

2020 Annual Report

Bermagui Public School



1204

Introduction

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

Well at this time of year when I reflect back I think wow what a year, but this year definitely tops the cake in my career!

I am so proud of Bermagui Public School. Our students, staff, parents and broader community. I'm really proud of the way the school and community handled the stresses during and after the fires. Adding COVID to the mix saw many things we do change and evolve daily and the school moved through the rest of the year making sure student learning was at the forefront of our minds.

This year it has been the little things that happened that made huge differences. The care of our community even checking on the Principal to see how I was throughout and the students rushing off the bus to give us cuddles, so excited to be back at school.

We have continued to improve learning for all and I am proud of that fact.

I would like to thank our P&C. We have had some new faces and this year hasn't enabled us to meet regularly or engage as we normally would but there have been many hard workers and I thank the members for that. Our canteen has gone from strength to strength due to the hard work of the P&C and the P&C are currently supporting the school to build our capacity with the teaching of creative arts after the 'I want Art with that' proposal.

To the Bermagui Public School staff, I would like to thank you for all your hard work in this ever-changing year. Through the stress the fires put on the families, staff still committed to make sure we started the school year in as normal a way as possible for our students.

Although we were exhausted, COVID taught us plenty as a staff. I was really happy with the patience and flexibility displayed as we mapped out the best way forward for our students. Moving into learning from home was a challenge and we really missed having the students here at school. That was a very strange atmosphere only having a handful of students on the school grounds. It's a testament to the staff's dedication that we have achieved what we have this year.

I really enjoyed being the students' Principal this year. Semester 2 has been a whirlwind with us jamming in many of the lost opportunities from throughout the year. The students have provided strength and perspective for our staff and their families. It has been invaluable. I look forward to continuing the journey next year.

School vision

Bermagui Public School is committed to promoting equity and excellence in a supportive and respectful environment.

School context

Bermagui Public School is located on the Far South Coast of New South Wales. There were 174 students enrolled at the beginning of 2020. 36 students identify as Aboriginal and there are a number of families from other cultural backgrounds. The school structure consists of 8 classes as a disaster teacher has maintained this teaching entitlement after the Bushfires in early 2020. Staff consist of a non-teaching Principal, 2 Assistant Principals, classroom teachers, an Aboriginal Education Officer and Support Staff. A high percentage of our students attend Narooma High School when they graduate from Bermagui Public School.

The school strives for quality programs in the academic, sporting, creative and cultural areas. Bermagui Public School assesses and evaluates its programs and implements strategies to improve student learning. Teaching staff have high expectations and are committed to achieving high quality outcomes for all students. The school has a strong emphasis on student welfare and has the expectations of being respectful, responsible and safe.

Our school is supported by a strong and energetic P&C and community. The school planning process is consultative at all levels - students, staff and community.

During 2020 Bermagui Public School underwent a rigorous situational analysis and consultation process resulting in our School Plan for the coming 4 years.

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

Strategic Direction 1

Innovative Learning Design

Purpose

Improve learning outcomes and meet the needs of diverse learners using evidence based pedagogy to promote innovative quality teaching and learning

Improvement Measures

Student self-efficacy

All Stage 2 and 3 students can articulate their understanding through regular self-reporting of what they have learned and what they need to learn next.

Differentiation

All programs reflect the learning adjustments made by teachers.

Progress towards achieving improvement measures

Process 1: Differentiation

Develop systems for teachers to collect and analyse data on student learning that inform differentiated teaching strategies.

Evaluation	Funds Expended (Resources)
Programs have learning intentions and success criteria. Teachers are using goals during writing lessons to provide effective feedback to students. There has been pre and post testing in spelling, writing and areas of mathematics which has informed programming. The use of formative assessment strategies has improved with it being evident in classrooms. Professional learning has improved teacher practice with learning specifically targeting the needs of teachers such as the better understanding of formative assessment strategies and how to apply these effectively in the classroom. With writing and spelling being our focus areas there has been clear impact on student performance data.	Caryle York-curriculum consultant Effective Feedback Pilot Dylan Wiliam - formative assessment professional Learning Additional release time for Assistant Principals Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Process 2: Student self-efficacy

Implement consistent, high quality teaching and assessment strategies that enable students to take responsibility for their learning.

