# Berkeley West Public School

# 2019 Annual Report



BERKELEY WEST
KNOWLEDGE IS STRENGTH

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# Introduction

The Annual Report for 2019 is provided to the community of Berkeley West 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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# School background

## School vision statement

Our school provides quality educational experiences and opportunities for students and teachers in an environment of respect, responsibility and safety that will engage and motivate all students to learn, equipping them with the skills and knowledge for future success and wellbeing.

## School context

Berkeley West Public School (BWPS) has a current student enrolment of 220 students, comprising 100 boys and 120 girls from Kindergarten to Year 6. Enrolment trends have fluctuated over recent years. 20% of our students are Aboriginal and 15% of students come from backgrounds where a Language Background Other Than English (LBOTE) exists at home.

The teaching staff currently comprises a principal, seven classroom teachers and two teaching assistant principals. BWPS is involved in the Early Action for Success (EAfS) initiative and has engaged a Deputy Principal Instructional Leader (5 days per week) to build capacity in delivering evidence–based literacy and numeracy pedagogy K–3.

Our school receives resource allocation model funding to support Aboriginal students, students where English is an additional language/dialect and those students requiring low–level adjustments for disability. The overall socio–economic status of the school community is also a factor in determining the resources allocated to our school. Resource allocation model funds provide our school with an enhanced opportunity to address priorities in the school plan to support student educational needs. Our school's average Family Occupation and Education Index (FOEI) is currently 151 (2019). FOEI is a school socio–economic index that is based on parents' highest level of school education, non–school qualification and occupation status. The index includes all students enrolled in all NSW government schools and FOEI ranges from 0 to approximately 300, with an average of 100. Higher FOEI scores indicate higher levels of need (i.e. lower socio–economic status).

Our school is part of the Families NSW Schools as Community Centres (SaCC) project. The project employs a facilitator, who in partnership with principals from the schools involved, coordinates a number of local initiatives in each school intended to support parents and their young children in the local community.

Berkeley West Public School is an active participant in its local Berkeley Community of Schools (COS). Our school works in close partnership with its nearby local public schools to organise teaching, learning and transition initiatives that enhance teacher quality and outcomes for students.

# Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

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

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

## Self-assessment using the School Excellence Framework

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

At the beginning of 2019, a school external validation team was formed and collaborated with two designated Principals School Leadership, to develop an understanding of the external validation process and identify possible evidence sets. Initially, four–five evidence sets were proposed but following discussion this was amalgamated to three. The school external validation team and key project leaders in the school then collaboratively identified evidence which could support each set. The school external validation team then linked the School Excellence Framework (SEF) to the sets of evidence they had chosen. The majority of teachers at Berkeley West Public School staff were involved in providing annotated evidence to support the selected sets. The school external validation team refined the annotated pieces of evidence, analysed them and made on–balance judgements using the SEF. Following the analysis of each set, impact of practices was identified and this was used to guide decisions regarding future directions. Throughout this process, regular opportunities were provided to all staff to reflect on and contribute feedback which informed the on–balance judgements for the external validation process.

In the 'Learning' domain, when analysing the evidence, it was clear that BWPS has a school culture strongly focused on learning where partnerships with the community demonstrate a commitment that all students make learning progress,

make successful transitions to and from primary school and that students attend school regularly. Reliable data demonstrates our students (on average) are more interested and motivated in their learning, and attend school at a higher rate than their peers across the state.

It was clear that a planned approach toward student wellbeing, through an embedded PBL framework, and programs such as the Malpa Young Doctors program for Aboriginal students, has resulted in measurable improvements in wellbeing and engagement to support learning. Collated Centre for Educational Statistics and Evaluation (CESE) data also supports our assessment that positive, respectful relationships are evident among students. Despite strong systems in place to support students, in the theme of 'Caring for Students' within the element of 'Wellbeing', the school was unable to find evidence which clearly demonstrated that there were regular opportunities for students to meet with an identified staff member. Clear processes to identify, monitor and review individual learning needs of students K–2 are extremely well developed as a result of the high level Early Action for Success(EAfS) supports, practices and the targeted interventions in place. Evidence reviewed revealed school learning and support processes at BWPS ensure learning plans are developed for those students transitioning into Years 3–6 as required. The Learning Support Team supports all teachers in meeting identified individual needs.

When analysing evidence, it is clear that BWPS is working toward an integrated approach to quality teaching and curriculum planning. Evidence–based teaching practice is also evident, particularly K–2, as teachers have daily access to EAfS supports in the school including daily coaching support from the EAfS Instructional leader. Teaching and learning programs show evidence of expected student progression, however, work needs to be done to ensure that consistent and reliable student assessment, and continuous tracking of student progress and achievement, takes place school–wide.

In the theme of 'Differentiation' within the element of 'Curriculum', reflection on the evidence showed that programming documents outline differentiation/adjustments to meet the needs of students, but work needs to be done to ensure the needs of students requiring extension and challenge are met.

It was clear to the team that teachers routinely use formative assessment to inform their teaching in meeting the needs of students. However, evidence was not consistently found across the school, or across all key learning areas, to demonstrate that teachers use reliable assessments to capture information about student learning. Established Visible Learning practices in the school provided clear evidence that teachers share criteria for student assessment with students, creating opportunities for students to receive feedback on their learning. Evidence was found that the leadership team analyses summative assessment data from NAPLAN and ACER assessments, but work needs to be done to build teacher confidence across the school in using summative assessment to validate formative assessment practices.

