

# Berkeley Public School

## 2019 Annual Report



1202

## Introduction

The Annual Report for 2019 is provided to the community of Berkeley 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.

### School contact details

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## School background

### School vision statement

Our vision is to provide a safe, supportive environment where students develop self-confidence, resilience, high expectations and a love for learning.

We will foster an inclusive culture of tolerance and respect, enabling students to become positive and valued members of society.

### School context

Berkeley Public School, established in 1858, is on the shores of Lake Illawarra and has a proud history of providing quality education. The school motto 'Courtesy and Knowledge' underpins all that happens within the school. Teaching and Learning programs promote the pursuit of excellence and provide students with the skills to be ongoing learners and make valuable contributions to society. The school receives additional funding to enable it to provide extra support to better meet the learning needs of all students. Early Action for Success is being implemented at the school.

Enrolment in 2019 is 348. The school has 15 classes and draws from both public and private housing. Our student population represents a high multicultural background. 24% of our students come from an English as a Second Language background with students drawing from a variety of different nationalities. Our student enrolment also represents a significant Aboriginal heritage with 15% of the students identifying as Aboriginal or Torres Strait Islander.

Practices to ensure high levels of student wellbeing are of the highest priority and encompass all areas of student development. Positive Behaviour for Learning promotes the values of Respect, Responsibility, Safety and Cooperation.

The attractive and well cared for grounds and the pride with which the students wear their uniform make a positive first impression to all visitors. This is enhanced by the dedication of the school staff and the large range of opportunities afforded the students in all Key Learning Areas. Community involvement is valued and encouraged, and our active P&C has been invaluable.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework:

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1

### Quality Learning

#### Purpose

To provide high quality learning experiences through evidence-based teaching practices and a differentiated curriculum to target instruction and personalise learning.

To ensure a continued focus on monitoring student progress and the promotion of assessment for learning strategies. This will deliver a learning culture which enables students to be self-directed learners.

#### Improvement Measures

Increase the percentage of K–3 students, including Aboriginal and Torres Strait Islander students, to achieve their year appropriate expected growth in Literacy and Numeracy.

Increase the percentage of Years 4–6 students, including Aboriginal and Torres Strait Islander students, to achieve their year appropriate expected growth in Literacy and Numeracy.

All staff will effectively embed learning goals, success criteria, formative assessment and teacher to student feedback into their classroom setting. This will be reflected in students having a greater understanding of themselves as self-directed learners.

#### Progress towards achieving improvement measures

##### Process 1: Literacy and Numeracy K–2

Deliver effective research informed pedagogy with ongoing teacher professional learning in a collaborative, student centred culture. Ensure learning is data driven which informs learning progressions, targeted interventions and feedback to students.

Evaluation	Funds Expended (Resources)
<p>Building Numeracy Leadership Professional Learning continued throughout the year with all teaching programs showing evidence of addressing working mathematically outcomes through number talks and inquiry based learning. Feedback gathered indicates all staff feel more confident in teaching mathematics.</p> <p>Ongoing professional learning continued for K–2 classroom teachers in L3 (Language, Learning &amp; Literacy) ensuring staff are building on their knowledge and understanding of effective teaching practices, ensuring literacy acquisition for students in the early years.</p> <p>Executive staff attended Literacy Leadership Masterclasses based on current research in effective literacy teaching strategies. An integrated curriculum approach is evident in K–2 making the learning experiences connected and more meaningful for students.</p>	\$67,750 Teacher professional learning

##### Process 2: Literacy & Numeracy 3–6

Deliver effective research informed pedagogy with ongoing teacher professional learning in a collaborative, student centred culture. Ensure learning is data driven which informs learning progressions, targeted interventions and feedback to students.

Evaluation	Funds Expended (Resources)
All Stage 2 and 3 teachers were involved in Data rounds. Data action plans were created with specific goals set for targeted teaching in response to individual student learning needs. Strong communication between teachers	\$25,000 Teacher professional learning



## Progress towards achieving improvement measures

and interventionists ensured targeted students achieved the goal in the set timeframe.

Rich mathematical tasks are evident in 3–6 teaching programs as a result of Building Numeracy Leadership (BNL) Professional Learning. Teachers have reported an increased level of engagement from students and this has further developed a culture of a growth mindset for our students where they are comfortable in having a productive struggle in mathematics. Year 5 NAPLAN shows steady growth (10%) in the top two numeracy bands since establishing BNL.

Stage planning days allowed rich collegial discussion on creating learning experiences in response to student assessment data. A collaborative approach to connecting curriculum requirements across subjects resulted in integrated units being delivered based on key inquiry questions.

### Process 3: Visible Learning

Ongoing professional development on making learning visible to students. Staff will use formative and summative practices to determine class and individual student needs, especially in writing.

Evaluation	Funds Expended (Resources)
<p>In addition to building classroom cultures inclusive of in-lesson feedback, teaching staff are allocated time to provide either feedforward or feedback depending on the need of the student. Feedback is in response to learning intentions, success criteria and personal learning goals. Student surveys indicate this is a highly valued process at Berkeley Public School and this has resulted in developing students with a strong sense of self-efficacy.</p> <p>Students are now involved in co-constructing the success criteria with their teacher. Student voice was captured via an external consultant and students overwhelmingly agreed that being involved in determining the success criteria resulted in catering for a wide range of learners and it makes the learning intention easier to understand.</p> <p>Professional learning around "Assessment Capable Learners" was attended by executive staff and this allowed further opportunities to enhance our visible learning culture and develop students who are self-directed. Thinking partners and 'assessment as learning' strategies are evident in teaching programs allowing students to be active, empowered learners and utilise their peers as learning resources.</p>	<p>\$15,300 teacher release, professional learning fees and resources</p>

## Strategic Direction 2

### Building Capacity & Leadership

#### Purpose

Our school is committed to the development of leadership skills in staff and students. Our leadership strategy promotes succession planning, distributed leadership and organisational best practice to build the capacity of staff and students.

