

Berala Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Berala Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

It is my pleasure to bring you this report on what has been a very busy and productive year at Berala Public School.

It has been an honour to be the Relieving Principal of such an innovative and vibrant school.

The students continually strive to be the best at what they do and enjoy being involved in a variety of school programs such as dance and drama groups, the School Spectacular and sporting events to name a few.

Parents play a vital role in their child's education and the school community continues to be extremely supportive of the school and its endeavours to give the students a well rounded education. The school P&C play a vital role in bringing the community together and raising funds for important school projects.

Our teachers are dedicated and work hard to provide the students with a varied curriculum and opportunities to excel.

Marvic Aquilina

Acting Principal



School background

School vision statement

EMPOWERING LEARNING IN A GLOBALISED WORLD

Our vision at Berala Public School is:

*to empower students to direct their own learning based on curiosity and passion which ignites their creativity;

*to constantly challenge our students to be courageous and take risks, and not to accept what is expected of them but to create their own expectations in a caring and supportive environment;

*to equip our students with resilience and persistence, and to understand that failure is an important factor in the process of success; and ultimately,

*to cultivate independent thinkers who are willing and able to use their learning differently to contribute positively to the globalised society.

School context

Berala Public School was established in 1924 and, is a large primary school in the South West of Sydney with an enrolment of 812 students. The school supports students and families from a wide variety of cultural backgrounds with Chinese (30%), Arabic (30%), Turkish (6%), as the main groups of over 35 cultural backgrounds. 95% of students come from a non-English speaking background. Berala Public School has a dynamic and caring learning community staffed by dedicated, enthusiastic and supportive teachers who deliver highly effective teaching and learning programs with an emphasis on information technologies and challenge-based learning. Positive Behaviour for Learning (PBL) is embedded into school culture with a focus on learner qualities. There is a strong focus on extracurricular activities including chess, dance, choir, public speaking and debating. The school has a proud tradition of excellence in sport. The school is characterised by a supportive community with high student and school expectations.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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

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

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

We are DELIVERING for **CURRICULUM** and **ASSESSMENT**, there have been more systematic, whole school approaches in addressing student learning needs and assessment are being developed. In both instances, we have implemented the use of specific tools that measure the direct and specific impact of our many programs and initiatives on learning. The school is developing a system to identify, monitor and analyse student learning progress.

In regards to the elements of **REPORTING** we have made the on-balance judgement that we are SUSTAINING and

GROWING. Teachers and parents are able to openly discuss student progress through Learning Conversations.

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

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

Over the last 18 months Berala Public School has implemented practices such as the Quality Teaching Rounds, Spirals of Inquiry and Peer Observations to enable us to ascertain that we are at SUSTAINING AND GROWING in **EFFECTIVE CLASSROOM PRACTICE**. Teachers collaborate across stage teams to share curriculum knowledge, data, and other information about students, to inform the development of programs and lessons to meet the needs of students.

We have also assessed ourselves to be at SUSTAINING AND GROWING for **LEARNING AND DEVELOPMENT**. As we develop better and more consistent ways of evaluating the direct impact of teacher professional learning on improved student learning, we can move towards excelling.

In the other two elements of the Teaching Domain, we have made the on-balance judgement that we are DELIVERING. Our **DATA SKILLS AND USE** practices are more consistent throughout the school but still need further development.. Teachers have been participating in a range of professional learning opportunities on the effective use of student assessment and team meetings are dedicated to the use of PLAN data and consistent teacher judgement; all steps in using student assessment data school-wide to identify student achievement and progress to inform future school directions.

The number of teachers at Berala Public School familiar with the Australian Professional Standards for Teachers is slowly expanding as all staff engage more with our professional standards. We are only at the beginning of all teachers demonstrating responsibility for maintaining and developing their professional standards. We are still only 2 years into all teachers demonstrating responsibility for maintaining and developing their professional standards we have made a judgement of being at DELIVERING for **PROFESSIONAL STANDARDS**.

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

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

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

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

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

Strategic Direction 1

Challenging all to be creative, curious and critical learners

Purpose

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

Improvement Measures

All teaching and learning programs embed the general capabilities.

