

Berowra Public School

2019 Annual Report



1205

Introduction

The Annual Report for 2019 is provided to the community of Berowra 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

This Annual Report celebrates the achievements of Berowra Public School (BPS) in 2019.

Berowra Public School has a long, proud history and this year the school community celebrated its 125th Year Anniversary with a special assembly, unearthing of the time capsule and visits by many past students and staff.

2019 has been a year of change for Berowra Public School with the change of school leadership. The community spirit, supportive environment and the feeling of 'family' are such special attributes of the school which has ensured the school has continued to move ahead.

2019 has been a productive year of high levels of student participation, focused engagement and rich learning. Our teaching and learning has continued to evolve as teachers engaged in professional practice, our students became increasingly confident learners and our school community connected with both students and staff.

Our teachers have continued to provide quality teaching programs to engage and challenge students to become life-long learners and have provided so many extra-curricular opportunities for our students that include choir, chess, dance, drama, music and PSSA. Students have participated enthusiastically in extra-curricular activities, cooperating to gain knowledge, skills and enjoyment. Our school choir performed at the ANZAC Day Ceremony, Open Day, during the 125 Year Anniversary and MaDD night. Some of our choir performed as part of the combined choir singing at Sydney Town Hall. Our dancers performed at the Sydney North Arts Alive dance festival and both the junior and senior drama groups performed at the Concourse Theatre. Our junior drama group, was invited for the second year in a row, to perform in the State Drama Festival at the Seymour Centre, which is an outstanding achievement. Most recently our senior PSSA League tag team won the final and our junior team came runners-up.

We thank the P & C and School Support Group for their ongoing partnerships, and our parents who have supported their child's learning journey, attending many school events including Open Classrooms and the Book Week Parade.

My sincere thanks to the dedicated and professional team who work tirelessly to achieve our daily successes. We look forward to 2020 where we will continue to strengthen our relationships with our school community and engage our students in deep learning as our teachers successfully embed strong and innovative teaching practice.

Vicky Wallace

School background

School vision statement

Learning and growing together for life; where every student, every teacher and every leader strives to improve every year.

School context

Berowra Public School is a dynamic and effective school where staff and parents help students to feel happy and secure; enjoy learning; strive to achieve their potential; experience success; and care for themselves, others and the environment.

The school provides a well-balanced curriculum, with emphasis on developing skills in literacy and numeracy. There is also a tradition of excellence in performing arts, particularly drama, choir and music. Sport is another traditional area of strength, and a number of highly effective programs operate to cater for our gifted and talented students. Expanding the opportunities for the use of technology is a continuing school priority.

Our diverse curriculum and extracurricular programs cater for students with a full range of abilities and interests. Community support is a particular feature of the school. Four effective parent bodies (P&C, School Support Group, Uniform Shop and Canteen Committee) provide much needed support for the school in many ways— practical, financial and consultative.

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

Strategic Direction 1

Quality learning for all students

Purpose

Provide quality personalised learning in literacy within an environment that cultivates engaged learners.

Improvement Measures

Increase the proportion of students achieving at or above age level

Increase the proportion of students progressing at least one level in the Big Write assessment levels.

Increase the proportion of students achieving in the top 2 bands in Literacy in NAPLAN.

Progress towards achieving improvement measures

Process 1: Implement whole school Professional Learning and improved teaching programs with a focus on writing and spelling.

Evaluation	Funds Expended (Resources)
Executive attended PL on Evaluation of Milestones and implemented PL to evaluate SD1. Staff analysis of data indicated more time is needed to implement Big Write and spelling programs to enable comparative data to be collected.	2 casual days \$1100

Process 2: Develop a culture of self-directed learners through goal setting.

Evaluation	Funds Expended (Resources)
Evaluation of visible learning walls and the use of Seesaw in classrooms is a future priority. Formal collection of data on the use of Seesaw across the school will inform next steps.	TPL time allocated

Process 3: Draw on the analysis of whole school data to improve teaching and learning in literacy.

Evaluation	Funds Expended (Resources)
As a result of a professional forum of discussion with staff, Big Write will be reinstated in the previous format. NAPLAN data showed a significant increase in Year 3 writing in the top 2 bands. There has been a plateau in writing in the top 2 bands for Year 5.	TPL time allocated

Strategic Direction 2

Dynamic teaching, learning and leadership

Purpose

Provide quality teaching and learning underpinned by effective leadership.

Improvement Measures

Build capacity of teachers and leaders through focused professional learning and development that creates a culture of professional growth where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

An increase in the capacity of all teachers to embrace a professional growth culture, with some teachers demonstrating leadership capabilities and aspirations.

Progress towards achieving improvement measures

Process 1: Evidence based practices: Professional Development Plans and Teacher Observations

Use of evidence based explicit systems for teacher development will drive ongoing, school-wide improvement in teaching practice effecting improved student outcomes.

Evaluation	Funds Expended (Resources)
All staff including SASS staff completed the PDP process.	Time allocated for PDP process

Process 2: Professional Learning and accreditation

Provide differentiated learning opportunities for teachers that are reflective of system, school and personal goals ensuring professional learning is grounded in the Australian Professional Standards for Teachers and the quality teaching framework.

Evaluation	Funds Expended (Resources)
All staff had lesson observations and feedback as part of the PDP process.	Time allocated for PDP process
5 Beginning Teachers were accredited at Proficient.	Beginning teacher time and funding for casual relief \$20,000

Process 3: Leading for impact

Implement an effective and collaborative leadership strategy facilitating a culture of professional growth and sustainable, school-wide improvement in teaching quality and leadership capabilities.

Evaluation	Funds Expended (Resources)
Areas of strengths and areas for improvement were identified and will inform the development of the 2020 milestones.	Instructional Rounds 16 casual days \$8,000

Strategic Direction 3

Effective directions through data.