A culture of performance and development will contribute to staff and students taking responsibility for their growth and performance across all Key Learning Areas.

#### Improvement Measures

Staff evaluate practice in line with the Australian Professional Standards for Teaching, at appropriate level of accreditation.

Evaluation of student and parent surveys indicate positive experiences and increased engagement in all school activities.

Broader range of staff demonstrate skills and capabilities to develop the capacity of others.

#### Progress towards achieving improvement measures

##### Process 1: Leadership

Provide opportunities for staff to have purposeful leadership roles based on professional expertise and individual capacity building.

Provide opportunities for all students to demonstrate leadership capabilities K–6 at a classroom and whole school level.

Evaluation	Funds Expended (Resources)
<p>Staff engaged in opportunities for professional growth and leadership. Staff lead whole school initiatives and staff meetings linked to the School Plan and teachers PDPs.</p> <p>26 students from Year 1 to Year 6 were chosen by their peers to become Student Representative Council (SRC) representatives. The aim of the SRC is to promote student voice within the school and to give students opportunities to actively shape their own education. SRC representatives held class meetings to discuss student concerns. Members would then raise these issues at fortnightly SRC meetings and work collaboratively to create action plans, which they would then present to the school principal.</p> <p>SRC members found disagreements with students playing handball seemed to be a common concern of all students. They created a consistent set of rules for students to follow and a video to demonstrate the rules. After implementing these rules, our PBL data showed a significant decrease in the amount of negative incidents on the handball courts. An Art Club was also set up and run by the SRC. The students organised 'The Biggest Morning Tea' and a mufti day for the Cerebral Palsy Alliance. Students played an active role in advertising and coordinating each special event.</p>	<p>Funds for Teacher Professional Learning indicated in Strategic Direction 1</p>

##### Process 2: Teacher Professional Learning

Collaboration between the leadership team and teachers to ensure progress in professional learning is addressing the needs of every student.

Evaluation	Funds Expended (Resources)
<p>The leadership team and members continued successful participation in</p>	<p>Funds for Teacher Professional</p>

## Progress towards achieving improvement measures

Wollongong Literacy Leadership professional learning. Stages began implementing conceptual units and Learning Walks provided insights into potential improvements in classroom instruction. These enabled leaders to determine if students knew what they were learning and how to improve.

Staff were inserviced on the importance of maintaining their accreditation so that they could critically reflect on their practice. Staff engaged in professional development to support their growth and found ways to enhance their practice. From this the number of staff completing online courses increased.

Planning days have allowed teachers to collegially plan programs at students' point of need and also to create stage/year based assessments. Ongoing evaluation of the teaching and learning cycle is evident through these days. Summative and formative assessment strategies are discussed and used to drive the teaching and learning cycle.

Learning indicated in Strategic Direction 1

### Process 3: Key Learning Areas

Ensure extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

Evaluation	Funds Expended (Resources)
<p>Swim Scheme was a success with 104 students from Year 2, 3 and a select few from Year 4 attending. Swim scheme was completed over a two week period where students were taught skills daily.</p> <p>The majority of students participated in the end of year Christmas Concert which was a success with many parents, family and community attending the show. All class teachers were involved in their stage item. Feedback from parents indicated it was a very successful community event.</p> <p>Whole school scope &amp; sequences developed for PD/H/PE and Science &amp; Technology which will be implemented in 2020. These were collaboratively made by the executive team and staff that had attended external training. Information was passed onto staff at the end of year staff development days.</p> <p>The Tell Them From Me Surveys indicated students had positive experiences in extra-curricular activities and these activities enriched school life.</p>	\$4,000



## Strategic Direction 3

### Community Partnership/Student Wellbeing

#### Purpose

To build on the whole school wellbeing processes that value and support the wellbeing of all students, so they can connect, succeed, and thrive.

To effectively utilise strong community partnerships and ensure that a responsive whole school approach to ongoing improvement is a priority.

#### Improvement Measures

Student, community and staff feedback indicates positive relationships that optimise learning.

Data indicates positive growth of all student wellbeing outcomes and effectiveness of programs delivered, including PBL and KoP.

#### Progress towards achieving improvement measures

##### Process 1: Wellbeing

Build on a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Staff are vigilant in recording negative student incidents on Sentral, which are then thoroughly analysed and compared by executive team members. Data indicates that the total number of incidents has been steadily increasing. This can be attributed to an increase in student enrolment numbers, as well an increase in the number of very high needs students who require constant monitoring and are repeat offenders.	\$5,000 annual fees
Student attendance data has remained steady over the year and is consistent with data collected in 2018. Staff continue to work closely with all families to ensure all students are attending school as often as possible in order to achieve the best possible learning outcomes.	

##### Process 2: Engaging with our school community

Engage parents and community members in a range of school related activities which build the school as a cohesive educational unit.

Evaluation	Funds Expended (Resources)
School community events continue to be very well received by our families, with large attendance numbers recorded for sporting carnivals and extracurricular celebrations (e.g. Grandparents Day) in particular. The Fathering Project has been overwhelmingly successful with record numbers of fathers/father figures and students engaging in school events. Parent and student feedback has been extremely positive. PaTCH continues to provide opportunities for a small number of parents to enter our classrooms and provide additional student literacy and numeracy support.	\$5,000
Engagement with our Aboriginal families has remained consistent and our students indicate that they thoroughly enjoy participating in lessons, activities and celebrations designed to strengthen their cultural connection. Staff has increased their CoS connections through termly meetings, regular communication and the organisation of events for our indigenous students.	

##### Process 3: Positive relationships outside the school

## Progress towards achieving improvement measures

### Process 3:

Continue to develop relationships between students and staff from other schools to promote student learning and wellbeing ensuring optimum conditions for learning.

