

Berowra Public School

Annual Report



2018



1205

Introduction

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

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

Dianne Bower

Principal

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Berowra Public School

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Message from the Principal

Welcome to Berowra Public School. As a school community, we are proud of our academic, cultural and sporting achievements. Berowra is a wonderful example of what can be achieved when students are at the centre of our endeavours.

At Berowra we pride ourselves on having enquiring, happy students, dedicated, professional staff and a supportive and engaged parent body.

As a community we believe by working in partnership with our parents this will ensure that our students will develop into successful, positive and confident citizens.

School background

School vision statement

Learning and growing together for life; where every student, every teacher and every leader strives to improve every year.

School context

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

LEARNING

In the domain of Learning, our rating in the elements of Learning Culture, Wellbeing, Assessment and Reporting we rated **Excelling**. In Curriculum and Student Performance Measures we rated **Sustaining and Growing**. As a school community we are developing ways to utilise data to inform our planning and modify teaching practice.

TEACHING

In the domain of Teaching, our rating is **Excelling** in the element of Effective Classroom Practice. In the elements of Data Skills and Use, Professional Standards and Learning and Development we rated **Sustaining and Growing**. As a school community we are establishing greater use, analysis and interpretation of student achievements and progress, to inform future school directions.

LEADING

In the domain of Leading, our rating is **Excelling** in the elements of Educational Leadership and Management Practices and Processes. In the elements of School Planning, Implementation and Reporting and School Resources we rated **Sustaining and Growing**. The school is continually assessing and analysing its administrative systems and processes to ensure their effectiveness. 2018 resulted in many improvements to our administrative practices.

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-guide>

Strategic Direction 1

Quality learning for all students

Purpose

Provide quality personalised learning in literacy within an environment that cultivates engaged learners.

Overall summary of progress

This year the school has focused on the refinement of innovative, evidence based literacy teaching practices. The students build skills and knowledge in spelling and writing through engagement in spelling and Big Write programs. Teachers have developed their knowledge and skills in the explicit teaching of spelling and writing. Staff were supported, through professional learning that will increase their skills in differentiated learning opportunities.

The outcome of this has been an increased understanding of the Big Write program, its implementation in the classroom and the recording of data and analysis from this. Through collaborative programming, shared lessons, collegial observations, school reporting as well as professional development sessions, strongly reflected evidence of a whole school approach and deep understanding of Big Write.

Throughout this year, there has been a focus on spelling, including Mini Lit and Spelling Mastery programs which have been implemented across the school to support and enhance students' literacy learning and requirements. These programs have led to increased progress of the students involved and supported with their learning in the classroom environment. Close monitoring through Reading Recovery data; classroom assessments and reporting give evidence of progress for these students.

As a component of this Strategic Direction the staff has had their knowledge increased through professional development sessions, focusing on Literacy Progressions, Seesaw and Visual learning. This has been implemented steadily, with positive progress of the development across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Spelling – Words Their Way (WTW) – show growth in spelling through analysis of pre and post WTW assessments, validated by whole school evaluation (South Australian Spelling Assessment and Big Write work samples).		Professional Learning using the analysis of data, to reflect on the impact to student outcomes. Review on the adjustments required to maintain the spelling and writing programs.
At least 80% of student progress at least one level in the Big Write assessment levels per annum.		Professional Learning and survey to reflect the effectiveness and impact of 'Seesaw' and 'Visual Learning'.
Increase the number of students achieving in the top 2 bands in Literacy and Numeracy in NAPLAN by 5%.		Professional Learning resulting from the review and reflection of the success and effectiveness of the Spelling and 'Big Write' programs.

Next Steps

Our focus will be:

- All class programs show evidence of differentiation and engagement strategies.
- Further development and refining of Seesaw and Visual Learning programs.
- Refine Big Write assessment processes to reflect students skills.
- Literacy and Numeracy Improvement measures include all students achieving at "expected growth" or above NAPLAN performance; and ensuring all students meet literacy cluster measures for their grade level.
- Strengthen the support for GaTS, through identification and developing programs including STEM and Inquiry

Based Learning, to extend their abilities.

Progress Achieved this year

- All class programs have been assessed and reviewed ensuring differentiation and engagement strategies is evidenced.
- Big Write has been a focus with Staff Development Days, developing the teaching/learning of this program.
- Refinement of a whole school Spelling program has been developed and modified to suit each Stage.



Strategic Direction 2

Dynamic teaching, learning and leadership

Purpose

Provide quality teaching and learning underpinned by effective leadership.

Overall summary of progress

Strategic Direction 2 delivered differentiated professional learning to teaching staff about PDPs, mentoring and leadership. The goal of the PDP professional learning was to create an effective and collaborative PDP system, facilitating a culture of professional growth and sustainable, school wide improvement in teaching practice. Differentiated learning opportunities for teachers were grounded in a reflective system that identified system, school and personal goals, ensuring the most effective evidence-based teaching methods were used for improving teaching practices and student outcomes. SD2 created a central collection point for teacher PDPs and evidence, using the school Google Drive. PDP goals were collated and reflection provided information for the planning of support and resources, enabling professional growth. A PDP policy was created outlining the products and processes related to PDPs, and delivered to all teaching staff. The document outlined specific dates associated with the PDP process. All teaching staff were engaged in planning, developing, reflecting and evaluating PDPs in a collaborative system, meeting time requirements. PDP goals reflected a strong understanding of consistency in working towards meeting system and school goals. There was increased evidence of teachers embracing a culture of professional growth. Lesson observations were based on PDP goals and formed an important element of PDP achievement evidence.

After teaching staff attended differentiated professional learning on mentoring, mentors and mentees were matched according to needs, interests and personality. Following, mentor-mentees developed action plans to support the professional growth of mentees. Executive staff were encouraged to seek suitable mentors to support professional growth and career aspirations. The mentor system will be evaluated through survey of all staff involved early in 2019.

