

# Berkeley West Public School

## Annual Report



2018



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## Introduction

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

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

A. Attard

Principal

### School contact details

Berkeley West Public School

Nolan St

Berkeley, 2506

[www.berkeleyw-p.schools.nsw.edu.au](http://www.berkeleyw-p.schools.nsw.edu.au)

[berkeleyw-p.school@det.nsw.edu.au](mailto:berkeleyw-p.school@det.nsw.edu.au)

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# School background

## School vision statement

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

## School context

Berkeley West Public School (BWPS) has a current student enrolment of 219 students, comprising 101 boys and 118 girls from Kindergarten to Year 6. Enrolment trends have fluctuated over recent years. 20% of our students are Aboriginal and 15% of students come from backgrounds where a Language Background Other Than English (LBOTE) exists at home.

The teaching staff currently comprises a principal, seven classroom teachers and two teaching assistant principals. BWPS is involved in the Early Action for Success (EaFS) initiative and has engaged a Deputy Principal Instructional Leader (4 days per week) to build capacity in delivering evidence-based literacy and numeracy pedagogy K–3.

Our school receives resource allocation model funding to support Aboriginal students, students where English is an additional language/dialect and those students requiring low-level adjustments for disability. The overall socio-economic status of the school community is also a factor in determining the resources allocated to our school. Resource allocation model funds provide our school with an enhanced opportunity to address priorities in the school plan to support student educational needs. Our school's average Family Occupation and Education Index (FOEI) is currently 147 (2018). FOEI is a school socio-economic index that is based on parents' highest level of school education, non-school qualification and occupation status. The index includes all students enrolled in all NSW government schools and FOEI ranges from 0 to approximately 300, with an average of 100. Higher FOEI scores indicate higher levels of need (i.e., lower socio-economic status).

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

Berkeley West Public School is an active participant in its local Berkeley Community of Schools (COS). Our school works in close partnership with its nearby local public schools to organise teaching, learning and transition initiatives that enhance teacher quality and outcomes for 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.

In the teaching domain in 2018, BWPS focused on implementing and evaluating processes to enhance the elements of effective classroom practice, data skills and use and professional learning and development opportunities for teachers. In relation to effective classroom practice, BWPS is striving to ensure all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with highest priority to evidence-based teaching strategies. It is evident that teachers collaborate across teams to share curriculum knowledge and data about student achievement, and that they use this data to inform teaching programs and lessons. Teachers at BWPS are skilled at employing explicit teaching techniques and use a range of strategies to explain and break down knowledge. Effective classroom practice includes teachers providing specific and timely formative feedback to students related to defined success criteria. A school-wide approach to promoting effective and positive classroom management is also evident.

In regard to data skills and use, our goal is to ensure student assessment data is regularly used school-wide to identify student achievement and progress, in order to reflect on teaching practice and inform future school directions. It is evident that teachers use data effectively to evaluate student understanding of lesson content whilst leaders comprehensively analyse student progress and achievement data for insights into student learning and discuss/share

results with staff. Assessments have been sourced and used across the school to promote consistent and comparable judgement of student learning and identify skill gaps for improvement and areas for extension.

Finally, in regard to teacher professional learning and development, BWPS strives to ensure that the majority of professional learning is aligned to the school plan and that there are explicit systems for collaboration and feedback to sustain quality teaching practice. It is evident that BWPS uses embedded systems that facilitate professional dialogue, collaboration, classroom observation, feedback and modelling of effective practice between teachers. Formal coaching to improve teaching is provided to teachers who request it. Teachers evaluate, share and discuss learning from targeted professional development with staff from both within and outside BWPS to embed good practice. Expertise within the BWPS staff is utilised to develop others whilst teachers are supported to trial innovative or evidence-based practices. On-balance evaluation of products and practices evident at BWPS demonstrates our school is sustaining and growing in the domain of teaching.

In the learning domain in 2018, BWPS focused on implementing and evaluating processes to enhance the elements of curriculum, assessment and wellbeing. In relation to curriculum, BWPS is working towards an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students. It is evident that BWPS is committed to monitoring and reviewing curriculum provision to meet student needs, whilst teaching and learning programs describe expected student progression in knowledge and skill. Continuous tracking of student progress and achievement takes place, with an emphasis on literacy and numeracy development. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.

In regard to assessment, teachers at BWPS routinely use evidence of learning, including a range of formative assessments to inform their teaching and adapt their practice. Summative student progress and achievement data is analysed and the school responds to trends on an individual, group and whole school level. Student engagement is facilitated through teachers sharing criteria for student assessment with students and then providing feedback to them based on this criteria. BWPS also has processes in place to support teachers' consistent judgement and moderation of assessments.

BWPS continues to develop a strategic and planned approach to enhance whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. A clear majority of students are able to identify a staff member to whom they can confidently turn to for advice or assistance with some meeting regularly with staff to help fulfil their potential. BWPS also collects, analyses and uses student, parent and staff surveys to monitor and refine a whole school approach to wellbeing and engagement. Well-developed approaches are in place to regularly monitor and review individual student learning needs, in consultation with parents. Positive, respectful relationships are evident among students and staff to promote student wellbeing and learning across the school. On-balance evaluation of products and practices evident at BWPS demonstrates our school is sustaining and growing in the domain of learning.

In the leading domain in 2018, BWPS focused on educational leadership and management practice as well as strategic use of school resources, including technology. In relation to educational leadership, the school leadership team strives to model instructional leadership and support a culture of high expectations and community involvement to improve the school. Evidence demonstrates professional learning emphasises developing management skills and leadership attributes where teaching and non-teaching staff proactively seek to improve their performance through a structured teacher performance and development process that exists in the school. Parents and community members have the opportunity to engage in a variety of school-related activities as well as provide feedback on school performance.

In regard to management practices and processes at BWPS, the school makes informed choices about administrative practices and makes changes when required based on the feedback from the school community. Additionally, the Principal measures school community satisfaction and shares this analysis with the community.

Self-assessment demonstrates that it is evident that BWPS strives to use resources strategically to improve student outcomes and achieve high quality service delivery. Teaching and non-teaching staff are deployed to maximise use of available expertise whilst physical learning spaces are used flexibly to meet the needs of students. Technology is both available and integrated into lessons by teachers, whilst administrative staff are becoming expert users of available technology and systems. Use of school facilities by the local community delivers benefits to students, whilst strategic financial management is used to maximise resources available to implement the school plan. On-balance evaluation of products and practices evident at BWPS demonstrates our school is sustaining and growing in the domain of leading.

