

Berkeley West Public School

Annual Report



4180

Introduction

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

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

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School background

School vision statement

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

School context

Berkeley West Public School has a current student enrolment of 194 students, comprising 89 boys and 105 girls from Kindergarten to Year 6. Enrolment trends have fluctuated over recent years. 22% of students are Aboriginal and 8% of students come from backgrounds where a Language Background Other Than English (LBOTE) exists at home.

The teaching staff currently comprises a principal, six classroom teachers and two teaching assistant principals. In 2017, the school joined the state-wide Early Action for Success program and was able to engage a Deputy Principal Instructional Leader (4 days per week) to build capacity in delivering evidence-based literacy and numeracy pedagogy K–3.

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

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

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

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. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of teaching in 2017, Berkeley West focused on delivering processes to embed visible learning practices in every classroom to meet the needs and engage all students, particularly our top performing students. Evidence-based teaching, assessment and monitoring practices are evident across the school and are enabling our students to be assessment capable learners.

Professional learning and development undertaken by teachers throughout the year built capacity to develop a growth mindset culture in all classrooms as well as implementing effective formative and summative assessment practices to inform explicit teaching cycles and measure student progress. Teacher capacity was also built in providing students with the most effective feedback to move learning forward.

The appointment of a new Deputy Principal Instructional Leadership (DPIL) K–2 as part of the school's inaugural year of involvement in the Early Action for Success (EaFS) initiative has raised the standard of literacy and numeracy practice evident in the school. This has been achieved through concerted support and professional learning provided by the DPIL in which coaching, collaboration, consistent teacher judgement, use of data and explicit teaching and monitoring

practices were prominent. These practices resulted in the majority of K–2 students meeting literacy and numeracy benchmarks and "at risk" students being fully supported in their literacy and numeracy development by an interventionist support teacher who was appointed 4 days per week for 2017.

Teachers at all career stages, through rigorous self-reflection and coaching support, identified professional development goals in 2017 aligned with both the Australian Teaching Standards and strategic directions of the school. Evidence provided by teachers demonstrated the vast majority of performance and development goals were achieved, in turn, raising the collective efficacy of teaching in our school. Evaluation of products and practices evident at BWPS demonstrates our school is sustaining and growing in the domain of teaching.

In the domain of learning, our school focus continued to improve student wellbeing through implementing school-wide processes striving for excellence. Other processes in the learning domain have strengthened practices that personalize the learning for all students, including Aboriginal students, students with disability and high performing students. Evidence, as indicated by collated school-wide data, demonstrates that student behaviour continues to improve in both classroom and playground contexts. Collaborative practices that include parents of Aboriginal students and students with disability, give parents the opportunity to be actively involved in both the development of learning adjustments and plans to support the achievement of learning goals for their children. Evaluation of the products and practices evident at BWPS indicates our school is sustaining and growing in the learning domain.

In the domain of leading, school processes in the 2015–17 school plan have been designed and implemented to develop leadership capacity, management practices and school/community partnerships. Developing capacity, particularly around self-evaluation and planning was enhanced in 2017 with the school leadership team working closely with experts from the Centre for Education Statistics and Evaluation (CESE) in utilising and interpreting SCOUT data reports. SCOUT is an online tool available to our school leadership team, allowing us to find and extract data from a variety of sources from across the department as well as external sources. The school leadership team was able to perform data analysis to support evaluation, planning, reporting and informed decision making, particularly in developing the school's 2018–20 school plan.

Self-assessment also indicates that BWPS uses strategic financial management to ensure maximum use of resources to gain efficiencies and implement the school plan. Additionally, learning spaces are being used flexibly and technology is accessible to staff and students. It is evident that there are opportunities for students and the community to provide feedback on school practices and procedures. However, it has been identified that our school needs to strengthen parent engagement in the next school planning and implementation cycle. Evaluation of the products and practices evident at BWPS indicates our school is sustaining and growing in the leading domain.

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

Quality teaching

Purpose

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

Overall summary of progress

Developing high quality teaching where teachers individually and collaboratively evaluated the effectiveness of their teaching, whilst engaging in professional development to continually improve their skills, have been the key focus points for this strategic direction. Professional learning and collegial practice has been aligned with evidence-based formative assessment strategies (based on the work of Dylan Wiliam) and those facilitated by Berkeley West Public School's inaugural year of involvement in the state-wide early years (K–3) literacy/numeracy strategy "Early Action for Success".

As part of our school's "Visible Learning" and school-based "Bump It Up" projects, all teachers have built their capacity to effectively develop and embed the use of explicit learning intentions, success criteria, formative assessment and quality student feedback into the learning domains of reading, writing and numeracy. Data collected indicates our students are more able to articulate their personal learning goals, self-assess their work against explicit criteria and describe what they need to do next to improve. Teachers indicate they are providing not only more specific task-orientated feedback to students, but more more process orientated feedback that moves learning forward.

Our school's initial year of involvement in the Early Action for Success (EaFS) (K–2) program has facilitated the structured and supported development of evidence-based teaching, assessment and monitoring practices to successfully implement the priorities of the NSW Literacy and Numeracy Action Plan. A Deputy Principal Instructional Leader (DPIL) was appointed to facilitate quality professional development and best-practice teaching in literacy and numeracy which has resulted in measurable improvements for all students in targeted literacy/numeracy aspects. The role of the DPIL included working directly with teachers in the early years to identify needs and provide professional learning and classroom based coaching to gain shift for students K–2 with a particular focus on effectively supporting early career teachers, ensuring the classroom environment reflects pedagogy obtained during training sessions.

