

2020 Annual Report

Berala Public School



Introduction

The Annual Report for 2020 is provided to the community of Berala 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

It is my pleasure to bring you this report on Berala Public School for 2020.

Whilst I was only appointed to Berala Public School in Week 8 of Term 4 2020, it was evident of the many successes that had been achieved throughout 2020. I would like to acknowledge the efforts of the staff at Berala PS for their hard work and endeavour in meeting the needs of the Berala School community during the COVID-19 pandemic. I would like to also acknowledge the leadership of Marvic Aquilina who acted as principal throughout the majority of 2020.

During 2020, the school community worked tirelessly to complete the 2018-2020 School Plan. We would like to acknowledge the efforts of our staff and students and thank the wider school community for their support over the past 3 years in completing our 2018-2020 School Plan.

Parents and the P&C will continue to play a vital role in their child's education next year and we look forward to working with our whole school community to implement the 2021-2024 Strategic Improvement Plan.

Brad Lanham

Principal

School vision

Our vision at Berala Public School is:

- * to empower students to direct their own learning based on curiosity and passion which ignites their creativity;
- * to constantly challenge our students to be courageous and take risks, and not to accept what is expected of them but to create their own expectations in a caring and supportive environment;
- * to equip our students with resilience and persistence, and to understand that failure is an important factor in the process of success; and ultimately,
- * to cultivate independent thinkers who are willing and able to use their learning differently to contribute positively to the globalised society.

School context

Berala Public School was established in 1924 and, is a large primary school in the South West of Sydney with an enrolment of 812 students. The school supports students and families from a wide variety of cultural backgrounds with Chinese (30%), Arabic (30%), Turkish (6%), as the main groups of over 35 cultural backgrounds. 95% of students come from a non-English speaking background. Berala Public School has a dynamic and caring learning community staffed by dedicated, enthusiastic and supportive teachers who deliver highly effective teaching and learning programs with an emphasis on information technologies and challenge-based learning. Positive Behaviour for Learning (PBL) is embedded into school culture with a focus on learner qualities. There is a strong focus on extracurricular activities including chess, dance, choir, public speaking and debating. The school has a proud tradition of excellence in sport. The school is characterised by a supportive community with high student and school expectations.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Challenging all to be creative, curious and critical learners

Purpose

To engage all students in learning experiences which challenge them to think creatively and critically, and have a sense of curiosity about the world around them in order for them to become global citizens.

Improvement Measures

All teaching and learning programs embed the general capabilities.

100% of students are tracked through the general capability which forms the basis of reporting to parents.

Students drive and articulate learning using learning goals based on the general capabilities framework.

Progress towards achieving improvement measures

Process 1: AUTHENTIC STUDENT VOICE

The focus will move to enable authentic student voice in their own learning through:

- Challenge-based learning
- STEAM
- Authentic embedding of digital literacy throughout the curriculum
- A focus on the 4Cs - collaboration, communication, critical thinking and creativity
- Individualised goal setting & evaluating
- Co-design of curriculum & feedback loops

Evaluation	Funds Expended (Resources)
<p>All students are set challenging learning goals and parents are able to see the progress in meeting these goals through the use of the SeeSaw App.</p> <p>Teachers are more confident and able to embed a range of teaching pedagogies to enhance the collaboration, communication, critical thinking skills and the creativity of students.</p> <p>The embedding of digital literacy throughout the school curriculum has been successful and continues to improve across the school.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$15000.00)

Process 2: CURRICULUM FOR EMPOWERED LEARNING

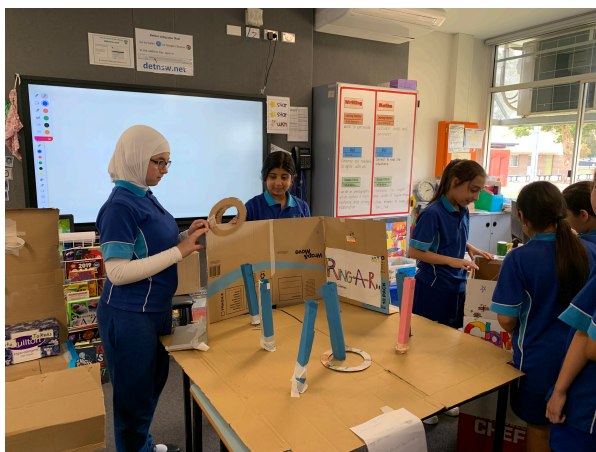
Curriculum decisions will be made to:

- enhance the understanding, implementing and tracking of the General Capabilities
- use tools such as the Learning progressions to drive student improvement
- maximise opportunities for student choice within a broad framework