When analysing evidence relating to school reporting processes, it was clear to the team that the school has explicit processes to utilise PLAN2 to collect, analyse and report specific internal and external student performance data in two literacy/numeracy sub–elements. At this stage, state benchmark data is not available for the school to establish meaningful, related improvement measures. Student reports to parents meet departmental requirements and include personalised descriptions of student's strengths and growth. Evidence to support an assessment by the team, that student reports consistently contain articulated plans for meeting future learning goals, was not found.When analysing evidence in the element of 'Student Performance Measures', debate took place within the team regarding the validity of NAPLAN online data as a reliable student performance measure. Based on the evidence available, it was clear that the school achieves excellent value–added results K–3 whilst the school's value–add 3–6 was found to be lower than average. Regardless of reliability, addressing this is a priority for our future directions.

The results of this external validation process indicated that in the SEF domain of 'Teaching', Berkeley West Public School is sustaining and growing.

In the theme of 'Effective Classroom Practice', a judgement was not easily agreed upon. Through deeper reflection of the evidence, it was decided that evidence–based teaching methods in literacy, where the instructional leader has the capacity to support the identification, promotion and modelling of effective methods on a daily basis with K–2 staff, was not as evident school–wide. Upon review, the same assessment was made by the team in regard to the excelling descriptor for lesson planning. Solutions as to how the school might be able to achieve excelling levels of explicit teaching and lesson planning school–wide, without the equivalent 'shoulder–to–shoulder' support school–wide, aren't clear.

When analysing evidence, it was clear that although the frequency of feedback may vary between classes, teachers provide feedback to students related to defined success criteria that moves learning forward. Teachers would benefit from further professional learning in providing quality formative feedback.

Analysis of evidence, demonstrated clearly to the team that embedded, regular data rounds K–2 and the development of this practice in Stages 2 & 3 is refining the ongoing development of a school–wide approach where all teachers contribute to gathering and analysing data. However, no evidence was found demonstrating teachers proficiency with data literacy. Therefore, the process revealed the need to provide professional learning to staff in data concepts, analysis and the use of student assessment related tools, to strengthen the individual data literacy of all teachers.

Data use and analysis of student attendance data, behaviour data, community perceptions regarding educational and management practice by leadership teams has, and will continue to, drive actions for continuous improvement at BWPS. Our school has achieved high standards in these areas, but continued monitoring of data, followed by prompt response remains a priority.

Strong evidence was found that professional development plans of teachers are supported by a coordinated whole school approach to developing professional practice, with all teachers using professional standards to identify and monitor specific areas for development. However, no evidence was found that whole school analysis of the teaching staff identifies strengths and gaps. Professional development of the school executive on efficient ways of doing this will need to take place. Similarly, no evidence was found in regard to the school formally monitoring the accreditation status of staff.

Analysis of evidence made it clear to all members of the team that BWPS is sustaining and growing in all themes within the element of 'Learning and Development'. Opportunities to develop interschool relationships where teachers,and teachers with identified expertise, share and embed good practice, needs to be explored.

Finally, the results of the external validation process indicated that in the SEF domain of 'Leading', Berkeley West Public School is sustaining and growing.

When analysing evidence, it was clear that the leadership team has established a professional learning community which is focused on continuous improvement of teaching and learning. Teachers proactively seek to improve their performance through collaborative performance development, whilst reliable sources of data provided evidence that the school is recognised as excellent and responsive by the community.

In the theme of 'Instructional Leadership' within the element of 'Educational Leadership', it was eventually agreed by the team that although strong instructional leadership is evident in the school, work needs to be done to encourage teachers with strong instructional knowledge and skills, to engage with professional learning focused on developing effective instructional leadership, management skills and leadership attributes.

Evidence analysis demonstrated that the leadership team embeds clear processes, with accompanying timelines and milestones. However, no evidence was found that evaluated whether staff, particularly new temporary staff, understood what they had to do to help address the school's strategic directions. Assessment revealed work needs to be done to formalise processes to monitor progress of milestones. Assistance from the Principal School Leadership in this area to improve practice will be sought.

Analysis of evidence made it clear that the leadership team deploys staff to make best use of expertise in the school, but no evidence of specific evaluative tools or related data to determine the effectiveness of management processes was found. Evidence found, demonstrated that use of the school facilities by the local community, such as the mobile preschool and playgroup delivers benefits to the community. To expand benefits to the community in the future, the school will explore the 'Share Our Space' initiative with the Director Educational Leadership.

Whilst evidence was found that administrative practices and systems effectively support school operations and teaching, and that the school makes informed choices about these systems and practices, evidence demonstrating the explicit collection of information about the school's administrative practices in order to ensure their effectiveness was heavily anecdotal. Further work needs to be done on more formalised approaches to evaluate whether administrative systems and processes are delivering anticipated benefits to the school community.

## Strategic Direction 1

Quality teaching practice

## Purpose

Student learning is underpinned by high quality, evidence–based teaching, where teachers individually and collaboratively evaluate the effectiveness of their teaching practice and engage in professional development opportunities to continually improve.

## Improvement Measures

Increase the capacity and expertise of all teachers to consistently implement and embed the most effective teaching methods, including visible learning practices, that target/meet the needs of all students

Increase the percentage of students demonstrating expected growth per term across DoE literacy and numeracy progressions relevant to expected timeframes

Increase the percentage of students demonstrating expected growth in NAPLAN strands in comparison to the school's 3 year average (2015–17)

100% of teachers and leaders have collaboratively participated in the school–wide PDP process, including quality professional learning to develop self and others

## Progress towards achieving improvement measures

### Process 1:    Effective Classroom Practice

Teachers are committed to implementing the most effective evidence–based teaching/learning methods, incorporating quality lesson planning, explicit teaching and timely formative student feedback.