EaFS also developed processes in which students 'at risk' were identified and effectively supported with 2nd and/or 3rd tier interventions and specific personalised learning. An interventionist position was established using equity funds to support these students whilst individual learning plans were developed by the Learning and Support Teacher in consultation with class teachers and parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are demonstrating expected growth across NSW literacy and numeracy continuums, summative assessments, and in comparison to the school's three year average, an increased percentage of students are attaining expected growth as shown by Year 3 to 5 NAPLAN data i.e. 42% in reading, 36% in writing, 35% in spelling, 44% in grammar and punctuation and 46% numeracy.	Funds expended (resources) to support the improvement measure related to evidence-based teaching practice and teacher professional learning (below) can also be associated with this improvement measure.	<p>As a result of implementation of evidence-based practices supported by professional learning aligned with Early Action for Success and Visible Learning strategies, progress achieved this year has included:</p> <ul style="list-style-type: none">– 88% of Kindergarten, 91% of Year 1 and 89% of Year 2 students on track or above expected reading level benchmarks by the end of 2017;– 96% of Kindergarten, 91% of Year 1 and 83% of Year 2 students on track or above expected text reading benchmarks by the end of 2017;– 80% of Kindergarten, 51% of Year 1 and 83% of Year 2 students on track or above expected comprehension benchmarks by the end of 2017;– 80% of Kindergarten, 55% of Year 1 and 69% of Year 2 students on track or above expected reading level benchmarks by the end of 2017;

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<p>Evidence based teaching practice is evident in every classroom and is supported with professional learning, feedback on teaching and team teaching/modelling of effective strategies by those with expertise.</p>	<p>Deputy Principal Instructional Leader (DPIL) (x4 days per week)– \$124310</p> <p>Professional learning– \$67050</p> <p>School-based Instructional Leader Support– \$101574</p> <p>K–2 Literacy/Numeracy Interventionist (X4 days per week)– \$76590</p> <p>Data wall resources– \$1000</p>	<p>Early Action for Success (EAfS) project initiatives and outcomes including:</p> <ul style="list-style-type: none"> – the appointment of a Deputy Principal Instructional Leader (DPIL) K–2 to facilitate quality professional development and best-practice teaching in literacy and numeracy; – demonstrable improvements for all students in targeted literacy/numeracy aspects (see continuum data above); – the DPIL working directly with K–2 teachers to identify and provide professional learning such as Language, Learning and Literacy (L3)/ Targeted Early Numeracy (TEN) as well as classroom-based coaching to gain shift for students K–2, with a particular focus on effectively supporting early career teachers, ensuring the classroom environment reflects pedagogy obtained during training sessions.; – identifying which students are 'at risk' and effectively supporting them with 2nd and/or 3rd tier interventions and specific personalised learning; – the establishment of an Interventionist position using equity funds to support students at risk whilst individual learning plans were developed by the Learning and Support Teacher in consultation with class teachers and parents; – K–2 student performance data collected and analysed at 5 & 10 weekly intervals (State designated collection points) to inform teaching and reported on to the Principal, Executive and teaching staff with successes celebrated; – "Data Rounds" established for K–2 team at fortnightly intervals in order to further drive differentiated teaching and personalised learning; and – the establishment and maintenance of a K–6 data wall plotting every student in the school against key

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence based teaching practice is evident in every classroom and is supported with professional learning, feedback on teaching and team teaching/modelling of effective strategies by those with expertise.		<p>literacy/numeracy aspects and supporting their movement along the learning continuums.</p> <p>Visible Learning project initiatives and outcomes including:</p> <ul style="list-style-type: none"> – short-term teaching/assessment cycle programming by all teachers incorporating learning intentions, success criteria and formative assessment strategies for reading, writing and numeracy; and – structured professional learning on the most effective levels of teacher/student feedback and practical methods of embedding into classroom practice.
School-wide systems and environments are in place to promote reflective practice and support teachers at any stage of their career to identify their individual professional goals, plan their professional learning activities and collect evidence of growth in their performance and development.	Professional Development Plan (PDP) collaboration, coaching and implementation strategies—\$6216	<p>In 2017, three early career staff have been successfully supported through access to high quality professional learning and teaching opportunities to meet accreditation requirements and were subsequently accredited at proficient teacher status with the New South Wales Education Standards Authority (NESA).</p> <p>The planning, implementation and review of staff Professional Development Plans (PDP's) was facilitated by a formalised and supportive school-wide process incorporating time for self-reflection against teaching standards, drafting 3–5 goals, peer coaching, observations of practice and feedback by learning colleagues, self-assessment and an annual review of progress towards goals. As a result, all teaching staff have been successful in achieving or making significant progress toward achieving their identified professional development goals for 2017.</p> <p>School Administration and Support Staff (SASS) also took part in developing PDP's for the first time in 2017. The shortened timeframe provided for implementation meant that the process was significantly compressed.</p>

Next Steps

As part of the 2018–20 school plan, "Quality Teaching" will remain as a key strategic direction. Accordingly, Berkeley West Public School will continue to take active part in professional development and evidence-based pedagogy supported by the NSW Department of Education as part of the EAfS project. Therefore, maintenance of the Deputy Principal Instructional Leader and Interventionist K–2 positions are imperative. The continuation of a school-based Instructional Leader (SBIL) position in 2018 is also a priority to support implementation and achievement of school plan milestones as well as meet identified staff professional development needs with an emphasis in supporting Years 3–6 teachers. A key role of the SBIL will be to assist the Principal in expanding, consolidating and embedding a planning, teaching, assessment and reporting cycle that is consistent with a framework of best practice elements developed within the school through participation in EAfS and Visible Learning/formative assessment projects over recent years.

Not only will professional learning focus on improving products and practices aligned with the school plan and excellence framework, teacher identified professional development needs to be informed through self-reflection against the Australian teaching standards. This will be crucial in supporting the personalised needs of a staff with a wide range of experience levels. Peer and leadership growth coaching will be maintained as the most effective way to provide personalised, collegial and effective support to staff at all career stages.