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 teaching practice

#### Purpose

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

#### Overall summary of progress

Strategic Direction 1 at BWPS focused on undertaking a range of activities and initiatives designed to build the capacity of all teachers to implement the most effective evidence-based teaching methods that encompassed quality lesson planning, explicit teaching and timely formative student feedback. The school's Instructional Leader (IL) and Assistant Principal (AP) played a crucial role in supporting the implementation of the Language, Learning and Literacy (L3) pedagogy in all K–2 classrooms, as well as the explicit teaching of "Number Sense" skills K–6. K–2 student reading data collected at 5-weekly intervals throughout the year, indicated the vast majority of students were meeting expected benchmarks and the number of students 'at risk' gradually decreased as a result of intense teaching and targeted intervention support. Student and teacher feedback collected during the year indicates that the ability of students to work flexibly and conceptually with numbers has been enhanced as students generally have a deeper, more intuitive understanding of numbers and how they relate to each other.

The BWPS teaching staff collaborated on the structure of an explicit planning, teaching, assessment and reporting cycle that not only supported the implementation of effective classroom practice, but also incorporated mandatory syllabus requirements, the new literacy and numeracy learning progressions, differentiated learning and Visible Learning practices that develop engaged, assessment capable, learners. The school developed an online tool where teachers' collective efficacy was used to build its functionality and application, so that a more consistent and strategic approach to planning, teaching, assessing and reporting was being used.

Strategic Direction 1 also focused on data skills and use, where student assessment data was regularly used to identify student achievements in order to reflect on teaching effectiveness/impact and further drive targeted teaching outcomes. Data rounds were held three times per term where teachers were released from face to face teaching to work shoulder to shoulder with the IL to analyse individual student work samples, student assessment data and literacy/numeracy learning progression data maintained in PLAN 2 software. From this teachers were able to systematically define achievable goals for specific students with action plans developed that incorporate appropriate strategies and resources to move learning forward and continually map student behaviours on the learning progressions. Twice a term the IL would share K–2 reading level data with the entire staff to illustrate the positive impact teaching was having on the percentage of students meeting reading benchmarks.

As a means of further ascertaining the impact of teaching and learning programs on student outcomes, BWPS introduced online standardised assessments in 2018. These summative assessments were used K–6 to provide another source of reliable data to evaluate the growth in student literacy and numeracy development. Hattie's effect size formula was applied to determine impact of a year's teaching at both an individual and cohort level. Results were shared with staff and data will be used to inform 2019 priorities.

Attendance data was utilised by the school's Business Manager in terms 1 and 2 to identify individual student attendance causing concern. This data informed and drove the school's procedures for supporting and managing the families of these students. Enhanced average attendance rates across the school ensure that gaps in learning concept development caused by non-attendance are kept to a minimum. Data obtained from classroom interviews conducted by the AP was collated, analysed, summarised and shared with staff, in relation to the impact they were having on student learning by incorporating Visible Learning practices such as shared learning intentions, success criteria and student feedback in their daily lessons.

Student behaviour referral data was collated and analysed every three weeks by the school's PBL Team to identify not only patterns of student behaviour being exhibited across the school, but also "hotspot" locations or times of the day as to where/when it was occurring. This data drove specific actions to address and improve behaviour and wellbeing for students across the school.

Professional learning and development undertaken by all staff throughout the year was aligned with school priorities and systems allowed collaboration and feedback to sustain quality teaching practice to support teachers in innovative, future-focused practices. A Community of Schools L3 training hub was formed in which IL's from each school led tailored training for teachers to deliver best practice literacy pedagogy back in their classrooms. This implementation and

transference of this professional learning by teachers was then supported back in the classroom through a mentoring approach by the school's IL where feedback provided encouragement and next teaching goals for teachers.

In 2018, a series of twilight professional learning sessions led by the IL and AP were held which focused on enriching the skills, knowledge and understanding of staff in building the number capacity (BNC) of students in mathematics. One of the key concepts of these professional learning sessions was incorporating brief, but regular (daily), opportunities for students to engage in "Number Talks" in the classroom. Whether as warm ups at the beginning of a lesson, or as stand-alone sessions that are used to extend and engage students in arithmetic strategies, number talks were used by teachers to encourage the development of students' mental maths skills. During a number talk, students were encouraged to justify their thinking while communicating the solutions to the problems solved mentally. At the end of both the L3 and BNC professional learning sequence for the year, teachers gave short presentations to their peers describing the impact the pedagogy had not only on their teaching, but the engagement and outcomes for their students.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the capacity and expertise of all teachers to consistently implement and embed the most effective teaching methods, including visible learning practices, that target/meet the needs of all students	<p>K–2 Instructional Leader (Deputy Principal) position to support literacy/numeracy pedagogy (4 days per week)– \$127418</p> <p>Literacy/Numeracy support &amp; Intervention– \$43934 (RAM socio-economic background)</p> <p>Flexible Visible Learning Cycle programming, planning, collaborative practice and feedback sessions– \$72000 (RAM socio-economic background)</p> <p>School-based Instructional Leader/Curriculum Support– \$69652 (RAM socio-economic background)</p> <p>Instructional Data rounds– \$5000 (RAM socio-economic)</p>	<p>Following targeted professional learning and support:</p> <ul style="list-style-type: none"> <li>– Teachers report a 20% increase in confidence and their capacity to utilise literacy/numeracy progressions and PLAN 2 to select appropriate student work samples, track and drive individual student learning needs and navigate software in identified sub-elements by the end of the year;</li> <li>– All staff implementing the L3 pedagogy in their classrooms report enhanced capacity to teach English explicitly with notable improvements in teaching writing, modelled and guided reading (incorporating "Word Work" strategies), self-confidence; and</li> <li>– Evidence-based "Number Talks" are incorporated into daily maths lessons in all classrooms, leading to greater student participation and engagement.</li> </ul>
Increase the percentage of students demonstrating expected growth per term across DoE literacy and numeracy progressions relevant to expected timeframes	<p>K–2 Instructional Leader (Deputy Principal) position to support literacy/numeracy pedagogy (4 days per week)– \$127418</p> <p>Literacy/Numeracy support &amp; Intervention– \$43934</p> <p>Flexible Visible Learning Cycle programming, planning, collaborative practice and feedback sessions– \$72000</p> <p>School-based Instructional Leader/Curriculum Support– \$69652</p>	<p>Although expected benchmarks have not been set by the DoE, by the end of 2018:</p> <ul style="list-style-type: none"> <li>– 70% of Kindergarten students "on track" with their guided reading levels;</li> <li>– 96% of Year 1 students "on track" with their guided reading levels (up 8% from the same time last year); and</li> <li>– 96% of Year 2 students "on track" with their guided reading levels (up 5% from the same time last year).</li> </ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth per term across DoE literacy and numeracy progressions relevant to expected timeframes	Instructional Data rounds– \$5000	Although expected benchmarks have not been set by the DoE, by the end of 2018:  – 70% of Kindergarten students "on track" with their guided reading levels;  – 96% of Year 1 students "on track" with their guided reading levels (up 8% from the same time last year); and  – 96% of Year 2 students "on track" with their guided reading levels (up 5% from the same time last year).
Increase the percentage of students demonstrating expected growth in NAPLAN strands in comparison to the school's 3 year average (2015–17)	Flexible Visible Learning Cycle programming, planning, collaborative practice and feedback sessions– \$72000  School-based Instructional Leader/Curriculum Support– \$69652  Equity staffing position (1.5 days per week)– \$31239 (RAM socio-economic background)	The percentage of students demonstrating expected growth in literacy and numeracy as measured by NAPLAN 2018:  – 32.3% in reading (36.5% 2015–17);  – 32.3% in writing (43.2% 2015–17);  – 48.4% in spelling (36.2% 2015–17);  – 32.3% in grammar & punctuation (47.6% 2015–17); and  – 40.7% 35.5% in numeracy (40.7% 2015–17).
100% of teachers and leaders have collaboratively participated in the school-wide PDP process, including quality professional learning to develop self and others	L3 ongoing professional learning– \$8000 (RAM socio-economic background)  Building Number Capacity training & resources– \$4000 (RAM socio-economic background)  Beginning Teacher additional professional learning– \$11452  Peer observation and	All teachers and leaders collaboratively and actively engaged with the performance and development process.  Evidence that all staff have incorporated best practice elements of planning, implementing and reviewing professional goals, aligned with both the teaching standards and school plan.  All staff have actively participated in a variety of rich professional learning tasks to develop self and others.

