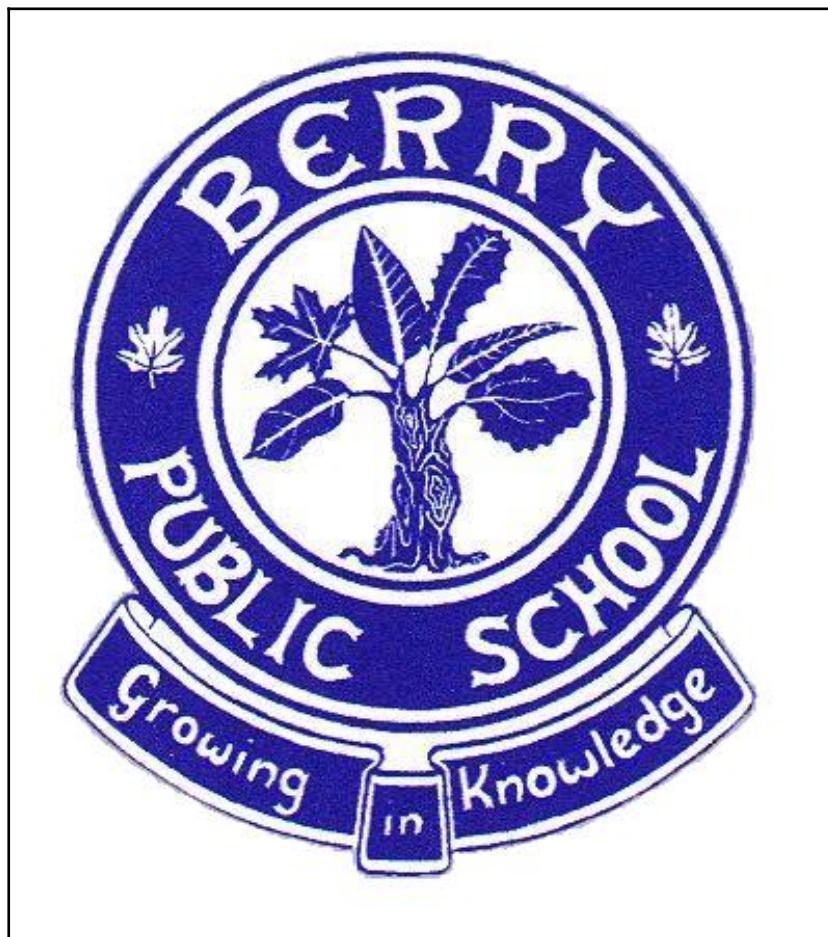# Berry Public School

2019 Annual Report

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Introduction

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

2019 has been another wonderful year of success and progress at our school in every discipline of academic, sporting and cultural endeavour.

This annual report reflects the school progress and achievements in the key strategic areas of our school plan. Thanks to the incredible work of our dedicated team, the implementation of the 2019 school plan further enhanced our curriculum and extra–curricular opportunities, expanded and embedded our wellbeing programs, and improved our school communications and technology platform.

This report should be read in conjunction with the school website and social media pages that showcase more of the outstanding work, progress and achievements of our students and staff.

We are grateful for the incredible support of our parents and community who work in partnership with us at all levels of planning and implementation to ensure we maximise the opportunities for all students at our school.

We also wish to thank the staff at all levels of the NSW Department of Education for providing support for our students, staff and community.

CULTURE AND WELLBEING – THE BERRY WAY

In 2019 our school was recognised with a South Coast Network Executive Director's Award for Excellence. The award recognised our outstanding commitment to enhancing our positive school culture and student wellbeing through a range of school and community programs. We are so grateful for the incredible support of our parents and community. See our website for the details and award citation. :
https://berry–p.schools.nsw.gov.au/content/doe/sws/schools/b/berry–p/www/news/2019/8/berry–honoured–with–executive–director–s–award.html

The Fathering Project provided two incredible highlights of the 2019 school year:

The Billy Cart Cup was an amazing day where over 100 billy carts participated in a range of race formats that provided outstanding fun and entertainment for participants and spectators alike.

Read more about the Billy Cart Cup:
https://berry–p.schools.nsw.gov.au/content/doe/sws/schools/b/berry–p/www/news/2019/5/billy–cart–bonanza——.html

The Dads' Camp Out saw our oval filled with tents, camping equipment, smiles and laughter as our Dads shared a wonderful experience with our students.