Leadership capabilities of executive staff was identified as requiring improvement through the SEF in 2016, and school surveys. Following this, SD2 focused on the professional growth and improvement of leadership capabilities of executive staff, along with providing leadership opportunities to teachers and implementing succession planning across the school. Following professional learning focused on leadership, and the acquisition of mentors for executive staff, PDP development reflected that the teaching staff have developed personal and school expected goals. The principal and one Assistant Principal worked closely with an outside mentor to achieve their goals and enhance their leadership skills. Feedback from these mentors was positive and constructive.

To support professional growth and to promote leadership capabilities in teaching staff, leadership opportunities were identified and carefully matched with teachers based on interest and experience. These leadership opportunities included leadership of: Strategic Direction, all curriculum areas, extra-curricular activities, IT, learning support and Stage management. Inline with the SEF requirement for succession planning, several leadership opportunities were created for teaching staff involving the shadowing and eventual handover of curriculum areas and learning support. One executive leader was released from class for two days per week in terms 3 and 4 to work in the capacity of deputy principal, overseeing student welfare.

In January, 2018 all pre-2004 teachers were allocated proficient accreditation. Three new scheme teachers were supported in achieving their proficient accreditation and one teacher continued to work towards achieving accreditation at the higher level of Highly Accomplished Teacher.

All meeting agendas, PDPs and professional learning included the matching of the Australian Professional Standards, encouraging familiarisation of standards in all teaching staff. Discussions about standards and evidence occurred as a part of communication meetings. Professional learning logs underwent changes moving from MyPL to NESA. Staff were supported in maintaining their professional learning logs, including teacher identified, registered and non-registered professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Build capacity of teachers and leaders through focused professional learning and development that creates a		

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
culture of professional growth where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.		
An increase in the capacity of all teachers to embrace a professional growth culture, with some teachers demonstrating leadership capabilities and aspirations.		To support professional growth and to promote leadership capabilities in teaching staff, leadership opportunities were identified and carefully matched with teachers expressing leadership interest, along with curriculum interests and experiences. These leadership opportunities included leadership of: Strategic Direction, all curriculum areas, extra-curricular activities, IT, learning support and stage management. In line with the SEF requirement for succession planning, several leadership opportunities were created for teaching staff involving the shadowing and eventual handover of curriculum areas and learning support. One executive leader was released from class for two days per week in terms 3 and 4 to work in the capacity of a deputy principal, overseeing student welfare.
An improvement in the schools' PDP system, demonstrating a collaborative process, use of Australian Professional Standards, system and school goals, professional growth and planning for teacher support and resources.		Differentiated professional learning was delivered to teaching staff about PDPs, mentoring and leadership. The goal of the PDP professional learning was to create an effective and collaborative PDP system, facilitating a culture of professional growth and sustainable, school wide improvement in teaching practice. Differentiated learning opportunities for teachers were grounded in a reflective system that identified system, school and personal goals, ensuring the most effective evidence-based teaching methods were used for improving teaching practices and student outcomes. SD2 created a central collection point for teacher PDPs and evidence, using the school Google Drive. PDP goals were collated and reflection provided information for the planning of support and resources, enabling professional growth. A PDP policy was created outlining the products and processes related to PDPs, and delivered to all teaching staff. The document outlined specific dates associated with the PDP process. All teaching staff were engaged in planning, developing, reflecting and evaluating PDPs in a collaborative system, meeting time requirements. PDP goals reflected a strong understanding of consistency in working towards meeting system and school goals. There was increased evidence of teachers embracing a culture of professional growth. Lesson observations were based on PDP goals and formed an important element of PDP achievement evidence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
		<p>Survey completed by all staff about leadership, based on the SEF.</p> <p>Findings –</p> <p>Strengths –</p> <ul style="list-style-type: none"> • professional learning and development • teaching performance • using data to effect meaningful change • parental and community engagement and perception • community and facilities • communication with the community • teaching performance • resource allocation and maintenance • ASR • Financial decisions • Technology <p>Perceived areas for development –</p> <ul style="list-style-type: none"> • staff performance measures • use of space • use of technology • administrative practices <p>Neutral –</p> <ul style="list-style-type: none"> • school plan • administrative systems <p>Implications – Future directions</p> <p>Build on neutral and perceived areas for development.</p> <p>Leadership capabilities of executive staff was identified as requiring improvement through the SEF in 2016, and school surveys. Following this, SD2 focused on the professional growth and improvement of leadership capabilities of executive staff, along with providing leadership opportunities to teachers and implementing succession planning across the school. Following professional learning focused on leadership, and the acquisition of mentors for executive staff, PDP development reflected that the teaching staff have developed personal and school expected goals. The principal and one Assistant Principal worked closely with an outside mentor to achieve their goals and enhance their leadership skills. Feedback from these mentors was positive and constructive.</p>

Next Steps

SASS staff will be supported in developing PDPs. All teaching staff will be supported to continue developing PDPs that reflect a professional growth culture, to enable the provision of appropriate support and resources. Professional learning in the PDP system, will be provided for new staff. The Google Drive PDP storage system will be revisited, where staff will be encouraged to save evidence. All staff will receive a copy of the updated professional learning policy, outlining PDP requirements and associated timeline/dates. PDP development will occur through a collaborative, reflective process grounded in a culture of professional growth.

Lesson observation tools will be evaluated and adjusted as necessary. Lesson observations will be grounded in the Australian Standards and Quality Teaching.

SD2 will ensure all staff are supported through a rich mentor system, ensuring the matching of interests, career aspirations and personality. Staff will be surveyed on the effectiveness of the mentor system and their personal experiences regarding mentor–mentee matches and further requirements. Mentors will be encouraged to complete online learning through Teaching Standards in Action.

Pre–service teachers will be carefully matched with teachers based on university requirements. All teachers supporting pre–service teachers will have completed the AITSL 'Supporting Pre–service Teacher' course, ensuring quality learning experiences for pre–service teachers.

New scheme teachers and teachers new to the school will be supported through a new induction system, inline with DoE and AITSL guidelines, beginning with the development of an induction policy.

All staff will receive regular updates (including policies) related to accreditation, particularly maintenance. New scheme teachers will be supported to receive proficient accreditation. Teachers who are interested in working towards achieving higher level accreditation, Highly Accomplished Teacher, will be supported through network meetings, professional learning, mentoring and collegial dialogue.

