

2020 Annual Report

Berkeley Public School



1202

Introduction

The Annual Report for 2020 is provided to the community of Berkeley 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 vision

Our vision is to provide a safe, supportive environment where students develop self-confidence, resilience, high expectations and a love for learning.

We will foster an inclusive culture of tolerance and respect, enabling students to become positive and valued members of society.

School context

Berkeley Public School, established in 1858, is on the shores of Lake Illawarra and has a proud history of providing quality education. The school motto 'Courtesy and Knowledge' underpins all that happens within the school. Teaching and Learning programs promote the pursuit of excellence and provide students with the skills to be ongoing learners and make valuable contributions to society. The school receives additional funding to enable it to provide extra support to better meet the learning needs of all students. As part of Early Action for Success, the school has implemented strong research-based programs in literacy and more recently numeracy.

Enrolment in 2020 is 331. The school has 14 classes and draws from a variety of diverse demographics. 24% of students have a language background other than English, with Macedonian being the most predominant. 17% of students identify as Aboriginal or Torres Strait Islander. Practices to ensure high levels of student wellbeing are of the utmost priority and encompass all areas of student development. Positive Behaviour for Learning promotes the values of Respect, Responsibility, Safety and Cooperation.

The attractive and well cared for grounds and the pride with which the students wear their uniform make a positive first impression to all visitors. This is enhanced by the dedication of the school staff and the large range of opportunities afforded the students in all Key Learning Areas. Community involvement is valued and encouraged, and our active P&C is an invaluable asset to the school.

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	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
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

Strategic Direction 1

Quality Learning

Purpose

To provide high quality learning experiences through evidence-based teaching practices and a differentiated curriculum to target instruction and personalise learning.

To ensure a continued focus on monitoring student progress and the promotion of assessment for learning strategies. This will deliver a learning culture which enables students to be self-directed learners.

Improvement Measures

Increase the percentage of K-3 students, including Aboriginal and Torres Strait Islander students, to achieve their year appropriate expected growth in Literacy and Numeracy.

Increase the percentage of Years 4-6 students, including Aboriginal and Torres Strait Islander students, to achieve their year appropriate expected growth in Literacy and Numeracy.

All staff will effectively embed learning goals, success criteria, formative assessment and teacher to student feedback into their classroom setting. This will be reflected in students having a greater understanding of themselves as self-directed learners.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy K-2

Deliver effective research informed pedagogy with ongoing teacher professional learning in a collaborative, student centred culture. Ensure learning is data driven which informs learning progressions, targeted interventions and feedback to students.

Evaluation	Funds Expended (Resources)
<p>Professional learning offered through Early Action for Success (EAfS). Learning Pathway 1, 'Broadening Knowledge of Mathematics Literacy and Language,' presented by Dr Ryan Dunn. The mathematics committee was involved in this professional learning. After each module of the learning, the committee presented the information to all staff during meetings. This professional learning built on the Building Numeracy Leaders (BNL) training which had already been implemented in the school. The theme of the training was 'learn a little, try a little'. Teachers reflected on their practice to tighten up or improve an area after each session. Developing student vocabulary to Tier 2 and increasing dialogic talk was the main focus of the professional learning. Feedback indicates that students have become more engaged and eager to participate in dialogic talk.</p> <p>Professional learning offered through Early Action for Success (EAfS). Learning Pathway 3, 'Weaving Connections Between Writing and Reading in the Early Years,' presented by Dr Noella MacKenzie. The Instructional Leader was involved in this training, they then delivered it to the Early Stage 1 team. This professional learning built on the Language, Learning and Literacy (L3) training which had already been implemented within the school. The professional learning examined the relationship between Draw, Talk, Write & Share, handwriting skills and increasing vocabulary in the early years. Evidence gathered showed how programming has been adjusted to implement the new learning and build teacher capacity.</p> <p>Ongoing professional learning continued for K-2 teachers in Language, Learning & Literacy (L3) ensuring staff were building on their knowledge and understanding of effective teaching practices, ensuring literacy acquisition for students in the early years.</p>	<p>\$44,500 Teacher professional learning</p>

Progress towards achieving improvement measures

New professional learning in Language, Learning & Literacy (L3) was undertaken by two staff members who had moved into K-2 and had not previously received this training. These staff gained new knowledge and understanding of effective teaching practices, to ensure strong literacy acquisition for students in the early years.

