

Berala Public School

Annual Report

2018



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Introduction

The Annual Report for **2018** is provided to the community of Berala Public School as an account of the school's operations and achievements throughout the year.

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

Ms Marvic Aquilina

Relieving Principal

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School background

School vision statement

EMPOWERING LEARNING IN A GLOBALISED WORLD

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

School context

Berala Public School was established in 1924 and, is a large primary school in the South West of Sydney with an enrolment of 852 students. The school supports students and families from a wide variety of cultural backgrounds with Chinese (30%), Arabic (30%), Turkish (6%), as the main groups of over 35 cultural backgrounds. 95% of students come from a non-English speaking background. Berala Public School has a dynamic and caring learning community staffed by dedicated, enthusiastic and supportive teachers who deliver highly effective teaching and learning programs with an emphasis on information technologies and challenge-based learning. Positive Behaviour for Learning (PBL) is embedded into school culture with a focus on learner qualities. There is a strong focus on extracurricular activities including chess, dance, choir, public speaking and debating. The school has a proud tradition of excellence in sport. The school is characterised by a supportive community with high student and school expectations.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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.

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

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

We have made the judgement that we are at **SUSTAINING** and **GROWING** for **WELLBEING**. Whilst there are many whole school, targeted group and individual wellbeing programs and initiatives in place, we are still working towards a comprehensive strategic and planned approach that is owned and delivered by all teachers in all contexts.

We are **DELIVERING** for **CURRICULUM** and **ASSESSMENT**, a more systematic, whole school approach is addressing student learning needs and for assessment is being developed. In both instances, we have implemented the use of specific tools that measure the direct and specific impact of our many programs and initiatives on learning.

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

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

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

In the other three elements of the Teaching Domain, we have made the on–balance judgement that we are **DELIVERING**. There is a wide range of teacher practice at Berala Public School and as expected in **EFFECTIVE CLASSROOM PRACTICE** we are continually striving to develop a universal understanding of and practise in evidence–based teaching practice. These practices are now more embedded across the school.

Our **DATA SKILLS AND USE** practices are more consistent throughout the school, we have decided that we are **DELIVERING** on the element. Teachers have been participating in a range of professional learning opportunities on the effective use of student assessment and team meetings are dedicated to the use of **PLAN** data and consistent teacher judgement; all steps in using student assessment data school–wide to identify student achievement and progress to inform future school directions.

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

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

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

The school is in the first year of its new school plan. Whilst the plan and its school vision and strategic directions has come to be at the core of our continuous improvement efforts, the implementation and staff understanding of the school directions and programs has improved and is supporting the implementation of the plan. Therefore we believe we are at **DELIVERING** in **SCHOOL PLANNING, IMPLEMENTATION AND REPORTING**.

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

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Challenging all to be creative, curious and critical learners

Purpose

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

Overall summary of progress

There has been a continued emphasis on Professional Learning for teachers in the General Capabilities. Students have continually been challenged in their learning progress with a variety of innovative classroom programs put in place by classroom teachers.

Students are beginning to understand the need for goal setting within the classroom which allows them to focus on their needs and areas for improvement within their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs embed the general capabilities.	\$55 000 Professional Learning	<p>During 2018, the school focus on Creating Texts has seen teacher's being able to access professional learning with outside consultant support. This support had led to stages developing Teaching and Learning Programs in Reading and Writing that encompass the General Capabilities.</p> <p>Links were made with Canberra University who attended Term 2 SDD and provided training around Spatial Reasoning.</p> <p>Teachers accessed Professional Learning in a variety of ways and was linked to our strategic Directions. Teachers also participated in four rounds of Learning Blocks. Facilitators developed a professional learning program based on their interests and expertise so that teacher could choose a learning block which aligned with their Professional Development Plan goals. Teachers participated in workshops, professional readings and collegial discussions on a range of topics. This platform encouraged collaboration and allowed for expert teachers to take on a diverse range of leadership roles.</p>
100% of students are tracked through the general capability which forms the basis of reporting to parents.	\$20 000 RAM Equity	2018 has seen a growth in the number of teachers using aspects of the General Capabilities framework to inform reporting to parents. Subject report indicators are a combination of General Capabilities and syllabus indicators.
Students drive and articulate learning using learning goals based on the general capabilities framework.		Students have written and can articulate their learning goals. Creating Texts has been a strong focus for 2018. Students developed goals based on the Literacy General Capability, composing texts through listening, writing and speaking.