## Next Steps

Next steps in our school's strategic direction of "Quality teaching practice" will include–

### Professional Learning and Development

- Engagement of all Kindergarten– Year 2 teachers in ongoing professional learning in the Language, Learning and Literacy (L3) pedagogy to deepen knowledge, skills and understanding of evidence-based literacy strategies to improve student learning outcomes;
- Participation of all teachers K–6 in the school-developed course "Effective Writing K–6" so that identified writing needs of students can be supported with engaging, evidence-based teaching strategies;
- Participation of all teachers K–6 in the school-developed course "Big Ideas in Number (BIN) K–6" so that identified numeracy needs of students can be supported with engaging, evidence-based teaching strategies;
- Enhanced provision of professional dialogue, observation, modelling of practice and feedback from expert teachers and school instructional leader to support teachers in continuously improving practice; and

- Participation of all teachers K–6 in professional learning to develop and strengthen future–focused teaching and learning practices (including the introduction of coding and robotics) to in turn strengthen student engagement and outcomes across all key learning areas.

### **Effective Classroom Practice**

- Develop, enhance and embed quality literacy and numeracy pedagogy in every classroom as a result of ongoing professional learning and development of all teachers i.e. L3, Effective Writing, BIN, 7 Steps to Writing and Focus on Reading;
- Develop, enhance and embed best practice "Visible Learning" and formative assessment strategies in all classrooms that develop assessment capable learners where students can articulate what it is that they are learning, the learning behaviours required to achieve success and what they need to learn next; and
- Provision of higher order feedback to students from teachers and peers to support them in successfully achieving their learning goals.

### **Data Skills and Use**

- Expand the role of the school's instructional leader to include supporting and building capacity of Stage 2 and Stage 3 teachers in making consistent judgements about assessing student work samples, tracking student progress against identified literacy/numeracy sub–elements (PLAN 2) and identifying future teaching and learning goals that move learning forward for all students;
- Extrapolating and analysing standardised school–based student summative assessment data to confirm ongoing formative assessments made by teachers, monitor student growth and determine next steps for teaching and learning; and
- Refine data collated and analysed regarding student behaviour and utilise more effectively in developing short term action plans to improve positive behaviour for learning in all school contexts.





## Strategic Direction 2

Visible student learning, engagement and wellbeing

### Purpose

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

### Overall summary of progress

Strategic Direction 2 at BWPS focused on promoting strong and visible student learning, engagement and wellbeing. To progress toward our improvement measures a number of activities were planned, implemented and reviewed to firstly facilitate an integrated approach to quality teaching, curriculum planning, delivery and assessment that supported high quality learning and met the needs of all students. For example, throughout the year, all class teachers collaboratively planned and worked shoulder to shoulder with in-school support staff, including the Aboriginal Education coordinator, Learning and Support Teacher (LaST), English as an Additional Language/Dialect (EaL/D) teacher and School Learning and Supports Officers (SLSO's) to explicitly set personalised learning goals and develop appropriate learning adjustments for all Aboriginal students, students where English is a second language and students with additional learning/behaviour needs. Parents were also given the opportunity to be actively involved in the development of any support plans for their children.

Personalised Learning Pathways, individual learning plans and necessary in-class adjustments were documented, implemented and reviewed to maximise student engagement and success in achieving their learning and personal goals. By the end of 2018, 80% of our Aboriginal students had achieved all 10 of their set literacy/numeracy goals, which were set in consultation with teachers, students and parents. Teachers also reviewed summative student performance data to identify and develop plans to support high achieving students in their class. BWPS staff developed and utilised literacy and numeracy teaching programming materials that required them to identify what literacy/numeracy behaviours their students are currently exhibiting in predetermined literacy/numeracy sub-elements and where they need to go to next to progress their learning. This approach to supporting high achieving students took preference as the year progressed rather than implement separate action plans in isolation.

Strategic Direction 2 also focused on implementing consistent school-wide practices for assessment that are used to monitor, plan and report on student learning, with formative assessment embedded into everyday teaching practice. BWPS successfully implemented the Revised Kindergarten Best Start Assessment. The implementation of this online process meant Kindergarten teachers had instant access to practical baseline literacy and numeracy data for their students to inform their teaching. Our school also utilised grade-based online assessment tools to collect summative data to validate ongoing formative assessments made by class teachers and to identify any key gaps in learning for students. Although, the online approaches saved teacher's time in terms of having to mark and scale student performance, technical issues and the capacity of younger students to navigate software needs further consideration. BWPS also used this data to apply Hattie's effect size formula to ascertain student growth over the year.