Evaluation	Funds Expended (Resources)
<p>The school continued to provide numerous opportunities for our students to develop their relationships with staff and students from other schools, by participating in a wide range of local and regional events. Students also engaged in many transition opportunities with feedback indicating that students felt much less anxious and much more excited about their transition as a result, particularly our Year 6 students moving on to high school.</p> <p>L3 training of staff continues to be highly successful in strengthening literacy instruction in all classrooms from K–2, as well as developing staff relationships in our CoS. Staff feedback indicated increased levels of confidence in delivering content and improved student outcomes. Through the engagement in Literacy Leadership Masterclasses and guidance from Jann Farmer–Hailey, executive staff have been able to increase the knowledge and skill level of all staff in the programming and planning of Integrated Units. The implementation of Integrated Unit has significantly improved the quality and efficiency of teaching, student and community engagement in learning and student achievement.</p>	<p>Funds for Teacher Professional Learning indicated in Strategic Direction 1</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$60,064  SLSOs  Student Assistance  Staff training & school events  Southern Stars	Aboriginal SLSOs worked with Aboriginal students throughout 2019. Resulting in improved student learning outcomes, confidence, attention and wellbeing. All students have an individual Personal Learning Plan (PLP) and are making progress across the Literacy and Numeracy progressions. Parents were invited to an afternoon BBQ to meet teachers and work on their child's PLP. A majority of parents attended and feedback was positive.
<b>English language proficiency</b>	\$16,471 teacher – in class support	A teacher was employed for one day a week supporting students who had a language background other than English. Programs were developed and implemented with links to the ESL scales and EALD progressions. Collaboration with classroom teachers was carried out to assess and adapt student learning to achieve maximum outcomes.
<b>Low level adjustment for disability</b>	Staffing – 1.1 teachers  \$48,731 – SLSOs	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. All students identified as having learning needs and Out of Home Care (OoHC) students have Individual Learning Plans (ILP). Adjustments are made for all students requiring them. The school implemented MultiLit (3–6) and a speech program for 'at risk' students in kindergarten.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$58,907 Executive/Teacher release	<p>Staff were released from class to conduct peer observations and mentoring in classrooms. Some of these observations formed part of the Performance and Development Plan observation and reflection steps.</p> <p>Supervisors were released to work with teachers in classrooms and collaboratively develop point of need programs. They also attended professional learning to develop other staff members in Learning Walks, 5 week integrated programming, dialogical talk and numeracy – talk moves and number talks.</p>
<b>Socio-economic background</b>	\$378,001  Teachers including interventionists  SLSOs – in class support  Teacher professional learning  Student assistance, Speech program and Literacy resources	<p>Relief staff were employed for four planning days per year for all staff and other days to look at student data and set student learning goals for the next five weeks. Extra funds were used to facilitate ongoing training in Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN) for the K–2 staff. The school became part of the Wollongong Literacy Leadership Network led by Jann Farmer–Hailey in professional learning which included intensive personalised sessions aligned with school targets.</p> <p>Other funds were used to employ extra School Learning Support Officers to support student learning in the classroom including implementing a speech and MultiLit program.</p>

<b>Targeted student support for refugees and new arrivals</b>	Teacher 1 day per week	<p>Refugee students and Newly Arrived Students have been supported by the delivery of the New Arrivals Program. The program was developed using the EAL/D progressions and ESL scales and linked to curriculum outcomes. Intensive English lessons were explicitly taught to the students by an EAL/D teacher and collaboration between classroom teachers and the EAL/D teacher took place to make sure teaching and learning experiences were meaningful and consistent. Classroom survival kits were given to teachers of newly arrived students and were updated on how to best use these. Resources were loaned from the Henry Parkes Equity Centre and used to support the early lessons in the New Arrivals Program.</p>
<b>Flexible Funding for Wellbeing Services</b>	<p>\$39,083 Kitchen/Garden program</p> <p>Kindness on Purpose program</p>	<p>Funds were used to continue the implementation of the Kindness on Purpose initiative with ongoing training for staff. The therapist came to the school to work with staff on programs for individual students.</p> <p>The Kitchen/Garden program continued to employ staff who worked with students to develop healthier lifestyles.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	176	172	168	178
Girls	159	162	173	170

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.1	95.4	93.3	92.5
1	94.4	93	93.2	91.8
2	92.9	94.8	92.1	89.1
3	89.9	92.6	94.3	90.7
4	94.9	91.4	92.8	91.9
5	89.5	94.3	91.2	92.7
6	92.1	91.3	93.1	88.2
All Years	92.8	93.1	92.7	91
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
Assistant Principal(s)	3
Classroom Teacher(s)	11.9
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	2.9

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.



## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	195,987
<b>Revenue</b>	3,851,911
Appropriation	3,759,124
Sale of Goods and Services	5,208
Grants and contributions	86,260
Investment income	1,219
Other revenue	100
<b>Expenses</b>	-3,809,796
Employee related	-3,482,389
Operating expenses	-327,407
<b>Surplus / deficit for the year</b>	42,114

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.

## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	119,048
<b>Equity Total</b>	652,940
Equity - Aboriginal	60,064
Equity - Socio-economic	410,016
Equity - Language	16,741
Equity - Disability	166,119
<b>Base Total</b>	2,320,527
Base - Per Capita	80,012
Base - Location	0
Base - Other	2,240,515
<b>Other Total</b>	438,705
<b>Grand Total</b>	3,531,220

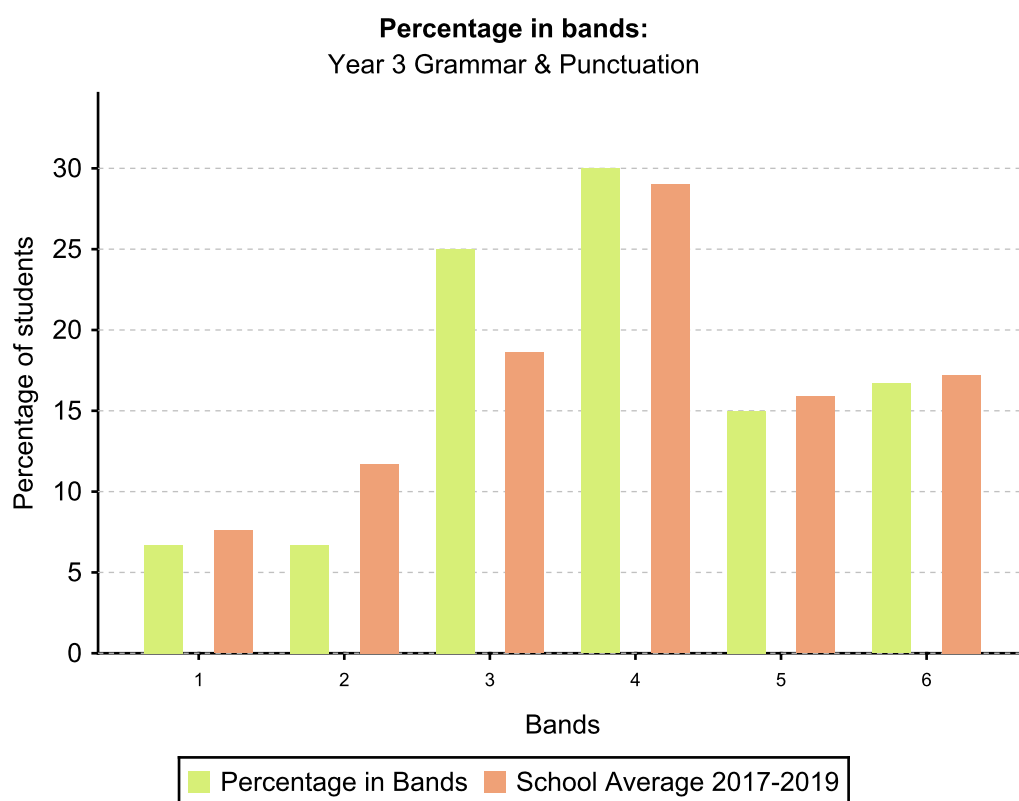
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

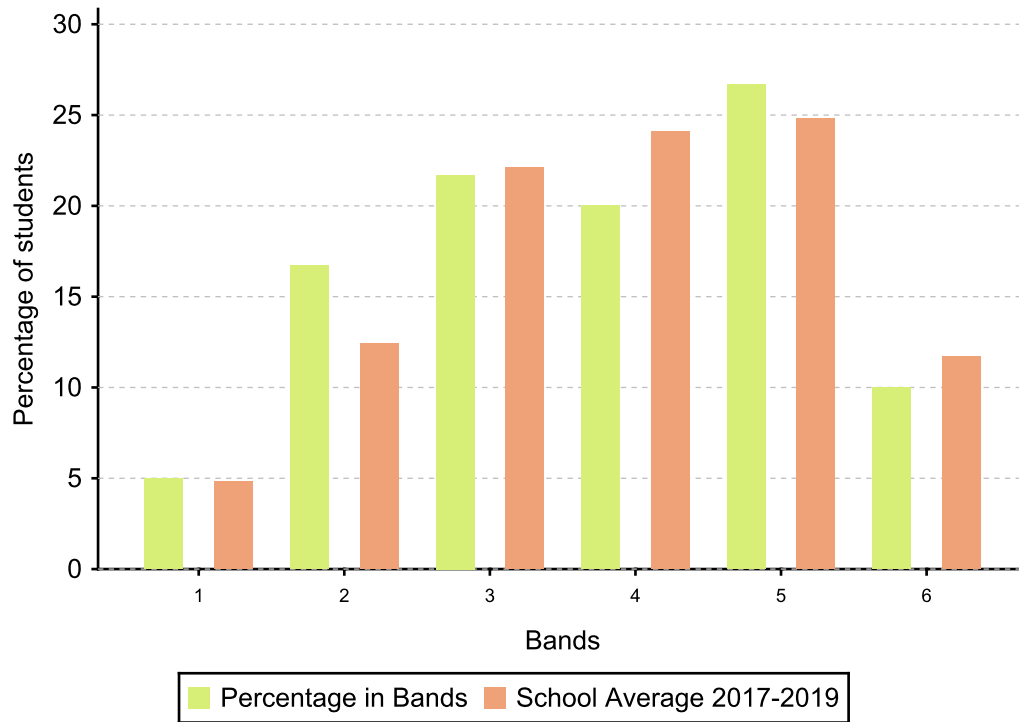
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