Read more about the Dads' Camp Out:
https://berry–p.schools.nsw.gov.au/content/doe/sws/schools/b/berry–p/www/news/2019/11/berry–dads–create–an–amazing–night–together.html

After a complete overhaul of our communications and engagement processes in 2018, a new website with an integrated app has now become the source of truth for all school information, announcements, news and permissions. In 2019 we continued to evolve the system and develop improvements based on feedback from our students, staff and parents. We have completely transitioned to the new system and look forward to seeing the improvements in communication. We are very grateful for the work of our School Administration Staff for their commitment and work on this project, they also have provided incredible support for staff and parents.

Read more details of the project are available on our website:
https://berry–p.schools.nsw.gov.au/content/doe/sws/schools/b/berry–p/www/news/2019/11/communication.html

CURRICULUM

All of our teachers continue to ensure the new NESA syllabus requirements are implemented, and our programs are tailored to our school context, by working in curriculum teams each year. The Stage Teaching Teams provide feedback about programs and resources to ensure continuous improvement.

STARTING SCHOOL

After the 2018 review into our transition to school and Early Literacy programs, the team implemented a wide range of enhancments to our support for students and parents during Kindergarten transition. The changes resulted in outstanding feedback from our parents.

Read more about the buddies program on our website:
https://berry–p.schools.nsw.gov.au/content/doe/sws/schools/b/berry–p/www/news/2019/11/berry–buddies——we–are–caring.html

LITERACY AND NUMERACY

Literacy and Numeracy are ongoing priorities that are embedded throughout all curriculum areas as well as having specific programs focused on student improvement.

Berry Public School continues our long standing trend of being one of the highest performing schools in NSW in Literacy and Numeracy.

Some of the reasons for our ongoing high performance include:

– An expert teaching team that co–design high quality programs.

– A dual focus on student learning and positive wellbeing.

– A balanced curriculum including a wide range of extra–curricular opportunities.

– Targeted, direct instruction at the student point of need.

– Internal assessments and data that monitors student progress and achievement.

– Catering for the needs of high potential and gifted students, including acceleration and access to additional programs.

– An outstanding Learning Support Team that manages health, wellbeing, counselling and learning support services in consultation with parents, paraprofessionals and external agencies.

– Positive and supportive relationships with parents.

– A relentless focus on continuous improvement and refinement of learning programs and strategies.

SCIENCE: A Grand Opening For Our Plant Propagation

After completing the building in 2018, an official opening was held which showcased the improved resources and learning opportunities provided to students in the new facility. The program has operated in the school for over 35 years and has been moved to the front of the school to be the hub of a new Plant Propagation and Environmental Science Centre. The expansion ensures all students will have greater access to this wonderful facility. Our teachers have worked closely with our expert volunteers to ensure all students now have access to wonderful, authentic experiences linked to the curriculum. Read more about Plant Prop:
https://berry–p.schools.nsw.gov.au/content/doe/sws/schools/b/berry–p/www/news/2019/10/news–from–our–new–natural–studies–and–plant–propagation–centre.html

The school continues to focus on developing teaching and leadership capacity at our school. We have a strong model of distributed leadership as well as a commitment to systems leadership in a variety of forums. In 2019 our circle of influence included contributing to state, national and international research and development. Our executive team represented NSW schools at a department Catalyst Lab event focused on improving assessment and reporting to parents. I was also fortunate to represent the NSW Primary Principals' Association presenting about The Flourish Movement at the International Confederation of Principals' Conference in Shanghai.

STEM

Our school participated in two amazing whole school STEMshare opportunitites in 2019 with a focus on Robotics and Virtual Reality. The programs included a range of professional learning for teachers and every student in our school was able to experience the learning opportunities. The Tech Club also expanded to meet the growing student demand and interest in the projects.

Read more about the Coding Bots:
https://berry–p.schools.nsw.gov.au/content/doe/sws/schools/b/berry–p/www/news/2019/2/wonderment–and–awe–with–coding–bots–.html

School background

School vision statement

We aim to enhance our culture of care, respect and enrichment. We promote excellence and equity by ensuring all students become confident, creative, successful learners and healthy, resilient, respectful, active and informed global citizens.