Leadership capabilities will continue to be developed in executive teachers and those staff in leadership roles. An executive teacher will be released from class to work in the capacity as deputy principal, building knowledge of, and experience in school leadership, as well as supporting student welfare. Further, another executive teacher will be released from class to ensure that student attendance system is operating in line with the SEF level of excellence. Further leadership opportunities will be created for teaching staff interested in leadership and/or career aspirations. Further succession planning will occur related to the management/retention and development of skill sets of high–potential employees, supporting the acceleration and development of skills in staff, ensuring a strong skill based staff that can fulfil future leadership roles.

Identification and support systems will be employed to address underperforming staff. Coaching will be provided as and if required.



Strategic Direction 3

Effective directions through data.

Purpose

Provide quality teaching and learning in numeracy supported by efficient data collection and analysis.

Overall summary of progress

The teaching staff listed over forty meaningful ways use to data towards improving student learning outcomes. This process indicated the need to focus on specific data collection and analysis. We collaboratively reviewed and adjusted new assessment and reporting schedule, which is specific to each stage. This document has been ratified and written into the BPS assessment and reporting policy. Specific assessment tasks are now processed and uploaded to the Sentral data base each term.

This target of 80% students performing at expected growth in numeracy between year 3 and year 5, the target was not reached in 2018. The Year 5 Students achieved 47% growth in numeracy in NAPLAN. Keeping in perspective that this is a 3 year target, we will endeavour to reach this improvement measure by 2021. We will review this target in 2019.

SCOUT training was provided to all staff to assist in the analysis NAPLAN results. This analysis indicated the need to focus on writing improvements in student learning outcomes in punctuation, sentence structure and paragraphs. We have established baselines to measure future improvements.

There has been a substantial increase in the use of visible learning walls across the school. This demonstrates differentiation in the delivery of curriculum to cater for the individual needs of our students. We will continue to develop and promote visible learning walls.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of data analysis to inform and differentiate teaching and learning.		<p>During February 2018 the teaching staff collectively brain-stormed the many and varied ways in which to collect and use data to guide teaching. We listed over forty worthwhile ways to meaningfully use data towards improving student learning outcomes. This process indicated the need to focus on specific data collection and analysis.</p> <p>During February 2018 the teaching staff collectively brain-stormed the many and varied ways in which to collect and use data to guide teaching. We listed over forty worthwhile ways to meaningfully use data towards improving student learning outcomes. This process indicated the need to focus on specific data collection and analysis.</p>
At least 80% of students demonstrating expected growth in numeracy in NAPLAN.		The Year 5 Students 2018 achieved 47% growth in numeracy in NAPLAN

Next Steps

Look at the possibility of a more streamlined, more user friendly system to store data.

A more streamlined approach to Big Writing with three assessments each year.

Further promotion and review of the benefits of visual learning walls to showcase goals and achievements.

Promotion of 'writing for a purpose' and the importance of writing for an audience.

Sharing of teaching strategies based on analysis of NAPLAN.

Further promotion of SeeSaw to showcase student work.

Further and ongoing analysis of student progressions.

Survey to be conducted regarding growth mindset and visible learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	\$71 000	This funding allowed for greater opportunities for teachers and Executive staff to observe other teachers, team teach and then provide meaningful feedback. Some of these funds were also used to help fund an extra classroom teacher to ensure smaller class sizes.
Support for beginning teachers	\$25 000	Beginning Teachers are supported through targeted professional learning opportunities, extra RFF and mentor support to enable proficiency in the achievement of the Australian Professional Standards. Extra time is also given during reporting times to support early stage career teachers in report writing and working with their mentors.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	193	190	203	222
Girls	206	205	200	185

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.3	96.2	96.6	96.2
1	95.4	96.4	95.6	95.9
2	95.7	96.8	94.4	95.8
3	94.8	96.6	95.3	96
4	96.2	94.5	94.7	94.4
5	94.2	96.4	94	94.7
6	93.6	94.1	96	94.2
All Years	95.1	95.9	95.2	95.3
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

Our student attendance is stable, above state average and Department of Education attendance rates. Class rolls are monitored regularly and explanations for non attendance is followed up. In the event of children arriving late or departing early signed slips are documented and checked for frequency.

Letters are issued at the end of each term for students who have less than 85% attendance.

All requests for extended leave of absence are received in writing from the parents and all are due to families travelling out of school holiday periods. This is not encouraged.

Attendance reminders and helpful hints are published in the fortnightly newsletter.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.06
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3.12

*Full Time Equivalent

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

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0.02

Professional learning and teacher accreditation

The impact of ongoing quality professional learning for all staff upon students' learning outcomes is significant and the school values and encourages active participation in professional learning. To this end significant funds were spent on professional learning in 2018. All staff participated in professional learning activities during the year.

Whilst some professional learning occurred in school time, a significant amount occurred after school hours and on school development days. All teachers developed Professional Development Plans in 2018 and through the PDP process, were engaged professionally with the National Teacher Standards.

All teachers are actively self-assessing, in collaboration

with their supervisors, their skills and areas for enhancement. The main focuses of professional learning in 2018 reflected the school targets and priority areas set and the Professional Learning Plans developed by each teacher.

In 2018 a very successful School Development Day was held at Berowra Public School devoted to Visible Learning and Formative Assessment in the Classroom. This was attended by our Keerawall Community of Schools – Wideview, Berowra, Mt Colah, Mt Kuring-gai and Cowan PS.

These professional learning days coupled with whole school professional learning activities has assured a confident and smooth transition to new curriculums and a harmonious and positive learning environment. Staff attended many varied courses on MiniLit, Using the Literacy and Numeracy Learning Progressions, Using Data with Confidence, Composing Multimodal Texts in English, Creative Literacy to support inclusion for Dyslexia and STEM – Thinking in the Classroom.

Administrative staff was also involved in whole school professional learning activities and training in SAP and the new HR technologies.

