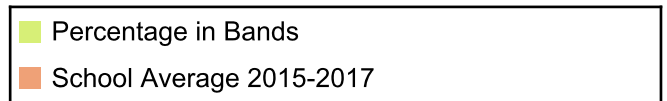
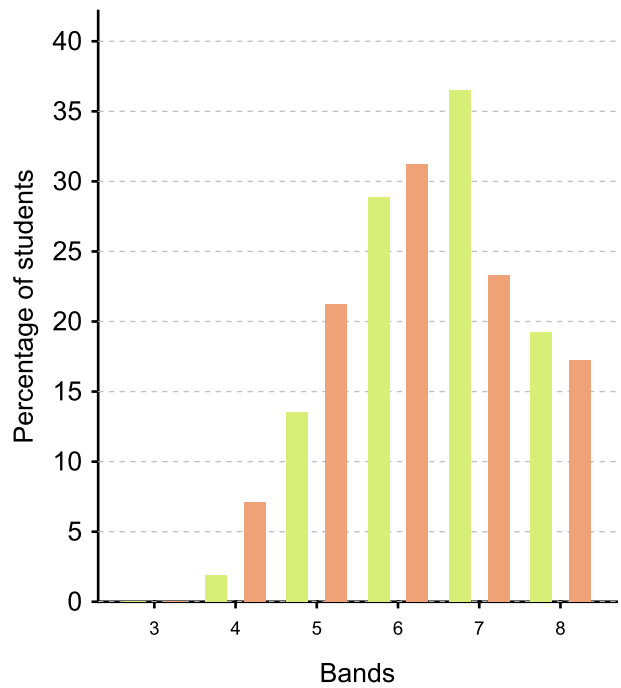
Percentage in bands:
Year 5 Spelling



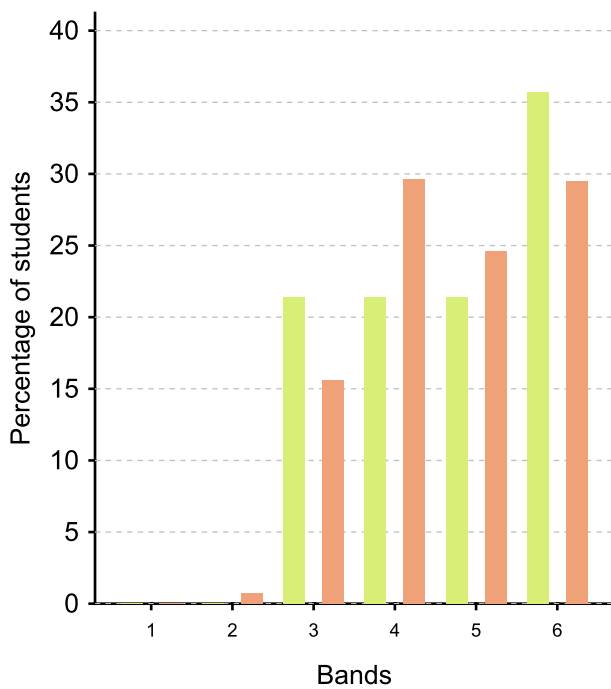
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 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.>

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The school utilises a range of valid evaluation instruments including the full suite of surveys from Tell Them From Me and KidsMatter which collect data from Students, Parents and Teachers.

Tell Them From Me Survey Participation: Students – 127 (82% Years 4–6), Staff – 17 (85%), Parents – 27 (13%)

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

This report provides results based on data from 27 parents in this school who participated in the survey between 21 Aug 2017 and 16 Oct 2017.

The school data is represented beside each area and the State reference data is represented in brackets.

Parents Feel Welcome 7.9 (7.4)

Parents Are Informed 6.8 (6.6)

Parents Support Learning At Home 7.4 (6.3)

School Supports Learning 7.7 (7.3)

School Supports Positive Behaviour 8.5 (7.7)

Safe School 7.3 (7.4)

Inclusive School 6.8 (6.7)

The KidsMatter survey was conducted during Education Week in 2017

KidsMatter Survey Participation: Students – 307 (90% K–6), Staff – 19 (95%), Parents – 99 (47%)

97 % of parents agreed that the school supports appropriate behaviour. The key areas that parents wanted to know more about were: Building

Resilience, Cyber Safety, Child Development and Learning, Children's Wellbeing and Mental Health.

100% of parents indicated that they are satisfied with how their child is progressing socially, emotionally and behaviourally.

91% of parents indicated they are satisfied with the way the school communicates with them.

A full breakdown of the satisfaction data is presented to the Berry Parents and Citizens Association who then act as a focus group for additional feedback.

Policy requirements

Aboriginal education

Our school received in equity funding to support students from an Aboriginal Background. The funding was used to provide additional time for the Learning and Support Teacher to assist teachers in the development of personalised learning plans for Aboriginal students and deliver literacy support programs. The school recognises key dates and events of cultural significance and engages the local Aboriginal community and National Parks and Wildlife Service to hold a cultural day for all students. All school assemblies include the Dharawal verse of the Australian National Anthem.



Multicultural and anti-racism education

Our school received \$2,466 funding for in English Language Proficiency Funding in 2017 which were used to provide a School Learning Support Officer in class. The school has an Anti-Racism Contact Officer in place to monitor school policies, procedures and practices. Multicultural Education and perspectives are integrated into all class programs. We have zero tolerance in the school's anti-bullying and discipline procedures towards any form of racist behaviour. Multi-cultural perspectives are treated through the school curriculum through cross-curriculum priorities which enable students to develop understanding about and address the contemporary issues they face. Cross Curriculum priorities in the syllabus include: Aboriginal and Torres Strait Islander histories and cultures, and Asia and Australia's engagement with Asia.

Our school also engages in a range of extra-curricular activities including: The annual visiting Musica

–Viva program focused on a range of cultural music;
The annual Year 5 country study in collaboration with the Berry Country Women's Association; Year 6 students spend a term immersed in a unit of learning culminating in the "Asia Expo" at Bomaderry High School.

Through the school programs and extra curricular activities students develop the general capability of intercultural understanding as they learn to understand their own identity in relation to others from different cultures and backgrounds.

Other school programs

Our school has a wide range of extra curricular programs each year focused on academic areas, creative arts, sport and the environment.

In 2017 our environmental education programs received a significant upgrade with a school and community funded Plant Propagation covered learning area.

The Plant Propagation program has been operating for over 30 years and is now linked to our Kitchen Garden program which provides produce for our school canteen.

The project was completed in partnership with our the Department Asset Management team, Berry Public School Parents and Citizens Association, The Veolia Mulware Trust, Fulton Hogan and community volunteers. The school wishes to thank everyone involved for their generous donations towards the project.