| Evaluation | Funds Expended (Resources) |
|---|---|
| External validation evaluation processes revealed explicit teaching strategies, such as Language, Learning and Literacy (L3) lessons (K–2) and number talks, are consistently taking place in all classes K–6. Number talks have continued to allow students the opportunity to engage in conversations together, discussing how they can work mathematical problems out. During these number talk sessions teachers routinely use a range of age appropriate formative assessment strategies, including the use of digital applications to both inform their teaching and adapt their practice. Formative assessment strategies specifically engaged during number talk sessions have included 'Thumbs up, down, sideways', hand signals, individual student whiteboards and student 'think aloud' on the class whiteboard. Exit slips submitted by students demonstrated that student confidence in using mathematical language to talk about the strategies they use when working with numbers has increased by approximately 70% over the year.<br><br>Evidence collated revealed systematic lesson planning occurs as part of a learning program that references ongoing student progress and achievement information.  This data drives short–cycle programming, particularly for literacy and numeracy teaching in which clear learning intentions and success criteria for students are established. Teachers are refining their feedback to students to specifically focus on success criteria for continuous improvement. Simultaneously, students are more capable of self and peer assessing their work against clearly established success criteria. Explicit systems exist where teachers collaborate to develop action plans (updated weekly), containing explicit teaching processes and systematically planned lessons for individual students requiring literacy/numeracy intervention.<br><br>All BWPS teachers have reported that they have built their capacity in 2019 to confidently integrate technology into teaching and learning programs to support student engagement and learning. This is evidenced through the use of digital technologies such as 'Google Education' tools including Google | K–2 Instructional Leader (Deputy Principal) position to support literacy/numeracy pedagogy (5 days/week)– $162 603<br><br>Literacy/Numeracy Interventionist position (4 days/week) – $44 821<br><br>Flexible Visible Learning Cycle programming, planning, collaborative practice and feedback sessions– $41 656<br><br>Flexible additional staffing/curriculum Support– $106 791 |

| Progress towards achieving improvement measures | |
|---|---|
| Classroom. Docs and Slides. Through teacher professional learning and enhanced access to Chromebook technology in classrooms, students have an increased capacity and ability to communicate with each other and provide feedback relative to their given task. Feedback is instant and can be given by anyone with access to the Google Doc to guide and deepen learning, or indicate the successful achievement of set learning goals. | |

**Process 2:    Data Skills and Use**

Student assessment data is regularly used school wide, to identify student achievements and progress, in order to reflect on teaching effectiveness, student engagement and inform future school directions.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Evaluation revealed teachers and project leaders are using, analysing and interpreting a range of internal/external assessments and data (including learning progressions) to evaluate student progress, identify interventions and learning goals for students in literacy/numeracy. This has included data to evaluate the progress of Aboriginal students to inform personalised learning goals, as well as data to monitor student attendance and behaviour trends at regular intervals across the school. <br><br> The leadership team comprehensively analyses student progress, achievement and feedback data for insights into student learning, and discusses results with the whole staff. This has included data on the impact and effectiveness of BWPS teachers creating learning intentions and success criteria for lessons/teaching cycles and the analysis data on the impact of speech pathology interventions provided in school. <br><br> The implementation of scheduled data rounds K–6, as well as formal/informal conversations between teachers and the Instructional Leader (IL) allowed teachers to co–identify areas of explicit teaching need, in order to effectively meet student need and set goals to build teacher capacity. Teacher capacity was built through processes that included IL demonstration lessons, co–planning and co–teaching, observations of practice feedback and coaching conversations. <br><br> In regard to expected guided reading levels attained by students by the end of the year, evaluation revealed that: <br> • 79% of Kindergarten students "on track" with their guided reading levels; <br> • 79% of Year 1 students "on track" with their guided reading levels (up 9% from the same time last year); and <br> • 92% of Year 2 students "on track" with their guided reading levels. <br> The percentage of students demonstrating at or above expected growth in literacy and numeracy as measured by NAPLAN 2019: <br> • 81.8% in reading (36.5% 2015–17); <br> • 52.4% in writing (43.2% 2015–17); <br> • 50% in spelling (36.2% 2015–17); <br> • 59.1% in grammar & punctuation (47.6% 2015–17); and <br> • 43.5% in numeracy (40.7% 2015–17). | K–6 Data rounds–$9 000 <br><br> ACER online assessment tools– $2 315 |

**Process 3:    Professional Learning and Development**

Professional learning is aligned with school priorities, with explicit systems for collaboration and feedback in place to sustain quality teaching practice and support teachers to trial innovative, future–focused practices

| Evaluation | Funds Expended (Resources) |
|---|---|
| The external validation process revealed explicit systems are used in the school to facilitate professional learning, dialogue, classroom observation, modelling of effective practice and the provision of timely feedback between teachers in school/between schools. For example, L3 training hubs created | General professional learning across all key learning areas– $15 000 <br><br> K–2 Language, Learning and Literacy |

| Progress towards achieving improvement measures | |
|---|---|
| within our Community of Schools (CoS) have allowed our teachers to collaborate with staff from other schools to share and embed effective practice.<br><br>All staff actively participated in extensive professional development throughout 2019 that was facilitated by the school's IL, executive team and identified classroom teachers with expertise/skills in a variety of learning areas. A series of professional learning modules was delivered throughout the year, including 'Effective Writing Instruction K–6', formative assessment using digital technologies, PBL 'Tier 2 interventions', using 'Google Education tools' and 'Focus on Reading Yrs 3–6'. A course of learning for teachers, 'Big Ideas in Number' was also delivered by the IL and school Assistant Principal designed to build 'number sense' amongst students. Number sense topics included enhancing understanding of place value, multiplicative thinking and partitioning.<br><br>Evaluation revealed that systems are used in the school to use the identified expertise of teachers/leaders in the school to facilitate professional learning of all staff in the development of effective student wellbeing/ attendance practices. The school leadership team identified school 'champions' amongst the teaching staff to lead and develop the rest of the staff through both Google Educator tools and the 'Smiling Mind' initiative. Both of these initiatives were key projects for 2019–20 and beyond in supporting both future–focused learning and student wellbeing strategies.<br><br>Summative evaluation of teacher performance and development plans and professional learning hours showed that all teachers incorporated professional goals and professional learning aligned to not only enhancing teaching standards, but also priorities outlined in the school plan. Observations of practice, structured coaching opportunities and collegial feedback from a teaching partner or supervisor was provided to all teachers to improve practice. | (L3) training– $11 176<br><br>Peer observation and feedback on practice– $5 080<br><br>Flourish for School professional learning course– $2 000 |