Strategic Direction 2

Student learning, engagement and wellbeing

Purpose

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

Overall summary of progress

Implementation of projects associated with this strategic direction from 2015–17 has led to measured progress in student learning, engagement and wellbeing. Learning for all students, particularly for those with additional learning needs, has become more personalised whilst learning environments in all school settings have encouraged and promoted a safe and engaging place to learn and play.

Comprehensive and inclusive systems and programs to support and improve individual and collective behaviour and learning have been developed and are continually being refined based on evidence of "what works" in improving student outcomes. The implementation of the Positive Behaviour for Learning (PBL) project has contributed to improved positive student behaviour over the past three years. From 2015–17, referrals from teachers regarding negative classroom behaviour fell by 37.5%, whilst referrals for negative playground behaviour fell by 18.5%. The data collection and review system established in the school provides the PBL team and its teachers with short and long term areas to further investigate and address with coordinated strategies. Teachers will require ongoing professional development from the PBL leadership team into the future to ensure both universal and classroom behaviour/wellbeing interventions are understood and implemented consistently across the school to maintain positive movement in students behaviour and welfare data.

Similarly, from 2015–17, school Learning and Support Team (LST) procedures have been developed to ensure a systematic set of procedures and support staff are in place to identify and support the educational needs of all students. The school has a strong Learning and Support Team which comprises a strong cross-section of staff who meet every fortnight to discuss student referrals, identify and prioritise learning needs, plan effective adjustments, allocate resources, refer students to the school counsellor or outside agencies and monitor and review student progress. It is now standard practice for team members, including the English as an Additional Language teacher, to regularly collaborate with parents/carers, staff, and other specialist personnel as required to ensure the needs of students are best met. Individual learning plans are developed for all students requiring significant adjustments to accommodate their learning needs. LST minutes of each meeting are consistently documented and distributed to staff.

The learning, engagement and wellbeing of Aboriginal students at BWPS has also been a priority under this strategic direction from 2015–17. An Aboriginal Education Coordinator position has been created during this period with the role to coordinate school-wide Aboriginal Education initiatives. Initiatives have focused on ensuring personalised learning plans exist and are implemented for all Aboriginal students, providing Aboriginal students with opportunities to reconnect with their culture whilst educating all students about Aboriginal Australia. During this time, feedback from students indicates that students feel good about their culture when they're at school and that they believe their teachers have a good understanding of their culture. The average attendance rate for our Aboriginal students in the 2015–17 period was 90.3%. This is 5.24% higher than the state average for the same period.

From 2015–17, the attendance rate of students at BWPS during this period has been higher than the state average by, on average, 1.1%. This represents an 0.3% improvement on the school's 3 year average attendance for students when compared to the 2012–14 period.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Comprehensive and inclusive systems, programs and plans to support and improve individual and collective behaviour/wellbeing, learning and engagement are in place and consistently implemented across all school settings	Positive Behaviour for Learning (PBL) coordination– \$2664 PBL resources– \$2500 Learning and Support Teacher collaboration with staff to develop learning	Progress in 2017 has included: – Completion of training for staff in PBL classroom systems to promote positive behaviour for enhanced learning, resulting in a slight decrease in referrals from class teachers regarding negative classroom behaviour exhibited by students; – 92.75% average eligibility of students to qualify