Next Steps

As teachers are developing their knowledge and understanding of student voice, the general capabilities and future

focused learning, curriculum decisions will need to be made to:

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

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

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

Strategic Direction 2

Collaborating for evidence-based practice

Purpose

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

Overall summary of progress

Throughout 2018, staff had the opportunity to participate in professional learning in many areas. Professional Learning was linked to the school plan, teachers professional development goals and the NSW DoE strategic plan.

The schools focus on Formative Assessment continued, with teachers building their understanding by attendance at PL facilitated by school staff (internally) and by external staff from the DoE. These sessions focused on student feedback, questioning and students as drivers of their own learning.

Our beginning teachers are mentored by experienced staff. They work shoulder to shoulder during the year to collaborate and discuss areas of need and set in place plans for future development.

Berala Public

School continued to participate in Social

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

Accreditation – 2 teachers accredited at proficient.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff embed quality consistent assessment practices which inform and result in differentiated classroom practices.	\$10 000 RAM Equity	Staff have continued to use the TEN program, L3 pedagogy and the Fontas and Purnell benchmark to assist implementing differentiated learning practices. Through consistent team collaboration, high quality assessment practices are put in to place, allowing for differentiation to be monitored and reviewed in all learning areas. All stage teams plan and program collaboratively during the year.
100% of teachers evaluate their practice and provide evidence of impact as measured against their performance and development goals.	\$5 000 RAM Equity	All staff developed Professional Learning Development (PDP) programs in consultation with teams and supervisors. These linked to both school and DoE initiatives, the Quality Teaching Framework and personal goals. Training was provided to all staff in Learning Sprints, which resulted in a whole school PDP goal focused on the Creating Texts Sub Element of the Learning Progressions. Evidence was collected to support teachers in planning for Learning Sprints and in using PLAN 2/ Learning Progressions.
80% of students achieve expected growth for targeted sub-element on the literacy and numeracy progressions.	\$25 000 RAM Equity	All staff trialled the Learning Progressions. Kindergarten implemented the new Best Start Assessment and used the online method for data collection. An APL/N was employed using RAM Equity Funding to support Stage 1 in the use of Learning Progressions and work across the school

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students achieve expected growth for targeted sub-element on the literacy and numeracy progressions.		to develop teacher understanding.

Next Steps

During the SDD Term 1 2019, staff will be given the opportunity to participate in professional learning about the General Capabilities and texts. They will work with a Community of Schools to continue to build their understanding of these capabilities.

Quality Teaching Rounds will be a focus of a project being undertaken with the University of Newcastle. Teachers visit classes and observe others teaching, they then discuss what they have seen against a set criteria and then provide feedback to the teacher.

2019 will also see the employment of a Speech Pathologist who will work with identified students and provide feedback to teachers on types of programs and activities they can undertake within their own classrooms.

In 2019, Berala Public School staff will engage as part of a Community of Schools, on developing English outcomes. This will be facilitated by an external consultant working with the executive team and staff.

Strategic Direction 3

Contributing to a positive school culture

Purpose

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

Overall summary of progress

Partnerships between school and the community are continuing to be developed in 2018. Parent workshops have been well attended during the year and parents appreciate the diversity of topics on offer so they are able to learn and understand more about school life.

The employment of a Community Engagement Officer has further enhanced the links between the community and school. They continue to seek opportunities for parents to not only be involved in the school but seek and access opportunities within the community for parents to enhance their learning.

The school newsletter and facebook page advertise local events for families which occur throughout the year and especially during holiday time.

Parents are embracing the events which happen at school and value Learning Conversations with teachers, where they can see first hand what their child has been doing at school and how they can help at home. These are three-way conversations the happen formally twice a year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% increase in community participation within the school and increased opportunities for parents to participate in their child's learning.	\$2 000 RAM Equity \$17 000 Flexible Wellbeing	In Semester 1 and 2, 100% of classes participated in Learning Conversations with 80% parent/carer attendance. Feedback from staff, students and parents was overwhelmingly positive in regards to this reporting process as they had opportunities to discuss in depth their child's progress. All Community Language teachers and some Support Staff also play an active role in the success implementation of this program.
80% of parents participate in a school event.	\$5 000 RAM Equity	In 2018 community participation increased particularly through events such as Celebration of Learning and Colours of Berala, as well as a K-6 Athletics Carnival and Cross-country Carnival. Participation in parent workshops has continued to increase, they were provided for a range of topics such as including hands on workshops in digital tools, Literacy and Numeracy, Cooking Cart, Cyber Safety and Resilience. The school continued to interact with organisations within the wider community, such as the Woodville Alliance, the RSL, local high schools and other schools through Social Ventures Australia.
100% of staff use SENTRAL to record incidents of behaviour (base-line data, less incidents of reportable anti-social behaviour)		Classroom teachers implemented PATHS focusing on skills in five conceptual domains: self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem solving. PATHS and Learner Protocol concepts were