Evaluation	Funds Expended (Resources)
Students have improved their articulation of learning in writing and spelling and this has been a direct result of teachers using learning intentions and success criteria in these areas of Literacy. Teachers and students need to continue developing these skills consistently across all learning opportunities. There has been improvement with teaching and learning programs reflecting assessment and learning strategies although this needs to continue to be focused on to enable consistent high quality strategies to be evident.	Visible Learning Pods Quality teaching Rounds Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Strategic Direction 2

Equity and Wellbeing

Purpose

To ensure that all students are provided with opportunities to connect, succeed and thrive to become resilient, independent learners able to take responsibility for their own learning

Improvement Measures

2020 - Annual Tell Them From Me surveys and other evidence sources indicate increasing levels of engagement and sense of belonging amongst students

2020 - Positive growth in expected behaviours evidenced by internal data collection

Progress towards achieving improvement measures

Process 1: Positive Behaviour

Refining schoolwide processes for explicitly teaching, monitoring, promoting and recognising positive behaviour

Evaluation	Funds Expended (Resources)
<p>A more consistent application of explicit teaching and analysis of data occurred throughout this year. Data driven lessons and planned lessons specific to expectations in non classroom settings were explicitly taught. This data then highlighted the necessity to move into classroom settings with professional learning. School based behaviour data displayed an improvement and consistency in non classroom settings; however, negative classroom behaviour data has revealed a need for a focus on consistent teacher classroom behaviour management and consistent entry of data across the school.</p> <p>The school has the chaplaincy program one day per week where teacher nominated students take part in small social groups over a five week period. The Stormbirds program was utilised for small groups of children in response to the bush fires. This had a positive impact on students' wellbeing building resilience and helping them cope with anxiety. This assisted with students displaying less reactive and heightened behaviour responses that were evident at the beginning of the year.</p> <p>In such a challenging year, suspension data was consistent with previous years.</p>	<p>Positive Behaviour for Learning consultants, tools and assessments</p> <p>Teacher and Assistant Principal release.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$15000.00)• Professional learning (\$3000.00)

Process 2: Equity

Strengthening wellbeing practices across the school to provide equitable access to resources to best meet individual student needs

Evaluation	Funds Expended (Resources)
<p>What evidence is there of a systematic approach to wellbeing and engagement that provide an equitable level support? (team/communication meeting minutes or emails)</p> <p>The Learning Support Team works systematically and strategically to best meet the needs of identified students. The improvement of systems and procedures around the Learning Support Team has been a major focus and is one area of improvement that we are proud of. The Learning Support Team meets weekly to review current students and newly referred students to develop integrated programs to best meet their needs. Individual</p>	<p>Chaplaincy program</p> <p>Positive Behaviour for Learning resources</p> <p>Teacher days and SLSO's employed</p> <p>Assistant Principal release</p> <p>Funding Sources:</p>

Progress towards achieving improvement measures

Education Plans and Personalised Learning Plans are written in consultation with families and teachers and are reviewed regularly. For all students who require adjustments, teachers write differentiated learning programs in consultation with the LaST. These adjustments are reviewed regularly. The LaST also timetables both in-class and withdrawal support time for students with identified learning needs. The MiniLit program also continued for identified Year 1 students facilitated by our LaST with significant positive impact on the students' learning.

External providers work collaboratively with the school to support students (OT, speech therapists).

SLSO timetables

What impact on student wellbeing and engagement is evident? (TTFM, Sentral, classroom observations, parent feedback)

- Socio-economic background (\$5000.00)
- Low level adjustment for disability (\$20000.00)

Strategic Direction 3

Leadership and Engagement

Purpose

Future focused leading and learning that engages and is valued by all members of the school community to ensure positive student outcomes

Improvement Measures

2020 - All staff can provide evidence of performance at levels above proficient against the teaching standards

2020 - An increase in positive feedback in relation to school performance and community engagement

Progress towards achieving improvement measures

Process 1: Educational Partnerships

Further develop leadership opportunities and educational partnerships within and across wider community networks to provide innovative opportunities for learning

Evaluation	Funds Expended (Resources)
Due to COVID restrictions, we found it challenging to maintain strong educational partnerships within and across the wider community. Despite this, the executive team were able to take part in the LEED project (Centre for Education Statistics and Evaluation) to strengthen our school's ability to analyse and effectively use data to inform our 2021-2024 School Plan. This was achieved through an online learning forum. The executive team also engaged in online planning days with our Network in readiness for the new School Plan. Staff were able to participate on PL opportunities online as much as possible e.g. Royal Far West Bush Fire support and Red Cross Storm Birds). Parents and community members were restricted from entering the school for much of the year so our progress in this area was somewhat limited.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$5000.00)

Process 2: Future Focused Pedagogy

Build awareness and understanding of future focused pedagogy and curriculum through increased leadership opportunities

Evaluation	Funds Expended (Resources)
The school's relieving Assistant Principal was able to support our substantive AP in leading in the Visible Learning pods with a focus on formative assessment. Teachers use learning intentions and success criteria at the commencement of lessons and/or units of work, and they are evident in teaching and learning programs. Teachers are also trialing formative assessment strategies within their classrooms to ascertain 'what works best' to identify where their students are at and next steps. Relevant teachers had opportunities to engage in a Community of Practice with a specific focus on goal setting in Creating Texts as part of the National Literacy Progressions. This collaborative practice with other schools was brought back to Bermagui Public School to be shared with other staff. Students are beginning to use goal setting to improve their writing.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$29240.00)

Process 3: Continuous Improvement

Establish a professional learning community which is focused on continuous improvement

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

The leadership team has ensured that the teacher performance and development policy was implemented in a culture of high expectations for every staff member. This was achieved through collaborative goal setting in-line with the strategic directions of the school. The leadership team ensured that there was both a mid-year and annual review of professional learning goals for all staff. Professional learning in the school ensured the implementation of relevant programs for management skills, as well as assessment and reporting processes to meet NESA and DET requirements, to facilitate whole school improvement and build the capacity of our future leaders.