100% of students are tracked through the general capability which forms the basis of reporting to parents.

Students drive and articulate learning using learning goals based on the general capabilities framework.

Overall summary of progress

There has been a continued emphasis on Professional Learning for teachers in the General Capabilities. Students have continually been challenged in their learning progress with a variety of innovative classroom programs put in place by classroom teachers. Students are beginning to understand the need for goal setting within the classroom which allows them to focus on their needs and areas for improvement within their learning.

Progress towards achieving improvement measures

Process 1: AUTHENTIC STUDENT VOICE

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

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

Evaluation	Funds Expended (Resources)
<p>During 2019, the school continued to focus on Teacher Professional Learning in the areas of feedback, learning loops, the 4Cs and General Capabilities. The school has accessed Professional Learning with and outside consultant to support teachers in developing authentic Teaching and Learning programs that encompass use of appropriate feedback and the General Capabilities.</p> <p>Professional Learning is accessed in a variety of ways and is linked to our Strategic Directions. Facilitators of in-school PL developed programs based on the interests of the teachers and teachers could choose their PL Learning block based on the Teacher Professional Learning Goals.</p> <p>The cross-grade Learning Hub of 5 classes continued in 2019 where students across grades 3–6 could elect to participate in interest subjects. Teachers and students co-designed the learning to take place and students participated in research based activities that they had designed. A showcase of their learning was presented.</p> <p>Student in consultation with class teachers continued to develop learning goals for Literacy and Numeracy. Students are better able to articulate their learning and focus on their needs and strive to achieve their goals.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) – TPL (\$71000.00)• (\$0.00)

Process 2: CURRICULUM FOR EMPOWERED LEARNING

Curriculum decisions will be made to:

Progress towards achieving improvement measures

- Process 2:**
- enhance the understanding, implementing and tracking of the General Capabilities
 - use tools such as the Learning progressions to drive student improvement
 - maximise opportunities for student choice within a broad framework

Evaluation	Funds Expended (Resources)
Teachers are increasingly using the Learning Progressions to track and monitor student progress. Teacher Professional Learning has been a focus to ensure thorough understanding of the Progressions and how they can be used effectively.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$9000.00)

Next Steps

As teachers are developing their knowledge and understanding of student voice, the general capabilities and future focused learning, curriculum decisions will need to be made to:

- * further enhance the understanding, implementing and tracking of the General Capabilities
- * enhance teacher understanding of how students learn effectively
- * use tools such as the Learning Progressions to drive student improvement and continue to develop students ability to set their learning goals in Literacy and Numeracy
- * maximise opportunities for student choice within a broad framework

Strategic Direction 2

Collaborating for evidence-based practice

Purpose

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

Improvement Measures

100% of staff embed quality consistent assessment practices which inform and result in differentiated classroom practices.

100% of teachers evaluate their practice and provide evidence of impact as measured against their performance and development goals.

80% of students achieve expected growth for targeted sub-element on the literacy and numeracy progressions.

Overall summary of progress

In 2019, staff had the opportunity to participate in professional learning in many areas. Professional Learning was linked to the school plan, teachers professional development goals and the NSW DoE strategic plan. The schools focus on Formative Assessment continued, with teachers building their understanding by attendance at PL facilitated by in school staff and external staff from the DoE. These sessions focused on student feedback, questioning and students as drivers of their own learning. Our Beginning teacher are mentored by experienced staff. They work shoulder to shoulder during the year to collaborate and discuss areas of need and set in place plans for future development. Berala Public School continued to participate in Social Ventures Australia as a Bright Spot School, participating in Star Hub Days and Thought Leadership Gatherings in Sydney, Melbourne, Canberra and Adelaide. The focus of our participation is to strengthen, through new connections and learning, our capacity to lead our project on 'How do we embed curiosity within teaching and learning for our teachers, students and community?'