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

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	223,120
Revenue	3,303,470
Appropriation	3,051,199
Sale of Goods and Services	582
Grants and Contributions	247,802
Gain and Loss	0
Other Revenue	0
Investment Income	3,887
Expenses	-3,107,780
Recurrent Expenses	-3,107,780
Employee Related	-2,742,612
Operating Expenses	-365,168
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	195,690
Balance Carried Forward	418,810

Berowra Public School follows the processes and guidelines mandated by the Department of Education. Our finances are regularly audited and we have updated our processes during 2018.

We intend to use funds in the coming year to employ an extra classroom teacher, complete further playground improvements, replaced old and outdated furniture and purchase resources for student use.

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	2,692,649
Base Per Capita	77,928
Base Location	0
Other Base	2,614,721
Equity Total	128,319
Equity Aboriginal	0
Equity Socio economic	9,394
Equity Language	11,721
Equity Disability	107,204
Targeted Total	0
Other Total	106,529
Grand Total	2,927,497

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.

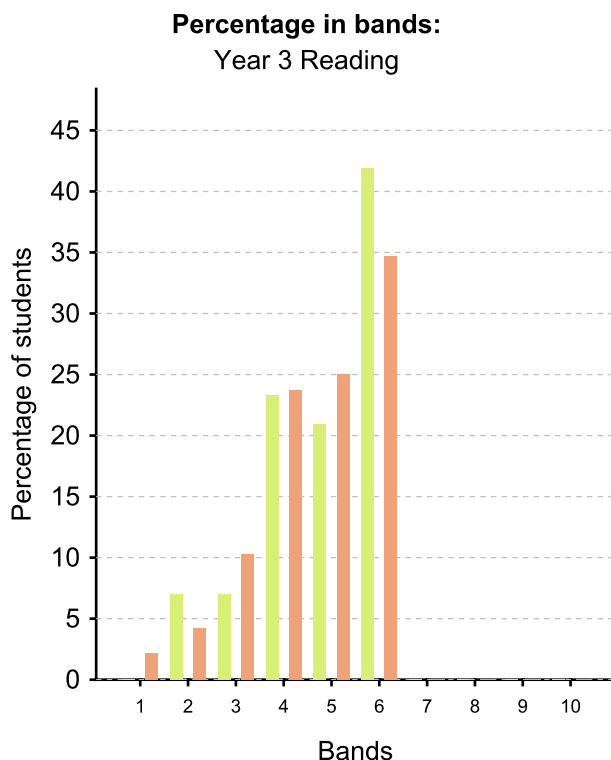
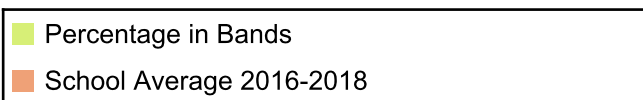
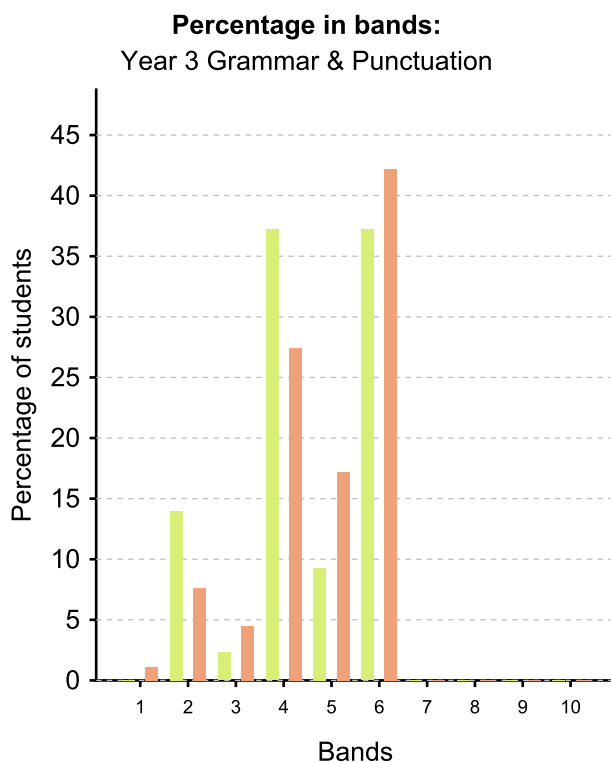
School performance

NAPLAN

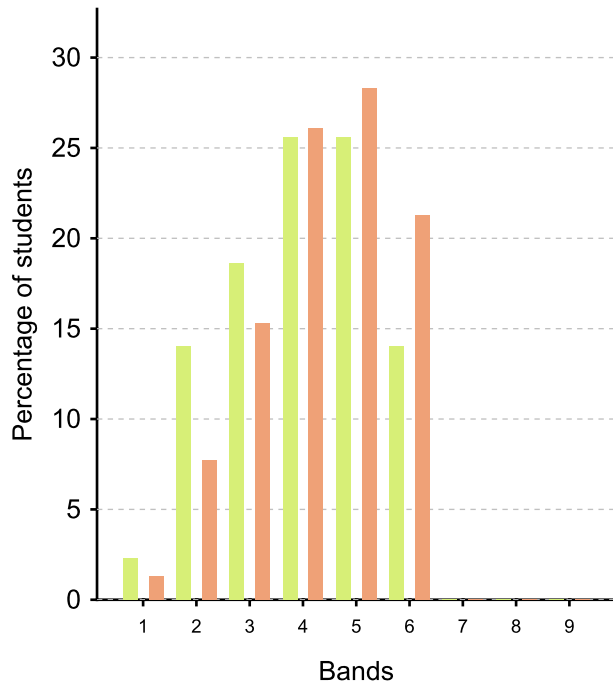
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