The P&C presented a proposal to the school leadership team 'We want art with that' to establish stronger creative partnerships with our local community and to strengthen our creative arts curriculum at Bermagui Public School and to help build our school as a cohesive educational community.

Tell Them From Me surveys were part of our evaluative process to solicit and address feedback on school performance from staff, students and parents.

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$29240.00)
- Professional learning (\$5000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Employment of a full time Aboriginal Education Officer.</p> <p>Employment of a part time School Learning and Support Officer</p> <p>Support implementation of Dhurga Language teaching across the school</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$83 077.00) 	<p>The employment of our Aboriginal Education Officer has had great impact on our school and is valued by our entire school community. Focusing on student and community engagement, attendance, Aboriginal perspectives across our curriculum as well as supporting Aboriginal students and families is an essential part of our school operations.</p> <p>The Employment of a School Learning Support Officer to assist students with Literacy and Numeracy has lead to the initiation of Dhurga Language lessons being taught across the school in 2020 with the approval of Merriman's Local Aboriginal Land Council.</p>
Low level adjustment for disability	<p>Employment of a Learning and Support Teacher with a 0.6 allocation.</p> <p>Employment of part time School Learning and Support Officers to work in classrooms.</p> <p>Release time for teachers to support students needing adjustment for disability.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$98 096.00) 	<p>The Learning and Support Team, through the guidance of the Learning and Support Teacher, were able to specifically target priorities and needs of the students. This year coordination of supporting our students with anxiety after the bush fires and implementing programs such as Storm birds was a great success. Teachers were supported and able to identify and implement relevant and appropriate teaching strategies for identified students throughout a very challenging year.</p> <p>Employment of School Learning and Support Officer for additional in class support and intervention programs allowed for tailored support for identified students and their needs.</p>
Quality Teaching, Successful Students (QTSS)	<p>Assistant Principal and teacher additional release.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$29 862.00) 	<p>This allocation allowed the school to provide in class support and professional meetings between staff. The collaborative approach and availability of time for instructional leadership has enabled greater staff motivation for continual improvement with their teaching practice.</p>
Socio-economic background	<p>Assistant Principal additional release.</p> <p>Teaching resources to support student learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$73 160.00) 	<p>Professional learning for staff in priority areas focused on the Strategic Directions of the school. These activities focused on building the capacity of staff to impact on the learning of students. Teachers were able to support students more effectively with formative assessment strategies and differentiation which have been incorporated into their teaching practice. Purchasing additional resources to support student learning enabled greater access for students.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	80	73	74	81
Girls	88	91	97	89

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.3	91.4	86	91.9
1	92.4	89.7	90.7	89.4
2	88.3	90.9	88	91.4
3	87.4	87	91.5	92.9
4	90.6	91.2	86.1	92.6
5	89.9	87.4	92.2	86.8
6	92.1	88.8	90.5	93.3
All Years	90.3	89.5	89.5	91.4
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)	2
Classroom Teacher(s)	6.91
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Counsellor	0.8
School Administration and Support Staff	2.92

*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	54,327
Revenue	2,375,880
Appropriation	2,331,565
Sale of Goods and Services	1,118
Grants and contributions	43,010
Investment income	186
Expenses	-2,347,328
Employee related	-2,115,434
Operating expenses	-231,894
Surplus / deficit for the year	28,552
Closing Balance	82,879

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	218,107
Equity Total	256,908
Equity - Aboriginal	83,077
Equity - Socio-economic	73,160
Equity - Language	2,576
Equity - Disability	98,096
Base Total	1,576,736
Base - Per Capita	41,126
Base - Location	38,587
Base - Other	1,497,023
Other Total	183,024
Grand Total	2,234,775

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

Parents were once again very supportive of our two collaboration evenings held in 2020. One was held at school in conjunction with the 'Meet the Teacher' night and the other was held at the Wallaga Lake Koori Village Community hall. These consultation evenings allowed for parents to provide feedback on specific aspects of the school and to make suggestions. Parent Consultation Evening and feedback displays support for current initiatives such as Dhurga Language and improving Creative Arts in the school. Yarns with Aboriginal elders displays support for high expectations and continuation of current initiatives. In 2019 Tell Them From Me Data did not have enough responses to form any accurate data.

Student responses are summarised below:

Student Advocacy

75 % of students responded positively to advocacy in 2020. This is slightly above the state (73%) but below our 2019 percentage.

Expectations of Success

86% of students responded positively to Expectations of Success. This is slightly below the state (87%)

Sense of Belonging

61% of students responded positively to Sense of Belonging. This is below the state (68%)

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.