BWPS commenced tracking individual student literacy and numeracy skills against the new National Literacy and Numeracy Progressions. The progressions replace the NSW Literacy and Numeracy Continuums. By the end of 2018, all teachers had been involved in tracking their students progress against both the Additive Strategies and Creating Texts sub-elements. This approach was taken after consultation with staff who considered it best practice to familiarise themselves and become proficient with progressions through narrowing the focus to two sub-elements only. Further support from Early Action for Success leaders will be required to develop capacity of teachers to implement tracking of multiple sub-elements. 2018 also saw our teachers transition to recording progression data onto the new PLAN 2 software platform. A number of face to face and group professional development sessions assisted staff in becoming more proficient in using this platform. By the end of the year, teacher surveys show that they are 13% more confident in being able to select appropriate student work samples to assist in mapping to the progressions whilst they are 23% more confident in mapping student literacy and numeracy behaviours to the progressions and PLAN 2.

In another first, BWPS also was part of the inaugural groups of schools in the state to implement Year 3 & 5 NAPLAN online. This was a move away from administering the assessment using pencil and paper. Despite students indicating they were more motivated and engaged by the online format, concerns arose regarding the speed that some students were completing the assessments in, suggesting that clicking multiple choice answers quickly took precedence over a measured, accurate approach to decoding questions. It has been advised from Department officers that as results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The final process comprising our work toward Strategic Direction 2 in 2018 involved enhancing and strengthening the integrated approach to student wellbeing and learning where students can connect, succeed and thrive at each stage of their schooling. Our school's literacy/numeracy Interventionist continued to work collaboratively with our school's Instructional Leader and classroom teachers 4 days a week to identify and develop action plans to support those K–2 students experiencing difficulty in meeting literacy/numeracy benchmarks. Intensive in–class support for these students and their teachers maximised the chances of students attaining success. Decisions regarding which students were at risk were informed by progression and formative assessment data collected in 5 week blocks.

The BWPS Learning and Support Team (LST) refined its collaborative practices throughout the year. The LST, led by the Learning and Support Teacher (LAST), meets every two weeks to review, discuss and monitor the additional learning and support needs including, health, learning, communication, motor, social, emotional and behaviour of both individuals and groups of students. At the beginning of the year, every classroom teacher met with the LAST to specifically discuss and plan the reasonable adjustments for those students (approximately 50% of students at BWPS) in their class. This year, approximately 13% of students at BWPS have been identified and supported with Personalised Learning and Support Plans. The LST reviewed over 55 referrals from classroom teachers throughout the year seeking advice and support on how plans may be generated or adjustments made to maximise success for their students. Adjustments provided to support students during 2018 included, adjustments to work load, task complexity and time allowed to complete tasks. Provision of visual/sensory supports such as social stories, timetables, checklists and fidget tools. Provision of seating alternatives, movement/sensory breaks, quiet spaces and personalised rewards. Provision of additional programs including speech/language therapy program and respectful relationships program was also made.

When required, the LST coordinated the appropriate consultation with parents and the appropriate available services to support students/families. Some of these services came from within the Department of Education, whilst support from external agencies was at times considered more appropriate. Three School Learning and Support Officers (SLSOs) were engaged and deployed by the LST across the school in 2018 to provide targeted support to classroom teachers to deliver quality learning programs and individual learning plans/adjustments to students. SLSO timetables were adjusted regularly to target prioritised needs.

A number of Aboriginal Education initiatives and partnerships were undertaken during the year to not only connect and strengthen students with their culture, but raise cultural awareness of all students. A class teacher was released from class two days per week to coordinate and facilitate collaboration with the AECG, links with Elders and parents of Aboriginal students, develop PLP's and in–school projects such as the MALPA Young Doctors program. As a result, 95% of Aboriginal students in Years 4, 5 and 6 at our school indicated they felt good about their culture when they were at school, whilst 86.5% of them indicated that teachers had a good understanding of their culture.

The BWPS Positive Behaviour for Learning (PBL) initiative continued to coordinate evidence–based whole school processes to improve learning outcomes for all students. This is primarily achieved through universal and targeted prevention and intervention strategies that prevent problem behaviour and increase the likelihood of academic success by creating positive learning environments for all. The school's PBL team met every three weeks during 2018 to analyse student behaviour data to ascertain what, when and where student behaviours were being exhibited and how positive behaviour could be encouraged/negative behaviours modified. The team identified behaviours causing concern and supported teachers with not only explicit strategies to ensure consistent classroom/playground management of behaviours but PBL lesson content to proactively teach desired replacement behaviours. Data collected suggests that whilst reporting of negative behaviour increased in 2018, this may be the result of more active supervision, consistent identification and reporting of behaviour by teachers. During 2018, there was an average of 4.8 referrals per student/year across all settings (4.0 in 2017), 1.9 referrals per student/year from the classroom (1.5 in 2017) and 2.2 referrals per student/year from the playground (2.3 in 2017).

Finally, BWPS places crucial importance on student attendance at school in maximising learning outcomes for all students. A Business Manager was employed for a term to monitor attendance and openly communicate with families where attendance was causing concern. Attendance rates are utilised at BWPS as one measure of student engagement at school. The average attendance rate for Aboriginal students in 2018 was 91.9%. This rate was 6.4% higher than the state average and 3.4% higher than the average for statistically similar school groups. The average attendance rate for all BWPS students in 2018 was 93.6%. This rate was 2.3% higher than the state average and 2.2% higher than the average for statistically similar school groups.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth in literacy and numeracy (in comparison to the school's 3 year average) as measured by NAPLAN	Literacy/Numeracy support & Intervention– \$43934  School–based Instructional Leader/Curriculum Support– \$69652	The percentage of students demonstrating expected growth in literacy and numeracy as measured by NAPLAN 2018:  – 32.3% in reading (36.5% 2015–17);

