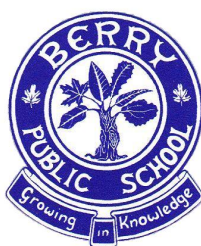


# Berry Public School

## Annual Report



2018



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## Introduction

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

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

Bob Willetts

Principal

Vice President of the NSW Primary Principals' Association

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## Message from the Principal

2018 will stand as a phenomenal testament to what can be achieved through sustained cooperation between our school and community.

In this year's message I reflect on not only the incredible academic, sporting and cultural achievements of our students; but also on how we continue to grow and learn as a community, and what we collectively delivered on every conceivable aspect of school excellence.

One parent labelled 2018 a "Harvest Year" where so much of our hard work and planning came to fruition. Some of the major changes and improvements are outlined below.

### A Grand Opening for Our Library

After years of planning, fundraising and construction, our school library was officially opened in grand style by guest international best selling children's author Jackie French during a special book week mufti day. Our P&C association committed over \$200,000 to fund the project. Our students and parents were heavily involved with the design and styling from the concept to the final furnishings. The Library will stand as wonderful legacy to everyone involved in fundraising and developing the project for the school. It was a genuine collaborative effort between the school, the P&C and the NSW Department of Education, we wish to pay special thanks to all past and present P&C members, and our Asset Manager Chris Johnson for his support in delivering our vision. The Library has become the true hub of learning in our school.

### Plant Propagation and Environmental Science Centre

Another major capital project was our plant propagation center. The program has operated in the school for over 35 years and has been moved to the front of the school to be the hub of a new Plant Propagation and Environmental Science Centre. The expansion ensures all students will have greater access to this wonderful facility and teachers will be supported to deliver authentic experiences linked to the curriculum

### ParentsMatter and The Fathering Project

"We don't need to create any special rules for the event, we have the Berry Way" (Berry Dad)

It was wonderful to see such an amazing enthusiasm for our school plan focus on community wellbeing and resilience through the parent initiatives. A range of programs and initiatives aimed at increasing connection, engagement, wellbeing

and resilience were initiated this year.

Our P&C committee brought acclaimed author and parenting expert Maggie Dent to our school for an evening presentation based on her book "Real Kids in an Unreal World". The event filled the hall with parents from all over the south coast and we look forward to holding similar events in future.

The Fathering Project was launched with the support of the school and P&C. The project aims to inspire and equip fathers and father figures to engage with their kids. A group of our Dads collaborated to bring the project to our community and coordinate events. Our first event was a Paper Planes and Pizza Night which was attended by over 150 fathers (and father figures) with their children. The event was a resounding success and has acted as a springboard for other events to be held in future.

### **Transition to School and Early Literacy Programs**

In term one we completed an extensive review of our Kindergarten Transition Program and our Early Stage 1 Literacy Programs. The comprehensive review demonstrated that our literacy programs are highly effective and consistently lead to students performing well above National Standards in Literacy. The review also highlighted a wide range of ways we can enhance our literacy programs and the support for students and parents during Kindergarten transition. Aspects of the review are detailed in the Parent Satisfaction section at the end of this report. We are excited to be able to implement improvements to our programs in 2019 based on the review.

### **Enhanced Communication Systems**

Our School Administration and Support Staff were on the forefront of a complete overhaul of our communications and engagement processes throughout the year. After extensive consultation and planning with our staff and P&C about communication issues and requirements, the team developed a range of new strategies and processes.

A new website with an integrated app has now become the source of truth for all school information, announcements, news and permissions. The new app has a range of features never before available to our parents. We are continuing to develop improvements based on feedback from our students, staff and parents. In 2019 we are removing newsletters from our school, saving thousands of dollars and the environment.

There are advantages for every stakeholder in our new system which are detailed in the news section of our new website.

### **Tech Club**

A lunch time Tech Club was established to meet the growing student interest in Science, Technology, Engineering and Maths (STEM), including coding and robotics. The club meets every Friday with Mr Simpson and Mrs Crilley for highly engaging and fun sessions. The Tech Club has given rise to a K–6 robotics program in term 2019.

### **NAPLAN Online**

Our school has always been at the forefront of the transition to NAPLAN online due to the advantages for our students. We were involved in several early trials and research projects with ACARA that informed the national move to online testing. In 2018 we were one of the first schools in Australia to transition to NAPLAN online, and we did so with great success. The online adaptive testing model is a significant enhancement on the pen and paper model, allowing more accurate data for our students. Due to the phased transition across NSW, the statewide data must be treated with caution due to the equating of the online and paper tests.