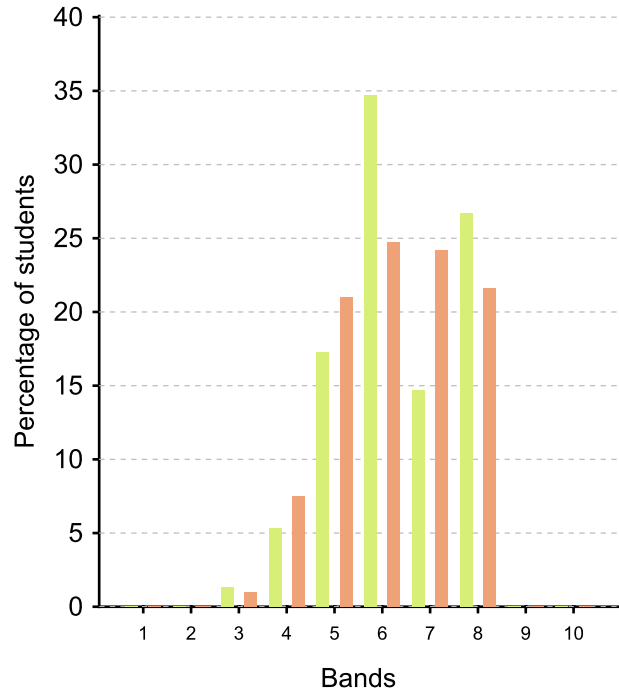


Percentage in bands:
Year 3 Spelling



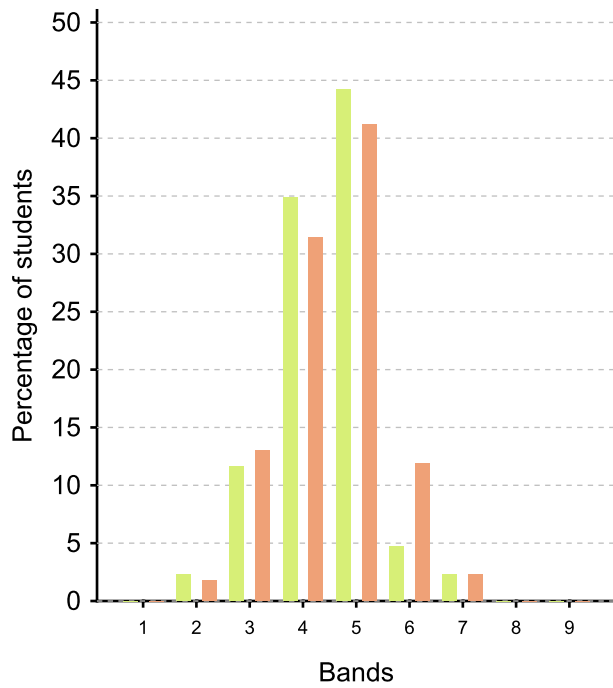
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation



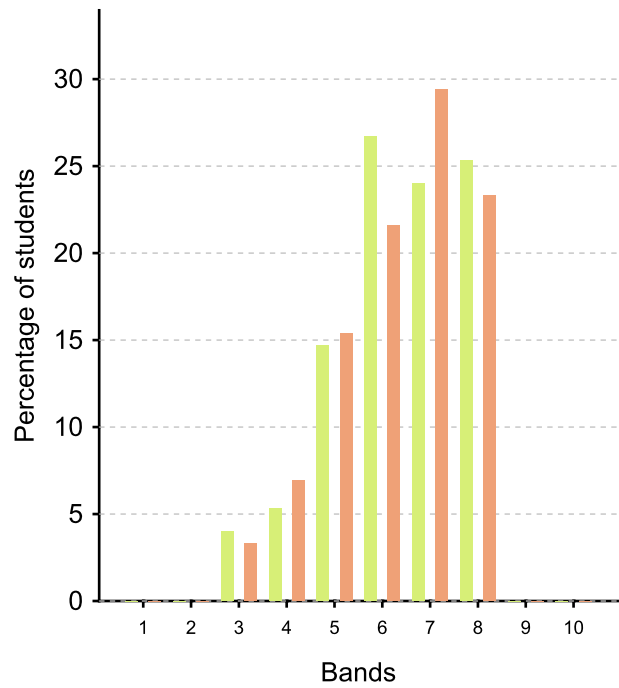
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



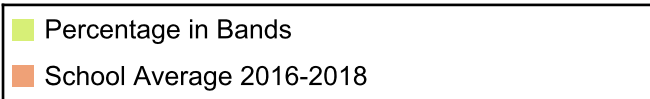
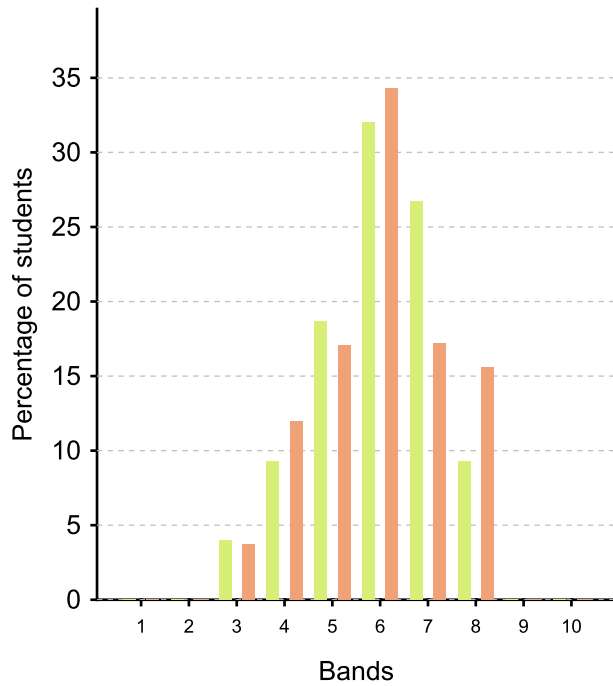
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading

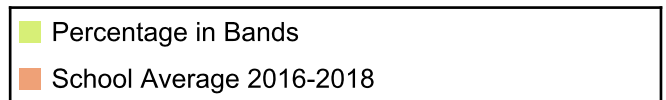
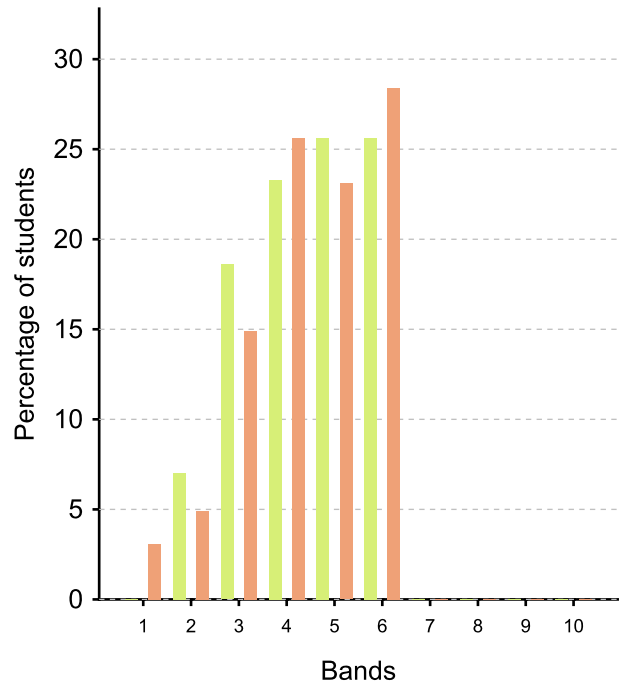


Percentage in Bands
School Average 2016-2018

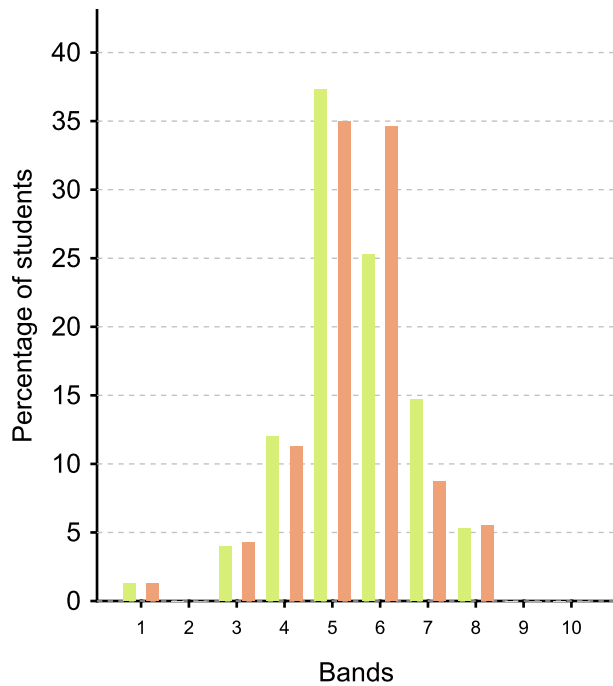
Percentage in bands:
Year 5 Spelling



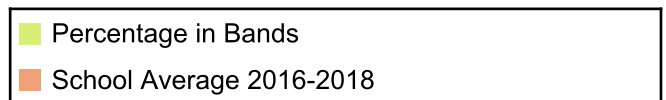
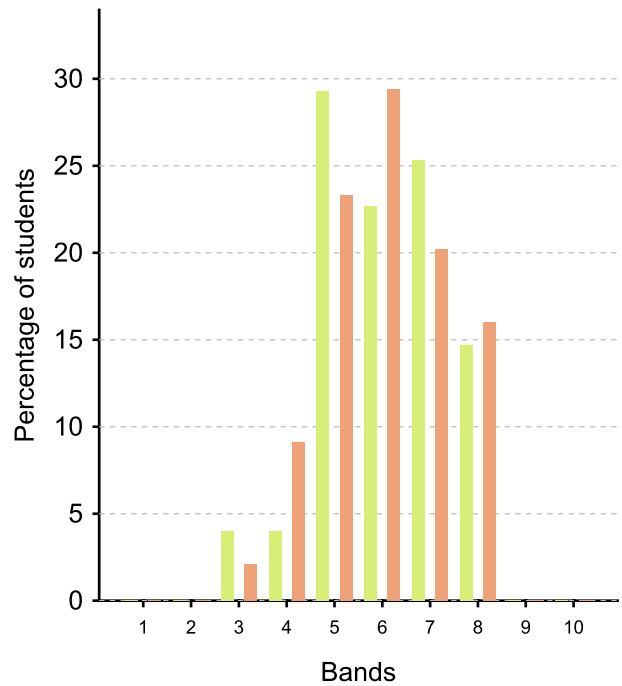
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Our aim is to ensure that every student is engaged and challenged to continue to learn. Literacy and numeracy remains a focus of our school plan.



Parent/caregiver, student, teacher satisfaction

A parent satisfaction survey was completed by 50% of our parents with the overall outcome that the majority of parents were totally satisfied with Berowra Public School.

Of all the parents surveyed:

- 96.5% agreed that the teaching staff is respectful, receptive and responsive to input to/from parents.
- 80% agreed that the administration staff is respectful, receptive and responsive to input to/from parents.
- 95.7% agreed that the school keeps them informed about activities at the school
- 97.8% agreed that they feel their child is safe at BPS and any discipline issues are handled fairly
- 99% agreed that the principal has a visible presence and is accessible when needed
- 99% stated they would recommend BPS to other parents

Comments:

The majority of staff are amazing. On the rare occasion when a problem needs quick intervention, the principal is extremely responsive, takes concerns seriously and follows up afterwards. My children are in a great place at BPS.

In reference to the question about teacher expectations of students. I feel that teachers expect each child to try their best and value each child's ability. We love BPS!



Policy requirements

Aboriginal education

NAIDOC Day 2018

The Berowra Public School Aboriginal Education Committee met to begin planning for NAIDOC Day 2018, in February, 2018. 2018's NAIDOC Day was going to be different, it was going to be a celebration of the history, culture and achievements of Aboriginal and Torres Strait Islander peoples using the '8 Ways of Learning' framework.