School context

Berry Public School has an enrolment of approximately 320 students and is located approximately 2 hours south of Sydney in the rural and picturesque township of Berry. Our school is the hub of a caring and supportive community with a highly involved and proactive Parents and Citizens' Association. We are committed to maintaining our culture of care, respect and enrichment by providing a safe and secure environment through the promotion of personal growth and developing confidence, resilience, self–esteem, school pride, self–responsibility and positive relationships. The concept of "The Berry Way" has been developed in consultation with our community to describe the core values that drive our positive school culture: We are a team, We are safe, We are caring, We are learning, We are respectful. Daily interactions and explicit teaching of behaviours that underpin "The Berry Way" are a feature of our curriculum.

Our students demonstrate outstanding social, emotional and health outcomes as evidenced across a range of performance measures that were externally validated in 2018. High expectations of personal effort and continuous improvement are an expectation of every student and staff member of our organisation. Our school has strong academic performance and consistently outperforms the state average and statistically similar schools in all areas of external assessments of Literacy and Numeracy. A rich and diverse curriculum is enhanced by a broad range of high quality extension and support programs that provide opportunities for our students.

Photo: Gabriel Lombardi– National Sprint Champion.

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

After a rigorous external validation in 2017 that found our school to be excelling in almost every domain of The School Excellence Framework, we have continued to improve in our key focus areas aligned to our school plan.

The area of learning and development remains a focus as staff work towards higher levels of accreditation against the AITSL standards. The major barrier to teachers seeking higher levels of accreditation is the lack of efficient centralised system for managing accrediation evidence.

Strategic Direction 1

Capacity

Purpose

To enhance our collective capacity to improve student social, emotional, wellbeing and learning outcomes through the ongoing advancement of teaching and leadership capacity.

Improvement Measures

All teachers annually demonstrate evidenced professional growth referenced against the AITSL standards.

Improve performance in the Focus On Learning Survey against key drivers of student learning.

Improve staff performance and wellbeing measures on the Deakin University study of the Flourish Project.

Overall summary of progress

The school continues to invest in the teaching and leadership capacity of the team through whole school professional learning programs, and personalised professional learning.

Teachers receive additional professional learning opportunities relating to their leadership of, and involvement in school improvement teams.

Professional learning is also responsive systemic priorities and policy changes such as the Gifted and High Potential Students policy. Our school trained two staff in the University of NSW post–graduate certificate in Teaching Gifted and High Potential Students.

100% of staff demonstrated evidenced professional growth referenced against the Australian Institute of Teaching and School Leadership (AITSL) Standards.

100% of staff participated in a range of whole school and personalised registered and non–registered professional learning activities aligned to the AITSL standards.

A major whole school focus of 2019 was Science Technology Engineering and Maths (STEM). All teachers participated in a range of professional learning and implemented classroom practices related to Coding and Virtual Reality as part of the school curriculum.

The staff "Focus On Learning" Survey demonstrated significantly enhanced performance against key drivers of student learning, with particular improvement in the Technology domain which was a school focus area. Significant enhancements to the school technology infrastructure, as well as the use of online programs and interactive technologies to enhance learning, track progress and provide feedback contributed to the improvements.

Deakin University research for the Flourish for Schools Program demonstrated that the staff had high levels of wellbeing and a strong positive culture.

Progress towards achieving improvement measures

Process 1: 1) Performance and development:

Processes to enhance leadership and teaching capacity linked to the Australian Teaching and Leadership Standards.

– Professional learning plans linked to the AITSL standards

– Coaching Around the AITSL Standards

– Observation and Feedback

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
100% of staff completed PDP processes, including formal meetings with the Principal, with evidence of impact on learning and changes in professional practice. 100% of staff demonstrated evidenced professional growth referenced against the Australian Institute of Teaching and School Leadership (AITSL) Standards. The school revised the observation and feedback model and recording framework to improve the alignment with the AITSL standards. All teachers participated in formal observations of teaching practice. Approximately 25% of staff began progressing to higher levels of accreditation.	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($59767.00)

Process 2: 2) Professional learning throughout the school plan processes that is systematic, personalised, relevant, future focused and evidence based.

