

Berrima Public School

Annual Report



2018



1209

Introduction

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

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

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Principal

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School background

School vision statement

Berrima Public School aspires to develop every child to be:

- a lifelong learner
- responsive to the opportunities of a changing world
- respectful and responsible citizens
- resilient and confident when faced with challenges
- continually striving to do their best
- determined in their academic growth.

This will be underpinned by a staff who are committed to planning and implementing evidence based practices and maintain supportive learning environments.

We endeavour to SEEK, THINK, BELIEVE.

School context

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

The school boasts a highly committed staff who demonstrate their dedication by providing a range of extra curricula activities in their own time.

We are currently experiencing a period of growth with school enrolments increasing slowly each year. Staffing and school funding are used flexibly to support literacy and numeracy programs.

The school is a proud member of the Stephanie Alexander Foundation, with an exceptional kitchen garden program operating successfully.

Berrima Public School is an ongoing member of the Bong Bong Learning Community (BBLC). This is a group of small schools in the Southern Highlands working together to build collaborative practices and share expertise among staff in small school settings.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the following in the domains of Learning, Teaching and Leading:

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning: we are DELIVERING.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching: we are DELIVERING

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading: we are DELIVERING.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Teacher Impact and Efficacy

Purpose

Collective teacher efficacy has been ranked as the number one factor influencing student achievement.

- Berrima Public School seeks to collaboratively build teacher efficacy to have maximum impact on student learning outcomes in Literacy and Numeracy.

Overall summary of progress

2018 was a year of change and reflection for Berrima Public School with a newly appointed principal and the school undergoing the external validation process.

Berrima Public School has been working within the local community of schools known as the Bong Bong Learning Community (BBLC) for a number of years. The BBLC successfully began data collection in literacy and numeracy through the use of PAT online assessments. This licence was purchased as a group of schools with a combined total of 480 students. This data was collected in early term 1 and late term 4 and effect sizes were calculated accordingly. Staff met regularly to analyse student work samples in writing, for professional learning in PAT, to analyse PAT data and to share what's working best in our classrooms. Our staff further strengthened connections between schools, with the beginning of inter-school peer observations and regular meetings with all staff in the BBLC

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students display expected growth in Literacy as measured by external and internal measures.	Approximately \$700 for PAT online assessment licence	<ul style="list-style-type: none">• Analysis of PAT data showed an increase in the average scaled score of 5.03% in PAT reading• Analysis of growth yet to be determined as we only have baseline data
Increased proportion of students display expected growth in Numeracy each year, as measured external and internal measures.	Approximately \$700 for PAT online assessment licence	<ul style="list-style-type: none">• Analysis of PAT data showed an increase in the average scaled score of 5.12% in PAT maths• Analysis of growth yet to be determined as we only have baseline data.
100% of teachers utilise the Australian Professional Standards for Teachers as measured through Professional Development Plans (PDPs) and Maintenance of Accreditation through NSW Education Standards Authority (NESA)	N/A	In 2018 all staff utilised the Australian Professional Standards for Teachers in their Performance Development Plans. Each performance goal was clearly aligned and referenced to the standards.
The extent that teachers engage in professional dialogue and collaborative practice, as measured by confidence/satisfaction surveys. (BBLC)	N/A BBLC meeting held after school	All % reported on are for responses that either agree or strongly agree (4–5 on the 1–5 Likert Scale). The results of our staff surveys are as follows: <ul style="list-style-type: none">• 84% staff have a clear understanding of the purpose of the BBLC• 90% of staff reported that they valued the chance to learn and collaborate with their colleagues.• 73% of staff found the peer observations worthwhile.• 48% felt confident in using PAT data to inform teaching practice.