Berowra Public School has a strong emphasis on Aboriginal Education with many strategies and cross curricular learning embedded across all areas of school life. The Aboriginal Education Committee wanted to adopt an appropriate pedagogical framework. The '8 Ways of Learning' brings indigenous ways of knowing and being out of historic sources and into the classrooms, preferably outdoor classrooms. It comprises eight interconnected pedagogies that see teaching and learning as fundamentally holistic, non-linear, visual, kinaesthetic, social and contextualised. The eight interconnected pedagogies are illustrated below:

The value of the '8 Ways of Learning' framework, is it has been designed to respond to Aboriginal students' learning needs. The efficacy of the framework lies in its emphasis on narrative-driven learning, land-based learning, and connectedness to community.

It was proposed that the students would be split into 20 groups of 20, with one teacher supervising each group. In keeping with Aboriginal lore and community structures, there would be 5 families overall. Each group would have an Australian animal totem. Planning for group/family experiences was extensive as it needed to be as authentic as possible. 'Big Mob' was taking shape, activities were planned, resources gathered and staff were briefed.

The day dawned warm, windy and sunny. NAIDOC Day, 2018 was launched. Family clans gathered and moved off to designated 'country'. Clan activities included hunting for, and gathering food, shelter building, trading with nearby clans, and moving across countries to organise and marriages. All activities were hands-on and experiential, involving teacher/student discussion. Aboriginal lore was taught through the natural hierarchical order associated with age and gender. The clan elders were held in the highest respect as they gently ruled the clan teaching younger members about lifestyle and lore, the men hunted and traded, the women gathered food and looked after the children, the children played, helped the mothers find food and respected their elders!

Following, is a table outlining how the activities and learning were experienced through the '8 Ways of Learning', along with student comments demonstrating learning.

Following the clan gatherings and activities, the clans travelled and came together for a 'Big Mob' celebration. The celebration involved dance that was influenced by Aboriginal culture and a feast of watermelon, donated by Coles, Berowra.

B – Ways Symbols	E – Ways	Student Comment
	We connect through the stories we share.	On NAIDOC Day we shared our personal stories and...
	We work from what we know, with love and respect.	On NAIDOC Day we shared our personal stories and...
	We see, think, act, make and share without words.	On NAIDOC Day, we were in the school hall for a long time, it was...
	We work with history from land and nature.	When in the museum, I learned that an old story about the first...
	We get different ideas together and create new knowledge.	On NAIDOC Day, we were in the school hall for a long time, it was...
	We picture our pathways of knowledge.	On NAIDOC Day, we were in the school hall for a long time, it was...
	We bring our knowledge home to help our work.	On NAIDOC Day, we were in the school hall for a long time, it was...
	We know and share knowledge with our peers.	On NAIDOC Day, we were in the school hall for a long time, it was...

Our senior choir once again were successful in gaining acceptance into the combined Arts Alive choral festival. This year they performed at the Sydney Opera House which was a wonderful venue for the choir to perform. The senior choir also sang at our school Anzac Day commemoration, Remembrance Day commemoration, Presentation Day, school carols night, as well as various assemblies throughout the year. The senior choir has continued to increase membership each year.

Our Junior choir also continued to grow in numbers and had many successful and entertaining performances during the year, including at school assemblies. Many of our groups also had the opportunity to perform at the Hornsby District Music Festival. These groups included both choirs, the girls and boys dance groups, as well as recorder group. It was a very successful year for our performing arts groups.

It was a highly successful year for our creative and performing arts at Berowra ensuring they are an integral part of our school learning environment.

International Competitions and Assessments for Schools (ICAS)

This past year was an extremely successful year for students competing in the International Competitions and Assessments for Schools (ICAS). ICAS is an independent skill based assessment ideal for gifted children within the school. Over one million students enter from over 6,300 schools in Australia and New Zealand annually. Students participating in these competitions are able to demonstrate their abilities against other children within their region. In 2018, we encouraged the participation of year 2 students. Of the students who entered from Berowra Public School (BPS), a high percentage received an award in 2018.

In Mathematics, approximately half the students who entered from BPS received an award. We received one High Distinction, eight Distinctions, fourteen Credits and three Merit awards. In English, over half of the students who entered from BPS received an award. We received two High Distinctions, four Distinctions, eight Credits and four Merits. In spelling nearly one half of the students who entered from BPS received an award. We received four Distinctions, six Credits and one Merit. In Science, nearly two thirds of the students who entered from BPS received an award. We received one Distinction, seventeen Credits and three Merits. In Digital Technologies, nearly 70% of the students who entered from BPS received an award. We received two High Distinctions, four Distinctions and five Credits and two Merits. Finally in Writing, over one third of students of the students who entered from BPS received an award. We received one Distinction, seven Credits and one Merit.

We are very proud of the results Berowra Public School has received in 2018 as much of the content of these competitions is beyond what is required of them for their grade. We look forward to experiencing the challenges of the 2019 ICAS competitions.

Learning and Support

Multicultural and anti-racism education

The school has one trained ARCO teacher (anti-racism contact officer) We celebrate many events relating to our Aboriginal heritage and the national backgrounds of our students.

We celebrate Harmony Day each year with a Buddy Class Activity and a Multicultural Themed Assembly.

Multiculturalism and respect for all cultures is embedded in our Positive Behaviour for Learning Expectations and all teaching and learning at Berowra Public School.

Other school programs

Creative and Performing Arts

In 2018 Berowra Public School maintained its strong commitment to the creative and performing arts. There were many opportunities for our music, drama and dance groups to perform for the school and the extending their skills above and beyond what can normally be offered in the classroom.

Our senior and junior drama groups were once again successful in gaining entry into the Arts Alive drama festival. Both groups were exceptional, with the junior drama performance chosen to perform again at the State Drama festival, an amazing achievement for these students and their teacher. The drama groups also perform for their peers at other times throughout the year.

The dance groups were also successful in their audition for the Sydney North dance festival, performing at Glen Street Theatre at the end of term 2. The dances were very well received with the girls dance selected to be the final act at two of their shows. Both groups once again showcased the excellent teaching and learning at Berowra Public School. Our school continued to be represented at the State and Sydney North dance workshops at Sydney Dance Company with selected students chosen to participate.