Evaluation	Funds Expended (Resources)
<p>Teaching and learning programs link to the general capabilities but there was little training in this area in 2020 due to COVID-19. This, therefore, has affected our ability to use these as a reporting basis for parents.</p> <p>Teacher understanding of the Literacy and Numeracy Learning Progressions has developed over the year. These are now used to drive the Individual Learning Goals for all students.</p> <p>Individual goal setting was a heavy focus in 2020 and large gains have been made in this area.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$15000.00)

Next Steps

Challenged based learning and STEAM, though an important part of our school curriculum, will not continue to be a focus in the 2021-2024 SIP. We will also discontinue our focus on using the General Capabilities for the tracking of students' learning. However, we will have a greater emphasis on using the Learning Progressions to track student growth and use these to drive student learning goals. There will also be a focus on developing teacher understanding and use of the new NSW Syllabus documents.



Strategic Direction 2

Collaborating for evidence-based practice

Purpose

To create a culture where teachers take responsibility for their professional growth through evidence-based practice focused on high expectations, differentiation and continuous improvement for both the teacher and the student.

Improvement Measures

100% of staff embed quality consistent assessment practices which inform and result in differentiated classroom practices.

100% of teachers evaluate their practice and provide evidence of impact as measured against their performance and development goals.

80% of students achieve expected growth for targeted sub-element on the literacy and numeracy progressions.

Progress towards achieving improvement measures

Process 1: Instructional Practice

Student learning outcomes are accelerated, monitored and reported on, in each learning situation, through practices which will include:

- Formative Assessment
- TEN, Count Me In
- Embedded use of learning progressions

Evaluation	Funds Expended (Resources)
<p>Assessment practices have improved widely across the school. Formative assessment and the learning progressions are used to drive learning and to inform student learning goals.</p> <p>Data walls were established and used widely across the school. These, along with the learning progressions, ensured that students' learning was carefully tracked so that over 80% of students achieved expected growth in their target areas.</p> <p>TEN (K-2) and Number Talks (K-6) has been embedded across the school.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$10000.00)

Process 2: Instructional Collaboration

To ensure teacher knowledge, practice and professional engagement is improved through collaboration, we will participate in:

- Quality Teaching Rounds
- Professional Development Framework & PDPs and accreditation
- Mentoring
- Curious & Powerful Learning and Social Ventures Australia
- Professional Learning Communities

Evaluation	Funds Expended (Resources)
<p>Strong PDP processes have been established across the school so that teachers are guided to improve their teaching practices.</p> <p>A mentoring program has been established through the employment of a Deputy Principal - Mentor/Coach. This has ensured that quality coaching and mentoring has been set up for staff across the school.</p> <p>The Social Ventures Australia program was unable to be completed due to COVID-19.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$170000.00)

Progress towards achieving improvement measures

Several professional learning communities have been established between schools across our network and around NSW. These networks have facilitated growth in the areas of leadership and pedagogy.

Next Steps

As we move into the 2021-2024 Strategic Improvement Plan, we will continue to focus on developing instructional practice and collaboration across the school, though the methods in which we aim to achieve these goals will change.



Strategic Direction 3

Contributing to a positive school culture

Purpose

To build meaningful partnerships based on trust and mutual respect that work together to set high expectations and improve student learning. To ensure the delivery of effective student wellbeing programs that allow students to become resilient, lifelong learners that demonstrate a strong sense of personal and social responsibility.

Improvement Measures

100% increase in community participation within the school and increased opportunities for parents to participate in their child's learning.

80% of parents participate in a school event.

100% of staff use SENTRAL to record incidents of behaviour (base-line data, less incidents of reportable anti-social behaviour)

80% of students participate in school activities.

Progress towards achieving improvement measures

Process 1: Parent and Community Connections

Student well-being is enhanced through the promotion and encouragement of parent and community participation, through strategies including:

- Parent Workshops,
- Parent Working Circle,
- Learning Conversations
- Parent Tutors
- Cultural connections within the community

A culture of high expectations is maintained by ensuring Berala PS is connected as a system school and community school through strategies such as community of schools and SVA.