Evaluation	Funds Expended (Resources)
100% of staff participated in a range of whole–school and personalised registered and non–registered professional learning activities aligned to the AITSL standards. Professional learning reflections are recorded in the MyPL system. The teacher "Focus on Learning " survey demonstrated performance above the NSW Goverment Norms in all domains, with significant improvements in the domains of: Leadership, Collaboration, Learning Culture, Teaching strategies, Challenging and Visible Learning Goals, Planned Learning Opportunities, Overcoming Obstacles to Learning, and Technology. The greatest improvement in staff capacity was in the area of Technology for Learning as the school enhanced the use of online programs and interactive technologies to enhance learning, track progress and provide feedback.	$18581 Expenditure includes Professional Learning related to all strategic directions. **Funding Sources:** • Support for beginning teachers ($9800.00)

Process 3: 3) The Flourish Project to help staff flourish professionally, physically and mentally

Evaluation	Funds Expended (Resources)
Dr Adam Fraser was a guest at our school to initiate the Flourish for Schools Program. The school participated in research with Deakin University with the intial report showing the staff had a high basline data relating to wellbeing and school culture. The staff continue to prioritise wellbeing with a range of informal and formal strategies including "Wellbeing Week".	Nil

Strategic Direction 2

Curriculum

Purpose

To deliver a challenging, inspiring and inclusive curriculum, and extra curricular opportunities, which ensures all students become successful, confident, creative learners and active informed global citizens.

Improvement Measures

Increase proportion of students' reporting having the required skills and challenges on the Tell Them From Me survey.

Improve performance in the Technology Domain of the Focus On Learning survey.

Improve performance in the School Supports Learning domain of the Partners in Learning Survey for parents.

Maintain performance in external assessments that are above statistically similar school groups.

Overall summary of progress

The implementation of curricum remains a core strategic priority. All staff are assigned to curriculum teams annually, including a Literacy/Numeracy Team with direct responsibility for the school improvement plan.

Reporting to parents processes were reviewed in consultation with the staff and P&C to align school reporting of social/emotional learning with the school values. The school also changed to an online system for reporting to parents, using the SENTRAL reporting program with significant reductions in staff workload, as well as enhancements to student data collection and analysis.

The school continues to significantly outperform statistically similar schools in Literacy and Numeracy as well as providing a rich holistic curriculum and an extensive array of extra–curricular activities.

The student "Tell Them From Me" survey showed 56% of students in the school had scores that placed them in the desirable quadrant of the skills/challenge matrix, which is above the NSW Govt Norm.

Students demonstrated an increase in the skills/challenge matrix from 42% in 2017 to 46% in 2018 to 56% in 2019.

The teacher "Focus on Learning" survey showed that the school continued to outperform NSW Government school norms in all eight key drivers of student learning. The school demonstrated significant internal improvements in the areas of: inclusive school; parent involvement; data informs practice and technology.

The Technology domain of the teacher "Focus on Learning" Learning survey shows an improvement from 6.2 in 2016 to 8.0 in 2019 (significantly above the NSW Gov Norm of 6.7) reflecting the significantly enhanced resources, professional learning, STEMShare lessons, and use of technology to enhance learning in every classroom throughout the school.

The parents "Partners in Learning Survey" did not show statistically significant improvement in the "School Supports Learning" domain. Whilst the response is still positive (7.0/10), the survey data demonstrates there is still work to do in communicating how the school supports student learning. The revised school communications strategy is an integral component in the strategy.

Progress towards achieving improvement measures

Process 1:   1) Curriculum Teams ensure all NSW Education Standards Authority syllabuses for all key learning areas are implemented in accordance with NESA requirements.

Evaluation	Funds Expended (Resources)
The Literacy/Numeracy Team completed a review of Numeracy assessment strategies and provided time for Stage Teaching Teams to review their scope & sequence, update assessments, develop/investigate SENTRAL tracking tools, and learning support processes for children experiencing difficulties in Maths.	$39670

Progress towards achieving improvement measures	
The Techology Team initiated a trial of a Google quiz assessment program to provide streamlined numeracy assessments for students. The Science and Technology team reviewed the scope and sequence, and school programs in line with the New NESA syllabus implementation timelines. A significant milestone was the alignment of the school Plant Propagation and Environmental Science program with the new syllabus. The team developed programs and a whole school implementation schedule to ensure all students engage in learning at the facility. The PDHPE Team revised the school revised the scope and sequence, teaching and learning programs, and resources in line with the new NESA syllabus implementation timelines. The school sport and fitness programs were also revised.	

Process 2: 2) Literacy and Numeracy Strategies.: including annual reviews of existing Literacy and Numeracy Programs, and the implementation of the ACARA Literacy and Numeracy Learning Progressions.