## Next Steps

**Effective classroom practice**

- Embed consistent Visible Learning practices across the school in all classrooms and build capacity of new staff in Visible Learning practices, ensuring all student 'know what they are learning' and 'where they need to go to next' in the learning;
- Continued engagement between the Instructional Leader and teachers K–6 in terms of data rounds and professional dialogue;
- Refine and document program monitoring procedures to include clear processes around sharing, collecting and reviewing;
- Enhance the use of flexible, creative learning spaces in the school's physical environment; and
- Extend the school vision to include more future–focused learning.

**Data Skills and Use**

- Explore "Using data with confidence" professional learning for the whole staff;
- Explore methods of tracking and monitoring student achievement and progress (based on reliable student assessments) across all Key Learning Areas (KLA's);
- Synthesise use of external student progress data; and
- Continue to build class teacher expertise around valid consistent teacher judgement around evaluation of student performance data and worksamples.

**Professional Learning and Development**

- Link the PDP process to accreditation and encourage eligible teaching staff to advance to the preliminary stages of higher levels of accreditation or application for substantive/relieving executive positions;
- Provide opportunities and encourage teaching staff to share their expertise with other schools; and
- Continued engagement between the Instructional Leader and teachers K–6 in terms of data rounds and professional dialogue.

## Strategic Direction 2

Visible student learning, engagement and wellbeing

## Purpose

Students need to be engaged in personalised, rich learning experiences in a safe and productive learning environment to develop vital skills to flourish now and become responsive and productive citizens in the future.

## Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy (in comparison to the school's 3 year average) as measured by NAPLAN

Increase the percentage of all students (and a proportion of Aboriginal students) in the top two NAPLAN bands for reading and numeracy (as compared to the school's 3 year average)

Decrease the annual rate of teacher referrals for negative student behaviour across both classroom and playground settings in the school

Increase the percentage of students reporting a sense of belonging, expectations for success and advocacy at the school as measured each year by *"Tell Them From Me"* data

Increase the school average attendance rate as compared to the previous 3 year average

## Progress towards achieving improvement measures

**Process 1: Curriculum & Differentiation**

Develop an integrated approach to quality teaching, curriculum planning, delivery and assessment that promotes high quality teaching and learning meeting the needs of all students.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Evaluation reveals teachers, leaders and parents routinely collaborate to deliver teaching and learning programs that are adjusted to challenge and address the needs of all students. Teachers collaborate with their colleagues on programming and assessment to support best practice in teaching and learning across a range of subjects. Teachers feedback indicates the time they have been allocated each term with their Stage colleagues, executive staff and instructional leader, to actively discuss, plan and develop teaching and learning plans/programs allows them to focus more intently on individual student need.<br><br>This year, refined action plans have been collaboratively developed by our IL and intervention teacher to effectively support students in need of literacy and numeracy intervention. Action plans are devised to specifically plan the support of students who are 6 months or more behind in their reading. Multiple, variable sources of information were used to inform the development of these plans, including reading level monitoring sheets, running records, comprehensive daily guided reading lesson records as well as conversations between the instructional leader, class teacher and intervention teacher. This information was used to detail specific teaching or actions, when they would occur and the resources (texts) to be used in order to directly address the identified need.<br><br>Personalised Learning Support Plans (PLSP's), outlining a student's individual learning goals, and the adjustments necessary for them to achieve goals, have been developed for all students with identified additional learning or behaviour needs. Goals are based on the recommendations of teachers and the school's Learning and Support Team. Learning plans have been developed in consultation with the learning and support teacher and parent/s, and is aligned with Stage appropriate syllabus outcomes. Teachers also utilised documented adjustments and timetabled in class support from the | K–2 Instructional Leader (Deputy Principal) position to support literacy/numeracy pedagogy (5 days/week)– $162 603<br><br>Literacy/Numeracy Interventionist position (4 days/week) – $44 821<br><br>PLP consultation and development for Aboriginal students and students with additional needs– $6 096<br><br>Flexible Visible Learning Cycle programming, planning, collaborative practice and feedback sessions– $41 656<br><br>Flexible additional staffing/curriculum support– $10 6791<br><br>New syllabus review/implementation– $2 032<br><br>School Learning Support Officer (SLSO) positions– $60 000<br><br>Aboriginal Education Coordinator position– $42 686<br><br>Speech pathologist services– $6 000 |

| Progress towards achieving improvement measures | |
|---|---|
| School Learning Support Officer (SLSO) to differentiate curriculum delivery to meet the identified needs of students.<br><br>Processes in place at BWPS allowed our Aboriginal students two formal meetings this year which focused on the student's aspirational literacy and numeracy goals. These were set to maximise the capacity of students to achieve individual and whole school targets, and make expected progress in their learning. Teachers, students and their parents reviewed PLP goals, whilst designated support staff were allocated time in class to provide literacy and numeracy support. An Aboriginal Education Coordinator was responsible for monitoring student goals weekly, updating goals every 5 weeks and reviewing student PLP's every term. Student success was shared and celebrated with parents through the online class Dojo system and award ceremonies held each semester. | |