# School background

## School vision statement

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

## School context

Berry Public School has an enrolment of approximately 350 students and is located approximately 2 hours south of Sydney in the rural and picturesque township of Berry. Our school is the hub of a caring and supportive community with a highly involved and proactive Parents and Citizens' Association. We are committed to maintaining our culture of care, respect and enrichment by providing a safe and secure environment through the promotion of personal growth and developing confidence, resilience, self-esteem, school pride, self-responsibility and positive relationships. The concept of "The Berry Way" has been developed in consultation with our community to describe the core values that drive our positive school culture: We are a team, We are safe, We are caring, We are learning, We are respectful. Daily interactions and explicit teaching of behaviours that underpin "The Berry Way" are a feature of our curriculum.

Our students demonstrate outstanding social, emotional and health outcomes as evidenced across a range of performance measures that were externally validated in 2018. High expectations of personal effort and continuous improvement are an expectation of every student and staff member of our organisation. Our school has strong academic performance and consistently outperforms the state average and statistically similar schools in all areas of external assessments of Literacy and Numeracy. A rich and diverse curriculum is enhanced by a broad range of high quality extension and support programs that provide opportunities for our students.

## 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.

After a rigorous external validation in 2017, The School Excellence Framework was revised in 2018 which led to some minor variations in our self assessment results this year.

### Learning

Our school was found to have a strong focus on learning, with curriculum implementation and assessment a core focus of the school plan. The school has detailed assessment strategies that inform teaching and learning. Our school has a range of effective partnerships with parents and the community which enhance learning opportunities for students. Our school provides a broad and extensive curriculum with all staff involved in curriculum implementation teams and the provision of extra curricular activities. The school Learning Support Team coordinates systematic processes for monitoring student progress, as well as identifying and addressing individual student learning needs in consultation with parents and teachers. The school has continued our focus on wellbeing where we transitioned from "KidsMatter" to "BeYou" and continued to implement the Bounce Back anti-bullying and resilience program. The school Parents and Citizens Association also supported the ParentsMatter aspect of the school plan by coordinating an evening with Maggie Dent for parents and community members.

### Teaching

Our school has a sustained commitment to enhancing teaching performance. The "Capacity" area of the school plan focuses on the continuous advancement of teaching and leadership capacity throughout the school. The school is continually refining performance and development processes to enhance leadership and teaching capacity linked to the Australian Institute of Teaching and Leadership Standards. Teachers lead curriculum teams that collaboratively plan the implementation of the new NESA syllabuses. Teachers are actively engaged in stage-based planning to collaboratively develop scope and sequences, units of work, resources and assessment tasks. The school is recognised for having particular strength in the area of data skills and use, utilising a wide range of integrated data to inform student learning and school evaluation processes. The school utilises the full suite of Tell Them From Me and KidsMatters surveys to

inform and guide the annual review of systems for collaboration, peer classroom observation, sharing effective practices, and feedback. This drives and sustains ongoing, school-wide improvement in teaching practices linked to the AITSL standards. As a result of these processes in 2018, the school has particularly enhanced classroom observation and feedback systems.

## **Leading**

Our school continues to excel in all areas of the leadership domain. The school strategic direction of "Capacity" focuses on the continuous advancement of teaching and leadership capacity. We have a clear model of distributed leadership which builds the collective capacity of our staff through professional learning and leadership of school programs. Teachers have authentic leadership roles in a wide range of school teams and a collective responsibility for implementing initiatives that directly relate to the school plan. Teachers are directly responsible for the implementation, monitoring and reporting on processes within strategic directions in the school plan. The school is highly responsive to community expectations and leads high expectations for continuous improvement. The school aligns all available resources with the school plan to ensure the achievement of our vision and goals. Our staff are involved in a range of system leadership roles and responsibilities at a community of schools level, regional network level and state level. Student leadership and "student voice" are key features of the school and local community, with students involved in a wide range of community events.

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

### Capacity

#### Purpose

To enhance our collective capacity to improve student social, emotional, wellbeing and learning outcomes through the ongoing advancement of teaching and leadership capacity.