Progress towards achieving improvement measures

Process 1: Instructional Practice

Student learning outcomes are accelerated, monitored and reported on, in each learning situation, through practices which will include:

- Formative Assessment
- TEN, Count Me In
- Embedded use of learning progressions

Evaluation	Funds Expended (Resources)
<p>Staff have continued to use the TEN program, L3 pedagogy and the Fontas and Purnell benchmark to assist implementing differentiated learning practices. There has been consistent team collaboration, high quality assessment practices are put in place, allowing for differentiation to be monitored and reviewed. Stage teams program collaboratively during the year.</p> <p>During the SDD Term 1 2019, staff were given the opportunity to participate in professional learning about the General Capabilities and texts. They worked within a Community of Schools to continue to build their understanding of these capabilities.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• English language proficiency (\$10000.00)

Process 2: Instructional Collaboration

To ensure teacher knowledge, practice and professional engagement is improved through collaboration, we will participate in:

- Quality Teaching Rounds
- Professional Development Framework & PDPs and accreditation

Progress towards achieving improvement measures

- Process 2:**
- Mentoring
 - Curious & Powerful Learning and Social Ventures Australia
 - Professional Learning Communities

Evaluation	Funds Expended (Resources)
<p>Staff developed Professional Learning Plans (PDP) in consultation with supervisors. These linked with both school and DoE initiatives and personal goals. Stages focussed on Learning Sprints in an area of need identified by stage teams based on evidence collected by teachers. These sprints allowed teachers to focus on and target a specific group of students within their class to meet the learning needs of those students.</p> <p>Teachers have started to have very meaningful discussions around collected data and are able to better identify the needs of all students.</p> <p>Beginning teachers work closely and in collaboration with their assigned mentors on specific needs they have identified. This allows for the support of these beginning teachers and gives them a point-of-contact to guide them in their teacher journey.</p> <p>Quality Teaching Rounds were a focus of a project being undertaken with the University of Newcastle. Teachers visit classes and observe others teaching, they then discuss what they have seen against a set criteria and then provide feedback to the teacher.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$30000.00)• Quality Teaching, Successful Students (QTSS) (\$10000.00)

Next Steps

Continue to participate in professional learning about the General Capabilities and texts. In 2020, the school will continue to the employment of a Speech Pathologist who will work with identified students and provide feedback to teachers on types of programs and activities they can undertake within their own classrooms.

The school will work in collaboration with local feeder High Schools in 2020 to develop and build a platform for student portfolios which will showcase student goals in curriculum areas and evidence of work they have produced. These portfolios will be presented to the High School by the students.

Strategic Direction 3

Contributing to a positive school culture

Purpose

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

Improvement Measures

100% increase in community participation within the school and increased opportunities for parents to participate in their child's learning.

80% of parents participate in a school event.

100% of staff use SENTRAL to record incidents of behaviour (base-line data, less incidents of reportable anti-social behaviour)

80% of students participate in school activities.

Overall summary of progress

Partnerships between school and the community continued to be developed in 2019. A Community Engagement Officer was employed in 2019 for 2 days a week to continue to foster school and community relationships. A number of parent excursions were organised for parents and some TAFE courses were conducted at the school to build community connections. They continue to seek opportunities for parents to not only be involved in the school but seek and access opportunities within the community for parents to enhance their learning. The school newsletter and facebook page advertise local events for families which occur throughout the year and especially during holiday time. Parents are embracing the events which happen at school and value Learning Conversations with teachers, where they can see first hand what their child has been doing at school and how they can help at home. These are three-way conversations the happen formally twice a year.

Progress towards achieving improvement measures

Process 1: Parent and Community Connections

Student well-being is enhanced through the promotion and encouragement of parent and community participation, through strategies including:

- Parent Workshops,
- Parent Working Circle,
- Learning Conversations
- Parent Tutors
- Cultural connections within the community

A culture of high expectations is maintained by ensuring Berala PS is connected as a system school and community school through strategies such as community of schools and SVA.

