

2020 Annual Report

Berowra Public School



Berowra

Public School

1205

Introduction

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

This Annual Report celebrates the achievements of Berowra Public School (BPS) in 2020.

2020 was certainly a year to remember, with fires, floods and COVID-19. Although it has been a challenging year, Berowra Public School has continued to move ahead.

This year has seen many firsts. We celebrated Book Week Parade via live stream, and Grandparents and Special Friend's Day with video messages and QR codes. 77% of our parents participated in Parent Teacher Interviews online and we held the first ever Kindy Orientation session for parents via Zoom. Leadership speeches and K-2 dances were shared with our parents via live streaming and video links on Seesaw. With so many changes, it certainly has been a steep learning curve for everyone!

Our students have shown tremendous resilience and perseverance to continue to achieve, succeed and thrive in their learning whether during remote learning from home or face to face learning at school. We are so proud of their flexibility, determination and positive attitude towards learning. Never before have we witnessed such flexible, tech savvy students.

We acknowledge our BPS parents and carers who have supported their children during such uncertain times and who have become teachers themselves during remote learning. We truly appreciated the ongoing understanding, patience and support provided to the school especially as things changed so often throughout the year.

We thank the P & C, School Support Group and Canteen for their ongoing partnerships, and their contribution to our new playground equipment, water fountains and Fun Day for all of our students.

We recognise BOOSH for their continuous support in ensuring our students have a safe and engaging learning environment before and after school, which has extended for the first time to vacation care during the school holidays. We also thank BOOSH for their donation towards the synthetic turf areas which have significantly extended the use of our playground as flexible outdoor leaning and relaxation spaces.

Great teachers change students' lives every day, and our teachers are great! Our teachers, SASS staff and cleaners are always incredible, but this year, each and every one of our staff members has stepped up even further and they have shone. We acknowledge the tremendous resilience staff have shown during this past year. Their extraordinary dedication has ensured education for our students has kept going and this will have an enduring impact on the rest of their lives. Staff professionalism, dedication and resourcefulness made certain that our students remained our number one priority. We are so proud of staff for changing from the traditional way we teach and the way the school operates, virtually overnight.

Message from the school community

The P&C welcomed many new members in 2020 in what was a challenging year for fundraising as a result of Covid-19. Unfortunately we were unable to hold our biennial fair which serves to raise significant funds. Despite this we continued to support the school community with our many important services from canteen, uniform shop through to band. We also contributed to many projects including the now completed play equipment and one or two murals which I'm delighted to say has captured the attention of the Berowra community. In 2021 and post Covid -19 we will look to renew and re-energise our fundraising efforts via our new fund-raising sub-committee. One important goal for the P&C in 2021 is to promote our building fund initiative and link this with improved learning resources for the students. We will make an announcement about this initiative and our funding goal shortly. I'd like to take the opportunity to thank out-going President Justin Ware and Vice-President Jodi Ludlow for their contribution to the P&C and school community over many years

School vision

Learning and growing together for life; where every student, every teacher and every leader strives to improve every year.

School context

Berowra Public School is a dynamic and effective school where staff and parents help students to feel happy and secure; enjoy learning; strive to achieve their potential; experience success; and care for themselves, others and the environment.

The school provides a well-balanced curriculum, with emphasis on developing skills in literacy and numeracy. There is also a tradition of excellence in performing arts, particularly drama, choir and music. Sport is another traditional area of strength, and a number of highly effective programs operate to cater for our gifted and talented students. Expanding the opportunities for the use of technology is a continuing school priority.

Our diverse curriculum and extracurricular programs cater for students with a full range of abilities and interests. Community support is a particular feature of the school. Four effective parent bodies (P&C, School Support Group, Uniform Shop and Canteen Committee) provide much needed support for the school in many ways- practical, financial and consultative.

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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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 for all students

Purpose

Provide quality personalised learning in literacy within an environment that cultivates engaged learners.

Improvement Measures

Increase the proportion of students achieving at or above age level

Increase the proportion of students progressing at least one level in the Big Write assessment levels.

Increase the proportion of students achieving in the top 2 bands in Literacy in NAPLAN.

Progress towards achieving improvement measures

Process 1: Implement whole school Professional Learning and improved teaching programs with a focus on writing and spelling.