### Literacy and Numeracy Graphs



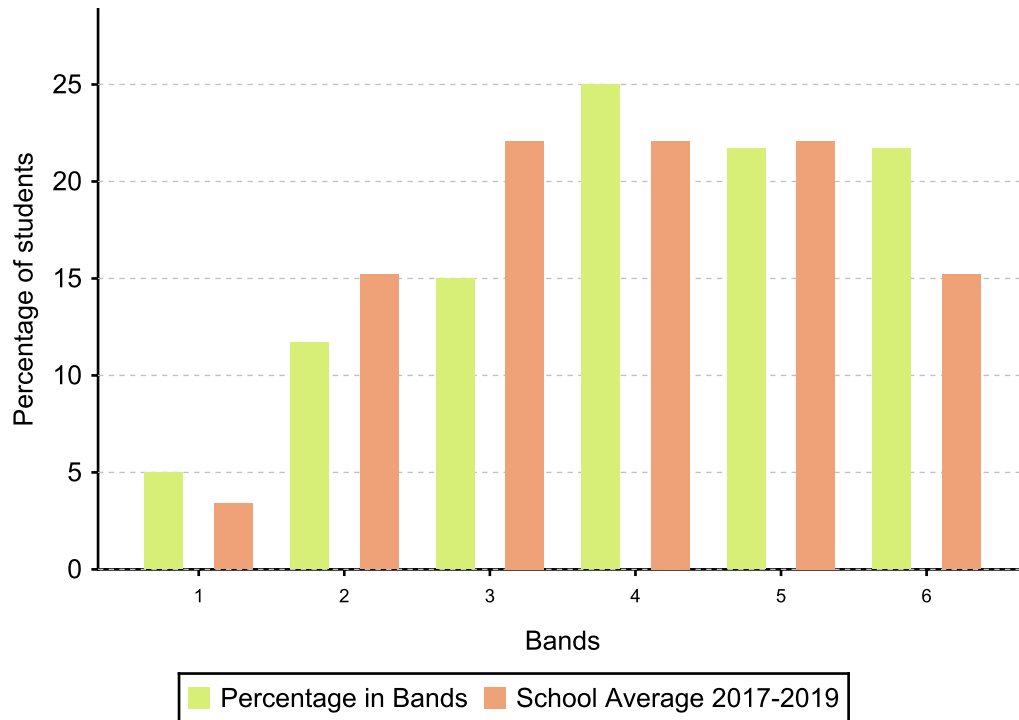
Band	1	2	3	4	5	6
Percentage of students	6.7	6.7	25.0	30.0	15.0	16.7
School avg 2017-2019	7.6	11.7	18.6	29	15.9	17.2

**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	5.0	16.7	21.7	20.0	26.7	10.0
School avg 2017-2019	4.8	12.4	22.1	24.1	24.8	11.7

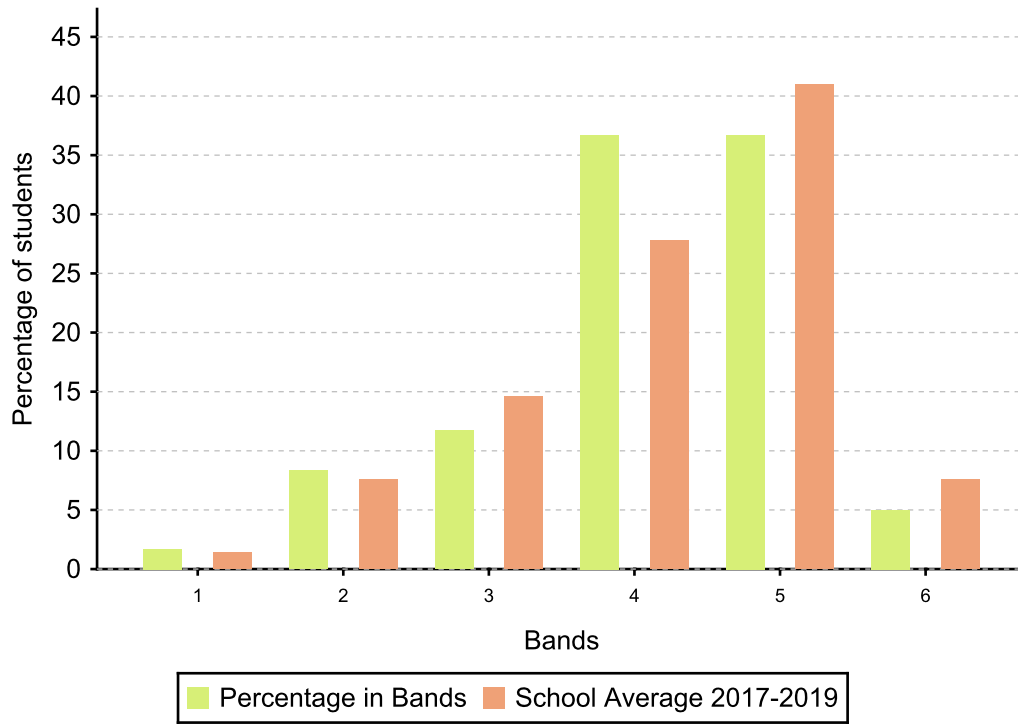
**Percentage in bands:**  
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	5.0	11.7	15.0	25.0	21.7	21.7
School avg 2017-2019	3.4	15.2	22.1	22.1	22.1	15.2

### Percentage in bands:

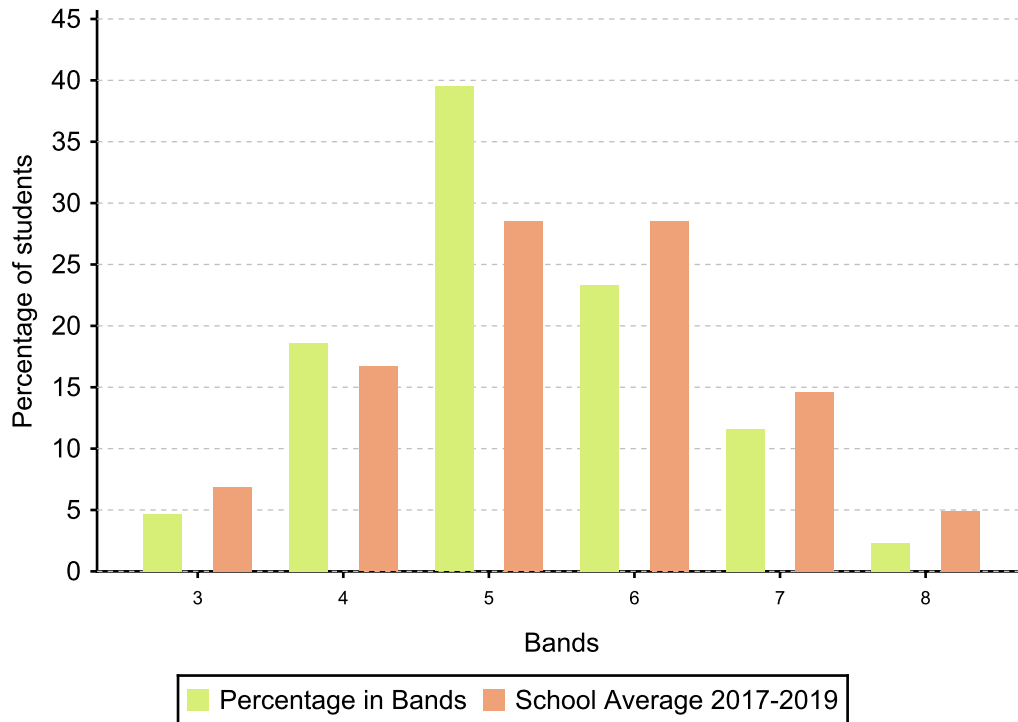
#### Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	1.7	8.3	11.7	36.7	36.7	5.0
School avg 2017-2019	1.4	7.6	14.6	27.8	41	7.6