Executive staff attended Wollongong Literacy Leadership Masterclasses that were based on current research relating to effective literacy teaching. An integrated curriculum planning approach is evident in K-2 making the learning experiences connected and more meaningful for students.

Process 2: Literacy & Numeracy 3-6

Deliver effective research informed pedagogy with ongoing teacher professional learning in a collaborative, student centred culture. Ensure learning is data driven which informs learning progressions, targeted interventions and feedback to students.

Evaluation	Funds Expended (Resources)
<p>All Stage 2 and 3 teachers were involved in data rounds. Data action plans were created with specific goals set for targeted teaching in response to individual student learning needs. Strong communication between teachers and interventionists ensured targeted students achieved the goal in the set timeframe.</p> <p>Rich mathematical tasks are evident in 3-6 teaching programs as a result of Building Numeracy Leadership (BNL) professional learning. Teachers have reported an increased level of engagement from students. This has further developed the culture of a growth mindset for our students where they are comfortable in having a productive struggle in mathematics. Year 5 NAPLAN shows steady growth (10%) in the top two numeracy bands since establishing BNL.</p> <p>Stage planning days allowed rich collegial discussion on creating learning experiences in response to student assessment data. A collaborative approach to connecting curriculum requirements across subjects resulted in integrated units being delivered based on key inquiry questions.</p>	\$28,000 Teacher professional learning

Process 3: Visible Learning

Ongoing professional development on making learning visible to students. Staff will use formative and summative practices to determine class and individual student needs, especially in writing.

Evaluation	Funds Expended (Resources)
<p>Teachers and students have continued the feedforward and feedback sessions to discuss areas of strength and weakness for literacy and numeracy. This allows for further goal setting and a clear understanding of the 'where to next'.</p> <p>An external consultant recorded student voice around visible learning. Feedback is considered of high importance to students for their learning and goal setting helps keep students focused. When their goals are achieved, students feel a sense of pride.</p> <p>Continued work on co-constructing the success criteria has allowed students further understanding of the expectations and greater ownership of the task. Students indicated they preferred putting the success criteria in their own words.</p> <p>Professional learning for the leadership team involved a visible learning conference around moving learning forward. This allowed further</p>	\$23,500 Teacher professional learning

Progress towards achieving improvement measures

opportunities to enhance our visible learning culture and continue to develop self-directed students.

Strategic Direction 2

Building Capacity & Leadership

Purpose

Our school is committed to the development of leadership skills in staff and students. Our leadership strategy promotes succession planning, distributed leadership and organisational best practice to build the capacity of staff and students.

A culture of performance and development will contribute to staff and students taking responsibility for their growth and performance across all Key Learning Areas.

Improvement Measures

Staff evaluate practice in line with the Australian Professional Standards for Teaching, at appropriate level of accreditation.

Evaluation of student and parent surveys indicate positive experiences and increased engagement in all school activities.

Broader range of staff demonstrate skills and capabilities to develop the capacity of others.

Progress towards achieving improvement measures

Process 1: Leadership

Provide opportunities for staff to have purposeful leadership roles based on professional expertise and individual capacity building.

Provide opportunities for all students to demonstrate leadership capabilities K-6 at a classroom and whole school level.

Evaluation	Funds Expended (Resources)
<p>Staff engaged in numerous opportunities for professional growth and leadership in line with the whole school plan and individual needs. Staff led whole school initiatives and weekly staff meetings linked to the school's priorities, when possible.</p> <p>Students from Year 1 to Year 6 were chosen by their peers to become Student Representative Council (SRC) members. The aim of the SRC is to promote student voice within the school and to give students opportunities to actively shape their own education, as well as their peers'. SRC members organised and led class meetings to discuss student feedback and concerns. Members would then raise these issues at fortnightly SRC meetings and work collaboratively to create action plans, which they would then present to the school principal.</p> <p>Due to COVID restrictions, many SRC organised activities were postponed or cancelled for 2020.</p>	<p>Professional learning funds in Strategic Direction 1</p>

Process 2: Teacher Professional Learning

Collaboration between the leadership team and teachers to ensure progress in professional learning is addressing the needs of every student.