Evaluation	Funds Expended (Resources)
<p>Big Write levels are no longer used to measure progress. Whole school base line data for writing level based on A-E have been collected.</p> <p>Although changes have been made to writing we still need to continue to work on this area to ensure all staff have a common understanding of what writing at BPS looks like.</p> <p>Finalise scope and sequence and rubrics (simplified version for students to give them ownership and understanding) and develop a consistent tracking system.</p> <p>To create school wide expectation for writing including how and when to assess, CTJ and tracking and include examples.</p> <p>Phonic Screening Check and Phonological Awareness Assessments have been completed K-2 to collect baseline data. This combined with teacher feedback has indicated the need for a consistent approach to teaching phonics and phonemic awareness.</p> <p>South Australian Spelling Assessment data shows consistent growth in spelling 3-6.</p>	<p>2 casual days for the development of SDD TPL \$1100</p> <p>TPL time allocated</p>

Process 2: Develop a culture of self-directed learners through goal setting.

Evaluation	Funds Expended (Resources)
<p>Student and teacher goal setting still remains a focus as a there need for teachers to develop technology skills due to Covid-19 and home learning expectations.</p> <p>Teachers have gained increased skills and confidence in using Zoom, Seesaw and Google Classroom. This is something that the school needs to maintain.</p> <p>Continue K-2 using Seesaw and 3-6 using Google Classroom.</p>	<p>Purchase resources for Visible Learning \$ 1000</p> <p>Seesaw licence for whole school \$2926</p> <p>15 casual days for Stage Planning Days \$8250</p>

Process 3: Draw on the analysis of whole school data to improve teaching and learning in literacy.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Due to Covid-19 NAPLAN was not conducted during 2020. Check in Assessment data indicates that our Year 3 and 5 students are above state average for both reading and numeracy. Our students are currently below SSSG for these areas. We are on track to achieve our 2024 NAPLAN targets.

Stage Meeting time allocated

Strategic Direction 2

Dynamic teaching, learning and leadership

Purpose

Provide quality teaching and learning underpinned by effective leadership.

Improvement Measures

Build capacity of teachers and leaders through focused professional learning and development that creates a culture of professional growth where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

An increase in the capacity of all teachers to embrace a professional growth culture, with some teachers demonstrating leadership capabilities and aspirations.

Progress towards achieving improvement measures

Process 1: Evidence based practices: Professional Development Plans and Teacher Observations

Use of evidence based explicit systems for teacher development will drive ongoing, school-wide improvement in teaching practice effecting improved student outcomes.

Evaluation	Funds Expended (Resources)
Teacher Induction procedures need to be shared with whole staff for a common understanding. Feedback from induction will be collected and procedures adjusted accordingly. In the future we need to ensure beginning teachers/new teachers have a buddy/mentor.	4 days per week allocated to QTSS time. 2 days SAO time \$600.
QTSS is valued by teachers to support professional learning. In the future it needs to be more consistent with staff having clearer expectations. A regular QTSS timetable will be developed to ensure consistency and include RFF and QTSS teachers. LISC and a plan will be developed to ensure QTSS is more focused and includes the Instructional Leader. A consistent QTSS program K-6 to be planned and taught by the QTSS teachers. QTSS time allowed for teacher observations linked to PODs to be embedded across the school.	5 casual days Terms 1 -3 for Stage Planning Days \$8250 3 casual days for writing draft Staff Induction \$1650.

Process 2: Professional Learning and accreditation

Provide differentiated learning opportunities for teachers that are reflective of system, school and personal goals ensuring professional learning is grounded in the Australian Professional Standards for Teachers and the quality teaching framework.

Evaluation	Funds Expended (Resources)
Baseline data for PODs was not collected consistently during 2020 and will be a future focus. A majority of staff value PODs as an engaging and effective form of PL to improve their practice. Collaboration and peer observations were particularly valued. PODs will continue as a form of professional learning with more time allocated during staff meetings. We will revisit the LISC, the purpose and ensure leadership of PODs is decided upon during 1st PODs meeting. Staff have reflected on PDPs and have identified personal development goals	9 casual days \$4950 Course fee \$2000 Purchase of research/books to support PODs \$2000

Progress towards achieving improvement measures

for their future learning.

Process 3: Leading for impact

Implement an effective and collaborative leadership strategy facilitating a culture of professional growth and sustainable, school-wide improvement in teaching quality and leadership capabilities.

Evaluation	Funds Expended (Resources)
Evaluations of teacher TPL have shown an overall improvement in teacher understanding of quality pedagogy however continued, consistent focus in the areas we are working on is needed to maintain momentum.	8 casual days each term for Executive Planning Day \$17600
IR collection of baseline data will drive TPL for 2021.	30 casual days for Instructional Rounds \$16500
AP understanding of Instructional Leadership has improved. This will continue to be a focus with Executive Planning Days and Executive meetings.	8 casual days for ICT coordinators \$4400
Aspiring Leaders Group and additional leadership opportunities have resulted in aspiring leaders increasing their knowledge and skills. This has had a positive impact on school learning culture.	

Strategic Direction 3

Effective directions through data.