Next Steps

In 2019 we plan to take the following steps:

- Internal measures used to determine growth need to be decided and agreed upon. Professional learning in formative assessment practices to be delivered to all staff to create a common framework of understanding and measuring student progress.
- PDP mid– year and end of year reflections demonstrate a deeper understanding of the Australian Professional Standards for Teachers.
- Use time creatively to support the implementation of Professional Learning Communities (PLC) to support and value professional learning individually and collectively.
- Use of inquiry methods such as 'Learning Sprints' to support the adoption of evidence informed practices enabling teachers to collectively plan, act and evaluate their impact.

As part of the BBLC we will:

- continue to use PAT data to inform future directions within the BBLC.
- Select stage leaders to lead stage in professional learning based on areas of need in literacy and numeracy.
- focus on sharing writing samples as form of consistent teacher judgement.

Strategic Direction 2

Wellbeing for all

Purpose

Social and Emotional Intelligence plays a critical role in improving academic performance and lifelong learning.

- Berrima Public School sets out to equip students to be resilient. We work together, using a proactive wellbeing toolkit, to assist students in taking the responsibility for maintaining good mental health and wellbeing, to *Connect, Succeed and Thrive*.

Overall summary of progress

In 2018 executive staff laid the foundations for the future implementation of a whole school approach to supporting wellbeing for all by :

- researching and developing their understanding of the *Five Ways to Wellbeing*
- designing signage to be used throughout the school
- investigating possible links to the new PDHPE syllabus and other areas of the curriculum

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff demonstrate knowledge of the <i>Five Ways to Wellbeing</i> framework.	\$1000 to cover the cost of casual staff	<ul style="list-style-type: none">• Exec staff released from class to research the framework and design an effective whole school implementation process.
Anecdotal records demonstrate students connectedness to wellbeing practices	N/A	Initial survey results indicate that students have very little understanding of mental health and wellbeing.
Students can describe how they can use the framework to improve their general wellbeing and mental health		Surveys were conducted with students, staff and parents. The following was noted: <ul style="list-style-type: none">• Students had very little understanding of the terms mental health and wellbeing.• Staff had a good understanding of mental health and wellbeing but little knowledge of the framework.• Parents were asked 'What role does social/emotional wellbeing play in your child's development?' There was very strong support from the majority of responses indicating that parents feel it plays a critical role.

Next Steps

In 2019 we plan to take the following steps:

- align the *Five Ways to Wellbeing* framework to the new PDHPE syllabus to track and monitor student outcomes
- organise a special guest speaker to launch and promote the new whole school approach (Justin Coulson)
- purchase and use student wellbeing journals to strengthen home/school ties
- introduce 'morning mindset' at assembly to model to students and parents the use of the framework to support strong mental health and wellbeing
- develop a deep understanding of the framework for students and parents through lessons in class, whole school activities and information sessions for parents.

Strategic Direction 3

Empowered Learners

Purpose

Research indicates that powerful drivers of learning include students: knowing how to learn, having high expectations of themselves and be willing to meet a challenge.

- Berrima Public School, aspires to empower our learners with the will and skill to deliver their best and continually improve their learning.