**Process 2:    Assessment**

Implement consistent school–wide practices for assessment that are used to monitor, plan and report on student learning across the curriculum.Formative assessment is integrated into teaching practice in every classroom confirming that students learn what is taught.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Evaluation shows that teachers and project leaders use a range of formative/summative assessment strategies to evaluate and monitor the learning of students and provide feedback that moves learning forward. An example of this was use of the *Plickers app as* a form of formative assessment. This online application requires the use of a mobile device such as a tablet or teacher's phone to scan the QR code charts held up by students indicating their responses to any prepared stimulus or question posed by the teacher in relation to the concept being studied. The technology scans the whole class' individual responses through the students' unique QR code and collates both individual student and class aggregated understanding in seconds. Correct and incorrect responses are immediately available to the teacher who can adjust the feedback given to students, and determine the next steps in teaching and learning accordingly.<br><br>Other formative assessment practices, collected and annotated as part of extensive external validation processes this year, also demonstrated that teachers use a wide variety of strategies to ascertain student understanding before, during and after a lesson. Much of the work adopted in this area has resulted from in depth professional learning based on the renowned work of Dylan Wiliam. Strategies such as 'sticks in cups', 'thumbs up, thumbs down', 'Exit slips' are employed to gauge student understanding. Feedback strategies such as 'Two Stars and a Wish' is also utilised in classrooms where the "two stars" refers to feedback from the teacher of the successful achievement of success criteria by the student, whilst the "wish" pertains to the criteria the teacher would like the student to focus on next. Visible success criteria set for students has provided an explicit focus for teachers to direct their feedback to ensure learning moves forward.<br><br>Monitoring and analysis of summative NAPLAN 2019 data revealed the percentage of students demonstrating at or above expected growth in literacy and numeracy was:<br>• 81.8% in reading (36.5% 2015–17);<br>• 52.4% in writing (43.2% 2015–17);<br>• 50% in spelling (36.2% 2015–17);<br>• 59.1% in grammar & punctuation (47.6% 2015–17); and<br>• 43.5% in numeracy (40.7% 2015–17).<br>The percentage of students in the top two bands in literacy and numeracy as measured by NAPLAN 2019:<br>• 47.8% in Yr 3 reading (40.3.% 2015–17);<br>• 28.6% in Yr 3 numeracy (37.3% 2015–17);<br>• 19.4% in Yr 5 reading (22.7% 2015–17); and | K–6 Data rounds–$9 000<br><br>ACER online assessment tools– $2 315<br><br>Flexible additional staffing/curriculum/Visible Learning practices support– $106 791<br><br>Literacy/Numeracy Interventionist position (4 days/week) – $44 821<br><br>Sentral online data tools– $5 100 |

| Progress towards achieving improvement measures | |
| --- | --- |
| • 12.9% in Yr 5 numeracy (10.7% 2015–17). | |

**Process 3:    Wellbeing & Learning Needs**

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

| Evaluation | Funds Expended (Resources) |
| --- | --- |
| Evaluation of practices this year demonstrates that BWPS takes a whole–school approach to implementing evidence–based change to whole school practices, using the Positive Behaviour for Learning (PBL) framework, resulting in measurable improvements in wellbeing and engagement to support learning. To improve student learning and engagement, teachers and key staff analyse and use data, including student, parent and staff feedback, to develop, monitor and refine whole school approaches to implementing school programs such as PBL practices, personalised learning plans for Aboriginal students, the Malpa Young Doctors program, learning and support practices, speech pathology and the BWPS Breakfast Club program.<br><br>Evaluation revealed that although the overall number of behaviour referrals reported for negative behaviours in both the classroom and playground settings rose in 2019, these figures can be clearly attributed to a slightly higher student enrolment in 2019, and more consistent reporting by teachers. Additionally, teacher feedback indicates they are making more referrals, as they are progressively holding higher expectations from students in terms of their behaviour. In 2019, there was an increase of approximately 40% in both negative classroom and playground behaviour  referrals in comparison to 2018. Deeper analysis of behaviour referral data also revealed that over 90% of behaviour incident referrals made by teachers, involve approximately only 10% of the student population.<br><br>The school's Positive Behaviour for Learning (PBL) team consistently met every three weeks during 2019 to review and analyse student behaviour data and drive the implementation of key features of Tier 1 universal support. These features included clear, shared expectations for behaviour amongst teachers that are explicitly taught for different school settings, consistent positive feedback and a range of strategies to respond to student behaviour. At each meeting the team developed 3–week action plans to respond to identified behaviours in classroom or playground settings. Plans were then shared with all staff at the next weekly communication meeting so that lessons/support/practices were delivered with the aim of increasing expected behaviours and reducing the occurrence of the identified negative behaviour.<br><br>Evaluation of evidence also revealed that positive, respectful relationships are evident school–wide with a collective responsibility for student wellbeing/attendance being shared by parents.<br><br>Analysis of 2019 "Tell Them From Me" student survey data indicates:<br> • 67% of students surveyed responded positively when asked about their sense of belonging at BWPS (compared to 78.3% of students i.e. 2015–17 average);<br> • 87% of students surveyed responded positively when asked about teacher expectations for success at BWPS (compared to 95.3% of students i.e. 2015–17 average); and<br> • 79% of students surveyed responded positively when asked about advocacy (having someone who can be turned to for encouragement/advice) at BWPS (compared to 89% of students i.e. 2016–17 average).<br>Analysis of 2019 student attendance data indicates that overall student attendance rate fell in 2019 (90.3%) when compared to the school's 2015–17 average (93.4%). This rate was lower than the 2019 state average (92.1%), but higher than that of the statistically similar school group's average (90%). | School Learning Support Officer (SLSO) positions– $60 000<br><br>Aboriginal Education Coordinator position– $42 686<br><br>Principal support position to monitor attendance and health & safety– $8 000<br><br>Positive Behaviour for Learning (PBL) coordination– $2 032<br><br>PBL resources– $2 000<br><br>Breakfast program– $1 016<br><br>Student assistance to support equity and access to curriculum for all students– $11 000<br><br>Literacy/Numeracy Interventionist position (4 days/week) – $44 821<br><br>PLP consultation and development for Aboriginal students and students with additional needs– $6 096<br><br>School Learning Support Officer (SLSO) positions– $60 000<br><br>Aboriginal Education Coordinator position– $42 686<br><br>Speech pathologist services– $6 000 |

**Curriculum & Differentiation**

- Refine and document program monitoring procedures to include clear processes around sharing, collecting and reviewing;
- Extend the school vision to include more future–focused learning practices in programs; and
- Embed speech and language program strategies, devised by the speech pathologist, into regular classroom practice.