Evaluation	Funds Expended (Resources)
In cooperation with the Learning and Support Team, the Literacy/Numeracy Team implemented targeted intervention strategies for students identified through internal and external assessments as requiring adjustments and additional support. Updated Literacy and Numeracy resources (including purchasing additional phonics readers, and MathsPlus Online subscriptions). Teachers were released to complete school created Curriculum–Based Measurement (CBMs) at the beginning an end of the year to measure student growth and attainment in Reading. Revised Literacy and Numeracy assessments including a trial of Google Quiz in Numeracy with a view to expansion in 2020. Revised the Early Stage 1 Phonics program. Internal assessments of Reading in Kindergarten showed exceptional growth in 2019. The school continued to significantly outperform statistically similar school groups (SSSG) in external assessments of Literacy and Numeracy including NAPLAN. – 2019 Average NAPLAN Scores: Year 3 Reading : School: 476 Vs SSSG: 449 Year 5 Reading: School: 534 Vs SSSG: 523 Year 3 Numeracy: School: 438 Vs SSSG: 422 Year 5 Numeracy: School: 524 vs SSSG: 513	**Funding Sources:** • ($17618.00)

Process 3: 3) General Capabilities Project : Developing the knowledge, skills, attitudes and behaviours identified by the Berry community to assist students to live and work successfully in the 21st century. Strategies include the 4C's Project (Communication, Collaboration, Creativity and Critical Thinking), The SAMR Technology Project – Substitution, Augmentation, Modification and Redefinition of learning.

Evaluation	Funds Expended (Resources)
The implementation fo the SAMR technology project and the 4C project were put on hold in this strategic direction in 2019 due to the implementation of	$27000

Progress towards achieving improvement measures

the STEMShare kit projects.

The StemShare kits in Robotics and Virtual Reality were utilised in all K–6 classes in 2019, providing every student with enhanced learning opportunites.

The Science and Technology team led internal professional learning in Coding and Virtual Reality Kits for 100% of teachers.

100% of students demonstrated attainment of Stage Science and Technology outcomes relating to the implementation of the STEMShare Program.

Gifted and High Potential students were provided additional learning opportunities through the "Tech Club". A photo gallery of the program is available on the school website: https://berry–p.schools.nsw.gov.au/gallery/stem–robotics.html

The Technology domain of the teacher "Focus on Learning" Learning survey shows an extraordinary improvement from 6.2 in 2016 to 8.0 in 2019 (significantly above the NSW Gov Norm of 6.7) reflecting the enhanced resources, professional learning, STEMShare lessons, and use of technology to enhance learning in every classroom throughout the school.

Strategic Direction 3

Culture

Purpose

To provide a comprehensive and inclusive wellbeing framework and advance parent and community partnerships to further strengthen our school culture "The Berry Way"

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school in the Tell Them From Me and KidsMatter surveys.

Increased proportion of staff reporting that they provide information to families about our school's approach to social and emotional learning.

Improved parent knowledge and understanding of school policies and procedures relating to student learning and wellbeing.

Improved parent satisfaction with school policies and procedures relating to communication.

Overall summary of progress

This strategic direction aligns with the department priority of ensuring "Every Student Is Known Valued And Cared For."

The school Learning Support Team has continued to implement the BeYou framework including a wide range of strategies to enhance student learning and wellbeing.

The school implemented a range of improvements to the Kindergarten transition program including bringing the Parent Literacy Conference forward in the calendar to build parent confidence in support reading at home. The program received outstanding feedback from parents who attended, 100% of parents agreed that it improved their ability to support reading at home.

The communication and engagement project was a significant focus of 2019 and the resulting integrated communications platform has significantly enhanced the quality of our communications and our relationship with the parents and community.

The Fathering Project held four events, two with students, and two events just focused connecting fathers in our community. The project has significantly enhanced the connection and engagement of our fathers with the school.

Progress towards achieving improvement measures

Process 1: 1) Kidsmatter Project: A strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
BEYOU The BeYou framework continued to be implemented throughout the school including a refinement of the Bounce Back program. The BeYou Peer Leaders received training at the beginning of the year and continued to be the custodians of the Berry Way by supporting their peers throughout the school. The annual BeYou Celebration Day is used as a way to reinforce the school values and behaviours. Read more about our Celebration Day. BUDDY PROGRAM	$8000