Overall summary of progress

In 2018 staff discussed, collaborated and brainstormed a variety of key dispositions they believed our students need to become lifelong learners. This was strongly supported by executive staff who are research informed and believe that big ideas need to incubate so that they can be refined and adjusted. The key factor to the effective implementation of the Berrima Learning Habits is that it will take time, with small incremental changes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will meet progress targets along the Berrima Public School Learner Disposition Continuum K–6.	Lead teacher time to prepare framework training Evaluation / feedback tool prepared. Time allocated at staff meeting. Time to review input from consultation process. Expertise of a graphic designer to produce and 'package' framework	<p>Undertaking the External Validation process delayed action on this process. Over the year the learning dispositions framework changed as the executive team considered a range of possible models and inspiration from other schools. Various drafts of this were displayed in the staff area and considered over time. At a staff meeting the staff agreed to adopt the Habits Wheel based on the work of Claxton, Lucas & Spencer, as a good fit for our context. Staff completed a survey which indicated a 100% commitment to the adoption of a learning dispositions model. Key take-aways: let big ideas incubate for a while, view change to original concept as a positive process of maturation of ideas, buy-in of staff is essential and takes time.</p> <p>Staff meeting in Term 4 agreed on a final version for the learning disposition framework. The framework was re-branded as 5 Learning Habits and a way of visually presenting these was decided upon. A draft version of this was prepared and placed with the staff vision board to be reflected upon over time.</p>
Improved student engagement and parent satisfaction scores in the TTFM survey	N/A	<p>In 2018 the school utilised the Tell Them From Me survey for students in Years 4–6, staff and parents. The following results were noted:</p> <ul style="list-style-type: none"> • 76% of students have a positive sense of belonging. • 98% of students value school outcomes. • 91% of staff believe that students become fully engaged in class activities. • 76% of parents believe that teachers have high expectations for their child to succeed.
Improved scores on the General Self-Efficacy scale	N/A	<p>Students in Years 4–6 completed a learning confidence survey.</p> <p>Trends that emerged from the surveys included:</p> <ul style="list-style-type: none"> • most students believe what they are learning is

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved scores on the General Self-Efficacy scale		valuable. <ul style="list-style-type: none">• students believe they have limited influence on their own learning.• students have little knowledge about the actions they can take to positively impact their progress.

Next Steps

In 2019 we plan to take the following steps:

- Continue to research and refine current thinking around learning habit/dispositions.
- Begin to implement the Berrima Learning Habits into classrooms.
- Seek feedback and share ideas to refine best practice.
- Create signage to be displayed around the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	QTSS funds for 2018 were approximately \$24 000	This funding was used to release the Teaching Principal off class to develop professional learning and conduct peer observations. This kept a classroom teacher on class allowing for continuity of learning.
Support for beginning teachers	Support for beginning teachers = \$13 450	<p>This funding was used to allocate additional release time for the Beginning Teacher and their mentor. This was timetabled into the weekly roster and facilitated collaborative planning, support and guidance. Anecdotal records, reflections and PDP goals indicate that this support had a positive impact on the Beginning Teacher's professional growth.</p> <p>Professional learning targeted for the Beginning Teacher was also funded with this allocation.</p>
Kitchen/Garden Initiative	<p>\$30 000 – these funds were donated by the school P&C.</p> <p>These funds were used to employ a specialised garden teacher (10hrs/week) and kitchen teacher (1 day/week).</p>	<ul style="list-style-type: none"> • Students in years 3–6 used the kitchen on a fortnightly basis to build real–world connections with content covered in class. • Students K–6 engaged in fortnightly garden lessons supported by volunteers. <p>Student survey results indicate that:</p> <ul style="list-style-type: none"> • a high % of students enjoy and value their lessons in the program. • Most students don't see the connection between their lessons in the program and their class work.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	63	62	65	68
Girls	73	78	77	77

Student enrolments have been steadily increasing over the past few years. The school is expecting to create an additional class in 2019 bringing the total classes to seven.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.2	94.7	96.5	95.8
1	95	94.9	97	96
2	95.9	96	96.7	93.5
3	94	95.7	96.5	94.4
4	90.9	95	95.3	95.1
5	95.1	93.5	94.2	94.7
6	96.2	95.3	94.1	93
All Years	94.5	95	95.7	94.7
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

All staff at Berrima Public School understand that regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students.

To promote and communicate this key message the school uses a number of strategies such as:

- regular information in weekly newsletters
- guidelines posted in Skoolbag app
- consistent contact and follow up with parents by class teacher
- monitoring and tracking of student absences
- support from HSLO to implement policy

Improved attendance is a priority for students at our school however, it is pleasing that attendance rates continue to be above the state average overall.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.79
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	1.71

*Full Time Equivalent

In 2018 staffing arrangements remained fairly stable throughout the year.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Teacher professional learning helps teachers gain insight into and knowledge of their craft. It encourages the development of new ways of thinking about content and new approaches to teaching. This will substantially affect student achievement over a sustained period of time. Changes in teaching practice and improved student achievement need to be observed and/or measured.