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Comprehensive and inclusive systems, programs and plans to support and improve individual and collective behaviour/wellbeing, learning and engagement are in place and consistently implemented across all school settings	<p>plans– \$2664</p> <p>RAM Equity staffing (1.1 positions on staffing formula)– \$111731</p> <p>X2 School Learning Support Officer (x2 days per week each)– \$34178</p> <p>Speech pathologist support– \$6000</p> <p>Aboriginal Education Teacher/ Programs coordinator (x2 days per week)– \$40629</p> <p>Aboriginal student personalised learning pathway development and implementation– \$2664</p> <p>Aboriginal SLSO support (x2 days per week)– \$17089</p> <p>Aboriginal Education teaching resources– \$4531</p> <p>English as an Additional Language/Dialect (EALD) teaching resources– \$984</p> <p>EALD teacher support (X1 day per week)– \$13204</p>	<p>and attend end of term PBL Reward Day activities (i.e. for students who have consistently demonstrated positive behaviour in all settings). This exceeds expectations where research shows PBL systems impact positively on 80–90% of students;</p> <p>– the Learning and Support Teacher (LaST) collaborating with classroom teachers and parents/carers to identify students with disability or additional learning needs. 74 students were identified from across the school. Personalised learning and support plans were documented for 43% of these students. Classroom adjustments were documented and implemented to meet the needs of the remaining students;</p> <p>– The LaST and two School Learning Support Officers (SLSO's) provided direct support to students with a range of needs including, learning, speech/language, fine motor, social, emotional and behaviour. They worked collaboratively with classroom teachers to implement and monitor adjustments and personalised learning support plans. Learning and support timetables were established and reviewed regularly according to the needs of students;</p> <p>– in Term 3 the LaST collaborated with classroom teachers and parents/carers to review adjustments and Personalised Learning Support Plans. At this time 42 students were identified as having a disability and were included in the 2017 Nationally Consistent Collection of Data on Students with Disability. Of these students, 24% were identified as having their needs met through Quality Differentiated Teaching Practice, 74% were identified as requiring Supplementary adjustments and 2% were identified as requiring Substantial adjustments;</p> <p>– a Certified Practicing Speech Pathologist was employed to implement a speech pathology program for 8 students who had been identified by staff as having a speech/language disorder. The speech pathologist conducted an individual assessment of each student. Following the assessments, classroom teachers met with the speech pathologist to review the results, provide relevant information about the students, and develop appropriate goals and strategies for students. The goals developed for the students targeted speech sounds, language skills (expressive and receptive) and phonological awareness. The speech pathologist provided training to two SLSO's and the LaST during four sessions in Term 2. Targeted individual and small group intervention began for each student in Week 5 Term 2. Each intervention session ran for 30 minutes. Sessions took place 3 times per week. The Speech Pathologist visited the school to provide further training to relevant staff and monitor the program on 4 occasions during Term 3 and</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Comprehensive and inclusive systems, programs and plans to support and improve individual and collective behaviour/wellbeing, learning and engagement are in place and consistently implemented across all school settings</p>		<p>once during Term 4. Students who received intervention were reviewed by the Speech Pathologist in Term 4. Results indicated 7 students displayed a significant improvement in speech sounds, 7 students displayed an improvement in language skills and 1 student displayed an improvement in phonological awareness;</p> <p>– all ATSI students had a Personal Learning Pathway (PLP) developed in consultation with the Aboriginal Education Coordinator, LaST and their families. PLP goals were set, monitored and assessed throughout the year by the Aboriginal Education Coordinator, SLSO and class teacher. 100% of Aboriginal students achieved the target number of 10 goals, with 10% of students achieving 15 goals or higher. Of the goals achieved, 57% were literacy focused, 33% numeracy focused and 10% social/personal. Students were highly motivated to achieve their goals, which helped improve student attendance and overall academic achievement;</p> <p>– implementation of the MALPA Young Doctors Program involved both Aboriginal and non-Aboriginal students from Stage 2 in Terms 3 and 4 for 15 weeks, with sessions focused on achieving health and environmental literacy outcomes, knowledge of traditional cultural practices, establishing a stronger connection for students within the community and improved student attendance. Positive feedback from parents and students have indicated students value the program, have more confidence in themselves and a better understanding of their background as a result of participating in MALPA; and</p> <p>– Year 3 NAPLAN results show that 43% of Aboriginal students achieved the top 2 bands for Reading and Numeracy. 33% of Year 5 Aboriginal students attained the top 2 bands for Numeracy. There has been a 33% improvement from Year 3 to Year 5 tests for numeracy results.</p>
<p>Reduction in the average rate of referrals by teachers for inappropriate student behaviour in the classroom and playground is evident– i.e. 5.5 referrals per student/year (all settings–2014), 2.7 referrals per student/year (playground–2014), 2.4 referrals per student/year (classroom–2014)</p>	<p>Funds expended (resources) to support this improvement measure can also be attributed to those expended in the comprehensive and inclusive systems listed above.</p>	<p>Progress in 2017 has included:</p> <p>– Negative behaviour referrals from teachers for inappropriate student behaviour have been maintained at the same levels as those attained in 2016 in all school settings, with an average of 4.1 referrals per student/year;</p> <p>– a slight decrease in the rate of negative behaviour referrals from teachers for inappropriate student behaviour in the playground setting (when compared to that of 2016), with an average of 2.4 referrals per student/year; and</p> <p>– a maintenance of the rate of negative behaviour referrals from teachers for inappropriate student behaviour in the classroom setting (when compared to that of 2016), with an average of 1.5 referrals per student/year.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student attendance rates improve such that the gap between the school average and the state average is reduced— (i.e. current gap 1.3% on average over last 3 years 2012–14)	<p>Funds expended (resources) to support this improvement measure can also be attributed to those expended in the comprehensive and inclusive systems listed above.</p> <p>Sentral online attendance module to track and monitor attendance across the school— \$2000</p>	<p>This year the overall attendance rate for Semester 1 at BWPS was 92.3%. This compares to the state average of 91.2%. Over the last 3 years, the attendance of BWPS students was on average 1.1% higher whilst it was 1.55% higher than schools with a similar school size and demographic.</p> <p>The attendance rate for Aboriginal students for 2017 was 5.24% higher than the state average and 1.82% higher than schools with a similar school size and demographic.</p> <p>Attendance monitoring procedures continue to track student attendance on an ongoing basis, but promote ongoing communication with parents where attendance is causing concern. Reward systems recognising good attendance at school also appear to have a positive impact on encouraging good attendance for the majority of students.</p>

Next Steps

Student learning, engagement and wellbeing will remain a strategic direction in the 2018–20 school plan as students need to be engaged in personalised, rich learning experiences in a safe and productive learning environment to develop vital skills for now and to become responsive and productive citizens in the future.

PBL universal and classroom systems will be maintained and embedded to promote positive student wellbeing and behaviour. A professional learning update for all staff regarding systems, in the form of an induction at the first staff development day in 2018, will be provided by the school's internal coach so that systems are consistently understood and applied across the school. Data collected and analysed by the PBL team at their designated meetings will include diagnostic information on that tier of students with challenging behaviours where universal systems are having limited impact. From this, the school will introduce a third tier intervention for this 5–10% of students. It is expected that explicit social/resilience skills in the form of regular structured lessons for all classes will form part of this intervention. Professional learning for staff will also be provided in building their capacity to better identify the functions of student behaviour and therefore implement modification strategies that effectively address the primary function of that behaviour.

The role of the LaST and LST are highly valued at BWPS in meeting the diverse range of needs of our students. Therefore, despite a decrease in the school's 2018–2020 LaST allocation (0.7), the school will fund an additional half a day per week to ensure the position supports established systems and procedures 4 days per week in 2018. The LaST will focus their role on collaborating with all staff and continually building their capacity to meet the needs of students with disability or those requiring adjustments to meet their needs. The LST will continue to meet every fortnight to evaluate student needs on an ongoing basis. Three SLSO's will be engaged two days per week to work across the school supporting students with disability or additional needs, as well as assisting teachers in the implementation of Aboriginal education initiatives. Speech pathology will also be provided to those students K–2 with the greatest need and professional learning support provided to their teachers.