Progress towards achieving improvement measures	
A sense of belonging and peer support begins with our Buddy Program which was refined in 2019 to following a full evaluation. Our kindergarten orientation program includes matching our new students with senior buddies who become the centre of their student support network at school. The senior buddies model and promote our positive school culture "The Berry Way", as well as work with their buddies on Literacy programs and special activities throughout the year. Read more about our buddy program. https://berry–p.schools.nsw.gov.au/content/doe/sws/schools/b/berry–p/www/news/2019/2/–every––student–is–known––valued–and–cared–for–––––our–learning–s.html The school utilises a range evaluation instruments at various times of the year, including the full suite of surveys from Tell Them From Me and BeYou which collect data from Students, Parents and Teachers. The annual survey cycle indicates a strong sense of belonging that has remained steady in 2019. – 95% of parents (5% neutral) agree "My child's learning environment encourages my family to feel a sense of connection and belonging to the learning environment." – 84% of students (7% Neutral) agree "I feel accepted at my school and that I belong". – 90% of students (5% Neutral) agree "My teacher encourages me to treat others with respect". An unscheduled evaluation of the school social/emotional learning and wellbeing framework was completed by the Learning Support Team in response to some parents suggesting the inclusion of the "Grow Your Mind" program. The evaluation found that the school had a comprehensive wellbeing framework in place and that the "Grow Your Mind" program would be best used as a supplementary program, particularly useful for parents who require additional support and advice. The full evaluation was presented to	

Process 2:   2) Communications and Engagement Project

Review and implement communications and engagement strategies to to enhance the relationship between the school and parents/carers.

Evaluation	Funds Expended (Resources)
COMMUNICATION AND ENGAGEMENT STRATEGY On 22 February 2019 the school lauched it's complete communications strategy after extensive consultation and development. All elements of the communications strategy were refined throughout the year based on continuous feedback from our parents and community members. – New Website – New App – Enhanced Social Media The School website had 7736 views in 2019 with a peak month in February of 1173 views. Staff continue to complete professional learning in "writing for the web" and curating content.	$1600

Progress towards achieving improvement measures	
Students have begun creating and curating content for the school website which will continue to be a future focus. Read more about our communications model on our school website.	

Process 3: 3) ParentsMatter Project: A collaborative project between the School and Berry P&C The projects aims to enhance parent understanding of what children are learning and how we, as parents and carers can support our children's wellbeing at home.

Evaluation	Funds Expended (Resources)
REFINED REPORTING TO PARENTS The school changed to an online reporting platform and refined our reporting to parents format to align the reporting of social/emotional learning outcomes with "The Berry Way' school values. The school communication about social/emotional learning and the available support for students and families has been significantly enhanced through the new integrated website, app and social media. THE FATHERING PROJECT A major achievement of 2019 was the inclusion of "The Fathering Project" events which included a Billy Cart Race Day for the community, and a Dads' Camp Out. Both events were extremely successful and included hundreds of student and parent participants. Read more about the Berry Dads: https://berry–p.schools.nsw.gov.au/supporting–our–students/parents––carers–and–the–community/berry–dads.html Details of the events are on the school website: Billy Cart Cup : https://berry–p.schools.nsw.gov.au/gallery/berry–billy–cart–cup–2019.html Berry Dads' Camp Out : https://berry–p.schools.nsw.gov.au/gallery/berry–dads–camp–out–20190.html Parent surveys indicate an increased understanding of the school programs, paricularly in social/emotional learning and mental health: – 87% of parents (11% Neutral) agree "My child's learning environment promotes the development of social and emotional skills and good mental health." – 97% of parents (3% Neutral) agree "I Understand how to create a safe and supportive home which reinforces mental health and wellbeing for my child". The teacher "Focus On Learning" survey indicated high Parent Invovlement	$2000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$5067	All equity loadings at Berry Public School are combined to provide additional 0.4 (2 days per week) Learning and Support Teacher (LaST) and the remaining funds are untilised to engage a School Learning Support Officer (SLSO) to deliver a variety of targeted program interventions and support. In 2019 the LaST assisted all teachers in the development of personalised learning plans for 9 Aboriginal students (100% of Aboriginal students), and coordinated SLSO support for targeted Literacy and Numeracy programs. In 2019 60% of Aboriginal students performed in the Top 2 Bands of NAPLAN for Literacy and Numeracy. In Year 5 in 2019 the average scaled growth for Aboriginal students in Reading and Numeracy was significantly above state average.
English language proficiency	$550	All equity loadings at Berry Public School are combined to provide additional 0.4 (2 days per week) Learning and Support Teacher (LaST) and the remaining funds are untilised to engage a School Learning Support Officer (SLSO) to deliver a variety of targeted program interventions and support.
Low level adjustment for disability	$75124	A range of internal and external assessment data demonstrates that the additional STLA/SLSO time and Learning Support Team interventions are highly effective in improving student Literacy and Numeracy outcomes. In 2019 NAPLAN the school has significantly less students performing in the lowest 2 bands in Reading and Numeracy when compared to the state and statistically similar school groups (SSSG): Year 3 Reading lowest 2 bands: School: 3.8%, SSSG: 7.5%, State: 12.1% Year 5 Reading lowest 4 bands: School: 3.1 %, SSSG: 9.1%, State: 14.7% Year 3 Numeracy Lowest 2 Bands: School: 7.7%, SSSG: 8.2%, State: 13.2% Year 5 Numeracy Lowest 2 Bands: School: 0 %, SSSG: 7.8%, State: 15%
Quality Teaching, Successful Students (QTSS)	$59767	QTSS funds are used to provide additional release to four Assistant Principals for functions directly related to instructional leadership and staff training and development such as:

Quality Teaching, Successful Students (QTSS)	$59767	– Professional Development Plan (PDP) meetings: Every staff member meets with the Principal 3 times per year for to plan, monitor and evaluate their Professional Development Plans; – Teaching Observations; – Targeted support for beginning teachers; – Gaining and maintaining accreditation – Planning and evaluating professional learning. – Enhancing teaching and learning capacity through integration of technology. – Evaluating program effectiveness through rigorous analysis of internal and external assessment data. The model has been extremely effective in building staff capacity and enhancing student learning outcomes as demonstrated by internal and external student assessment data, as well as survey data. The teacher "Focus on Learning" survey reflects the effectiveness of the QTSS funding in enhancing teaching and leadership capacity: – The domain of School Leadership (8.2/10) is significantly above the NSW Gov norm (7.1/10). – The domain of Collaboration (8.6/10) is significantly above the NSW Gov norm (7.8/10). – The domain of Learning Culture (8.8/10) is significantly above the NSW Gov norm (8.0/10). – The domain of Data Informs Practice (8.6/10) is significantly above the NSW Gov norm (7.8/10). – The domain of Teaching Strategies (8.9/10) is significantly above the NSW Gov norm (7.9/10). – The domain of Technology (7.8/10) is significantly above the NSW Gov norm (6.7/10).
Socio–economic background	16307	A range of internal and external assessment data demonstrates that the additional STLA/SLSO time and Learning Support Team interventions are highly effective in improving student Literacy and Numeracy outcomes.. In 2019 NAPLAN the school has significantly less students performing in the lowest 2 bands in Reading and Numeracy when compared to the state and statistically similar school groups:

Socio–economic background	16307	
		Year 3 Reading lowest 2 bands : School: 3.8%, SSSG: 7.5%, State: 12.1%

Year 5 Reading lowest 4 bands : School: 3.1%, SSSG: 9.1%, State: 14.7%

Year 3 Numeracy Lowest 2 Bands : School: 7.7%, SSSG: 8.2%, State: 13.2%

Year 5 Numeracy Lowest 2 Bands : School: 0%, SSSG: 7.8%, State: 15%

In 2019 students in the lower two SES quartiles underperformed students in the top two SES quartiles in external assessments. The equity funds will continue to fund programs and support for identified students through the Learning and Support Team. |

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	184	185	182	182
Girls	154	154	153	143

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.5	94.5	94.6	94.7
1	91.1	93	95.1	93.8
2	94.3	92.7	93.3	93.4
3	92.3	93.8	93	93.5
4	92.2	94.8	94.5	91.5
5	90.2	93.5	94.3	92.7
6	94.5	93.1	93.8	92.1
All Years	92.7	93.6	94.1	93.2
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

At our term 1 staff development day the network Home School Liaison Officer took our team through the legislation and department policies associated with attendance.

Most importantly for our parents is to understand that fundamentally the monitoring of student attendance is for the safety of students.

A news article and link to our attendance information is on our website:
https://berry–p.schools.nsw.gov.au/content/doe/sws/schools/b/berry–p/www/news/2019/2/a–for–attendance–.html

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)	11.61
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	163,974
Revenue	2,882,445
Appropriation	2,723,732
Sale of Goods and Services	8,002
Grants and contributions	148,006
Investment income	1,205
Other revenue	1,500
Expenses	-2,847,609
Employee related	-2,544,378
Operating expenses	-303,231
Surplus / deficit for the year	34,836

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	116,132
Equity Total	97,047
Equity - Aboriginal	5,067
Equity - Socio-economic	16,307
Equity - Language	550
Equity - Disability	75,124
Base Total	2,326,549
Base - Per Capita	78,604
Base - Location	7,601
Base - Other	2,240,344
Other Total	154,127
Grand Total	2,693,855

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

LITERACY AND NUMERACY

Berry Public School continues our long standing trend of being one of the highest performing schools in NSW in Literacy and Numeracy.