Evaluation	Funds Expended (Resources)
<p>In Semester 1 and 2, 100% of classes participated in Learning Conversations with approximately 80% parent/carer attendance. Feedback from all stakeholders was extremely positive in regards to the reporting process as they had the opportunity to discuss progress. Community Languages teachers and support staff played an active role in the Conversations.</p> <p>In 2019 community participation increased through school events such as Celebration of Learning and Colours of Berala, as well as our major sporting carnivals. Parents had workshop opportunities throughout the year. The Community Engagement Officer played a vital role in connecting parents with the schools activities. They sought to form partnerships with local businesses to support school programs and initiatives throughout the year.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$10000.00)• Socio-economic background (\$49000.00)

Progress towards achieving improvement measures

The school continued to interact with organisations within the wider community such as the Woodville Alliance, local high schools and other school through Social Ventures Australia.

Process 2: Wellbeing

Students' cognitive, emotional, social and physical well-being is supported by embedding evidence-based practices in all classroom programs. These include:

- Kids Matter & SEL
- PBL, TLIM, PATHS, Growth Mindset
- Leadership
- Jigsaw Groups
- Tracking students and communication between staff members ie behaviour, medical problems, students learning habits

Evaluation	Funds Expended (Resources)
<p>Jigsaw groups across the school continued to be a focus that fosters student togetherness throughout the school.</p> <p>There was a 'relaunch' of our Positive Behaviour for Learning' (PBL) with input from all stakeholders on what behaviour looks like in various areas around the school.</p> <p>Our Student Leadership team continued to link with Auburn West PS and Granville East PS to provide training around developing leadership skills.</p> <p>Students worked alongside teachers to build skills and become student leaders through a student tutor initiative. Students were also trained to present the Being 10 Program (Girls initiative) with a Community of Schools. A boys (Boys to Men) initiative was started with support from the local boys High School to train a group of leaders through a series of lessons about 'how to be a better man' as they move from boys in primary school through high school and then out into the workforce.</p> <p>Staff continued to use a tracking system to record and track student behaviour across the school. The PBL team were able to use this data to inform and identify areas of need around student behaviour. It has also aided staff when discussing student behaviour with parents.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Next Steps

The programs the school has established ensured there continues to be a positive school culture. The school will continue to forge links with local groups to help provide welfare programs for our students. Jigsaw groups will continue in 2020 to foster student togetherness throughout the school. In 2020 the school will build on work started in Student Agency, students working and developing their leadership skills. Working alongside teachers, students will be given opportunities to develop lessons and build skills where they become student teachers. Relaunch of our Positive Behaviour for Learning. Keeping our 3 main 'Rules' but enhancing them for better student understanding of what they mean and appropriate behavior in areas around the school.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$4 500.00) 	<p>This was highly successful with an outstanding artwork telling the story of Beralala.</p> <p>The Yarning Circle is still being developed with plants and paintins</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$582 632.00) 	<p>The program was highly successful and met the needs of our students. Parent and students highly value the programs the school has the students participating in.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	433	425	418	413
Girls	419	444	434	413

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.3	93.9	93.9	90.3
1	97.1	92.5	93.9	92.6
2	96.6	93.3	94.2	92.7
3	97.2	95.1	93.4	93.8
4	97.2	94.7	94.1	92.8
5	96.5	94.5	93.6	93.6
6	95.8	93.3	94.8	92.1
All Years	96.9	93.9	94	92.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.34
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.4
Teacher ESL	5
School Counsellor	1
School Administration and Support Staff	5.17
Other Positions	5.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2019, teachers could access professional learning in a variety of ways – individually, in small interest-based groups, teams and as a whole staff. The first was to release teams for a weekly 'TPL Hour' where the focus was tailored to individual team needs and the school based PDP Goal of improving writing through the use of Learning Sprints. Lastly, was to continue Learning Sprints, an evidence based approach to learning and teaching, where in small groups, teachers explored and planned for targeted teaching and learning with a focus group of students. All professional learning was linked to our strategic directions and individual teacher goals. Key focus areas included Formative Assessment, The Literacy and Numeracy Learning Progressions, technology, coding, coaching, TEN, Learner Protocols, Learning Sprints and the General Capability Framework. SASS staff were also encouraged to attend professional learning on SAP Finance and Payroll, organisational matters and coaching. Teachers at Berala Public School participated in Learning Blocks. Facilitators developed a professional learning program based on their interests and expertise so that teachers could choose a learning block which aligned to their Professional Development Plan goals. Teachers participated in workshops, professional readings and collegial discussions on a range of topics. This platform encourages collaboration and allows for expert teachers to take on a diverse range of leadership roles. Building the capacity of all teachers has contributed to the ongoing enhancement of our school as professional learning community with a strong commitment to excellence.