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff use SENTRAL to record incidents of behaviour (base-line data, less incidents of reportable anti-social behaviour)		<p>reinforced on our weekly K-6 Jigsaw groups.</p> <p>The entering of data into Sentral has enabled all staff to track and monitor student behavior, this tracking has enabled staff to access information when talking to parents, therefore there is a more cohesive understanding of expectations of student behavior.</p>
80% of students participate in school activities.	\$3 000 RAM Equity	<p>Student attendance at excursions has been very good in 2018. Excursions are based on units of work students may be studying in class and enhance the learning of the students. There have also been a number of incursions within the school during the year.</p> <p>Student see the value of parents attending Learning Conversations so they are able to show their parents what they have been doing in class and how they are progressing.</p> <p>There have been many opportunities for our students to develop their leadership skills.</p>

Next Steps

The programs the school has established and is fostering at the school will continue during 2019 to ensure there continues to be a positive school culture.

The school will continue to forge links with local groups such as Woodville Alliance to help provide welfare programs for our students. Jigsaw groups will continue in 2019 to foster student togetherness throughout the school.

In 2019 the school will build on work started in Student Agency, students working and developing their leadership skills. Working alongside teachers students will be given opportunities to develop lessons and build skills where they become student teachers.

Relaunch of our Positive Behaviour for Learning. Keeping our Learning Qualities but enhancing them for better student understanding of what they mean and appropriate behavior in areas around the school. This will maximise a consistent approach on how we do things at Berala PS.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6 053	Students with an Aboriginal background received SLSO support and subsidies for school programs and equipment.
English language proficiency	\$540 432 (includes \$499 742 in salaries)	<p>Berala Public School has a total of 95% of its school population with a language background or dialect other than English.</p> <p>2017 saw the restructuring of the delivery of EAL/D. All classes in ES1 and Stage 1 received in-class support four days a week, supporting students in programs such as TEN (numeracy) and L3 based reading and writing programs. Stage 2 and Stage 3 EAL/D support was based on the EAL/D progressions and the prioritised support depending on needs of students. All support was delivered as in-class collaborative support. Four New Arrival Programs were implemented for each stage group which was delivered in a withdrawal mode.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	414	433	425	418
Girls	409	419	444	434

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.7	97.3	93.9	93.9
1	94.5	97.1	92.5	93.9
2	93.5	96.6	93.3	94.2
3	94.5	97.2	95.1	93.4
4	94.7	97.2	94.7	94.1
5	94.6	96.5	94.5	93.6
6	94.9	95.8	93.3	94.8
All Years	94.1	96.9	93.9	94
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The school attendance policy is reviewed annually. Student attendance is closely monitored by classroom teachers and school executive. Parents are notified if their child's attendance is of a concern. A range of strategies are implemented to improve and monitor attendance at Berala Public School.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.42
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.4
Teacher ESL	4.8
School Counsellor	1
School Administration and Support Staff	5.17
Other Positions	5.2

*Full Time Equivalent

There are currently no teachers at Berala Public School that identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

In 2018 teachers could access professional learning in a variety of ways – individually, in small interest-based groups, teams and as a whole staff. The first was to release teams for a weekly 'TPL Hour' where the focus was tailored to individual team needs and the school based PDP Goal of improving writing through the use of Learning Sprints. Lastly, was to introduce Learning Sprints, an evidence based approach to learning and teaching, where in small groups, teachers explored and planned for targeted teaching and learning with a focus group of students.

All professional learning was linked to our strategic directions and individual teacher goals. Key focus areas included Formative Assessment, The Literacy and Numeracy Learning Progressions, technology, coding, coaching, TEN, Learner Protocols, Learning Sprints and the General Capability Framework. SASS staff were also encouraged to attend professional learning

on SAP Finance and Payroll, organisational matters and coaching.

Teachers at Berala Public School participated in four rounds of Learning Blocks. Facilitators developed a professional learning program based on their interests and expertise so that teachers could choose a learning block which aligned to their Professional Development Plan goals. Teachers participated in workshops, professional readings and collegial discussions on a range of topics. This platform encourages collaboration and allows for expert teachers to take on a diverse range of leadership roles. Building the capacity of all teachers has contributed to the ongoing enhancement of our school as professional learning community with a strong commitment to excellence.