Evaluation	Funds Expended (Resources)
<p>At the commencement of 2020, our adult English classes and playgroup were started but due to COVID-19 restrictions we were unable to continue throughout the year as parents were not allowed on school grounds.</p> <p>Teachers contacted parents, by phone, for Learning Conversations on student progress during the second half of the year.</p> <p>Due to COVID-19 restrictions we were not able to allow parents into the school grounds so the school was unable to hold events such as Education Week celebrations, fundraising events (conducted by the P&C), or parent workshops which had been planned.</p> <p>During the lockdown period the school was kept open for students of parents in essential services. School iPads were on loan to students who may not have had access to suitable devices to continue their learning from home. School equity funds were utilised to ensure that every child had a device to access learning whilst at home.</p> <p>Teachers kept in contact with parents and students through the Seesaw platform and regular phone contact.</p> <p>SLSOs and office staff made home visits to provide work, Easter Eggs and food hampers during lockdown to support family wellbeing.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$370000.00)

Process 2: Wellbeing

Progress towards achieving improvement measures

- Process 2:** Students' cognitive, emotional, social and physical well-being is supported by embedding evidence-based practices in all classroom programs. These include:
- Kids Matter & SEL
 - PBL, TLIM, PATHS, Growth Mindset
 - Leadership
 - Jigsaw Groups
 - Tracking students and communication between staff members ie behaviour, medical problems, students learning habits

Evaluation	Funds Expended (Resources)
<p>Throughout 2020, we had to change our focus in the area of Wellbeing as we adjusted to learning at home and schooling in a COVID-19 safe manner. Through the use of SeeSaw we were able to build strong partnerships with families whilst not at school.</p> <p>The Seesaw platform was used during lockdown to give students access to online learning. Teachers posted lessons throughout the week and students could complete tasks and post their learning for the teacher to provide feedback. Teachers constantly monitored student learning to ensure they were engaging with the lessons that had been posted.</p> <p>Teachers monitored student engagement with the lessons and contacted families, by phone, if they had concerns. Teachers also discussed any issues with parents during phone calls.</p> <p>Student attendance, through student engagement in tasks, was monitored throughout the lockdown period. The Deputy Principal contacted families if engagement was of concern.</p> <p>Teachers, parents and students completed a number of surveys at various times during the year. These included the Tell them from Me survey and school generated surveys.</p> <p>Friends for Life, Drumbeats, Empower Girls and Circle of Friends were targeted student wellbeing programs that were implemented to support the social and emotional wellbeing of students.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$13000.00)

Next Steps

In the school's Strategic Improvement Plan 2021-2024, Strategic Direction 3: Connections across our community, we will be continuing to strengthen the wellbeing of students by implementing a social emotional learning program, new systems of managing behaviour and developing teacher/student relationships.

We will be continuing to build strong partnerships between students, staff, families and other schools and organisations so that students can connect, succeed and thrive. We will build the engagement of parents through the use of workshops and regular communication regarding student learning. We will continue our three way communication sessions so families can discuss student's learning and goals.

The school will be collaborating with other schools in a Learning Community to build staff understanding of how to track and use learning goals for student learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Early action for success		Berala PS is not an EAfS school.
Integration funding support	Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$137 362.48) 	Integration funding was used to support the educational needs of students with specific learning needs. Funding was used to hire SLSOs to provide targeted support aimed at students' specific learning needs. Additional resources were also purchased to ensure that effective learning adjustments could be made for students.
Literacy and numeracy	Funding Sources: <ul style="list-style-type: none"> Literacy and numeracy (\$28 004.00) 	Literacy and Numeracy funding was used to support the implementation of quality literacy and numeracy programs across the school.
Professional learning	Funding Sources: <ul style="list-style-type: none"> Professional learning (\$78 829.08) 	Professional learning budget was used to engage external literacy consultants to upskill staff in effective literacy pedagogy. Some funding was also utilised for targeted professional learning to meet the needs of teachers, in line with their Professional Development Plans.
Targeted support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> Targeted support for refugees and new arrivals (\$4 875.00) 	<p>Refugee and newly arrived students were identified and assessed for immediate support to ease their transition into school with a focus on ensuring that students developed a strong connection to their new school and addressing any trauma needs as they presented.</p> <p>Development in students' oral language proficiency from no oral English, ie. Beginning Limited Literacy (BLL) phase on the EAL/D Language Progression (EAL/D LP) to Emerging and Developing (EAL/D LP).</p> <p>Development in students' written English from BLL phase in writing to Emerging and Developing on the EAL/D LP.</p>
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$4 177.00) 	<p>Ground works to support inclusion were completed, including our yarning circle and acknowledgement of country sign at our front gate.</p> <p>Aboriginal students have PLPs to ensure their needs are being met.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$514 763.00) 	<p>Staffing allocation (\$481 290)</p> <p>Flexible funding (\$33 473)</p> <p>Students supported through direct (withdrawal for new arrival students) and collaborative approaches to ensure that support is differentiated according to their level of need.</p> <p>Development of flexible and fluid timetables according to EAL/D students' needs (801 LBOTE students identified in the LBOTE Annual Survey 2019) This resulted in students, identified on a needs based structure, receiving targeted support at the time of need.</p>