An Aboriginal Education Coordinator position will be maintained two days per week in 2018 to support the planning, implementation and evaluation of Aboriginal Education initiatives in the school. It is planned that improving literacy and numeracy levels of all our Aboriginal students remains a priority. Stronger links and involvement from the parents of our Aboriginal students, the establishment of a "Yarning Circle" and the introduction of an Aboriginal Languages program to strengthen the connection of our students with their culture, are also identified projects. The availability of local and endorsed expertise in delivering an Aboriginal Languages program will be an essential prerequisite for this program to take place.

Strategic Direction 3

School leadership, management practice and partnerships

Purpose

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

Overall summary of progress

Throughout 2015–17, students and parents have been actively involved and consulted in school self-evaluation and planning processes with the goal of continuous school improvement. Self-evaluation processes have been refined to evaluate effectiveness of teaching, learning and leadership practices against the School Excellence Framework. This includes in-depth data analysis as evidence for driving program evaluation, strategic school planning and improvement.

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

Stronger partnerships have been developed and strengthened between our school and community groups, including those with the school P&C group, AECG, University of Wollongong and local Community of Schools (CoS). In 2017, our school's involvement and contribution to the Language, Learning and Literacy (L3) Hub served to not only build and share expertise, but improve the capacity of partner schools in the EAFS initiative to embed evidence-based literacy and formative assessment strategies into classroom practice.

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

During the 2015–2017 school planning cycle, the Berkeley CoS strengthened its commitment to working collaboratively to improve student outcomes. The CoS refined and improved transition to high school initiatives with a range of activities engaging students and parents. Collaboration amongst school leaders, Stage 3 and Stage 4 staff, has involved the sharing of Stage 3 assessment and continuum data. This will ensure that student progress, particularly in the writing strand is maintained as students transition into Year 7.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>In comparison to the school's 3 year average, maintain or improve the school community's positive perceptions in relation to a variety of education and management practices in the school– currently:</p> <ul style="list-style-type: none">– 96% regarding school culture;– 91% regarding school leadership;– 92% regarding learning;– 87% regarding school management;– 86% regarding school planning; and	<p>School Administration Officer position to support community partnerships development– \$9884</p> <p>School app licence to enhance community communication/ engagement– \$726</p>	<p>Feedback by parents in 2017 provided the following summary of perceptions regarding education and management practices at our school including:</p> <ul style="list-style-type: none">– 97% satisfaction regarding school culture;– 85% satisfaction regarding school leadership;– 93% regarding learning;– 91% regarding school management;– 75% regarding school planning; and– 85% regarding teaching. <p>Summarised data from the Year 4–6 "Tell Them From Me" survey includes–</p> <ul style="list-style-type: none">– 99% of students believe that schooling is useful in their everyday life and will have a strong bearing on

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
– 89% regarding teaching		<p>their future; and</p> <p>– 83% of students are interested and motivated in their learning (5% higher than the State average).</p> <p>On a 10 point scale, the students score our school at;</p> <p>– 8.8 in terms of important concepts being taught well and class time being used efficiently (0.6 higher than the State average);</p> <p>– 8.9 in terms of classroom instruction being relevant to their everyday lives (1.0 higher than the State average);</p> <p>– 8.8 in terms of instruction being well-organised, with a clear purpose, and with immediate feedback that helps them learn (0.6 higher than the State average); and</p> <p>– 9.2 in terms of school staff emphasising academic skills and holding high expectations for all students (0.5 higher than the State average).</p>
The school uses collaborative feedback from stakeholders, data analysis and reflection as evidence for driving strategic school planning, innovation and improvement.	<p>SCOUT online reports– no cost</p> <p>Google Forms– no cost</p> <p>"Tell Them From Me" surveys– no cost</p>	<p>In 2017, multiple modes have been available for parents and staff to collaborate or provide timely feedback regarding education or management practice at BWPS. In Term 2, the BWPS executive team coordinated the provision of professional learning for other school executive in the use and interpretation of SCOUT report data. SCOUT is an online suite of analytics tools developed by the Centre for Education to provide schools with information about what's working and what can be improved.</p> <p>Building capacity in our executive team to use and interpret SCOUT data has allowed us to perform analysis and support planning, reporting and data-driven, informed decision making. Primarily, reports pertaining to enrolment and attendance, school performance (NAPLAN results) have been valuable tools in establishing baseline data . This has further empowered the school in its 2018–20 school planning cycle.</p> <p>Parent focus groups and online surveys for parents/students/teachers such as school generated Google Forms and the Learning Bar's "Tell Them From Me" were also utilised to collate feedback for evaluation and school planning purposes.</p>

Next Steps

Based on feedback provided through school self-evaluation data, school leadership, management practice and partnerships will remain an ongoing strategic direction for the 2018–20 school plan as strong strategic leadership, optimal resource allocation, collaborative partnerships , systematic evaluation and management practices are fundamental to continuous school improvement.

Through explicit processes, the products and practices the school will seek to attain in the 2018–20 school plan will

include:

- professional learning that emphasises developing effective, distributive instructional leadership, management skills and leadership attributes at all career stages to facilitate whole school improvement;
- feedback that the school responds to and in turn indicates that the school is recognised as excellent and responsive by its community;
- technology that is fully integrated and evident in both teaching and learning programs and efficient management systems; and
- enhanced capacity of all staff to use technology and learning spaces flexibly and creatively to optimise student learning and service delivery.