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth in literacy and numeracy (in comparison to the school's 3 year average) as measured by NAPLAN	Flexible Visible Learning Cycle programming, planning, collaborative practice and feedback sessions– \$72000  School Learning Support Officers– \$36398 (RAM socio-economic background)	– 32.3% in writing (43.2% 2015–17); – 48.4% in spelling (36.2% 2015–17); – 32.3% in grammar & punctuation (47.6% 2015–17); and – 35.5% in numeracy (40.7% 2015–17).
Increase the percentage of all students (and a proportion of Aboriginal students) in the top two NAPLAN bands for reading and numeracy (as compared to the school's 3 year average)	Literacy/Numeracy support & Intervention– \$43934  School-based Instructional Leader/Curriculum Support– \$69652  Flexible Visible Learning Cycle programming, planning, collaborative practice and feedback sessions– \$72000  Equity staffing position (1.5 days per week)– \$31239 (RAM socio-economic background)  Class teacher, LAST, AEC and parent collaborative planning and consultation sessions– \$3000	The percentage of students in the top two bands in literacy and numeracy as measured by NAPLAN 2018:  – 40.5% in Yr 3 reading (40.3% 2015–17); – 29.7% in Yr 3 numeracy (37.3% 2015–17); – 18.8% in Yr 5 reading (22.7% 2015–17); and – 9.4% in Yr 5 numeracy (10.7% 2015–17).
Decrease the annual rate of teacher referrals for negative student behaviour across both classroom and playground settings in the school	Positive Behaviour for Learning initiatives and training for staff– \$3000 (RAM socio-economic background)	The overall number of behaviour referrals reported for negative behaviours in both the classroom and playground settings rose in 2018. This may be attributed to a higher number of student enrolments in 2018, and more consistent reporting by teachers.  In 2018 there was a 37% increase in classroom referrals in comparison to 2017. Feedback indicated that this increase can be mainly attributed to consistent expectations from teachers around adherence to established classroom procedures and routines to support positive learning environments.  Negative playground incident referrals from staff in 2018 on the other hand fell by 9.4% in comparison to 2017.
Increase the percentage of students reporting a sense of belonging, expectations for success and advocacy at the school as measured each year by "Tell Them From Me" data	Literacy/Numeracy Interventionist– \$39500 (RAM socio-economic background)  Aboriginal Education Coordinator– \$41645  MALPA Young Doctors program– no cost	Analysis of 2018 "Tell Them From Me" student survey data indicates:  – 81% of students surveyed responded positively when asked about their sense of belonging at Berkeley West Public School (compared to 78.3% of students i.e. 2015–17 average);  – 97% of students surveyed responded positively when asked about teacher expectations for success

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students reporting a sense of belonging, expectations for success and advocacy at the school as measured each year by "Tell Them From Me" data	Additional Learning and Support Teacher time i.e. additional 0.5 days a week– \$10411 (RAM socio-economic background)	at Berkeley West Public School (compared to 95.3% of students i.e. 2015–17 average); and  – 95% of students surveyed responded positively when asked about advocacy (having someone who can be turned to for encouragement/advice) at Berkeley West Public School (compared to 89% of students i.e. 2016–17 average).
Increase the school average attendance rate as compared to the previous 3 year average	Business Manager– \$11585  Sentral roll marking, attendance monitoring, SMS and letter messaging module \$3000 (RAM socio-economic)	Analysis of 2018 student attendance data indicates that overall student attendance improved slightly in 2018 (93.5%) when compared to the school's 2015–17 average (93.4%), it was also higher than both the 2018 state average (93.4%) and that of the statistically similar school group's average (90.6%– Sem 1).

## Next Steps

Next steps in our school's strategic direction of "Visible learning, engagement and wellbeing" will include–

### Curriculum and Differentiation

- Establish a learning alliance with our partner "Community of Schools" to share ideas, develop expertise and organise combined school events to strengthen outcomes for our Aboriginal students;
- Embed the collaborative processes established in our school to support the development of learning plans for all Aboriginal students, and students with additional learning needs, that target identified literacy/numeracy/learning needs;
- Enhance future-focused learning skills such as collaboration, discussion, demonstration, feedback and reflection through students and teachers integrating Google Suite applications across a variety of key learning areas; and
- Develop an increased number of parents confident in supporting children's learning at school and home through the provision of the "Parents as Teachers and Classroom Helpers" (PaTCH) training course.

### Assessment

- Revise and strengthen teacher's knowledge, skills, understanding and application of a range of everyday formative assessment practices.

### Wellbeing and Learning Needs

- Strengthen communication and partnerships with parents in building a collective responsibility for improved attendance and behaviour for those students most at risk, so that they can connect and thrive at school; and
- Refine school processes and practices to better support and improve the behaviour of both individual students and small groups of students in all school settings, so that optimised learning and play environments are facilitated.





### Strategic Direction 3

Quality school leadership, management practices and resources

#### Purpose

Strong strategic leadership, optimal resource allocation, collaborative partnerships, systematic self-evaluation and management practices are fundamental to facilitating improved outcomes for students.

#### Overall summary of progress

Strategic Direction 3 at BWPS is focusing on developing educational leadership and management practice. This involves developing distributed instructional leadership, effective management skills and leadership attributes at all levels, leading to whole school improvement and enhanced community engagement/satisfaction.

Staff at BWPS, regardless of their experience levels, possess a wide range of skill sets they are willing to utilise and share to improve learning outcomes for students and to professionally develop their colleagues. At the beginning of the year, all staff nominate themselves to lead intended projects and initiatives, either to maximise the impact of their expertise or develop their own leadership/management skills. Most projects or initiatives require teachers to manage allotted budgets, staffing, consult with the community, implement specific project activities and monitor ongoing project impact/effectiveness through regular evaluative practices. Distributed leadership opportunities across the school in 2018 have included leading and managing school-wide projects such as PBL, Aboriginal Education, new PD/H/PE syllabus implementation, Learning and Support processes, breakfast program, creative arts initiatives/groups, school and the Community of Schools Public Speaking program.

Not only is the expertise of staff members utilised to have maximum impact on students and teaching peers, but leadership opportunities have developed and strengthened the confidence and educational management skills of all staff building the capabilities of the next generation of school leaders. Teachers indicate improved confidence in managing resources, communication skills and building connections with key stakeholders, including parents and wider-community groups. Staff with instructional expertise have led staff professional learning to build the capacity of others staff. Although teaching staff are not currently seeking formal New South Wales Standards Authority (NESA) accreditation at the 'Highly Accomplished Teacher' level, all staff are demonstrating and continually developing attributes and skills beyond the proficient classroom teacher standard.

Our school believes strengthening educational leadership and management practice at all levels, working in conjunction with the substantive leadership team, has resulted in enhanced community perceptions of our school. Evaluation practices included seeking feedback on school community perceptions regarding teaching, learning and leadership practices at our school. Collated results regarding 2018 parent/carers' perceptions can be seen in the table below.

Strategic Direction 3 also focused on improving strategic and equitable planning, the deployment and use of targeted resources and the integration of technology to improve both student outcomes/engagement and service delivery to the school community. Staff with expertise led projects and developed others, whilst funding was used to engage teaching and non-teaching staff to fully implement and support programs our school believed would positively impact quality teaching and student learning. In total, the strategic engagement of supplementary teaching and non-teaching staff meant that our school was able to support students, teachers and the community with positions such as:

- a Literacy/Numeracy Interventionist (K–2) 4 days per week (to support identified students 'at risk');
- x3 School Learning and Support Officers (K–6) to support students with additional needs;
- a School Business Manager 1 day per fortnight to support families with student attendance; and
- a class free Assistant Principal to better lead/support all teachers and students in the delivery of quality teaching and learning practices.