Evaluation	Funds Expended (Resources)
<p>Staff continued to engage in Wollongong Literacy Leadership professional learning via video sessions, however many other opportunities were cancelled due to COVID restrictions. BNL training has been ongoing for staff leaders who have then up-skilled staff at meetings.</p>	<p>Professional learning funds in Strategic Direction 1</p>

Progress towards achieving improvement measures

Technology up-skilling continued to ensure more teachers were confident in using different programs and teaching strategies e.g. coding.

Process 3: Key Learning Areas

Ensure extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

Evaluation	Funds Expended (Resources)
Due to COVID restrictions, extra-curricular opportunities were limited for students. In Term 4, the School Swimming Program was a success with students from Year 2 and 3 attending. The scheme was completed over a one week period where students were taught new swimming and safety skills daily. The Tell Them From Me surveys indicated students had positive experiences in extra-curricular activities and these activities enriched school life.	Nil

Strategic Direction 3

Community Partnership/Student Wellbeing

Purpose

To build on the whole school wellbeing processes that value and support the wellbeing of all students, so they can connect, succeed, and thrive.

To effectively utilise strong community partnerships and ensure that a responsive whole school approach to ongoing improvement is a priority.

Improvement Measures

Student, community and staff feedback indicates positive relationships that optimise learning.

Data indicates positive growth of all student wellbeing outcomes and effectiveness of programs delivered, including PBL and KoP.

Progress towards achieving improvement measures

Process 1: Wellbeing

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

Evaluation	Funds Expended (Resources)
<p>Positive Behaviour for Learning (PBL) and Kindness on Purpose (KoP) have been successfully implemented at a whole school level. Decisions have been made based on data collection and supports put in place as required. Data indicates that incidents are increasing and this a trend that has been seen across the state and can be attributed to the disrupted year and COVID-19 restrictions. Students have been further supported in the appropriate ways to play games in the playground through the Kindness Cup. The KoP facilitator assisted staff, students and parents with strategies for identified students. Seventeen students were awarded KoP awards in Term 4 for doing kind deeds to others.</p> <p>There has been a slight decrease in student attendance, however this is due to COVID-19. Staff continue to work closely with all families to ensure all students are attending school as often as possible in order to achieve the best possible social and learning outcomes.</p>	\$13,296 Fees & professional learning

Process 2: Engaging with our school community

Engage parents and community members in a range of school related activities which build the school as a cohesive educational unit.

Evaluation	Funds Expended (Resources)
<p>School community events were cancelled or limited to students only, for the majority of 2020. All school events were photographed, filmed or live streamed and uploaded to the predetermined platform so that parents could engage with each event and further connect with the school and their child/ren. Presentation day was held where invited parents from Year 6 attended.</p> <p>Parents have used the online opportunities to connect and engage with their child's learning and teacher. Seesaw and Google Classroom helped students and parents interact with learning happening at school.</p>	\$2,500

Process 3: Positive relationships outside the school

Progress towards achieving improvement measures

Process 3:

Continue to develop relationships between students and staff from other schools to promote student learning and wellbeing ensuring optimum conditions for learning.