Some of the reasons for our ongoing high performance include:

– An expert teaching team that co–design high quality programs.

– A dual focus on student learning and positive wellbeing.

– A balanced curriculum including a wide range of extra–curricular opportunities.

– Targeted, direct instruction at the student point of need.

– Internal assessments and data that monitors student progress and achievement.

– Catering for the needs of high potential and gifted students, including acceleration and access to additional programs.

– An outstanding Learning Support Team that manages health, wellbeing, counselling and learning support services in consultation with parents, paraprofessionals and external agencies.

– Positive and supportive relationships with parents.

– A relentless focus on continuous improvement and refinement of learning programs and strategies.

Parent/caregiver, student, teacher satisfaction

The school utilises a range of valid evaluation instruments at various times of the year, including the full suite of surveys from Tell Them From Me and BeYou Program which collect data from Students, Parents and Teachers.

Consultation with focus groups about key school issues is also regularly undertaken. The P&C Association is the key consultative group for our parents. The SRC (Student Representative Council) is the key consultative group for our students.

BeYou Surveys

The BeYou Parent Survey is administered during Education Week (Term 3 Week 3) annually to maximise parent/caregiver completion rates. Parents were invited to participate in our annual survey on Open Day in August 2019. 75 parents completed the survey .

The BeYou Student Surveys for students in Years 4/5/6 are conducted in Term 3, Week 4.

The Tell Them From Me Surveys are conducted for students, parents and teachers.

104 Students in Years 4/5/6 also completed The Tell Them From Me Student survey in September 2019.

22 Parents completed the "Partners in Learning" survey in 2019.

22 Teachers completed the "Focus on Learning" survey in 2019.

Survey results are represented as :

– A percentage on a 5 point likert scale; "Strongly Agree" and "Agree" are are aggregated or the purposes of reporting.

– A 0–10 Scale; 0 indicates strong disagreement, 5 is a neutral position, 10 indicates strong agreement.

POSITIVE RELATIONSHIPS

– 95% of parents agree "My child's learning environment actively encourages positive and respectful peer relationships."

– 90% of students agree they have friends at school they can trust and who encourage them to make positive choices.

BELONGING

– 95% of parents (5% neutral) agree "My child's learning environment encourages my family to feel a sense of connection and belonging to the learning environment."

– 84% of students (7% Neutral) agree "I feel accepted at my school and that I belong"

– 90% of students (5% Neutral) agree "My teacher encourages me to treat others with respect".

RELATIONSHIPS, SOCIAL/EMOTIONAL LEARNING

– 87% of parents (11% Neutral) agree "My child's learning environment promotes the development of social and emotional skills and good mental health."

– 95% of Parents (3% Neutral) agree "My child's learning environment actively encourages positive and respectful peer relationships"

– 80% of students (14% Neutral) agree "My School teachers us about healthy and positive relationships".

HIGH EXPECTATIONS AND LEARNING CULTURE

– Parents Agree (6.3/10) "Teachers have high expectations for my child to succeed"

– 95% of students (3% Neutral) agree "I believe both my teacher and my family want me to be the best I can be."

– Teachers Agree (9.5/ 10) "I set high expectations of student Learning"

A full breakdown of the satisfaction data is presented to the Berry Parents and Citizens Association, Student Representative Council and teachers, who then act as focus groups for additional feedback.

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)

Our school continues to offer an extensive range of academic, sporting and cultural extra–curricular activities and clubs.

In 2019 a new debating program was formed to allow students to enhance their public speaking and debating skills, and to further meet the needs of our high potential students. The debating team meets once a week during lunch time for interesting, informative, and engaging sessions. This year, we entered a team of eight Stage 3 students into the NSW Premier's Debating Challenge, and attended a fantastic workshop to learn about the rules and skills of debating. Taking part in this challenge involved competing against other local schools in four round–robin debates, and knock–out finals. This is a high–pressure challenging situation, and we are very proud of the progress our students in the Debating team made this year.