Other physical resources were procured, including technology required to compliment future-focused quality teaching, learning and administrative practices. \$40000 was invested to have new interactive touchpanels installed in five classrooms to replace ageing, and at times unreliable technology. Teachers and students report increased functionality, practicality and features from this equipment.

Procurement of Chromebooks for day to day use in Stage 3 classrooms, and the expansion in the application of a number of Google Apps in teaching and learning, is allowing teachers and students to explore future-focused learning modes such as collaboration (a place to learn with others), discussion (a place to talk and share my ideas), feedback and

reflection (a place to learn about my learning) as well as demonstration (a place to present my learning). Student engagement in this style of learning has been clearly evident.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of positive parent perceptions in regard to school education and management practices.</p> <p>(i.e. 2015–17 average:</p> <ul style="list-style-type: none"> <li>– 97% regarding school culture;</li> <li>– 86% regarding leadership;</li> <li>– 95% regarding learning;</li> <li>– 89% regarding school management–</li> <li>– 81% regarding school planning; and</li> <li>– 89% regarding teaching)</li> </ul>	<p>Leadership at all levels i.e. Instructional expertise/Project coordination– \$15400</p> <p>Additional School Administrative Officer support/Community support– \$2658 (RAM socio-economic background)</p> <p>Sentral SMS/ School App communication platforms– \$2000 (RAM socio-economic background)</p> <p>Business Manager to consult/support data identified families to maximise attendance/engagement in</p>	<p>Analysis of parent feedback data in 2018 included the following positive perceptions/satisfaction regarding education and management practices at our school:</p> <ul style="list-style-type: none"> <li>– 98% regarding school culture;</li> <li>– 92% regarding school leadership;</li> <li>– 98% regarding learning;</li> <li>– 88% regarding school management;</li> <li>– 78% regarding school planning; and</li> <li>– 93% regarding teaching.</li> </ul>
<p>Increase the number of teachers in the school who aspire to be leaders or who exhibit attributes aligned at the Highly Accomplished professional standards.</p>	<p>Distributed leadership opportunities for all teachers, at all career stages, to use and develop their expertise in leading:</p> <p>Aboriginal Education coordination</p> <p>Learning and Support/Disability Standards processes</p> <p>PBL coordination– \$2000 (RAM socio-economic background)</p> <p>Environmental Education coordination &amp; resources– \$1500 (RAM socio-economic background)</p> <p>Breakfast program– coordination– \$1000 (RAM socio-economic background)</p> <p>Creative arts/performance coordination</p> <p>New PD/H/PE syllabus introduction/ implementation– \$1000 (RAM socio-economic</p>	<p>All teachers at BWPS have been given authentic opportunities to lead and implement programs, manage budgets and associated resources and share/develop their expertise in delivering school activities aligned with the 2018–20 school plan.</p> <p>Review of goals achieved in Professional Development Plans (PDP's) shows teachers are highly effective, skilled classroom teachers and routinely work independently and collaboratively to improve their own practice and the practice of colleagues by taking on roles that guide, advise or lead others. Their roles have also enabled them to develop effective and respectful skills in communicating with students, colleagues, parents/carers and community members.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the skills and capacity of teachers and administrative staff to integrate new technology into engaging future-focused flexible learning spaces and administrative practices that enhance learning, challenge and engage all students and better service the wider community.	<p>Lego WeDo robotics kits– \$3500 (RAM socio-economic background)</p> <p>Stage 3 Chromebook devices– \$15000 (RAM socio-economic background)</p> <p>X5 Interactive touchpanels to replace ageing Smartboards to compliment teaching and learning practice– \$40000 (i.e. \$29000 RAM socio-economic background)</p> <p>SAP/EFPT finance and administrative computer systems– DoE provided (no cost)</p>	<p>The availability of Chromebook devices in both Stage 3 classrooms enabled teachers and students to begin redefining teaching/learning activities where the technology allows for the creation of new tasks that were not possible without it. For example, through the use of Google Apps for Education, such as Google Docs and Slideshow, students were able to collaborate on writing tasks, utilising peer assessment and feedback related to success criteria to improve the quality of their writing.</p> <p>New interactive touchpanel technology installed into five classrooms has enhanced the reliability and versatility of this key teaching tool in complimenting quality teaching and learning experiences facilitated by teachers.</p> <p>Improving online SAP finance tools and reports, in conjunction with ongoing professional learning, has improved the capacity and confidence of School Administrative Staff and the Principal, to strategically operate and track school budgets and resources required delivery of the school plan.</p>

## Next Steps

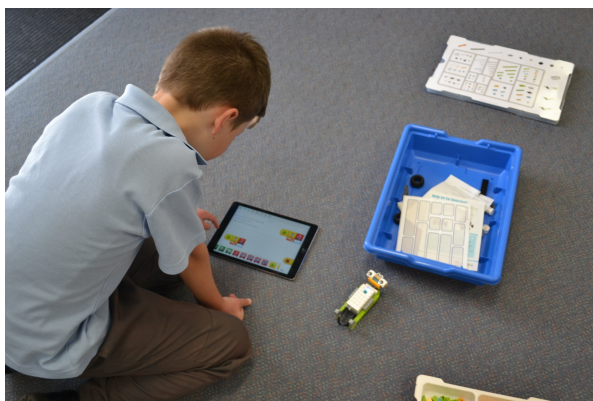
Next steps in our school's strategic direction of "Quality school leadership, management practice and resources" will include–

### Educational Leadership and Management Practice

- Widening the leadership capacity of staff in our school through a distributed leadership approach, where the skills of expert teachers are utilised to drive the processes required to serve the purpose of each of our school's strategic directions; and
- Exploring innovative ways of engaging the community and seeking purposeful feedback from key stakeholders to continually improve performance and practice, and then acting upon this feedback.