Evaluation	Funds Expended (Resources)
<p>Berkeley Public School continued to develop relationships between students and staff from other schools to promote student learning and wellbeing by ensuring optimum conditions for learning. Identified students made 'friend connections' with other students from Stanwell Park Public School. They wrote letters and made Zoom calls throughout Term 4. This activity was completed during lunch times.</p> <p>School Swimming Program continued in collaboration with Berkeley West Public School. Students and teachers reported that this was a valuable program and the connection between schools assisted in the organisation.</p> <p>Further connections were made with Illawarra Sports High School (ISHS) as we used their facilities to host our school athletics carnival late in Term 4. The carnival was held in Stage 2 and Stage 3 days. All students and teachers reported it a success. This is an option for us to consider in future years.</p> <p>The High School transition program continued this year and staff from ISHS visited our school to speak to students and discuss student need with teachers. Contact was also made with Warrawong High School about students attending their school. Information was passed on to assist with the welfare and learning of individual students.</p>	Nil

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$66,144 SLSOs Staff training & school events	An Aboriginal SLSO worked with Aboriginal students throughout 2020, resulting in improved student learning outcomes, confidence, engagement and wellbeing. All students have an individual Personalised Learning Pathway (PLP) and are making progress across the Literacy and Numeracy progressions. Due to COVID, parents were contacted by phone and involved in their child's PLP. Feedback about the processes at Berkeley PS were positive even when not being able to meet face to face.
English language proficiency	\$18,453 teacher in-class support	A teacher was employed for one day a week supporting students who had a language background other than English. Programs were developed and implemented with links to the ESL scales and EAL/D progressions. Collaboration with classroom teachers was carried out to assess and adapt student learning to achieve maximum outcomes.
Low level adjustment for disability	\$120,322 - staffing 1.1 teachers \$49,656 - SLSOs	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. All students identified as having learning needs and Out of Home Care (OoHC) students have Individual Learning Plans (ILP). Adjustments are made for all students requiring them. The school implemented MultiLit (3-6) and a speech program for 'at risk' students in kindergarten.
Quality Teaching, Successful Students (QTSS)	\$61,802 Executive/teacher release	Staff were released from class to conduct peer observations and mentoring in classrooms. Some of these observations formed part of the Performance and Development Plan observation and reflection steps. Supervisors were released to work with teachers in classrooms, collaboratively developing point of need programs providing feedback to refine and improve teaching and learning.
Socio-economic background	\$32,815 Staffing - 0.3 teacher \$423,869 Extra teachers including interventionists SLSOs for in-class support Teacher professional learning Student assistance, Speech program and literacy/numeracy resources	Casual staff were employed for teachers to participate in stage planning days, interpreting student data and setting individual student learning goals. The school continued to be a part of the Wollongong Literacy Leadership Network led by Jann Farmer-Hailey. This included professional learning for school leaders and intensive personalised sessions aligned with our school targets. Other funds were used to employ extra School Learning Support Officers to support student learning in the classroom.
Support for beginning teachers	\$14,481	Funding was used to support, mentor and enhance the professional development of the beginning teacher. They were supported through planning days, professional learning

Support for beginning teachers	\$14,481	and receiving time with in-school mentors who also assisted them to develop their teacher accreditation.
Targeted student support for refugees and new arrivals	\$10,840 + \$1,650 Teacher 1 day per week for T1 & T2 SLSO in class support	Refugee and newly arrived students have been supported by the delivery of the New Arrivals Program. The program was developed using the EAL/D progressions and ESL scales and linked to curriculum outcomes. Intensive English lessons were explicitly taught to the students by an EAL/D teacher and collaboration between classroom teachers and the EAL/D teacher took place to make sure teaching and learning experiences were meaningful and consistent.
Early action for success	\$200,803 staffing - 1.2 instructional leader	Instructional Leaders were employed to work in classrooms with teachers in K-3 to tailor teaching programs to the needs of individual students. Professional learning opportunities were facilitated by instructional leaders for teachers through a wide range of approaches and are research based.
Integration funding support	\$124,505 SLSO support	SLSOs were engaged to assist with personalised learning and support for targeted students in the classroom.
Professional learning	\$21,383 for teacher release	Professional learning was provided in the areas of literacy, numeracy and Visible Learning. EAfS provided Learning Pathways and the school was involved in 'Broadening Knowledge of Maths, Literacy and Language' with Ryan Dunn and 'Understanding and Supporting Emergent Writing' with Dr Noella Mackenzie. School leaders took part in various learning opportunities provided by EAfS each Thursday afternoon. Staff were trained in the Phonics Assessment and took part in various Visible Learning courses provided by CORWIN that related to school based needs.
Flexible Funding for Wellbeing Services	\$40,060 Kitchen/Garden program Kindness on Purpose program	Funds were used to continue the implementation of the Kindness on Purpose initiative with ongoing training for staff. The therapist came to the school to work with staff on programs for individual students. The Kitchen/Garden program continued to employ staff who worked with students to develop healthier lifestyles.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	172	168	178	172
Girls	162	173	170	152