#### Overall summary of progress

The Executive Team led the implementation of the Capacity strategic direction through the leadership of their stage teams and by supporting staff to accept authentic leadership roles throughout the school. Iterative improvements in supervision, observation and feedback processes based on teacher feedback resulted in a significant increase in teaching and leadership capacity which was evidenced in the leadership domain of the Focus On Learning survey. As well as whole school professional learning programs, staff attended a wide variety of personalised professional learning based on their professional development plans. The staff engaged in "the Flourish Movement", a program developed by Dr Adam Fraser and Deakin University, focused on enhancing the wellbeing of principals and teachers. Dr Adam Fraser delivered the first modules of the program on a staff development day focused on wellbeing and performance. Some teachers attended programs to engage with higher levels of AITSL accreditation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers annually demonstrate evidenced professional growth referenced against the AITSL standards.	Expenditure related to all processes  Professional Learning \$25,018  QTSS \$60,177	All staff participated in a range of whole school and personalised registered and non-registered professional learning activities aligned to the AITSL standards.  Approximately 25% of staff began progressing to higher levels of accreditation.
Improve performance in the Focus On Learning Survey against key drivers of student learning.	As above	The focus on learning survey showed significant internal improvements in the areas of: inclusive school; parent involvement; data informs practice.  The school continued to outperform NSW Government school norms in all Eight Drivers of Student Learning.
Improve staff performance and wellbeing measures on the Deakin University study of the Flourish Project.	As above	Staff wellbeing weeks and team building activities such as tennis tournaments.  All staff have a personal wellbeing strategy in their professional development plan.  All teachers completed the Deakin University baseline survey of the Flourish For Schools program in preparation for implementation beginning in 2019.



## Next Steps

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

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

Provide Leadership development programs through the Department Leadership Institute.

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



## Strategic Direction 2

### Curriculum

#### Purpose

To deliver a challenging, inspiring and inclusive curriculum, and extra curricular opportunities, which ensures all students become successful, confident, creative learners and active informed global citizens.

#### Overall summary of progress

As part of the phased implementation of the new NSW Syllabuses, all teachers were part of school curriculum planning teams in Key Learning Areas of Science, HSIE and English.

The Key Learning Area (KLA) teams have direct responsibility for the development of scope and sequences, stage programs and leading professional learning for their Key Learning Area. The KLA teams ensured all staff completed professional learning relating to planning, programming, assessing and reporting using the new syllabus. Whole-school scope and sequences were collaboratively developed by the KLA teams.

All NESA syllabuses have now been implemented as per the expected timelines. Staff are teaching, assessing and reporting to parents using the new syllabuses in line with NESA and Department requirements.

The school conducted an internal review of our Kindergarten Transition Program, and Early Literacy Programs in term 1 2018, further details of the review are contained in the parent/caregiver, student, teacher satisfaction section of this report.

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

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase proportion of students' reporting having the required skills and challenges on the Tell Them From Me survey.	Professional Learning \$25,018  Equity funding: Additional 0.3 STLA and SLSO \$92, 194	All staff completed a range of professional learning including Autism Spectrum Disorder, Aboriginal perspectives, and Literacy/Numeracy progressions.  Students demonstrated an increase in the skills/ challenge matrix from 42% to 46% throughout the year.
Improve performance in the Technology Domain of the Focus On Learning survey.	As Above	The school significantly improved performance in the technology domain of the focus on learning survey from 6.2 in 2016 to 7.2 in 2018, compared to the NSW Government Norm of 6.7 (2018)  The strongest performance was in the use of interactive technology to undertake research, as well as in describe relationships, ideas and concepts.
Improve performance in the School Supports Learning domain of the Partners in Learning Survey for parents.	As Above	The School Supports Learning domain of the Partners in Learning Survey for parents showed the school moved from 7.6 in 2016 to 7.1 in 2018.  The review into Kindergarten Transition, as well as the review into communications and engagement demonstrated the communication about the range school programs and learning opportunities and was an issue to be addressed in the communications and engagement strategy in 2019.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve performance in the School Supports Learning domain of the Partners in Learning Survey for parents.		The School and P&C collaborated to implement a range of strategies to enhance parent participation and engagement, as well as support parents in curriculum areas and student wellbeing.
Maintain performance in external assessments that are above statistically similar school groups.	As Above	56.4 % of students achieved in the top two bands of NAPLAN compared to 48.8% of students in Statistically similar school groups.  99% of students achieved the National Minimum standard in NAPLAN.