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

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

	2018 Actual (\$)
Opening Balance	1,090,931
Revenue	8,635,691
Appropriation	8,235,765
Sale of Goods and Services	9,811
Grants and Contributions	382,989
Gain and Loss	0
Other Revenue	400
Investment Income	6,725
Expenses	-8,158,017
Recurrent Expenses	-8,158,017
Employee Related	-7,167,883
Operating Expenses	-990,134
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	477,674
Balance Carried Forward	1,568,605

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

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

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

Promethean Boards were installed in 2018 to replace the Interactive Whiteboards. Other major expenditure included: laying of new carpet in various rooms, the purchase of other technology for classroom use and the painting of classrooms.

Funds accrued for school fundraising have been set aside for the playground refurbishment.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	5,609,837
Base Per Capita	168,038
Base Location	0
Other Base	5,441,800
Equity Total	1,304,536
Equity Aboriginal	6,053
Equity Socio economic	492,522
Equity Language	540,432
Equity Disability	265,530
Targeted Total	57,110
Other Total	943,187
Grand Total	7,914,670

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The results for Year 3, 2018 NAPLAN data indicate that 37.2% of the students achieved in the top two bands in reading. The results for Year 5 indicated that 27.5% of the students achieved the top two bands.

In writing, 44% of the Year 3 students achieved the top two bands and 50% of the Year 5 students achieved the top 3 bands in writing

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	1.8	11.9	19.3	22.9	32.1	11.9
School avg 2016-2018	1.9	6.5	18.5	28.5	34.1	10.5

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	6.4	12.7	16.4	27.3	19.1	18.2
School avg 2016-2018	4.6	11.3	21.7	24.1	19	19.3

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	10.0	10.0	30.0	39.1	9.1	1.8
School avg 2016-2018	6.8	12.3	32.4	32.1	13.6	2.8

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	5.5	22.9	22.0	22.0	22.9	4.6
School avg 2016-2018	5	19.2	23.8	21.4	20.4	10.2

In Numeracy, 39.1% of Year 3 students achieved the top two bands and 27.6% of Year 5 students achieved the top two bands. In comparison, these results are similar to the 2017 results.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	3.6	21.8	20.0	15.5	22.7	16.4
School avg 2016-2018	5.7	17.8	23.2	17.3	15.7	20.3

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	1.8	26.6	29.4	14.7	13.8	13.8
School avg 2016-2018	4.7	17.1	26.4	22	10.9	18.9

The My School website provides detailed information and data for national literacy and numeracy testing. Go

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

In accordance with the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands in reading and numeracy.

The data also indicates that 59% of our Year 5 students are at or above expected growth from Year 3 to Year 5.

Parent/caregiver, student, teacher satisfaction

Berala Public School regularly seeks opinions of parents, students and teachers using a variety of tools including school designed specific surveys such as on homework, curiosity and school programs. We also seek feedback after parent workshops and ask for ideas for parent forums.

We have continued to enhance the 'look' of the school so all who enter the gates of Berala feel welcomed and acknowledged. It is noted that visitors who come to Berala have always commented on how welcoming the staff and students are. Parents enjoy being kept informed and that they can be involved in the many school based programs that are on offer for all to enjoy. Parents want to help their children at home and are appreciative of the time teachers make available to talk to them about their child's progress at school. Parents and students feel safe and cared for at Berala and that teachers work hard to provide a varied curriculum.

Students enjoy coming to school each day and they really enjoy the variety of programs on offer which are outside the normal school lessons. Students want to be involved in many different activities and perhaps try new things to extend themselves. They also appreciate any extra support they receive. Berala students are always striving to do better and learn more in whatever they undertake.

Teachers at Berala work hard to provide students with a varied curriculum. Professional Learning is an important part of teacher learning and teachers access a variety of learning opportunities.

Policy requirements

Aboriginal education

During 2018, students at Berala have had the opportunity to participate in a variety of activities that have enhanced their knowledge about Australia's First People. These activities included studying First Contact in senior classes, dreaming stories in junior classes and an incursion with Koomurri. Students were also able to have a hands on experience with many artefacts during the NAIDOC display in the school museum. This proved very popular with the younger grades. The students produced many varied artworks as well as producing a poster for the hall reflecting each classes

particular focus. At each assembly the class in charge is responsible for the delivery of the Acknowledgement of Country. Plans for 2019 include in-servicing for the teachers, using Aboriginal words for class names, researching reasons behind particular ceremonies, including the Smoking Ceremony, and another immersion experience.