### Percentage in bands:

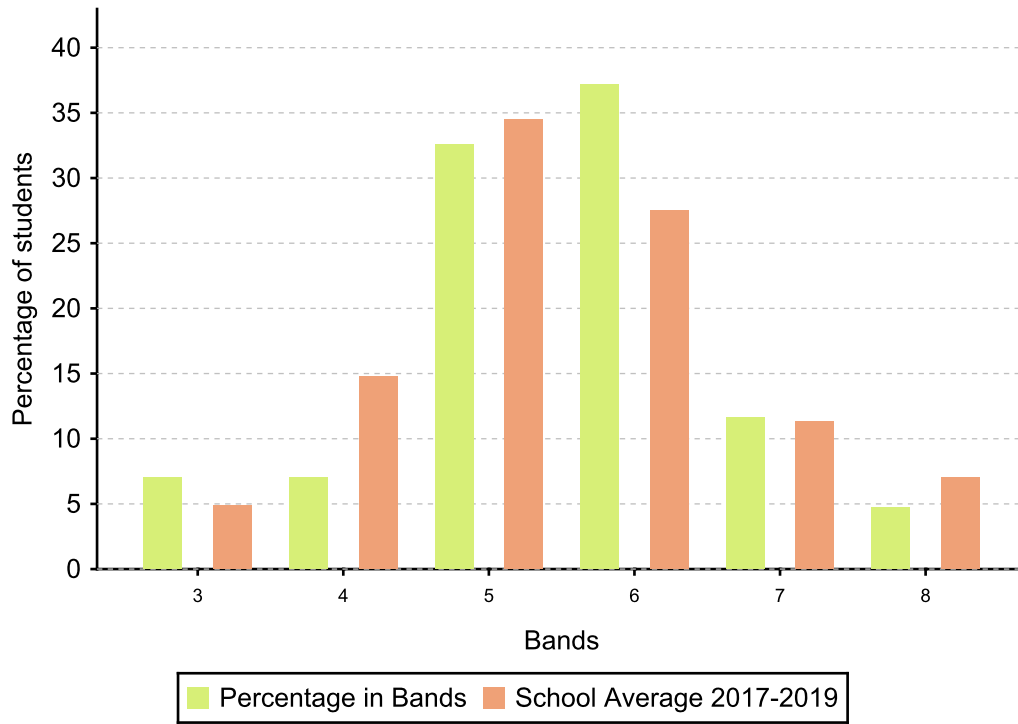
#### Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	4.7	18.6	39.5	23.3	11.6	2.3
School avg 2017-2019	6.9	16.7	28.5	28.5	14.6	4.9

### Percentage in bands:

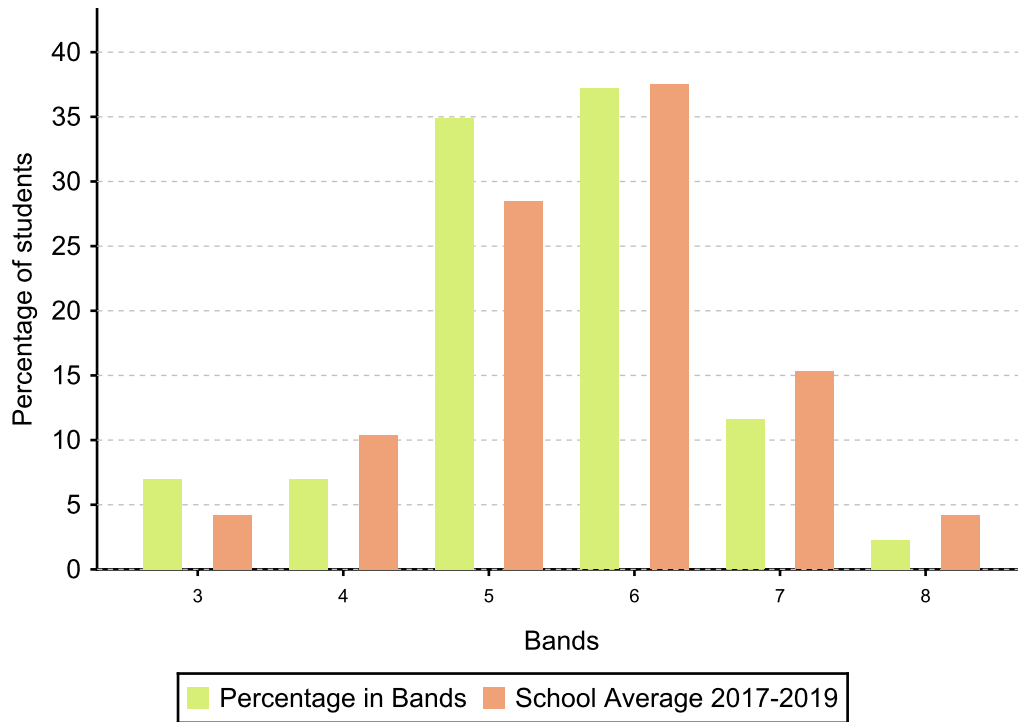
#### Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	7.0	7.0	32.6	37.2	11.6	4.7
School avg 2017-2019	4.9	14.8	34.5	27.5	11.3	7