## Next Steps

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

Trial ACARA Literacy and Numeracy Progressions.

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

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

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

Enhance integration of technology into teaching and learning, including STEM projects and improved technology infrastructure.

The review into Kindergarten Transition, as well as the review into communications and engagement demonstrated the communication about the range school programs and learning opportunities and was an issue to be addressed in the communications and engagement strategy in 2019.



## Strategic Direction 3

### Culture

#### Purpose

To provide a comprehensive and inclusive wellbeing framework and advance parent and community partnerships to further strengthen our school culture "The Berry Way"

#### Overall summary of progress

The major focus of 2018 was the complete overhaul of the school communications and engagement strategy. The school developed a fully integrated communication strategy, in consultation with the P&C, with three key components: a new website based on the department's school website service platform; an app based on the Schoolstream platform; and an enhanced social media presence. The website has become the "source of truth" for school information and the school intends to move all communications and permissions online in 2019.

Our school continued to embed our core values known as "The Berry Way" through the implementation of the KidsMatter framework, a comprehensive and inclusive framework to support the cognitive, social and emotional, spiritual and physical wellbeing of students. The Learning Support Team ensured all stakeholder behaviours aligned with our school values and culture by continuing to train staff in the KidsMatter modules; training "KidsMatter Peer Leaders"; introducing a playground buddy seat; incorporating the "Bounce Back" resilience program into the K-6 curriculum; creating a "Every Face Has a Place" mural based on students' artwork; and providing support to parents.

The P&C embraced the "ParentsMatter" concept and ran a highly successful learning conference on "Student Resilience" for parents with renowned author Maggie Dent.

A sub-committee of the P&C led by a group of fathers also introduced "The Fathering Project" to the school, aimed at improving child development outcomes by engaging fathers. The first event was a Paper Planes night which was attended by over 150 fathers and their children.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school in the Tell Them From Me and KidsMatter surveys.	Programs and teacher release  \$15187	Implementation of the Bounce Back Program, a whole school resilience and anti-bullying curriculum.  Kidsmatter Peer leaders trained in peer leadership program.  KidsMatter celebration day to embed The Berry Way core values.
Increased proportion of staff reporting that they provide information to families about our school's approach to social and emotional learning.	As above	90% of staff report that they provide information to families about the schools' approach to social and emotional learning.
Improved parent knowledge and understanding of school policies and procedures relating to student learning and wellbeing.	As above	The school has actively promoted all activities relating to the Kidsmatter program.  The school website has enhanced information and support for parents about student learning and wellbeing.  Over 200 parents attended an evening with Maggie Dent focused on student wellbeing.  Over 150 fathers attended the fathering project event.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved parent knowledge and understanding of school policies and procedures relating to student learning and wellbeing.		92% of parents indicated that the school provides a safe and caring environment for their child.
Improved parent satisfaction with school policies and procedures relating to communication.	As above	<p>The implementation of the school communications and engagement strategy began in the second half of 2018. The new website and app were both operational in term 3.</p> <p>The Partners in Learning survey (19 respondents) showed a decline in parent satisfaction from 6.8 to 6.3.</p> <p>In contrast, the Kidsmatter Survey (132 respondents) showed 83% of parents agreed with the statement "I am satisfied with how the school communicates with me."</p>

## Next Steps

Enhance the student reports to align the social/emotional section of the reports with The Berry Way.

Continue to transition the school from KidsMatter to the BeYou framework to ensure a comprehensive wellbeing framework.

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

Implement Cyberbullying/ Cybersafety program.

Continue to enhance our electronic communication and engagement strategy including electronic payments and permissions.

Review the school Anti-Bullying Policy and publicise all related strategies on the school website.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	170	184	185	182
Girls	151	154	154	153

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.7	94.5	94.5	94.6
1	93.7	91.1	93	95.1
2	91.6	94.3	92.7	93.3
3	92.6	92.3	93.8	93
4	93.3	92.2	94.8	94.5
5	94.8	90.2	93.5	94.3
6	92.9	94.5	93.1	93.8
All Years	93.3	92.7	93.6	94.1
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

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.77
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.82

\*Full Time Equivalent

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

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

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

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

100% of Teachers at Berry Public School are accredited with the Australian Institute for Teaching and School Leadership.