Purpose

Provide quality teaching and learning in numeracy supported by efficient data collection and analysis.

Improvement Measures

Evidence of data analysis to inform and differentiate teaching and learning.

At least 80% of students demonstrating expected growth in numeracy in NAPLAN.

Progress towards achieving improvement measures

Process 1: The school analyses student progress and achievement data and a range of other contextual information.

Evaluation	Funds Expended (Resources)
Check In Assessment data indicates that the school has exceeded school based targets for reading and numeracy, with the exception of Year 3 reading. BPS has identified the need to create a consistent school wide assessment schedule and process for collecting and analysing internal data.	Whole school TPL sessions allocated

Process 2: Teachers respond to trends in student achievement, at individual, group and whole school levels.

Evaluation	Funds Expended (Resources)
Due to Covid -19 NAPLAN was not conducted during 2020. Behaviour data has been recorded on Sentral. This is baseline data as our whole school behaviour management procedures were developed and introduced this year. There have been no suspensions this year. Attendance data is above state average but below the target set by the school.	COVID casual days allocated to complete Anti-Bullying Procedures

Process 3: Students and parents understand the assessment approaches used in the school and their benefits for learning.

Evaluation	Funds Expended (Resources)
Communicating to parents regarding assessment was not achieved in this school plan and remains a whole school focus for the next School Improvement Plan. TTFM data indicates that there is not a positive increase in student satisfaction. The TTFM survey results from the parents indicate that the school is below state average in all surveyed areas.	2 casual days \$1100

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	<p>QTSS allocated time (4 days per week).</p> <p>Executive Planning Days \$2200.</p>	<p>QTSS is valued by teachers to support professional learning. In the future it needs to be more consistent and include RFF and QTSS teachers.</p> <p>QTSS days were allocated to teaching staff and their supervisors to work on PDPs and action plans.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	203	222	233	220
Girls	200	185	186	165

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.6	96.2	95.5	96.9
1	95.6	95.9	94.6	96.4
2	94.4	95.8	95.3	94.9
3	95.3	96	94.6	96.5
4	94.7	94.4	95.6	95.3
5	94	94.7	94	96.3
6	96	94.2	94.6	94.9
All Years	95.2	95.3	94.9	95.9
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)	13.93
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	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	490,312
Revenue	3,189,505
Appropriation	3,031,501
Sale of Goods and Services	2,086
Grants and contributions	154,660
Investment income	1,058
Other revenue	200
Expenses	-3,324,811
Employee related	-2,829,616
Operating expenses	-495,196
Surplus / deficit for the year	-135,307
Closing Balance	355,005

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	12,390
Equity Total	140,400
Equity - Aboriginal	1,376
Equity - Socio-economic	11,398
Equity - Language	9,874
Equity - Disability	117,752
Base Total	2,679,079
Base - Per Capita	100,771
Base - Location	0
Base - Other	2,578,308
Other Total	176,381
Grand Total	3,008,249

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

Community Satisfaction

In consultation with the community BPS introduced 3 new procedures this year which were the BPS Parent Communication Procedures, BPS Visitor Procedures and the BPS Behaviour Management Procedures.

30.6% of those surveyed rated the BPS Parent Communication Procedures as clear and easy to understand as outstanding and 12.2% as high.

38.8% of those surveyed rated the BPS Visitor Procedures as clear and easy to understand as outstanding and 32.7% as high.

38.8% of those surveyed rated the BPS Behaviour Management Procedures as clear and easy to understand as outstanding and 24.5% as high.

57 parents responded to the 2020 TELL Parent Survey, the results represent 22% of our families. BPS school mean was below the NSW Govt Norm in all 7 areas measured.

Teacher Satisfaction

70% of staff rated the BPS Parent Communication Procedures as clear and easy to understand as outstanding and 30% as high.

75% of staff rated the BPS Visitor Procedures as clear and easy to understand as outstanding and 25% as high.

45% of staff rated the BPS Behaviour Management Procedures as clear and easy to understand as outstanding and 50% as high.

The 2020 TELL Teacher Survey Teachers rated the areas of Collaboration, Learning Culture, Teaching Strategies and Inclusive School were above or comparable to the NSW Govt Norm. The areas of Leadership, Technology and Data Informed Practice were below the NSW Govt Norm and are areas of further development.

Student Satisfaction

In 2020, 129 students in Years 4 -6 were surveyed using Tell Them From Me. Survey results showed the school mean for Advocacy at school was 88%, Expectations for success was 92% and Students with positive relationships was 91% all being above the NSW Govt Norm. Survey results indicated that students: developing a positive sense of belonging, valuing school outcomes and are interested and motivated in their learning are future areas of development as the school mean was below the NSW Govt Norm in these areas.

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.