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.4	93.3	92.5	90.2
1	93	93.2	91.8	89
2	94.8	92.1	89.1	90
3	92.6	94.3	90.7	88.8
4	91.4	92.8	91.9	89.9
5	94.3	91.2	92.7	86
6	91.3	93.1	88.2	88.3
All Years	93.1	92.7	91	88.9
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
Assistant Principal(s)	3
Classroom Teacher(s)	11.91
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	2.9

*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	238,102
Revenue	3,857,237
Appropriation	3,826,181
Sale of Goods and Services	3,918
Grants and contributions	26,702
Investment income	436
Expenses	-3,725,328
Employee related	-3,420,392
Operating expenses	-304,935
Surplus / deficit for the year	131,909
Closing Balance	370,011

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	126,155
Equity Total	711,259
Equity - Aboriginal	66,144
Equity - Socio-economic	456,684
Equity - Language	18,453
Equity - Disability	169,978
Base Total	2,395,544
Base - Per Capita	83,695
Base - Location	0
Base - Other	2,311,849
Other Total	433,262
Grand Total	3,666,219

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. The school employed an independent consultant who conducted interviews with staff, parents and students, including an Aboriginal student forum.

Students recognise their school as a great place to attend; they have able and caring teachers; a lovely and friendly environment and their families are supportive of the school.

As in previous interviews over past years, students present as well attired, articulate and are respectful of each other's viewpoints. They have a good understanding of their school's hopes and expectations regarding their learning and behaviour. There continues to be a growing understanding and acceptance that coming to school is positive and is chiefly about successful learning and personal development.

Parents interviewed were overwhelmingly positive in their comments regarding the school - its care for their children; skilled and friendly staff; lovely environment that is well maintained; aspiration that all students can succeed in learning and life; that each child has a place in the school, is recognised for who they are and valued. The parents identified that the families of the school represent a spectrum of society and that the school works to attend to the needs of all those families. It is recognised by parents that 2020 has been a particularly challenging and different year and that the school has done remarkably well in meeting these challenges and supporting the children and their families.

Staff from across the school (classroom and support teachers; executive; SLSOs; office staff) all recognise that 2020 has been a demanding year in terms of not only their work lives but their personal and family situations. Clearly the challenges and successes in one area of our lives impacts on other areas. The demands that have faced education-based staff will continue well into 2021. In that context, the views expressed in this situational analysis underscore the importance that teamwork; care for individuals; meaningful support; professional learning; and opportunities to use and develop skills and talents, have all played in the needed encouragement and sustaining of the staff as a team and as individuals.

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.

All Berkeley Public School students are provided with opportunities to develop their understanding of Aboriginal culture and history through imbedded curriculum content and where possible, focusing on local Dharawal and Wadi Wadi content. Reconciliation Week, Sorry Day and NAIDOC week were commemorated during the year with class activities and assemblies. The school liaises with our local AECG, with a member of staff regularly attending meetings and reporting back to staff, and our feeder high school Aboriginal Education Officer.

Informal school meetings continue to build relationships with our Aboriginal families and community. The Personalised Learning Pathways BBQ is held to develop student learning goals and provided parents, staff and students with an opportunity to meet after school and get to know one another. Parents were supported through Remote Learning and were contacted regularly by staff. A phone survey was conducted during this time. Parents reported that they valued participating with their children in commemorating significant Aboriginal events, preferred working with staff in person to develop Personalised Learning Pathways goals and wished to see more cultural content taught by Elders. Students reported in the Tell Them from Me survey that they felt good about their culture and that teachers had a good understanding of Aboriginal culture.

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.