### School Resources and Technology

- Strengthening the evaluative practices used in the school to evaluate the effectiveness of processes and allocated resources in achieving intended purposes of the school plan; and
- Enhancing the accessibility of technology in the school to support its purposeful integration into more flexible, creative and engaging teaching and learning programs/physical spaces.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Education Coordinator– \$41645</p> <p>Aboriginal Education School Learning and Support Officer– \$10000</p> <p>MALPA Young Doctors program– no cost</p> <p>Aboriginal Education resources including excursions to Wollongong art gallery and visiting cultural performers– \$4567</p> <p>NAIDOC Public Speaking Challenge– \$1500</p>	<p>Personalised Learning Pathways (PLP's) documented, implemented and reviewed regularly for all students, with 80% of all BWPS Aboriginal students achieving all 10 of their set literacy/numeracy goals.</p> <p>Parents were given the opportunity to collaborate and consult in the PLP process and celebrate achievement of goals. Parent feedback highly positive of school initiatives.</p> <p>MALPA young doctors program implemented to support students to be health ambassadors and positive role models within their community. Our Year 4 students have gained a greater understanding in health literacy, nutrition, wellbeing, environmental health and hygiene.</p> <p>Stage 1 students participated in learning the Dharawal language with a local Aboriginal person from the community. Students were highly engaged in classroom literacy activities.</p> <p>Yr 4–6 Aboriginal students at BWPS have responded positively in terms of their sense of belonging at school (83%), expectations for success (94%) and advocacy at school (94%)– (2018 TTFM student survey data).</p> <p>Our NAIDOC Public Speaking Challenge students were successful in reaching the state finals held in Dubbo.</p> <p>Attendance rates of our Aboriginal students, for the third consecutive year are higher than both the state average and that of statistically similar school groups.</p>
<b>English language proficiency</b>	<p>English as an Additional Language/Dialect (EAL/D) Teacher 1 day/week– \$20823</p>	<p>The EAL/D teacher worked 1 day per week alongside classroom teachers, focusing support on achieving identified literacy and numeracy goals for those students with English as an additional language. Priority was given to supporting students whose language proficiency had been assessed at the emerging or developing phase.</p>
<b>Low level adjustment for disability</b>	<p>Learning and Support Teacher (LaST 4 days/week)– \$83689</p> <p>Speech pathology services– \$6000</p>	<p>Following an explicit process of consultation with teachers and parents/carers, students with disability or additional learning needs were identified. 52 students were identified as having a disability and were included in the <i>2018 Nationally Consistent Collection of Data on Students with Disability</i>.</p> <p>Personalised Learning and Support Plans (PLSP's) were developed for 29 students, with reasonable classroom adjustments documented and implemented to support their needs. SLSO's worked across the school 4–6 days per week, supporting teachers with PLSP implementation.</p>



<p><b>Low level adjustment for disability</b></p>	<p>Learning and Support Teacher (LaST 4 days/week)– \$83689</p> <p>Speech pathology services– \$6000</p>	<p>Teachers reported that additional support for targeted students resulted in increased focus on tasks and engagement in classroom activities. This led to students displaying increased confidence in their own abilities leading to improved participation in both classroom and playground activities.</p> <p>Teachers believed that additional staff working in various capacities with students were able to take on a mentoring role and develop connections with students and build a rapport. This led to students developing improved feelings of self worth.</p> <p>SLSO's reported that the provision of additional support helped students to stay on task and engage in learning in the classroom and develop feelings of trust.</p> <p>BWPS once again engaged the services of a speech pathologist who worked intensively with 8 students, achieving excellent results in developing speech sounds, language skills and phonological awareness. Training was also provided by the speech pathologist to the LaST and SLSO's.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Quality Teaching, Successful Students (QTSS) staffing allocation– \$36000</p>	<p>The QTSS staffing allocation was used primarily to support the school's implementation of the performance and development processes and wellbeing initiatives of the school plan. Executive were flexibly released from class to support with student behaviour and classroom management practice as well as release teachers from class if required to conduct peer observations of practice and provide feedback to improve teaching practice.</p> <p>Teachers were able to develop their professional development plan goals for the year and discuss/refine them with their supervisor. Supervisors were available to coach/support teachers in aligning their achievable goals with teaching standards and any areas required to deliver the school plan.</p> <p>Overall, teachers at Berkeley West actively engaged in the required professional learning needed to achieve the majority of their professional goals by the end of 2018.</p>
<p><b>Socio-economic background</b></p>	<p>Total staffing and resource expenditure across all strategic directions for 2018– \$397828</p>	<p>As the funding loading based on our school's socio-economic background represents the major source of our school's annual revenue, expenditure is spread across resourcing all three strategic directions of the school plan. Funds expended from the socio-economic background loading component of the school's budget are denoted in brackets i.e. <i>(RAM socio-economic background)</i></p> <p>The impact achieved this year from the implementation of initiatives, and provision of resources to support programs, has therefore been summarised in the evaluations of Strategic Directions 1, 2 and 3 of this report.</p>

<p><b>Support for beginning teachers</b></p>	<p>Release from face to face teaching– \$9638</p>	<p>Funding for this initiative allowed a classroom teacher in her second full year of teaching to utilise one additional hour a week class to plan and develop lessons, implement efficient assessment strategies and participate in additional professional learning.</p> <p>This additional funding supported the teacher attaining accreditation at Proficient Teacher level with the New South Wales Education Standards Authority.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	97	93	88	101
Girls	117	108	107	118

Student enrolments increased 12% in 2018 to 219 students, its highest level in many years. Berkeley West Public School was able to form 9 mainstream classes from Kindergarten to Year 6.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	94.6	92.8	94.3
1	92.4	94.7	92.7	93
2	91.1	91.9	93.2	93.3
3	92.9	94.9	90.5	94
4	93	94.6	95.2	92
5	95.3	93.4	93.7	95
6	91.5	94.1	94.3	91.9
All Years	93	94.1	93.2	93.5
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

Student attendance is monitored rigorously during the year, utilising the school's digitally recorded attendance data. Attendance is monitored and recorded daily by each classroom teacher. Numerous incentives such as "Great Attendance at School" (GAS) awards, the BWPS Attendance Cup, "Be at School on Time" broadcast and "94 Club" regularly rewarded students for consistent to outstanding attendance. In Term 1 of 2018, the school engaged the services of a school

business manager to assist in monitoring student attendance and providing support to families where necessary.

Articles published regularly in the school newsletter emphasised to parents the importance of consistent and prompt attendance, as well as the need to explain non-attendance. Our school enables parents to notify the school of absences by submitting them through the school app which is freely available to those with a smartphone, tablet or computer at home.

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

When unexplained absences occurred, computer generated letters were sent home to parents asking them to provide a reason for their child's absence. If an absence remained unjustified, and if attendance continued to cause concern, follow-up actions were taken. In cases causing most concern, parents were requested to attend an interview with the principal to discuss strategies to improve attendance.