All teachers and support staff participated in the department's mandatory training programs including; Child Protection, Anaphylaxis, Emergency Care, Cardio Pulmonary Resuscitation, and The Code of Conduct.

The school released staff to complete financial management courses relating to the new SAP/SALM finance program.

Staff were trained in managing the school website and app program.

All teachers received professional learning relating to

the implementation of KidsMatter and the Bounce Back program.

All teachers completed a comprehensive professional learning program on Autism Spectrum Disorder.

Curriculum leaders participated in professional learning programs and facilitated school based professional learning for all teachers.

All teachers were trained in writing for the web aimed at enhancing communication as part of the communication and engagement strategy.

All staff participated in a combined staff development day conference with our community of schools at Bomaderry High School in term 3, many staff also delivered professional learning workshops at the conference.

Staff attended a range of personalised professional learning programs that aligned to their Professional Development Plans and/or specific roles and responsibilities within the school.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	29,674
<b>Revenue</b>	2,880,392
Appropriation	2,723,970
Sale of Goods and Services	9,756
Grants and Contributions	145,232
Gain and Loss	0
Other Revenue	0
Investment Income	1,434
<b>Expenses</b>	-2,746,093
Recurrent Expenses	-2,746,093
Employee Related	-2,417,558
Operating Expenses	-328,534
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	134,300
<b>Balance Carried Forward</b>	163,974

Our school financial management processes include consultation with the Parents and Citizens Association about the use of funds on resources required to achieve the school vision through the school plan. The Principal provides financial updates including major expenses in capital works and student learning resources at P&C meetings.

The school finances are monitored through finance meetings and executive meetings. Finances are audited in line with department procedures. In 2018 the School Administration Manager and Principal led the implementation of the SAP/HR tools which required significant training and resources.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,411,229
Base Per Capita	65,552
Base Location	7,597
Other Base	2,338,080
<b>Equity Total</b>	92,941
Equity Aboriginal	5,983
Equity Socio economic	14,886
Equity Language	646
Equity Disability	71,425
<b>Targeted Total</b>	113,302
<b>Other Total</b>	61,718
<b>Grand Total</b>	2,679,190

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.

Our school outperformed statistically similar school groups (SSSG) and the state average in terms of the percentages of students at or above expected growth in Reading, Grammar and Punctuation, and Writing.

75% of year 5 students showed "At or Above Expected Growth" in Reading compared to 63.2% of students across the state.

Students in Year 3 and Year 5 attained a significantly higher average NAPLAN score in Reading and Writing compared to our SSSG and the State average.

Our school significantly outperformed statistically similar school groups (SSSG) and the state average in terms of the percentages of students at or above expected growth in Numeracy.

72.1% of year 5 students showed "At or Above Expected Growth" in Numeracy compared to 59.8% of students across the state.

Students in Year 3 and Year 5 attained a significantly higher average NAPLAN score in Numeracy compared to our SSSG and the State average.

58.1% of students in Year 3 and Year 5 performed in the top 2 bands for Literacy and numeracy.

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

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

In 2018 there were zero Aboriginal students who completed the NAPLAN assessment so there is no data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

The school utilises a range of valid evaluation instruments at various times of the year, including the full suite of surveys from Tell Them From Me and KidsMatter which collect data from Students, Parents and Teachers.

The P&C Association is the key consultative group for our parents.

The SRC (Student Representative Council) is the key consultative group for our students.

### Kindergarten Transition and Early Literacy Programs

In term 1 2018 the school completed a comprehensive evaluation of our Kindergarten Transition and Early Literacy programs in response to parent feedback.

The data sources for the evaluation included:

- Anecdotal Comments (Parents/Staff/Students)
- Classroom Observations (Teachers, SLSO, Principal, Assistant Principal Learning and Support–Shoalhaven South Coast)
- Kindergarten Parent Satisfaction Survey – Survey Monkey Online Survey
- Berry Public School Internal and External (NAPLAN) Literacy Data.
- Department of Education Policy Requirements
- NSW Educational Standards Authority Requirements
- 2017 KidsMatter and Tell Them From Me surveys
- 2017 External Validation Report

**25 Kindergarten parents responded to an online survey, created in consultation with the P&C, which included opportunities for qualitative feedback.**

23 out of 25 parents always or usually feel welcome at the school.

24 out of 25 parents agreed or strongly agreed with the statement "My Child has settled into school routines".