Feedback from the school community will continue to be sought on a regular basis to formatively and summatively assess effectiveness of initiatives. Feedback via tools such as online surveys (TTFM and school developed questionnaires) appear to be the most timely and convenient methods, particularly for parents. SCOUT data will be utilised on a wider and a deeper level as class teachers gain access to this tool from 2018 and beyond.

It is evident that many parents are not aware of the variety of evidence-based teaching/learning strategies their children are being exposed to. BWPS invests major resources into quality professional learning for its teachers, therefore we will seek to explicitly give parents a deeper understanding of how we are personalising learning for every child. Creative use of technology such as Facebook, vidcasts, and See-Saw will be explored in sharing with parents the quality pedagogies teachers and students at BWPS are engaged in.

In 2018–20, parents will get the opportunity to build their own capacity to support their child's educational development by getting involved in the PaTCH program. Parents as teachers and classroom helpers (PaTCH) is a 10 week program to increase parent and caregiver confidence in supporting children's learning at home and in school. Successful completion may lead to a pathway (part qualification) towards a Certificate 3 at TAFE.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Teacher/ Programs coordinator (x2 days per week)– \$40629</p> <p>Aboriginal Education School Learning Support Officer (X2 days per week)– \$17089</p> <p>Aboriginal Education teaching resources– \$4531</p> <p>Aboriginal Personalised Learning Pathways development for each student– \$2664</p>	<p>An Aboriginal Education Coordinator (AEC) was engaged to focus on supporting the literacy/numeracy learning needs of all our Aboriginal students, plan cultural celebrations and performances, acquiring appropriate teaching resources, supporting students in achieving their PLP goals and leading the school's Aboriginal Education Committee.</p> <p>A SLSO was engaged for the year (2 days per week) providing each class with 1 hour of literacy/ numeracy support a week with most Aboriginal students achieving their ongoing PLP goals throughout the year.</p> <p>The Aboriginal Education Committee that was led by the AEC effectively communicated with staff regarding ongoing Aboriginal Education initiatives and resulted in regular staff representation at all local AECG meetings.</p> <p>Parent meetings were held once a semester to inform parents of what has been happening at school to support their children and to gain feedback and ideas. Regular communication of PLP goal progress occurred throughout the year through notes sent home.</p> <p>The MALPA Young Doctors Program was implemented with both Aboriginal and non-Aboriginal students from Stage 2 in Terms 3 and 4 for 15 weeks, with sessions focused on achieving health and environmental literacy outcomes, knowledge of traditional cultural practices, establishing a stronger connection for students within the community and improved student attendance. Positive feedback from parents and students have indicated students value the program, have more confidence in themselves and a better understanding of their background since participating in MALPA.</p> <p>Attendance rates for our Aboriginal students are 5.24% higher than the state average.</p> <p>The percentage of Aboriginal students attaining the top 2 bands in Year 3 NAPLAN for reading and numeracy was higher than the State average.</p>
English language proficiency	<p>English as an Additional Language/Dialect (EALD) teaching resources– \$984</p> <p>EALD teacher support (X1 day per week)– \$13204</p>	<p>At the beginning of the year, the school's EAL/D teacher reviewed the EALD phase levels of all students with a language background other than English and prioritised support for those students with the greatest need.</p> <p>High need students with a language background other than English had their reading, writing and numeracy needs supported in class following collaboration between the EAL/D teacher and the DPIL. Collaboration identified focus areas for development that were addressed by</p>

English language proficiency	<p>English as an Additional Language/Dialect (EALD) teaching resources– \$984</p> <p>EALD teacher support (X1 day per week)– \$13204</p>	<p>establishing clear learning goals, success criteria and explicit teaching strategies to move literacy and numeracy skills forward.</p>
Low level adjustment for disability	<p>Learning and Support Teacher collaboration with staff to develop learning plans– \$2664</p> <p>RAM LLA Equity staffing (0.7 positions on staffing formula)– \$711101</p> <p>X2 School Learning Support Officer (x2 days per week each)– \$34178</p> <p>Speech pathologist support– \$6000</p>	<p>Collaboration between the Learning and Support Teacher (LaST), classroom teachers and parents/carers took place to identify students with disability or additional learning needs. 74 students were identified from across the school. Personalised Learning Support Plans were written for 43% of these students. Classroom adjustments were documented and implemented to meet the needs of the remaining students.</p> <p>The LaST and two School Learning Support Officers provided direct support to teachers and their students with a range of needs including, learning, speech/language, fine motor, social, emotional and behaviour. They worked collaboratively with classroom teachers to implement and monitor adjustments and Personalised Learning Support Plans. Learning and Support timetables were established and reviewed regularly according to the needs of students.</p> <p>42 students were identified as having a disability and were included in the 2017 Nationally Consistent Collection of Data on Students with Disability. Of these students, 24% were identified as having their needs met through Quality Differentiated Teaching Practice, 74% were identified as requiring Supplementary adjustments and 2% were identified as requiring Substantial adjustments.</p> <p>A Certified Practicing Speech Pathologist was engaged to implement a speech pathology program for 8 students who had been identified by staff as having a speech/language disorder. The speech pathologist conducted an individual assessment of each student. Following the assessments, classroom teachers met with the speech pathologist to review the results, provide relevant information about the students, and develop appropriate goals and strategies for students. Training was also provided by the speech pathologist to two SLSO's and the LaST who provided targeted individual/small group intervention three times a week in 30 minute sessions. Results at the conclusion of the intervention indicated a significant improvement in speech sounds, language skills and phonological awareness.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS staffing allocation (0.146 at the beginning of 2017, increasing to 0.331 positions by the end of the year)</p>	<p>The QTSS staffing allocation enabled the school to implement a clearly defined performance and development process that supported teachers in planning, implementing and reviewing annual performance and development goals aligned with not only the Australian Teaching Standards but school</p>

