

Berrima Public School

2019 Annual Report



Introduction

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

Berrima Public School aspires to develop every child to be:

- a lifelong learner
- responsive to the opportunities of a changing world
- respectful and responsible citizens
- resilient and confident when faced with challenges
- continually striving to do their best
- determined in their academic growth.

This will be underpinned by a staff who are committed to planning and implementing evidence based practices and maintain supportive learning environments.

We endeavour to SEEK, THINK, BELIEVE.

School context

Berrima Public School is a small semi-rural school fronting the original Hume Highway. The school was established in 1869 and has a long and proud heritage in the historic village of Berrima and the Southern Highlands.

The school boasts a highly committed staff who demonstrate their dedication by providing a range of extra curricula activities in their own time.

We are currently experiencing a period of growth with school enrolments increasing slowly each year. Staffing and school funding are used flexibly to support literacy and numeracy programs.

The school is a proud member of the Stephanie Alexander Foundation, with an exceptional kitchen garden program operating successfully.

Berrima Public School is an ongoing member of the Bong Bong Learning Community (BBLC). This is a group of small schools in the Southern Highlands working together to build collaborative practices and share expertise among staff in small school settings.

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	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Teacher Impact and Efficacy

Purpose

Collective teacher efficacy has been ranked as the number one factor influencing student achievement.

- Berrima Public School seeks to collaboratively build teacher efficacy to have maximum impact on student learning outcomes in Literacy and Numeracy.

Improvement Measures

Increased proportion of students display expected growth in Literacy as measured by external and internal measures.

Increased proportion of students display expected growth in Numeracy each year, as measured external and internal measures.

100% of teachers utilise the Australian Professional Standards for Teachers as measured through Professional Development Plans (PDPs) and Maintenance of Accreditation through NSW Education Standards Authority (NESA)

The extent that teachers engage in professional dialogue and collaborative practice, as measured by confidence/satisfaction surveys. (BBLC)

Progress towards achieving improvement measures

Process 1: • Research, learn and implement Visible Learning strategies to drive excellence in teaching practices in literacy and numeracy.

Evaluation	Funds Expended (Resources)
During 2019, the focus was more on Process 2, where we were building collaborative practices.	
Process 1 will take precedence in 2020.	

Process 2: Collaborative Practice (BBLC)

- Planned combined professional learning meetings across BBLC.
- Collegially developed protocols for observations and feedback.
- Teachers participate in classroom planning, observations, walkthroughs and feedback across the BBLC schools based on PDP goals aligned to the Professional Standards.
- Collegial development of teaching and learning programs and sharing of resources.

Evaluation	Funds Expended (Resources)
The progress that we have made is based on the following data: - verbal and written feedback from leaders and teachers - minutes of meetings - PL exit slips - PAT Reading and Math diagnostic tests After analysing this data we know that: - feedback provided to beginning teachers was useful as evidence for accreditation - collaborative practices had a significant impact on teacher wellbeing - collaborative practices helped teachers reflect and make adjustments to their teaching and learning programs - staff feel more confident in using PAT data to inform their planning The implications for 2020 include: - continue to strengthen collaboration across the Bong Bong Learning Community - schools to complete PAT comprehension and Maths in term 4 - regular stage meetings for teachers to share and analyse data and track growth	Leaders PL funded by Bong Bong Learning Community – including casual costs.

Strategic Direction 2

Wellbeing for all

Purpose

Social and Emotional Intelligence plays a critical role in improving academic performance and lifelong learning.

- Berrima Public School sets out to equip students to be resilient. We work together, using a proactive wellbeing toolkit, to assist students in taking the responsibility for maintaining good mental health and wellbeing, to *Connect, Succeed and Thrive*.

Improvement Measures

Staff demonstrate knowledge of the *Five Ways to Wellbeing* framework.

Anecdotal records demonstrate students connectedness to wellbeing practices

Students can describe how they can use the framework to improve their general wellbeing and mental health

Progress towards achieving improvement measures

Process 1: • Implementing the *Five Ways to Wellbeing* framework.

Evaluation	Funds Expended (Resources)
As a result of implementing the 5 Ways to Wellbeing Framework with our staff and analysing data such as: - PL with Dr Justin Coulson - Staff Meeting minutes - Aligning 5 Ways to PDHPE curriculum - Term overviews to support implementation of 5 ways - collection and tracking of wellbeing journal - parent attendance sheet - anecdotal comments - weekly newsletter We understand that all staff have participated in: - PL - Implementing the framework Parents have: - attended information sessions about the framework with Dr Justin Coulson Students have: - explicit teaching about the framework - completed and reflected on their wellbeing in their journals The implication for 2020 is for staff and students to continue their work in this process of the strategic direction.	Guest speaker costs \$2000 Signage \$1200 Wellbeing journals \$1400

Process 2: • Professional learning for staff and community.