Currently there 8 teachers working towards proficiency on the *Australian Professional Standards for Teachers*. All other teachers are accredited at Proficiency level on the *Australian Professional Standards for Teachers* and are currently undertaking maintenance of proficiency.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,567,916
Revenue	9,220,258
Appropriation	8,780,758
Sale of Goods and Services	2,739
Grants and contributions	428,493
Investment income	7,244
Other revenue	1,025
Expenses	-8,617,835
Employee related	-7,469,981
Operating expenses	-1,147,853
Surplus / deficit for the year	602,424

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.

The Berala Public School senior executive and senior office staff meet regularly to set the budget, monitor expenditure and engage in ongoing evaluation discussions to ensure compliance with policy and guidelines. Due to a number of human resource management issues, including above establishment positions at Berala Public School, that required investigation and resolving, the human resource budget was not completely expended. Promethean Boards were installed in 2018 to replace the Interactive Whiteboards. Other major expenditure included Funds accrued for school fundraising have been set aside for the playground refurbishment.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	105,036
Equity Total	1,567,313
Equity - Aboriginal	4,539
Equity - Socio-economic	696,688
Equity - Language	582,632
Equity - Disability	283,454
Base Total	5,626,632
Base - Per Capita	199,912
Base - Location	0
Base - Other	5,426,721
Other Total	1,180,727
Grand Total	8,479,708

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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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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

Literacy

The results for Year 3, 2019 NAPLAN data indicate that 29% of the students achieved in the top two bands in reading. The results for Year 5 indicated that 55% of students achieved the top three bands.

In writing, 51% of the Year 3 students achieved the top two bands and 43% of the Year 5 students achieved the top 3 bands in writing.

Numeracy

In Numeracy, 35% of Year 3 students achieved the top two bands and 20% of Year 5 students achieved the top two bands.

Parent/caregiver, student, teacher satisfaction

Berala Public School regularly seeks opinions of parents, students and teachers using a variety of tools including school designed specific surveys such as on homework, curiosity and school programs. We also seek feedback after parent workshops and ask for ideas for parent forums. We have continued to enhance the 'look' of the school so all who enter the gates of Berala feel welcomed and acknowledged. It is noted that visitors who come to Berala have always commented on how welcoming the staff and students are. We sought the services of a local aboriginal elder to help and support our students to construct a 'Welcome to Berala'.

Parents enjoy being kept informed and that they can be involved in the many school based programs that are on offer for all to enjoy. Parents want to help their children at home and are appreciative of the time teachers make available to talk to them about their child's progress at school. Parents and students feel safe and cared for at Berala and that teachers work hard to provide a varied curriculum.

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

Professional Learning is an important part of teacher learning and teachers access a variety of learning opportunities.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

During 2019, students at Berala have had the opportunity to participate in a variety of activities that have enhanced their knowledge about Australia's First People. These activities included studying First Contact in senior classes, and dreaming stories in junior classes. Students were also able to have a hands on experience with many artefacts during the NAIDOC display in the school museum. This proved very popular with the younger grades. The students produced many varied artworks as well as producing a poster for the hall reflecting each classes class name. At each assembly the class in charge is responsible for the delivery of the Acknowledgement of Country. During 2019, the Term 3 Staff Development Day was dedicated to learning more about indigenous culture conducted by ??????????. This involved a smoking ceremony to begin the day, and staff learning more about Aboriginal art and producing an artwork of their own. Students also took part in an incursion in which a 'Berala' story artwork was produced and contributed to by all students. A 'Yarning Circle' was established as part of an outdoor learning area. Aboriginal place names were used for class names in 2019. Classes researched their class name and its meaning.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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

Other School Programs (optional)

INDIVIDUAL STUDENT SUPPORT

LLI

Levelled Literacy Intervention is an intensive, small group supplementary reading program that has been running at Berala Public school for the last 2 years. The focus was initially to provide stage 1 students who find reading and writing

difficult, an opportunity to have guided small group reading lessons on a daily basis. This year students from stage 2 have also been carefully chosen to undertake the program. LLI lessons use a variety of levelled books that incorporate phonics, writing, interactive reading and comprehension. Students who have been part of the LLI program are monitored throughout the year.