The Learning and Support Team (LST) works collaboratively with parents and carers, classroom teachers and other professionals to identify and support students who need extra support and to provide quality targeted assistance. This includes support for students with learning difficulties, mild intellectual disabilities, language disorders, behaviour needs, social needs, autism spectrum disorders and mental health disorders. The support our team provides aims to encourage students to fulfill their potential by becoming increasingly confident, independent learners.

Every regular NSW public school has a learning and support resources package that gives the school a specialist teacher and an allocation of flexible funding as part of the school budget. At BPS the principal makes informed decisions about how to best use the allocated resources to provide support where and when it is needed. BPS uses its allocation of Learning and support resources to personalise the learning for the individual needs of their students. The schools support funding is used to engage a Learning and Support Teacher (LaST) Mrs Rebecca Walton and a School Learning and Support Officer (SLSO) Mrs Charmian Steel. Together they ensure teaching and learning is adjusted in many ways, based on each student's individual needs enabling students with disabilities and additional learning and support needs to enjoy the same opportunities and choices in their education as their peers. Adjustments to the learning programs and environments are made in consultation with the learning and support team and parents and carers and are regularly reviewed to ensure their continuing effectiveness.

Unfortunately BPS was without a school counsellor for Term 1 2018. However in Term 2 we were joined by Mrs Rosemary Massey who remained for the rest of the school year. She worked closely with parents, teachers and students providing valuable support through counselling and psychological assessment as well as leveraging her considerable experience to advise parents on external support available to them.

In term 3 the Learning and Support Teacher (LaST) Mrs Rebecca Walton took over the Learning and Support Coordinator role. This role's responsibilities include the set up and progression of Access Requests for those children at the school, or within the school's area, applying for additional learning and support provisions.

The Nationally Consistent Collection of Data on School Students with Disability is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with. The collection of data counts students who have been identified as receiving and adjustment to address a disability under the Disability Discrimination Act 1992 (the DDA). The NCCD required ongoing development and changes to processes by the learning and support team which supported staff understanding in the identification of students with a disability, the implementation and recording of adjustments to learning, the collection of evidence and collaboration with parents. In keeping with past

patterns, the LST saw a high number of referrals by teachers of students with varying concerns. In August 2018 the school principal and Learning and Support Team Coordinator submitted data including level of education level of adjustments and the category of disability for 73 students at BPS. The high proportion reflects the in-depth knowledge teachers at BPS have of the academic, social and emotional needs and developments of their students and the legislative framework that applies to all Australian schools, including the Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005.

Reading Recovery and Minilit

Reading Recovery is a school based, reading intervention for the bottom lowest assessed 20% of readers. The aim of the intervention is to reduce the number of Year 1 students having difficulties with their reading and writing and bring them up to the level of their peers. Students receive one on one, tailored 30 minute lessons up to a maximum of 20 weeks.

2018 was the third year of the 5th Reading Recovery teacher at Berowra Public School. In 2018 the program was offered to 7 students, who all successfully completed the program. Government funding for Reading Recovery ceased in 2018, making 2018 the last year of Reading Recovery as an intervention.

In 2018 we increased the use of Minilit as a small-group (up to 5 in a group) reading intervention. Both Mrs Rebecca Walton and Mrs Charmian Steel attended a comprehensive two-day Professional Development course to ensure the correct implementation of this effective program. MiniLit is an evidence-based early literacy intervention program developed at Macquarie University for struggling young readers (the bottom 25% of students) and each student receives at least two lessons a week. In Semester 2 we piloted the program and closely monitored student progress through frequent assessments. Students are admitted onto Minilit following a phonological awareness assessment and students are then grouped according to their demonstrated knowledge on this assessment. The data collected showed that the lessons had been effective for most students and we increased the number of students undertaking the intervention. By year-end 5 groups of students were attending Minilit lessons and 17 children were being taught.

STEM – 2018 Sally Till

In 2018, there was a whole school approach to the implementation of the STEM (Science, Technology, Engineering and Mathematics) across the school. The teachers attended professional development sessions to enhance their skills and knowledge of this program. The student's high engagement and involvement was evident in the classrooms and through such events as a "paper plane-fly off". These programs gave the opportunity for the students to access and learn about a variety of technologies, which our school both bought and shared with our local schools. This included: coding; bee-bots; sphero's and a range of other equipment. The focus of for students is to apply a range

collaboration, creativity and critical thinking. The positive and strong effectiveness progress of STEM, ensures the further development and continuation of it in 2019.

Visual Literacy 2018 Glenn Pritchard

The purpose of the Visual Literacy Project was to raise the profile and deepen the understanding of visual literacy across the whole school, 'as the information revolution evolves visual thinking will become a requirement for success in business and life' (reference, Dave Gray, founder of visual thinking company).

The visual literacy program K–6 was delivered as part of the relief from face to face teaching, exploring the importance of visual literacy for modern learners. Students examined the role of author's purpose and audience in visual texts, as well as explored the metalanguage of visual literacy. The students were engaged in the development of skills through speaking, listening, reading, writing, viewing, representing, storytelling and entertaining the audience. Outstanding work was displayed in the RFF classroom to demonstrate 'what a good one looks like'.

A variety of modes in visual literacy were demonstrated to the teaching staff as part of professional learning, including a demonstration lesson. The syllabus requirements for English K–6 including a range of visual, digital, multimedia and multimodal texts were promoted in the shared visual literacy scope and sequence. Professional learning to explain multimodal texts included various concepts including advertising in print, TV, posters, webpage, art work, film, movie trailer, cartoon, clothing, action figures and body language.

The staff survey (conducted in term 4) indicated the following: The teaching staff averaged a score of 4, on a rating from 1 to 5, as to their preparedness to teach visual literacy. Teachers across the school integrated visual literacy into their everyday class activities with an average score of 77 percent. 82 percent of the BPS staff agreed or strongly agreed that the project has deepened their understanding of visual literacy.

Feedback from the survey suggested that future directions could include professional learning towards analysing pictures with the use of elements and meta-language, additional activities to build students understanding of the visual literacy meta-language, ongoing sharing of websites to promote ideas on visual literacy.