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

Berkeley West Public School attendance rate in 2018 was 93.5%, slightly higher than the school's own average in 2017 and also slightly higher than the state average.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.41
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.37

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Professional learning experiences for teaching staff in 2018 focused primarily on developing quality classroom practice in literacy and numeracy teaching to improve student learning outcomes. Professional learning on how to analyse and interpret student performance data and work samples informed teaching directions. Training and development activities involved all teaching staff participating in staff development days as well as a multitude of professional learning sessions both in and out of school hours. These sessions were facilitated by staff with instructional expertise within the school or from within the local school network. Our school utilised designated teacher professional learning funds and RAM equity funds to allow teachers to engage in quality training opportunities to improve evidence-based teaching practice. Total expenditure on teacher professional learning was approximately \$50 000 for 2018.

During the year, 3 permanent or temporary teachers were successfully accredited at proficient. At the start of 2018, all pre-2004 service teachers were accredited at the Proficient Teacher level and are now required to maintain their accreditation through participation and completion of at least 100 hours of professional learning every five years.

Professional learning areas for staff in 2018 included training in Language, Learning and Literacy (L3) pedagogy, Building Numeracy Capacity (BNC), building leadership capacity, robotics and coding in primary education, using data with confidence and use of the PLAN 2 student to assist teachers in the recording of student learning to support teaching and learning.

## 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>	117,781
<b>Revenue</b>	2,383,779
Appropriation	2,352,548
Sale of Goods and Services	2,400
Grants and Contributions	28,491
Gain and Loss	0
Other Revenue	0
Investment Income	340
<b>Expenses</b>	-2,349,018
Recurrent Expenses	-2,349,018
Employee Related	-2,168,172
Operating Expenses	-180,846
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	34,761
<b>Balance Carried Forward</b>	152,542

Balances brought forward and new annual funding received at the start of each school year, are utilised by the school to fund salaries of all teaching/non teaching staff salaries in the school's staffing entitlement, as well as other staffing positions required to fully implement processes/projects contained in the school plan. Strategic directions in the plan are initially devised in consultation with the school community involving a thorough self-evaluation process. Apart from direct teacher salaries, funding for projects in the school plan may be diversely spent on educational delivery e.g. teaching resources, casual salaries and professional development of teachers and leaders. Whilst funds are also expended on essential administrative costs incurred in the operation and maintenance of the school e.g. utility costs, equipment, furniture and grounds maintenance.

School executive, administrative staff and project leaders work collaboratively to determine funding requirements and monitor allocated budgets. The introduction of enhanced budgeting tools and reports as part of the online SAP system, allow the school to monitor funds.

Funds available at the end of the school year are carried forward to fund processes implemented to achieve the improvement measures of the current three year school plan.

### 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>	1,658,736
Base Per Capita	37,707
Base Location	0
Other Base	1,621,029
<b>Equity Total</b>	427,836
Equity Aboriginal	51,807
Equity Socio economic	269,252
Equity Language	9,260
Equity Disability	97,516
<b>Targeted Total</b>	1,094
<b>Other Total</b>	207,424
<b>Grand Total</b>	2,295,090

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.

NAPLAN results for Year 3 students demonstrate that 40.5% of students achieved the top two bands for reading which was above the average for statistically similar school group (32.5%), but below the overall state average (50.7%). NAPLAN results for Year 5 students demonstrate 18.8% of students attained top 2

bands for reading, slightly above the average for the statistically similar school group (17.8%) and below the overall state average (35.7%).

NAPLAN item analysis in reading indicates that our students would benefit in targeted teaching strategies which requires them to develop, draw on and use an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies.

NAPLAN results for Year 3 demonstrate that 29.7% of students achieved the top two bands for numeracy which above the average for the statistically similar school group (20.9%), but below the overall state average (40.2%). NAPLAN results for Year 5 students demonstrate 9.4% of students attained top 2 bands for numeracy, slightly below the average for the statistically similar school group (11.7%) and below the overall state average (29.7%).

NAPLAN item analysis in numeracy indicates that our students would benefit from targeted, explicit teaching strategies to develop skills in applying place value, to count, order, read and represent two and three-digit numbers (Yr 3) up to five digits (Yr 5).

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.

In 2018, in accordance with the Premier's Priorities, *Improving education results* i.e. Percentage of students in the Top 2 Bands in NAPLAN 2018:

Yr 3 Numeracy– 29.7%;

Yr 5 Numeracy– 9.4%;

Yr 3 Reading– 40.5%; and

Yr 5 Reading– 18.8%.

In regard to the State Priority, *Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands*, data shows that on average, 10% of our Aboriginal students attained results in the top two bands for for reading and numeracy.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. A number of strategies are used to ascertain these perceptions, such as the "Tell Them From Me" survey, to gain representative feedback from stakeholders. Analysis of feedback data received this year indicates the following key perceptions:

- Our school leaders have a positive influence on the school culture (97%), the school encourages students to achieve their best (97%) and that the school caters for the learning needs of their child (100%). Overall satisfaction regarding all elements of school culture was measured at 98%;
- School leaders understand the school and get the best from staff and students (94%), the school ensures everyone is treated fairly (91%), school leaders introduce changes that are good for the students (94%) and that the school involves all groups within the school community in deciding what it aims to achieve (88%). Overall satisfaction regarding all elements of school leadership was measured at 92%;
- Our school expects students to learn to the best of their ability (97%) and their child's classroom is an interesting place to learn (100%). Overall satisfaction regarding all elements of learning was measured at 98%;
- Our school cares about the students and the discipline is fair (94%) and that minor changes are continually made to improve what it does (81%). Overall satisfaction regarding all elements of school management was measured at 88%;
- The main purpose of school targets is to improve student learning outcomes (94%) and the school plan addresses the needs of students (91%). Overall satisfaction regarding all elements of school planning was measured at 78%; and
- Teachers provide class activities that are interesting and appropriate to their child's needs and abilities (100%), they and their children understand how the child's learning will be assessed (91%) and that their child's report card is informative and easy to understand (91%). Overall satisfaction regarding all elements of teaching was measured at 93%.

## Policy requirements

### Aboriginal education

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

In addition to the specific programs such as MALPA, implemented for Stage 2 students this year, Aboriginal perspectives and content are incorporated deeply in the

school's implementation of the history and geography curriculum. 100% of funding received by BWPS for the purposes of improving outcomes for Aboriginal students, as well as educating all students about Aboriginal histories, cultures and perspectives, is expended on initiatives to achieve this. In total, over \$51 000 was invested in Aboriginal Education initiatives in 2018.



### Multicultural and anti-racism education

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

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

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

A range of strategies have been utilised to communicate key messages to families of newly arrived students, including face to face meetings with the EAL/D teacher.

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