English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$514 763.00) 	<p>All LBOTE students have access to the curriculum through the differentiated support provided by the EAL/D team (801 LBOTE students identified in the LBOTE Annual Survey 2019).</p> <p>Regular professional learning, such as EAL/D Connect Network meetings, for EAL/D staff so that they remain up to date with current EAL/D pedagogy and trends.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$175 014.00) 	<p>Staffing allocation (\$175 014)</p> <p>Flexible funding (\$118 070)</p> <p>Learning and Support teachers developed whole school systems for identifying and targeting students with additional needs. Programs such as MultiLit and LLI were utilised to meet the needs of students.</p> <p>School Learning Support Officers (funded partly from Low level adjustments for disability, integration funding and socio-economic background funding) provided in-class support to assist students requiring adjustments to their learning and environment. This ensured that students were supported so they could engage in the curriculum at their level.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$156 857.00) 	<p>Staff continued to engage in differentiated professional learning and collaborative practices at a grade level with the effective utilisation of the QTSS allocation. Professional learning was delivered in a range of modes, including observations, face-to-face PL etc. Through dedicated collaboration sessions, staff were able to develop consistent programming across each grade.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$824 379.00) 	<p>School Learning Support Officers (funded partly from Low level adjustments for disability, integration funding and Socio-economic background funding) provided in-class and remote support to assist students requiring adjustments to their learning and environment. This ensured that students were supported so they could engage in the curriculum at their level.</p> <p>Funding was utilised to ensure that all students were able to access educational experiences and programs equitably across the school.</p> <p>Targeted professional learning in assessment, numeracy and literacy developed the capacity of staff to deliver high quality teaching and learning programs across the school.</p> <p>Additional staff also ensured the equitable delivery of programs across the school.</p> <p>During COVID-19 lockdown, a large number</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$824 379.00) 	of devices were purchased so that students could loan devices to remain connected during online learning. This also enabled the school to become a 1:1 device school.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$33 337.00) 	Provided 2 hours per week as additional release from class to support their development with targeted professional learning. The time also enabled the teachers to work through their accreditation. Each beginning teacher was also assigned a mentor to support their growth as an educational practitioner. Beginning Teachers attended professional learning over the course of the year in accordance with PDP.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	425	418	413	391
Girls	444	434	413	383

Student enrolments across the school have steadily declined over the last four years.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	93.9	90.3	90
1	92.5	93.9	92.6	91.3
2	93.3	94.2	92.7	92.1
3	95.1	93.4	93.8	91.8
4	94.7	94.1	92.8	93.9
5	94.5	93.6	93.6	90.2
6	93.3	94.8	92.1	94
All Years	93.9	94	92.6	91.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	30.12
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.4
Teacher ESL	4.4
School Counsellor	1
School Administration and Support Staff	4.67
Other Positions	5.2

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	2,170,340
Revenue	8,632,046
Appropriation	8,477,646
Sale of Goods and Services	2,929
Grants and contributions	148,595
Investment income	2,176
Other revenue	700
Expenses	-9,324,062
Employee related	-7,578,122
Operating expenses	-1,745,941
Surplus / deficit for the year	-692,016
Closing Balance	1,478,324

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.

	2020 Approved SBA (\$)
Targeted Total	158,796
Equity Total	1,636,404
Equity - Aboriginal	4,177
Equity - Socio-economic	824,379
Equity - Language	514,763
Equity - Disability	293,085
Base Total	5,381,969
Base - Per Capita	198,656
Base - Location	0
Base - Other	5,183,313
Other Total	1,142,800
Grand Total	8,319,969

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

During 2020, it was unfortunate that parents did not have a lot of contact within the school due to restrictions. This is an area that will form part of our Strategic Improvement Plan: Strategic Direction 3 - Connections across the community. From the Tell them from Me survey, parents did feel as though they were kept informed and supported as teachers were contacting them on a regular basis, during home learning in 2020. They feel the school takes an active roll in helping students form positive relationships and that staff ensure students are included in all activities. Communication between home and school is an area that the school could focus on more to ensure parents are informed.

Students have a sense of belonging, are proud of their school and feel accepted and valued at school. They have positive relationships with their peers and have friends they can trust and who encourage them. Students are interested and motivated to learn and try hard to succeed. Students have stated they would like to be challenged more with their learning. They have emphasised that staff have high expectations of them.

Teachers at Berala PS work hard and work collaboratively with others. There is a positive learning culture at the school. They use a variety of data sources to inform their practice. During 2020, teachers contacted parents to monitor students' progress during home learning and ensured connection between home and school were maintained.

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.