To support strategic directions, all executive staff participated in an extensive range of high quality professional learning programs and workshops in 2018. Staff at Berrima Public School actively engage in a

variety of professional learning opportunities targeted at their professional goals as outlined in their Performance Development Plans. School based professional learning occurred in weekly staff meetings with a focus on improving pedagogy as well as mandatory compliance training.

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	33,906
Revenue	1,431,215
Appropriation	1,322,206
Sale of Goods and Services	773
Grants and Contributions	107,128
Gain and Loss	0
Other Revenue	0
Investment Income	1,108
Expenses	-1,350,132
Recurrent Expenses	-1,350,132
Employee Related	-1,203,239
Operating Expenses	-146,894
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	81,083
Balance Carried Forward	114,989

Financial management of the school budget was heavily influenced by the introduction of the SAP finance program and a newly appointed principal. The principal worked in consultation with the School Administration Manager (SAM) to track and monitor that:

- financial management processes implemented supported the NSW DoE financial policy requirements
- a conservative approach was taken to ensure appropriate use of funds in the new SAP system.

It is noted in this financial summary that:

- employee related expenses were higher than normal due to unexpected leave due to illness
- there was a significant increase in operating expenses from 2017 to 2018

- intended use of funds available will be used to strategically staff and resource the school priorities in 2019

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	1,081,603
Base Per Capita	27,458
Base Location	1,862
Other Base	1,052,282
Equity Total	59,159
Equity Aboriginal	4,647
Equity Socio economic	9,732
Equity Language	1,292
Equity Disability	43,488
Targeted Total	0
Other Total	25,637
Grand Total	1,166,399

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.

- In Year 5 writing, results showed 66% of students achieving at or above expected growth, while reading results show 76% of students are achieving at or above expected growth. These results are significantly higher than the state average for expected growth.
- Spelling and punctuation and grammar results are equal to or slightly higher than the state average for above expected growth.
- In Year 5 numeracy, results showed 61% of students achieving at or above expected growth which is slightly higher than the state average.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Results for Year 3 students scoring in the top two bands for reading are 47% while the results in numeracy are 55%. However, the results in Year 5 were lower with 26% of students scoring in the top two bands for reading and 4% for numeracy. This will be a high priority for 2019.

Parent/caregiver, student, teacher satisfaction

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

A key component of this external validation process was the use of the Tell Them From Me survey to begin to understand and measure student, teacher and parent satisfaction. Some of the key findings from this survey included:

Students in Years 4–6

- 85% of students feel that they have positive teacher–student relationships.
- 86% of students expect to succeed at school.
- 76% of students feel a positive sense of belonging.

Teachers

- 88% of teachers set high expectations for student learning.
- 88% of teachers believe that they are effective in working with students who have behavioural problems.

Parents

- 76% of parents believe that teachers have high expectations for their students.
- 83% of parents believe that their child is encouraged to do their best work.

Overall these results are very pleasing and indicate high levels of student, teacher and parent satisfaction in the learning culture of the school.

An area for further investigation in 2019 is communication with all members of the school community. Feedback on current processes and future practices needs to be collected, collated and analysed to inform decisions on effective forms of communication. Both school staff and the community value open communication to best support the needs of our students.

Policy requirements

Aboriginal education

Understanding, acceptance and tolerance are the key focus for Aboriginal Education at Berrima Public School. All children participate in Aboriginal Culture awareness units with appropriate Aboriginal perspectives. All identified Aboriginal children at Berrima Public School have a Personalised Learning Plan in place. These plans have been developed in consultation with the parents and have agreed outcomes which provide strong home school links and benefit each child's progress.

Multicultural and anti-racism education

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