**Assessment**

- Widen school practices in embedding formative assessment across the whole school in all Key Learning Areas (KLA's);
- Formalise our school's summative assessment procedures; and
- Continue to build class teacher expertise around valid consistent teacher judgement.

**Wellbeing & Learning Needs**

- Revise and implement 'Behaveability' classroom behaviour management strategies consistently across the school whilst training new staff in strategies;
- Establish a process whereby students can identify/nominate a staff member with whom they can confidently turn to for advice and assistance at school and communicate this to all staff and parents;
- Implement Positive Behaviour for Learning (PBL) Tier 2 targeted interventions for 'at risk' students requiring additional behaviour support, by developing and executing procedures designed to improve student wellbeing and engagement; and
- Continued implementation of PLP's (Personalised Learning Plans) for all Aboriginal students in consultation with families/carers, teachers and support staff.

## Strategic Direction 3

Quality school leadership, management practices and resources

## Purpose

Strong strategic leadership, optimal resource allocation, collaborative partnerships, systematic self–evaluation and management practices are fundamental to facilitating improved outcomes for students.

## Improvement Measures

Increase the percentage of positive parent perceptions in regard to school education and management practices.

(i.e. 2015–17 average:

– 97% regarding school culture;

– 86% regarding leadership;

– 95% regarding learning;

– 89% regarding school management–

– 81% regarding school planning; and

– 89% regarding teaching)

Increase the number of teachers in the school who aspire to be leaders or who exhibit attributes aligned at the Highly Accomplished professional standards.

Increase the skills and capacity of teachers and administrative staff to integrate new technology into engaging future–focused flexible learning spaces and administrative practices that enhance learning, challenge and engage all students and better service the wider community.

## Progress towards achieving improvement measures

**Process 1:** **Educational Leadership and Management Practices**

The school leadership team maintains a focus on developing distributed instructional leadership (expert teachers), effective management skills and leadership attributes that sustain a culture of effective evidence–based teaching and community engagement, resulting in measurable whole school improvement and community satisfaction.

| Evaluation | Funds Expended (Resources) |
|---|---|
| All teachers at BWPS have been given authentic distributed leadership opportunities in their areas of expertise or interest that have enhanced capacity in the school to lead school–wide initiatives as well as develop other teachers. This was clearly evident in the areas of Aboriginal Education, supporting future–focused learning/digital technology practices and student wellbeing programs across the school.

Evaluation of goals achieved in 2019 teacher Professional Development Plans (PDP's) demonstrates teachers, at all career stages, are highly effective and skilled. Teachers routinely work both independently and collaboratively to improve their own practice, as well as the practice of colleagues by taking on roles that guide, advise or lead others. Their roles have also enabled them to develop effective and professional skills in communicating with students, colleagues,parents/carers and community members.

BWPS regularly solicits and addresses feedback on school performance from all stakeholders through evaluative tools such as the CESE 'Tell Them From Me' surveys, school developed educational and management practice | In 2019, distributed leadership opportunities for all teachers, at all career stages (excluding current school executive) to lead and manage school–wide initiatives and associated budgets included–

Aboriginal Education coordination & resources– $21 661

Learning and Support/Disability Standards processes– $42 000

PBL coordination– $4 032

Environmental Education coordination & resources– $1 500

Breakfast program coordination– $1 |

| Progress towards achieving improvement measures | |
|---|---|
| surveys and parent focus groups. Much of the collated feedback data from the community demonstrates the school is recognised as responsive, particularly because parents and students believe a culture of high expectations exists, and that BWPS effectively caters for a range of equity issues in the school through the provision of in–school and extracurricular opportunities for students to connect, succeed and thrive.<br><br>Analysis of parent feedback data sought by the school in 2019 revealed the following positive perceptions/satisfaction of regarding education and management practices at our school:<br><br>– 97% regarding school culture;<br><br>– 91% regarding school leadership;<br><br>– 97% regarding learning;<br><br>– 91% regarding school management;<br><br>– 80% regarding school planning; and<br><br>– 90% regarding teaching. | 016<br><br>Creative arts/performance coordination & resources– $4 032<br><br>Syllabus review/implementation– $2 032<br><br>Digital technologies (Google Education Tools & robotics) professional learning & resources– $24 600 |

**Process 2:    School Resources & Technology**

Strategic and equitable planning, resourcing, technology integration and evaluation of school projects and systems ensures improved student outcomes/engagement and high quality service delivery to the school community.