Multicultural and anti-racism education

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

Colours of Berala celebrates the diverse cultures at Berala PS. There were outstanding performances that showcased our talented students and teachers. Students and teachers had worked all year to perfect their performances. The performances were many, varied and extremely colourful. We commenced with our flag ceremony with flags from every country our students have come from. Our Lion Dance troupe brought us luck and scared away any evil spirits so our day would be successful. What followed were diverse performances: Vietnamese, Burmese, Samoan and Greek dances. Our Chinese students had a number of performances, the Waist Drummers and Dance Sports students were outstanding. Everyone really enjoyed the day. Our parents made some great food on the day which was available for all.

Other school programs

INDIVIDUAL STUDENT SUPPORT

LLI Levelled Literacy Intervention is an intensive, small group supplementary reading program that has been running at Berala Public school for the last 2 years. The focus was initially to provide stage 1 students who find reading and writing difficult, an opportunity to have guided small group reading lessons on a daily basis. This year students from stage 2 have also been carefully chosen to undertake the program. LLI lessons use a variety of levelled books that incorporate phonics, writing, interactive reading and comprehension. Students who have been part of the LLI program are monitored throughout the year.

Multilit

Multilit has continued to be implemented at Berala Public school in 2018 targeting Stage 2 and 3 students. This program is an explicit and systematic teaching intervention which runs Monday to Friday. Students work on a one to one basis with a trained teacher or tutor. Students are guided through single sounds, different letter combinations and rule –based strategies. Every student that has undertaken Multilit is monitored in June and December. This monitoring is used to assess whether students have maintained and further developed these skills.

Drama Club

The Berala Public School Drama Club began in 2017 with the aim to introduce students to different styles of drama and build confidence on stage and in classrooms. Students are given the opportunity to explore movement and voice in a creative and supportive space while learning key elements of drama. Many of the pieces created are devised based on ideas of students developed through workshop style rehearsals.

In 2018 the Drama Club performed at the *In the Spotlight Drama Festival* and was successful in progressing to the *State Drama Festival*. The Drama Club has opened the door for students to explore their creativity while being part of a unique, hardworking team and has made leaps and bounds from its beginnings. Berala Public School looks forward to the further development of this initiative.

Dance Groups

School Spectacular Dance Group

Schools Spectacular is an outstanding showcase of the talent in NSW public schools. Twelve of our students here at Berala Public School displayed their talents along with a 2700-strong choir, 2300 diverse dancers and an 80-piece symphony orchestra on a world-class stage with a band and a huge number of outstanding solo performers. These students demonstrated a strong dedication to the performing arts which was broad across the nation on channel Seven.

Dance Festival

The Dynamic Dancers represented Berala Public School at 'In The Spotlight' Dance Festival with a contemporary dance called Silhouette. The intent of Silhouette is, as we move through life, sometimes the only thing visible is the shape and outline of our silhouette. The dance piece explores the emotional power of our shadows and the grief and loss of those we love and hold dear. The students showed a tremendous strength in resilience and commitment to movement.

Student Leadership

In 2018, ten, Year 6 students were a part of our Student Leadership Team. Throughout the year the students were a part of a Leader's Connect group where they participated in many activities over 3 days throughout Terms 1, 2 and 3. They worked alongside student leaders from Auburn West and Granville East Public Schools to further develop their leadership skills and this opportunity resulted in the students growing in confidence as leaders. The student leaders participated in a high ropes course, obstacle courses, team games, a scavenger hunt and various other activities that involved them identifying leadership qualities and self-evaluating their own leadership styles and qualities.

money for the drought affected farmers, helping the 2019 Kindergarten students and their parents feel welcome at our school during orientation days, running school assemblies and special assemblies like Anzac Day, Remembrance Day and the End of the Year K-2 and 3-6 Presentation Day and Performance assemblies.

Community Liaison Officer

At the beginning of Term 3, a staff member assumed the roll of Community Engagement Officer at Berala Public School. The staff member has been at Berala for 8 years and has developed strong relationships with the parents and students. Her main goal was to strengthen that relationship and develop new ones amongst parents and the community.

Throughout 2018, she has been involved in:

- *The organisation of/attendance at a Community breakfast run in Auburn to celebrate Father's Day;

- * working closely with our existing playgroup;

- *attending a parent excursion to the NSW Art gallery;

- * becoming familiar with our parents who attend English classes;

- * taking 24 children to the sensory garden open day at Auburn centre for community; and

- * running various parent workshops in the community hub.

On top of these events she has maintained communication with parents and worked to relay any concerns they have and develop resolutions.

In 2019, the Community Engagement Officer's goal will be to grow our parent volunteers group; trying, for the school and parents/students to be more involved in the local community events and 'giving back' as much as we can.