### Percentage in bands:

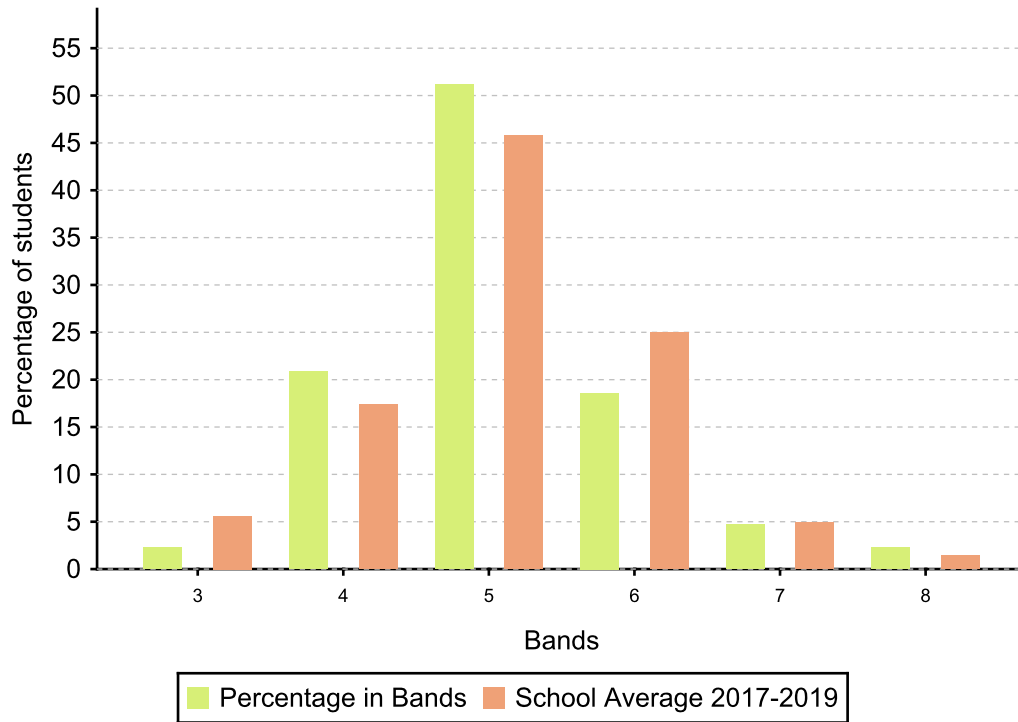
#### Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	7.0	7.0	34.9	37.2	11.6	2.3
School avg 2017-2019	4.2	10.4	28.5	37.5	15.3	4.2