| Evaluation | Funds Expended (Resources) |
|---|---|
| The access and availability to Chromebook devices in the school has been enhanced this year through procurement of additional devices for all Stage 2 classrooms, to support purposeful integration into more flexible and creative learning spaces. Currently, both Stage 3 and Stage 2 teachers and their students are increasingly building their ongoing capacity to deliver and engage with teaching/learning/assessment activities through Google Education Tools that are redefining teaching and learning not previously possible.<br><br>Additionally, Sphero robotics technology was purchased and integrated in Stage 3 teaching programs. Sphero Edu is a technology–based toolset weaving hardware, software, and student engagement to promote future–focused skills. While these skills are absolutely crucial, the Sphero technology goes beyond coding, by nurturing students' creativity.<br><br>Strategic financial planning has enabled the installation of an additional five interactive touchpanels into classrooms, giving every teacher in the school the capacity to utilise and integrate this technology, complimenting delivery of creative teaching and learning programs. Feedback by both teachers and students clearly validates not only the improved levels of student engagement with learning tasks, but the enhanced flexibility and multi–modal delivery of lessons.<br><br>During the 2019,  BWPS undertook an extensive self–evaluation process where the self–assessment of school initiatives and processes, and the evidence of their impact, was validated by an external panel. The validation of the school's self–evaluation practices by the panel, has endorsed the school's capacity to measure the impact and value of educational and management practices in the school. As a result, the school is well placed to continue its work toward improving student outcomes and the high quality service delivery to the school community. | Chromebook devices and charging stations– $17 154<br><br>Sphero bolt technology and charging dock– $7 500<br><br>Interactive touchpanels for classrooms– $42 000<br><br>Sentral Education modules– $5 500<br><br>External validation coordination– $3 000 |

**Educational Leadership and Management Practices**

- Strategically evaluate current administrative systems and processes in order to make changes according to their effectiveness;
- Obtain feedback from the wider school community regarding professional learning and its impact on student learning;
- Continue and widen feedback opportunities from parents in order to evaluate whole school practices;
- Continue to offer the PaTCH program to the school and wider community; and
- Explore kindergarten and transition to high school orientation practices implemented by other schools to improve our capacity to deliver quality orientations, strengthen transition links to the feeder high school and develop closer working relationships between staff.

**School Resources & Technology**

- Enhance the use of flexible, creative learning spaces in the school's physical environment; and
- Expand the accessibility of technological hardware across the school to enable students and staff to engage meaningfully with Google Education tools.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| **Aboriginal background loading** | Aboriginal Education Coordinator position– $42 686<br><br>Aboriginal Education School Learning and Support Officer– $18 376<br><br>MALPA Young Doctors program– no cost<br><br>Aboriginal Education teaching resources– $3 361<br><br>NAIDOC Public Speaking Challenge– $1 016 | Personalised Learning Pathways (PLP's) were documented, implemented and routinely reviewed for all Aboriginal students. Parents were given the opportunity to collaborate and consult in the PLP process and celebrate achievement of goals. 80% of Aboriginal students achieved at or above the schools target i.e. 10 goals in literacy & numeracy with 55% of these students also showing an improvement in achieving their literacy and numeracy learning goals from the previous year (2018). 9% of Aboriginal students almost reached the school target of 10 goals. For many of these students, it was noted that below average attendance had an impact on goal achievement.<br><br>Parent feedback was highly positive of school Aboriginal education initiatives with 88% of parents attending their child's goal celebration assembly at the end of the year. A School Learning and Support Officer (SLSO) was employed 3 days per week during 2019 to specifically assist classroom teachers in supporting Aboriginal students achieve their literacy and numeracy goals.<br><br>Analysis of NAPLAN data revealed that for the third year in succession, our Year 3 Aboriginal students outperformed their peers in both the state and statistically similar school groups, in terms of attaining the top two NAPLAN bands in reading, spelling, grammar and punctuation.<br><br>The MALPA young doctors program was implemented to educate students in becoming health ambassadors, and in turn, become positive role models within their community. Year 4 students that participated in the program gained a greater understanding in health literacy, nutrition, wellbeing, environmental health and hygiene. Our NAIDOC Public Speaking Challenge students were successful in reaching the regional finals where they eventually finished fourth.<br><br>Feedback from Year 4–6 Aboriginal students at BWPS, attained through data collected through responses to the 2019 CESE 'Tell Them From Me' survey revealed resounding positive perceptions from students in terms of their sense of belonging at school (84% vs 61% across the State), expectations for success (100% vs 76% across the State) and advocacy at school (92% vs 64% across the state).<br><br>The average attendance rate of our Aboriginal students was 87.01% in Semester 1 2019. This compared to 87.26% for Aboriginal students attending statistically similar school groups and 87.66% for Aboriginal students in the State. |

| English language proficiency | English as an Additional Language/Dialect (EAL/D) Teacher 1 day/week– $21 600<br><br>English as a Additional Language/Dialect resources– $2 400 | An English as an Additional Language/Dialect (EALD) support teacher was engaged one day per week to work alongside classroom teachers, focusing support on achieving identified literacy and numeracy goals for those students with English as an additional language. Priority was given to supporting students whose language proficiency had been assessed at the emerging or developing phase. |
|---|---|---|
| Low level adjustment for disability | Learning and Support Coordinator (4 days/week)– $83 689<br><br>Speech pathology services– $6 000<br><br>School Learning Support Officer positions– $57 000 | Following an explicit process of consultation between teachers, the Learning and Support Teacher (LaST) and Aboriginal Education Coordinator to discuss individual learning needs of students in every class, 103 students were identified as having additional learning needs. This included students with a disability, learning difficulties, wellbeing needs, Aboriginal students, EALD students, gifted and talented or students currently in Out of Home Care. Of these, 32 students were identified as having a disability and were included in the *2019 Nationally Consistent Collection of Data on Students with Disability*.<br><br>Personalised Learning and Support Plans (PLSP's) were developed for 29 students, with reasonable classroom adjustments documented and implemented to support their needs. Three School Learning and Support Officers (SLSO's) worked across the school 9–12 days per week (in total). SLSO's duties included the implementation of the Speech and Language program for identified students, assisting students with school routines and classroom and playground activities, assisting classroom teachers in preparing and organizing resources and assisting with the personal care needs of students. Teacher feedback revealed the additional support for targeted students resulted in increased focus, confidence and engagement with learning tasks in class and cooperative behaviour in the playground.<br><br>BWPS engaged the services of a speech pathologist in 2019. A total of 8 children were provided with intervention in small groups or individual sessions. Training was provided to two SLSOs during Term 2, with the Learning and Support Teacher (LaST) observing across the sessions. The speech pathologist then visited the school to monitor and meet with staff fortnightly during Term 3, then once in Term 4. 30 minutes of intervention time per group, three times a week, was provided by the SLSOs. They reported that the time provided was sufficient for the students to make sound progress. Teaching staff reported that other Kindergarten students would have benefited from the program, but did not immediately come to their attention before Term 2. Classroom observation of students prior to 1:1 speech and language assessment by the Speech Pathologist is recommended in future, to earlier identify students for the program. |