24 out of 25 parents agreed or strongly agreed with the statement " My Child is happy at school".



21 out of 25 parents agreed or strongly agreed with the statement "My child feels confident at school".

24 out of 25 parents agreed or strongly agreed with the statement "I am happy to support my child with the home reading program commencing term 1.

17 out of 25 parents agreed or strongly agreed with the statement "Following the Kindergarten Orientation information evening and handouts provided (in term 4 the previous year) I felt adequately informed about school policies, procedures and expectations.

16 out of 25 parents agreed or strongly agreed with the statement "The general communication from the school is effective"

22 out of 25 parents agreed or strongly agreed with the statement "I know who to contact to provide feedback, raise concerns or ask questions.

22 out of 25 parents indicated they would have preferred the parent information evening with the teacher earlier than week 5.

The qualitative feedback was collated under a "What went well" or "Even Better If..." model.

#### **What Went Well....**

- Generally Very Happy
- My Child has thrived
- Outstanding communication
- Thank you for the fantastic job you are doing
- Students going straight to classrooms instead of COLA
- That Teachers immediately responded when all students together in one room was identified as a problem due to increased cohort size.
- Teachers (warm, responsive, approachable, good communication)
- Transition activities with Pre-School

#### **Even Better If....**

- Welcome table – Day 1 with Students' Representative Council (Implement )
- No Combined rooms ("overwhelming" "chaotic" "rushed") (Implement)
- Buddy System" start earlier and enhance system (Implement)
- Hold Parent Information Night earlier (Implement)
- Clarification of literacy/numeracy strategies, timing, NESA requirements, DoE requirements and evidence base (Implement)
- FAQs for Parents (Implement)
- APP (Known issue: Communication and Engagement Review)
- Class Dojo/Seesaw (Known Issue: Communication and Engagement Review)
- Enhance Playground / Lunch support –Kindergarten play in designated area
- Mathematics/Numeracy emphasis the same as Literacy (Implement)
- Communications/reminders of changes (Implement)
- Greater consideration of Pre-School information

re: Friendship groups (Current Practice – Holistic and multi-faceted view)

- Homework/Readers – wait until after Parents Mini Literacy conference (Implement)
- Maintain modified drop off and pick up times (Implement)
- Enhanced/Updated information on School Website (Implement: Known Issue: Communication and Engagement Review)

#### **Key Findings:**

- Our students exceed expected reading / literacy performance.
- Our school has extensive and effective internal monitoring systems which are informed by comprehensive, diagnostic and developmentally appropriate assessments of every child mapped on common Scales.
- Our Learning Support Team (teacher ) coordinates effective interventions and support for students in consultation with parents, counsellors and external service providers where required (many parents are not aware of the team or processes as their children are not on the caseload).
- Our school has effective processes for formally and informally evaluating programs on a cyclical and needs basis.
- Communication needs to be improved to provide greater clarity and transparency for parents.
- Our school has clearly detailed, scoped and sequenced programs to meet the NSW English Curriculum content requirements for Early Stage One.

#### **Recommendations:**

- The school committed to implement as many "Even Better If..." findings as possible.
- Critically analyse and evaluate feedback and implement procedure/process changes if required
- Continue: Iterative change processes, continuous improvement, continuous learning in relation Literacy programs.
- Inform parents of system and school requirements, processes and support mechanisms at every information session.
- Encourage and promote communications between teachers and parents
- Publicise information on website and in newsletters (Review of Communication and Engagement – 2018–2020 school plan)

#### **KidsMatter Parent Survey 2018**

132 parents, completed the KidsMatter survey in 2018.

For this

– 94% of parents agree that "I feel that my child's teacher cares about my child.

– 98% of K–3 students agree that "My teachers care about me"

– 84% of 4–6 students agree that "my school cares about me as an individual".

- 92% of parents agree that "The school provides a safe and caring environment for my child".
- 96% of K–2 students agree "I feel safe at this school"
- 91% of 3–6 students agree "I feel safe at this school"
- 92 % of parents agree that "I feel comfortable talking to my child's teacher about my child".
- 95% of K–2 students agree "I like this school"
- 88 % of 3–6 students agree "I feel like I belong in this school"
- 87% of parents agree "I am satisfied with how my child is progressing socially, emotionally and behaviourally"
- 98% of K–2 students agree "I always try my best at school".
- 89 % of 4–6 students agree "My teachers encourage me to take on new challenges".