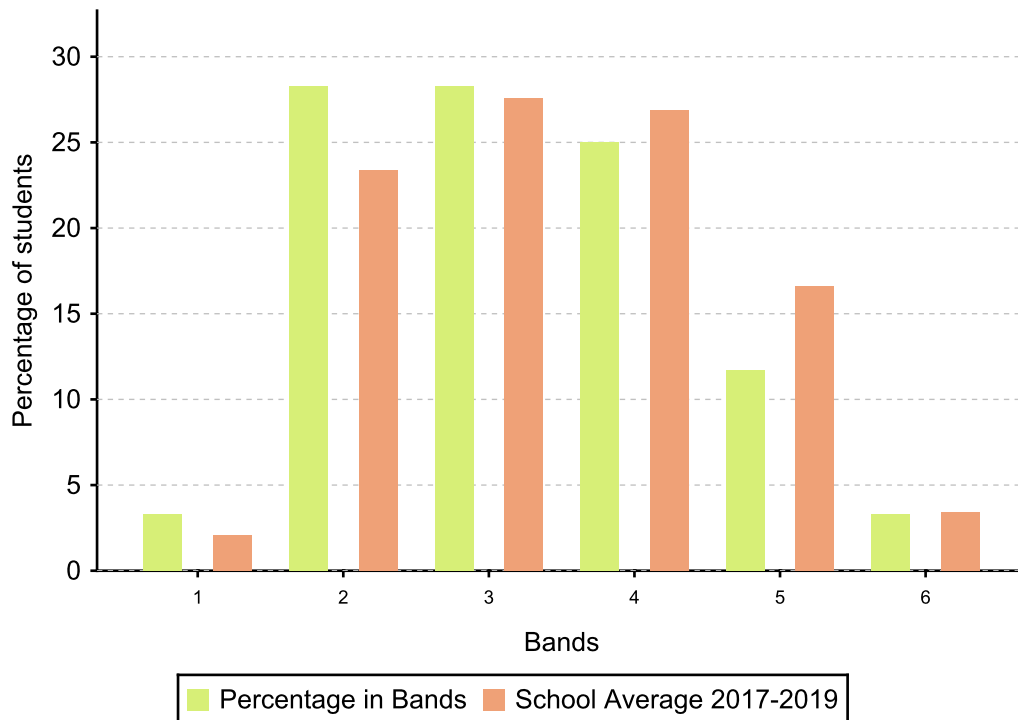


**Percentage in bands:**  
Year 5 Writing



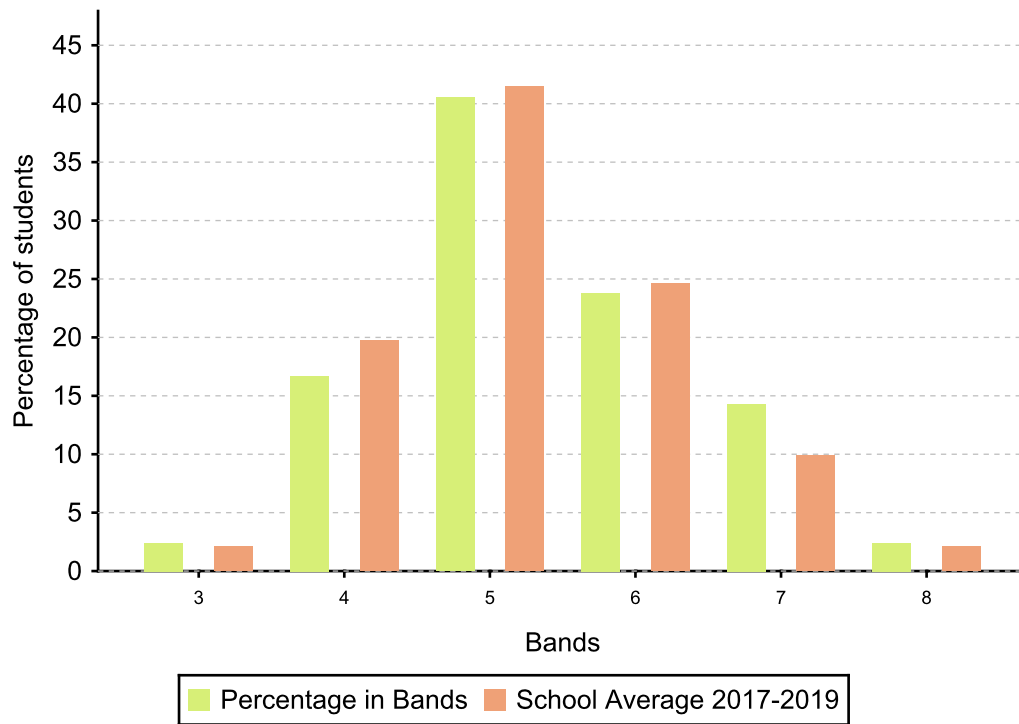
Band	3	4	5	6	7	8
Percentage of students	2.3	20.9	51.2	18.6	4.7	2.3
School avg 2017-2019	5.6	17.4	45.8	25	4.9	1.4

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.3	28.3	28.3	25.0	11.7	3.3
School avg 2017-2019	2.1	23.4	27.6	26.9	16.6	3.4

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.4	16.7	40.5	23.8	14.3	2.4
School avg 2017-2019	2.1	19.7	41.5	24.6	9.9	2.1

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. The school participated in the Tell Them From Me survey. In addition, the school employed an independent consultant who conducted interviews with students including an Aboriginal student forum.

Below is a summary of the comments that were made.

### Staff

In the Tell Them From Me teacher survey these points scored highly:

- Teachers overwhelmingly felt that the Building Numeracy Leaders over the last two years has had a very significant impact on student learning in mathematics
- There is a strong sense of belonging for our students
- Leadership, collaboration, learning culture and using data to inform teaching scored well above the state mean
- Students use of technology within the school is an area of improvement next year

### Students

Comments made by students in the interviews with the consultant:

- They have lots of opportunities such as cooking, making friends, learning different things
- Teachers are welcoming and supportive
- The school could be improved by updating the toilets and adding more handball courts in the playground
- All students enjoy receiving feedback from their teachers. They find the time valuable and they like to have something to work on
- Students were able to quickly and succinctly tell us what good mathematicians do
- An overwhelming majority feel safe and happy at school
- Teachers make them feel comfortable and looked after
- Students identified that fencing and gates added a high level of security and made them feel safe
- Consensus from our Aboriginal students forum is our school works hard in providing a range of ways to acknowledge the culture, history and contribution of Aboriginal people

### Parents

In the Tell Them From Me parent survey these points scored highly:

- I feel welcome when I visit the school
- I can easily speak with my child's teachers
- Written information from the school is in clear, plain language
- The school's administrative staff are helpful when I have a question or problem
- My child is encouraged to do his or her best work
- Teachers expect my child to pay attention in class
- My child is clear about the rules for school behaviour
- My child feels safe at school
- Overwhelming majority of parents would recommend Berkeley PS to other parents

# 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.

All students from Berkeley Public School were provided with opportunities to deepen their understanding of Aboriginal Culture. This occurs regularly in classrooms through embedded curriculum content but also through planned opportunities to value the traditional ways.

In celebration of Reconciliation Week, families and community members were invited to participate with students in a walk around the school. In class, students created a poster that represented the theme, 'Grounded in truth: Walk together in courage'. Our Aboriginal students and their families continued the walk down to the Healing Point at Hooka Park, Berkeley. It was the first year where the Community of Schools (CoS) joined together for a Reconciliation Walk. Participating schools included Berkeley Public School, Berkeley West Public School, Farmborough Road Public School, Illawarra Sports High School and Warrawong Public School. Students and members of our community were also invited to attend the Reconciliation assembly, lead by four Stage 3 Aboriginal students. During this time, photos of both the whole school walk and the walk to the Healing Point were shared. This has helped to establish a sense of community and belonging.

During NAIDOC week students were placed into cross-age groups and participated in activities which included Aboriginal dance, cooking, gardening, painting and sport. Students were also given the opportunity to participate in the 'NAIDOC and Buddies' Dragon Tag Gala Day knockout. Sixty students from Years 3 to 6 represented Berkeley Public School at Illawarra Sports High School against other CoS schools. Our Stage 2 team won the knockout competition and received the trophy to be displayed at school during 2019.

Our Aboriginal students were supported in developing a personalised learning plan which was communicated to parents and carers. Families were invited to an afternoon BBQ where student's learning goals were shared. This was a great informal way to better get to know both the students and their parents.

We had four students in Stage 3 participate in the NAIDOC public speaking competition. The topic was 'Voice, Treaty, Truth: Let's work together for a shared future'. We had two students who made the finals of this event. Two staff members regularly attend the Wollongong AECG meetings and feed information back to staff.

## 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.