Multilit

Multilit has continued to be implemented at Berala Public school in 2019 targeting Stage 2 and 3 students. This program is an explicit and systematic teaching intervention which runs Monday to Friday. Students work on a one to one basis with a trained teacher or tutor. Students are guided through single sounds, different letter combinations and rule –based strategies .Every student that has undertaken Multilit is monitored in June and December. This monitoring is used to assess whether students have maintained and further developed these skills.

Creative and Performing Arts

Drama Club

The Berala Public School Drama Club began in 2017 with the aim to introduce students to different styles of drama and build confidence on stage and in classrooms. Students are given the opportunity to explore movement and voice in a creative and supportive space while learning key elements of drama. Many of the pieces created are devised based on ideas of students developed through workshop style rehearsals. In 2019 the Drama Club performed at the In the Spotlight Drama Festival and was successful in progressing to the State Drama Festival. The Drama Club has opened the door for students to explore their creativity while being part of a unique, hardworking team and has made leaps and bounds from its beginnings. Berala Public School looks forward to the further development of this initiative.

Dance Groups

Our Dance groups performed at Wakikirri in 2019. They also performed at the 'In the Spotlight ' Dance Festival and the Bankstown/East Hills Dance Festival. Our dance groups have grown in popularity among our students. Dance groups at Berala Public School give our students a creative outlet where they can perform as part of a 'team' and they are growing in the pride they show in themselves and in representing their school. The students demonstrate a strong dedication to the performing arts.

Choir and Band

Our choir performed at many different events during the year and were successful in being part of the massed choir at the NSW Department of Education Schools Spectacular. This was a great achievement for our students who were very proud to perform in front of a very large audience and contribute to the success of this prestigious event.

Our school band was formed in 2019. Many students took up the opportunity to learn an instrument from qualified tutors. Towards the end of the year the band performed at school assemblies which showcased the great progress that had been made throughout the year.

Student Leadership

In 2019, ten, Year 6 students were a part of our Student Leadership Team. Throughout the year the students were a part of a Leader's Connect group where they participated in many activities over 3 days throughout Terms 1, 2 and 3. They worked alongside student leaders from Auburn West and Granville East Public Schools to further develop their leadership skills and this opportunity resulted in the students growing in confidence as leaders. The student leaders participated in a high ropes course, obstacle courses, team games, a scavenger hunt and various other activities that involved them identifying leadership qualities and self-evaluating their own leadership styles and Our student leaders were also instrumental in raising money for the drought affected farmers, helping the 2020 Kindergarten students and their parents feel welcome at our school during orientation days, running school assemblies and special assemblies like Anzac Day, Remembrance Day and the End of the Year K–2and 3–6 Presentation Day and Performance assemblies.

Community Liaison Officer

Ms Jodie Perrone continued in her role of Community Engagement Officer at Berala Public School. Ms Perrone has been at Berala for 10years and has developed strong relationships with the parents and students. Her main goal was to strengthen the relationships and develop new ones amongst parents and the community. Throughout 2019, she has been involved in: *The organisation of/attendance at a Community breakfast run in Auburn to celebrate Father's Day; * working closely with our existing playgroup; *attending a parent excursion to the Rosehill Racecourse to see behind the scenes and Storyfactory; * becoming familiar with our parents who attend English classes; and * running various parent workshops in the community hub which included a TAFE course on Floristry. On top of these events she has maintained communication with parents and worked to relay any concerns they have and develop resolutions. In 2019, Ms Perrone's goal will be to grow our parent volunteers group; trying to get out in the local community and 'giving back' as much as we can.