Evaluation	Funds Expended (Resources)
The progress that we have made is based on the following data: - PL with Justin Coulson and follow up workshops - Staff and Communication meeting - Newsletter - morning assemblies - reward system at formal assemblies - Be You online training After analysing this data we know that: - staff have participated in a range of PL experiences - parents commenced learning about the framework with direct instruction by Dr Justin Coulson - weekly readings in the school newsletter	

Progress towards achieving improvement measures

- through observations at informal and formal assemblies.

This has implications for 2020 in that we will continue PL in this process. so that we can achieve the 2020 improvement measures.

Strategic Direction 3

Empowered Learners

Purpose

Research indicates that powerful drivers of learning include students: knowing how to learn, having high expectations of themselves and be willing to meet a challenge.

- Berrima Public School, aspires to empower our learners with the will and skill to deliver their best and continually improve their learning.

Improvement Measures

Students will meet progress targets along the Berrima Public School Learner Disposition Continuum K–6.

Improved student engagement and parent satisfaction scores in the TTFM survey

Improved scores on the General Self-Efficacy scale

Progress towards achieving improvement measures

Process 1: Professional learning to develop understanding and skills in teaching explicit strategies to develop empowered learners.

Evaluation	Funds Expended (Resources)
The progress we have made is based on the following data: - staff survey - observation of classroom environment - allocation of funds for flexible furniture - observation of shifting and non-shifting classroom practice - High impact professional learning – James Nottingham, Guy Claxton, iOTF6 conference - provision of resources After analysing this data, we know that: 100% of staff are committed to developing the learning habits in their students. - Some staff are more confident with the implementation than others - PL led to purchase of new resources in classrooms and a shift in teaching practice. This bought about flexible learning spaces. This has implications for 2020 as there is additional work to be done in developing teachers' understanding and skills. We will be investing in PL with James Nottingham to further develop and embed teaching practices.	Signage \$1200 Furniture \$2500 PL \$1000

Process 2: Develop a shared understanding and representation of the learning habits including a learning continuum that defines each of the learning habits and describes the expected progression of students.

Evaluation	Funds Expended (Resources)
The progress we have made is based on the following data: - Signage - PL - Staff exit surveys - Student and staff voice - Learning habits integrated in the PDHPE curriculum. After analysing this data we know that: - There is emerging understanding the learning habits in students and staff - This task is complex work and a decision has been made to discontinue with the creation of a learning habit continuum. - A shift in teaching practice is yet to be evident across all classrooms. This has implications for 2020 in that we understand the need for additional PL in this space. As a result, the whole school will participate in the	Time in staff meeting or professional learning.

Progress towards achieving improvement measures

Challenge Learning Project based on James Nottingham's work.	
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Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	FTE @ ????	This funding was used to employ additional staffing to provide teachers with collaborative planning and deep professional learning with a coach/mentor. This allowed the PDP process to flourish and become a true visible means of professional improvement within our school.
Support for beginning teachers	\$\$\$	This funding was used to allocate additional release time for the Beginning Teacher and their mentor. This was timetabled into the weekly roster and facilitated collaborative planning, support and guidance. Anecdotal records, reflections and PDP goals indicate that this support had a positive impact on the Beginning Teachers professional growth. Professional learning targeted for the Beginning teacher was also funded from this allocation.
Kitchen/Garden Initiative		This is a self-funded project from the school community.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	62	65	68	79
Girls	78	77	77	78

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.7	96.5	95.8	95.3
1	94.9	97	96	95.2
2	96	96.7	93.5	91.9
3	95.7	96.5	94.4	91.5
4	95	95.3	95.1	94.4
5	93.5	94.2	94.7	94.6
6	95.3	94.1	93	94.2
All Years	95	95.7	94.7	93.8
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)	1
Classroom Teacher(s)	5.83
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	1.96

*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	114,989
Revenue	1,504,655
Appropriation	1,449,269
Sale of Goods and Services	406
Grants and contributions	53,945
Investment income	1,035
Expenses	-1,518,369
Employee related	-1,424,350
Operating expenses	-94,019
Surplus / deficit for the year	-13,714

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	65,266
Equity - Aboriginal	3,842
Equity - Socio-economic	11,157
Equity - Language	400
Equity - Disability	49,868
Base Total	1,266,905
Base - Per Capita	34,023
Base - Location	1,915
Base - Other	1,230,967
Other Total	63,222
Grand Total	1,395,393

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.

Parent/caregiver, student, teacher satisfaction

STAFF SURVEY:

All staff were surveyed to ascertain their thoughts about Berrima Public School. They were asked the following questions:

1. As a school what are we doing well?

The staff responded

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.