Quality Teaching, Successful Students (QTSS)	<p>QTSS staffing allocation (0.146 at the beginning of 2017, increasing to 0.331 positions by the end of the year)</p>	<p>priorities. Activities included in the school's process included coaching support from executive in the planning and review stages as well as peer observations and feedback of teaching practice.</p> <p>The vast majority of teachers at Berkeley West Public School were successful in fully achieving their goals or making significant progress toward doing so.</p>
Socio-economic background	<p>Professional learning– \$54050</p> <p>School-based Instructional Leader Support– \$101574</p> <p>K–2 Literacy/Numeracy Interventionist (X4 days per week)– \$33926</p> <p>Data wall resources– \$1000</p> <p>Professional Development Plan (PDP) collaboration, coaching and implementation strategies– \$6216</p> <p>Positive Behaviour for Learning (PBL) coordination– \$2664</p> <p>PBL resources– \$2500</p> <p>Learning and Support Teacher collaboration with staff to develop learning plans– \$2664</p> <p>RAM Equity staffing (1.1 positions on staffing formula)– \$111731</p> <p>School Learning Support Officer (x2 days per week)– \$17089</p> <p>Speech pathologist support– \$6000</p> <p>Sentral online attendance module to track and monitor attendance across the school– \$2000</p> <p>School Administration Officer position to support community partnerships development– \$9884</p>	<p>The impact achieved this year from the implementation of initiatives funded through socio-economic background has been summarised in the evaluations of Strategic Directions 1, 2 and 3 of this report.</p>
Support for beginning teachers	<p>Beginning Teacher Support funds– \$17760</p>	<p>Funding through this initiative allowed a Beginning Teacher in her first year of teaching an additional two hours of release from face to face teaching each week to plan and develop lessons, implement efficient assessment strategies and participate in additional professional learning, including</p>

Support for beginning teachers	Beginning Teacher Support funds– \$17760	induction activities. Funding also allowed the beginning teacher access to a mentor for one hour a week to support professional development and progress toward accreditation at Proficient Teacher level.
Targeted student support for refugees and new arrivals	EALD teacher New Arrival Program (NAP) staffing allocation (0.4)	<p>During 2017, New Arrival Program (NAP) eligible students were withdrawn from classes and given explicit teaching in reading, writing, speaking and listening instruction, gradually spending less time being withdrawn as they progressed. Focus for support then moved into supporting students in the classroom and building the capacity of classroom teachers to support NAP students.</p> <p>Assessed impact saw students who began the year in the Beginning English: Limited literacy background phase, progress to the Emerging phase by the end of the year. Others identified as being in the Emerging phase progressed to the Developing phase.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	78	97	93	88
Girls	92	117	108	107

Student enrolment numbers decreased slightly when compared to the same period in 2016. However, the school maintained the formation of 8 classes Kindergarten to Year 6.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.2	95.1	94.6	92.8
1	93.6	92.4	94.7	92.7
2	92.3	91.1	91.9	93.2
3	93.5	92.9	94.9	90.5
4	95.4	93	94.6	95.2
5	92.6	95.3	93.4	93.7
6	93	91.5	94.1	94.3
All Years	93.5	93	94.1	93.2
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

Management of non-attendance

Student attendance is monitored rigorously during the year, utilising the school's digitally recorded attendance data. Attendance is monitored and recorded daily by each classroom teacher. Numerous incentives such as "Great Attendance at School" (GAS) awards, the Attendance Cup, "Be at School on Time" broadcast and "94 Club" regularly reward students for consistent to outstanding attendance.

Articles published regularly in the school newsletter emphasise to parents the importance of consistent and prompt attendance, as well as the need to explain every absence. Our school also allows parents to notify the school of student absences by submitting them via the school app which is freely available to those with a smartphone, tablet or computer at home.

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

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

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

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

Berkeley West Public School attendance rate in 2017 was 93.2%, comparable to that of the state average of 93.9%.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.08
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.97
Other Positions	0

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning experiences for teaching staff in 2017 focused primarily on developing quality classroom practice in literacy and numeracy teaching to improve student learning needs identified through rigorous analysis of student performance data. Training and development activities involved all teaching staff participating in staff development days as well as a multitude of professional learning sessions both in and out of school hours. These sessions were facilitated by staff with expertise or specialist trainers from within the local school network. Our school utilised designated teacher professional learning funds, RAM equity funds and unassigned funds to allow teachers to engage in

quality training opportunities to better meet the learning needs of their students. Total expenditure on teacher professional learning was approximately \$67 500 for 2017.

During the year, a temporary teacher engaged at the school successfully maintained their accreditation at proficient whilst one permanent and three other temporary teachers were successfully accredited at proficient. From 2018, all pre-2004 service teachers will be accredited at the Proficient Teacher level and will be required to maintain their accreditation through participation and completion of 100 hours of professional learning every five years.

Professional learning areas for staff in 2017 included training in Language, Learning and Literacy (L3) pedagogy, Targeted Early Numeracy (TEN), leadership capacity, developing number sense and coding in science and technology. Overall, teachers at Berkeley West undertook over 430 hours of registered training, along with a further 369 hours of non-registered training.

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	129,031
Revenue	2,154,343
Appropriation	2,123,648
Sale of Goods and Services	2,582
Grants and Contributions	27,627
Gain and Loss	0
Other Revenue	0
Investment Income	487
Expenses	-2,165,593
Recurrent Expenses	-2,145,793
Employee Related	-2,001,781
Operating Expenses	-144,012
Capital Expenses	-19,800
Employee Related	0
Operating Expenses	-19,800
SURPLUS / DEFICIT FOR THE YEAR	-11,250
Balance Carried Forward	117,781

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	1,429,062
Base Per Capita	30,718
Base Location	0
Other Base	1,398,343
Equity Total	477,212
Equity Aboriginal	59,489
Equity Socio economic	297,611
Equity Language	14,188
Equity Disability	105,924
Targeted Total	985
Other Total	184,065
Grand Total	2,091,324

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.