| Quality Teaching, Successful Students (QTSS) | Quality Teaching, Successful Students (QTSS) staffing allocation– $38 311 | The QTSS staffing allocation was used primarily to support the school's implementation of the performance and development processes and wellbeing initiatives of the school plan. Executive were flexibly released from class to support with student behaviour and classroom management practice as well as release teachers from class if required to conduct peer observations of practice and provide feedback to improve teaching practice.

Teachers were able to develop their professional development plan goals for the year to discuss and refine them with their supervisor. Supervisors were available to coach and support teachers in aligning their achievable goals with teaching standards and any areas required to deliver the school plan.

Overall, teachers at Berkeley West actively engaged in the required professional learning needed to achieve the majority of their professional goals by the end of 2019. |
|---|---|---|
| Socio–economic background | Staffing/Additional staffing to support implementation of school initiatives across all three school strategic directions– $287 356

Professional learning across all strategic directions– $63 500

Total expenditure on physical resources across all strategic directions 2019– $24 764 | Funds allocated to Berkeley West Public School, specifically loadings provided for the purpose of implementing initiatives to address socio–economic disadvantage, comprise the majority of funds allocated to the school. Funding was expended predominantly to engage the additional staffing, professional learning for school staff and physical resources required for the school to implement 2019 activities aligned with the school plan.

The impact achieved this year from the implementation of initiatives, and provision of resources to support programs, has therefore been summarised in the evaluations of Strategic Directions 1, 2 and 3 of this report. |
| Support for beginning teachers | | The school did not receive any funding to support beginning teachers in 2019. |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2016** | **2017** | **2018** | **2019** |
| Boys | 93 | 88 | 101 | 100 |
| Girls | 108 | 107 | 118 | 120 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2016** | **2017** | **2018** | **2019** |
| K | 94.6 | 92.8 | 94.3 | 91.3 |
| 1 | 94.7 | 92.7 | 93 | 89.4 |
| 2 | 91.9 | 93.2 | 93.3 | 89.3 |
| 3 | 94.9 | 90.5 | 94 | 91.3 |
| 4 | 94.6 | 95.2 | 92 | 91.6 |
| 5 | 93.4 | 93.7 | 95 | 87.4 |
| 6 | 94.1 | 94.3 | 91.9 | 91.4 |
| All Years | 94.1 | 93.2 | 93.5 | 90.2 |
| **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 |

## 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) | 2 |
| Classroom Teacher(s) | 8.44 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 2.37 |

*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** | 152,542 |
| **Revenue** | 2,544,975 |
| Appropriation | 2,521,378 |
| Sale of Goods and Services | 2,232 |
| Grants and contributions | 20,848 |
| Investment income | 417 |
| Other revenue | 100 |
| **Expenses** | -2,513,437 |
| Employee related | -2,274,933 |
| Operating expenses | -238,503 |
| **Surplus / deficit for the year** | 31,538 |

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** | 2,413 |
| **Equity Total** | 518,878 |
|     Equity - Aboriginal | 59,792 |
|     Equity - Socio-economic | 327,810 |
|     Equity - Language | 17,007 |
|     Equity - Disability | 114,268 |
| **Base Total** | 1,689,583 |
|     Base - Per Capita | 51,386 |
|     Base - Location | 0 |
|     Base - Other | 1,638,197 |
| **Other Total** | 269,096 |
| **Grand Total** | 2,479,970 |

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. A number of strategies are used to ascertain these perceptions, such as the "Tell Them From Me" survey, to gain representative feedback from stakeholders. Analysis of feedback data received this year indicates the following key perceptions:

– Our school leaders have a positive influence on the school culture (96%), the school encourages students to achieve their best (98%) and that the school caters for the learning needs of their child (98%). Overall satisfaction regarding all elements of school culture was measured at 97%;

– School leaders understand the school and get the best from staff and students (93%), the school ensures everyone is treated fairly (92%), school leaders introduce changes that are good for the students (92%) and that the school involves all groups within the school community in deciding what it aims to achieve (87%). Overall satisfaction regarding all elements of school leadership was measured at 91%;

– Our school expects students to learn to the best of their ability (98%) and their child's classroom is an interesting place to learn (96%). Overall satisfaction regarding all elements of learning was measured at 97%;

– Our school cares about the students and the discipline is fair (94%) and that minor changes are continually made to improve what it does (90%). Overall satisfaction regarding all elements of school management was measured at 91%;

– The main purpose of school targets is to improve student learning outcomes (93%) and the school plan addresses the needs of students (90%). Overall satisfaction regarding all elements of school planning was measured at 80%; and

– Teachers provide class activities that are interesting and appropriate to their child's needs and abilities (90%), they and their children understand how the child's learning will be assessed (90%) and that their child's report card is informative and easy to understand (92%). Overall satisfaction regarding all elements of teaching was measured at 90%.

# 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.