Purpose

Provide quality teaching and learning in numeracy supported by efficient data collection and analysis.

Improvement Measures

Evidence of data analysis to inform and differentiate teaching and learning.

At least 80% of students demonstrating expected growth in numeracy in NAPLAN.

Progress towards achieving improvement measures

Process 1: The school analyses student progress and achievement data and a range of other contextual information.

Evaluation	Funds Expended (Resources)
PAT data needs to continue in 2020 as 2019 data collection is baseline data.	TPL time allocated
NAPLAN data indicated that student growth from Year 3 to Year 5 needs to be a future focus.	

Process 2: Teachers respond to trends in student achievement, at individual, group and whole school levels.

Evaluation	Funds Expended (Resources)
The students indicated that they know their learning goals and future directions and feel happy and safe in the learning environment.	TTFM survey and time allocated to set up the survey

Process 3: Students and parents understand the assessment approaches used in the school and their benefits for learning.

Evaluation	Funds Expended (Resources)
This will roll over into next year.	

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$72 567.00) 	QTSS allocation was reviewed during Term 4. During 2020 QTSS will be allocated to allow ongoing cycles to improve teaching practice which includes using research and evidence based practice to improve teaching practice with a focus on observations and feedback.
Support for beginning teachers	Causal relief for mentor and beginning teachers Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$20 000.00) 	5 Beginning teachers were accredited as 'Proficient' teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	190	203	222	233
Girls	205	200	185	186

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	96.6	96.2	95.5
1	96.4	95.6	95.9	94.6
2	96.8	94.4	95.8	95.3
3	96.6	95.3	96	94.6
4	94.5	94.7	94.4	95.6
5	96.4	94	94.7	94
6	94.1	96	94.2	94.6
All Years	95.9	95.2	95.3	94.9
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)	16.09
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3.12

*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.

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	418,810
Revenue	3,473,062
Appropriation	3,204,150
Sale of Goods and Services	782
Grants and contributions	264,408
Investment income	3,423
Other revenue	300
Expenses	-3,401,560
Employee related	-3,026,039
Operating expenses	-375,521
Surplus / deficit for the year	71,502

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 Approved SBA (\$)
Targeted Total	0
Equity Total	128,353
Equity - Aboriginal	1,343
Equity - Socio-economic	7,603
Equity - Language	6,690
Equity - Disability	112,717
Base Total	2,860,278
Base - Per Capita	95,498
Base - Location	0
Base - Other	2,764,780
Other Total	198,965
Grand Total	3,187,596

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.

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

Year 3 NAPLAN 2019 showed a 3% increase in students achieving in the top 2 bands for Reading and a 13% increase in the number of students achieving in the top 2 bands for Writing.

Year 5 NAPLAN 2019 showed a 9% increase in students achieving in the top 2 bands for Reading and the maintenance of the number of students achieving in the top 2 bands for Writing.

Numeracy

Year 3 NAPLAN 2019 showed the maintenance of the number of students achieving in the top 2 bands for Numeracy.

Year 5 NAPLAN 2019 showed a 6% increase in students achieving in the top 2 bands for Numeracy.

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

An average of 85% of Kindergarten 2020 parents attended the 2020 Kindergarten Transition sessions. The new program gained overwhelmingly positive feedback especially in regard to the hands on activities and strategies for teaching literacy and numeracy. Next year we will consider running the program on alternative days rather than three consecutive Fridays.

Grandparents' Day

99% of visitors surveyed were happy with Grandparents' Day and 100% would like it in the future. 94% of teachers were happy with Grandparents' Day and 100% would like it in the future. 68% of students were happy with Grandparents' Day, 26% of students felt neutral towards Grandparents' Day and 6% of students felt unhappy about Grandparents' Day. As a result of the surveys Grandparents' Day will continue in the future, with efforts made to ensure the day is more inclusive to all by emphasising that friends and families are all welcome, not just grandparents.

Student Satisfaction

In 2019, 121 students in Years 4 –6 were surveyed using Tell Them From Me. Survey results showed the school mean for student participation in extracurricular activities was 88% and students with positive relationships was 92% both being above the NSW Govt Norm. Survey results indicated that students developing a positive sense of belonging, valuing school outcomes and are interested and motivated in their learning are future areas of development as the school mean was below the NSW Govt Norm in these areas.

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.

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.

Other School Programs (optional)

This past year was an extremely successful year for students competing in the International Competitions and Assessments for Schools (ICAS). ICAS is an independent skill based assessment ideal for gifted children within the school. Over one million students enter from over 6,300 schools in Australia and New Zealand annually. Students participating in these competitions are able to demonstrate their abilities against other children within their region. In 2019, the competitions were entirely online. As in the previous year, we continued to encourage the participation of year 2 students. Of the students who entered from Berowra Public School (BPS), a high percentage received an award in 2019.

Mathematics continued to be the most popular ICAS paper, with over 60% of students who entered from BPS receiving an award. We received one High Distinction, two Distinctions, nineteen Credits and six Merit awards. In English, again over 65% of students who entered from BPS received an award. We received one High Distinction, nine Distinctions, two Credits and three Merits. In spelling nearly 40% of the students who entered from BPS received an award. We received one High Distinction, two Distinctions, four Credits and five Merit. In science, two thirds of the students who entered from BPS received an award. We received one Distinction, nine Credits and two Merits. In Digital Technologies, again, two thirds of the students who entered from BPS received an award. We received three Distinctions, six Credits and three Merits. Finally in Writing, half of the students who entered from BPS received an award. We received one High Distinction, five Distinctions and two Credits.

We are very proud of the results Berowra Public School has received in 2019.