In the 2017 NAPLAN–

The percentage of Year 3 students attaining the top two bands in grammar & punctuation and reading exceeded the school 2012–15 average;

The percentage of Year 5 students attaining the top two bands in writing, grammar & punctuation and spelling exceeded the school 2012–15 average;

Average NAPLAN scores for Year 3 students improved from 2016 in grammar and punctuation, reading and spelling and were well above the average of those attained by similar school groups; and

Average NAPLAN scores for Year 5 students improved in grammar and punctuation, reading, spelling and writing with scores in all these areas exceeding the school's average for at least the past 5 years. All average scores were well above those attained by similar school groups whilst the average score for writing also exceeded the state average.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	7.1	3.6	10.7	14.3	39.3	25.0
School avg 2015-2017	2.4	2.3	19.7	26.4	18.5	30.7

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	7.1	0.0	17.9	28.6	28.6	17.9
School avg 2015-2017	4.9	2.2	28.3	24.3	24.0	16.4

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	14.3	32.1	25.0	14.3	14.3
School avg 2015-2017	1.1	8.0	21.8	28.1	26.4	14.5

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	3.6	7.1	25.0	39.3	17.9	7.1
School avg 2015-2017	1.2	6.0	23.1	35.5	27.2	7.1

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	0.0	10.0	40.0	35.0	10.0	5.0
School avg 2015-2017	11.0	16.7	34.0	24.7	8.7	5.0

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	5.0	25.0	20.0	20.0	10.0	20.0
School avg 2015-2017	11.0	28.0	20.0	12.0	16.3	12.7

Percentage in Bands:**Year 5 - Reading**

Band	3	4	5	6	7	8
Percentage of students	9.5	14.3	19.1	38.1	14.3	4.8
School avg 2015-2017	10.5	29.4	15.0	22.4	12.1	10.6

Percentage in Bands:**Year 5 - Spelling**

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	35.0	40.0	20.0	5.0
School avg 2015-2017	7.7	6.0	30.0	36.0	18.7	1.7

In the 2017 NAPLAN–

The percentage of Year 3 students attaining the top two bands in numeracy exceeded the school 2012–15 average;

The percentage of Year 5 students attaining the top two bands in numeracy exceeded the school 2012–15 average;

Average NAPLAN scores for Year 3 students improved from 2016 in numeracy and were well above the average of those attained by similar school groups; and

Average NAPLAN scores for Year 5 students improved from 2016 in numeracy with the average score exceeding the school's average from at least the last 5 years. The average score for numeracy was well above that attained by similar school groups.

Percentage in Bands:**Year 3 - Numeracy**

Band	1	2	3	4	5	6
Percentage of students	3.6	10.7	10.7	25.0	25.0	25.0
School avg 2015-2017	2.3	12.9	20.8	26.4	16.6	21.0

Percentage in Bands:**Year 5 - Numeracy**

Band	3	4	5	6	7	8
Percentage of students	5.0	10.0	40.0	30.0	15.0	0.0
School avg 2015-2017	4.3	26.7	37.6	20.6	9.0	1.8

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In the 2017 NAPLAN–

50% of Year 3 students attained the top two bands for numeracy whilst 46.43% attained the top two bands for reading; and

15% of Year 5 students attained the top two bands for numeracy whilst 19.05% attained the top two bands for reading.

Parent/caregiver, student, teacher satisfaction

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

Collated feedback from parents indicates the majority of them believe:

- Our school leaders have a positive influence on the school culture (100%), the school encourages students to achieve their best (97%) and that the school caters for the learning needs of their child (88%). Overall satisfaction regarding all elements of school culture was measured at 97%.
- School leaders understand the school and get the best from staff and students (91%), the school ensures everyone is treated fairly (91%), school leaders introduce changes that are good for the students (88%) and that the school involves all groups within the school community in deciding what it aims to achieve (81%). Overall satisfaction regarding all elements of school leadership was measured at 85%.
- Our school expects students to learn to the best of their ability (94%) and their child's classroom is an interesting place to learn (94%). Overall satisfaction regarding all elements of learning was measured at 93%.
- Our school cares about the students and the discipline is fair (94%) and that minor changes are continually made to improve what it does (97%). Overall satisfaction regarding all elements of school management was measured at 91%.
- The main purpose of school targets is to improve student learning outcomes (88%) and the school plan addresses the needs of students (75%). Overall satisfaction regarding all elements of school planning was measured at 75%.
- Teachers provide class activities that are interesting and appropriate to their child's needs and abilities (88%), they and their children understand how the child's learning will be assessed (81%) and that their child's report card is informative and easy to understand (88%). Overall satisfaction regarding all elements of teaching was measured at 88%

Policy requirements

Aboriginal education

The targeting of resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across Key Learning Areas and the progress achieved this year to educate all students about Aboriginal histories, cultures and perspectives is included in the evaluations of Strategic Direction 2 and key initiatives sections of this report.

Multicultural and anti-racism education

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

In Term 1, our school celebrated Harmony Day. The day involved all classes celebrating Australia's cultural diversity, inclusiveness, respect and a sense of belonging for everyone. Harmony Day placed an emphasis on the message that 'everyone belongs', reinforcing the importance of inclusiveness to all Australians.

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

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

Our school also has two trained Anti-Racism Contact Officers (ARCOs) who are available to assist parents, staff and students who have complaints regarding racism and facilitates the complaints handling process.