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

## Policy requirements

### Aboriginal education

Our school received \$5983 in equity finding to support students from an Aboriginal Background. The funding was used to provide additional time for the Learning and Support Teacher to assist teachers in the development of personalised learning plans for Aboriginal students, and to deliver literacy support programs. The school recognises key dates and events of cultural significance and engages the local Aboriginal community and National Parks and Wildlife Service to hold a cultural day for all students. In 2018 the school also engaged a local Aboriginal elder as a consultant to provide professional learning to all teachers, and provide resources to the school. All school assemblies include the Dharawal verse of the Australian National Anthem.

### Multicultural and anti-racism education

Our school received \$500 funding for in English Language Proficiency Funding in 2017 which was used to provide additional time for a School Learning Support Officer in class. The school has an Anti-Racism Contact Officer in place to monitor school policies, procedures and practices. Multicultural Education and perspectives are integrated into all class programs. We have zero tolerance in the school's anti-bullying and discipline procedures towards any form of racist behaviour. Multi-cultural perspectives are treated through the school curriculum through cross-curriculum priorities which enable students to develop understanding about and address the contemporary issues they face. Cross Curriculum priorities in the

syllabus include: Aboriginal and Torres Strait Islander histories and cultures, and Asia and Australia's engagement with Asia. Our school also engages in a range of extra-curricular activities including: The annual visiting Musica –Viva program focused on a range of cultural music; The annual Year 5 country study in collaboration with the Berry Country Women's Association; Year 6 students spend a term immersed in a unit of learning culminating in the "Asia Expo" at Bomaderry High School. Through the school programs and extra curricular activities students develop the general capability of intercultural understanding as they learn to understand their own identity in relation to others from different cultures and backgrounds.

### Other school programs

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

A selection of the programs are outlined below.

#### Plant Propagation

In 2017 our environmental education programs received a significant upgrade with a school and community funded Plant Propagation covered learning area. The Plant Propagation program has been operating for over 30 years and is now linked to our Kitchen Garden program which provides produce for our school canteen. In 2018 the upgrade continued and the school is exploring extensive curriculum opportunities to expand student access to the program.

#### Creative Arts

"The Paint Pot" is the hub of the creative and practical arts at our school. All students K–6 receive specialised lessons by artists as part of the teacher release from face to face program. A wide range of extension and enrichment programs are also offered to students throughout the year.

#### Band

Our band and ensemble programs are delivered in partnership with the Wollongong Conservatorium of Music. Students perform at school assemblies, presentation day and special events. The ensemble program was significantly expanded in 2018 through an additional tutor to provide enhanced music opportunities to all students in Stage 2.

#### Choir

Our choir programs perform at the Education Week Open Day, school assemblies and has a major performance at the annual Shoalhaven Illawarra Music Festival.

#### Dance

Our school employs a specialist dance teacher to deliver the program to all students in Stage 3. The program has two major performances a year and then

culminates in the year 6 farewell dance which showcases all of the dances during the celebration.

## **STEM**

Our school has a lunch time "Tech Club" and is involved in a range of Science, Technology, Engineering and Mathematics programs including programming and robotics. Students achieve outstanding results in the Australasian Science Competition.

## **Sport**

Our school provides a wide range of sporting and fitness activities K–6. The program includes participation in the Premier's sporting challenge and specialist coaching in soccer, AFL and hockey. The school also competes in summer and winter Primary School Sports Association knockout competitions. Extension and enrichment programs and coaching are offered through the Primary School Sporting Association sports and representative teams.

## **Public Speaking**

The school holds a public speaking competition each year as part of the curriculum. All students deliver speeches to their class before finalists are selected to perform to a school assembly. The winners of the competition perform their speeches at a Berry Rotary Club dinner.

## **Premier's Spelling Bee**

Our school holds an annual school spelling bee as part of our curriculum. The finalists go on to compete at regional finals. Our students are often successful at making the state finals.

## **Tournament of The Minds**

Our school participates in the Tournament of the Minds competition each year as an extension and enrichment program for high potential students. We have an incredibly strong track record in the statewide competition with many teams making the state finals at the University of NSW.

See the school website for the full details of school curriculum and extra-curricular opportunities. The school Facebook page also has information about student achievements, beautiful photos and details of our events.