

2020 Annual Report

Berridale Public School



1206

Introduction

The Annual Report for 2020 is provided to the community of Berridale 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 year started like no other and we'll never forget it. In the 2019/2020 NSW bushfire season there were 11 558 fire incidents, 26 lives were lost, 2 473 homes were destroyed, 14 934 livestock died, 880 square kms of pastures were damaged, 880km of roads were affected, 295 schools were damaged and 3 were destroyed, 2.6m ha of national parks burned, 24 Aboriginal sites were damaged, and the economic toll was a \$2 bn loss in retail, agriculture and tourism, \$6m in livestock loss, \$60m in pasture losses, \$27m in horticulture and \$1 bn in primary production loss, the greatest damage was in rural areas and as we all know the year just kept on giving.

But we are still here and for that I want to give profound thanks to many people today.

Firstly to every single staff member at Berridale PS - I honestly couldn't think of a better group of people to work with, especially in such a trying year. Thank you ladies for your commitment, capacity to share, your wisecracks in the staffroom and your genuine hard working drive to make the world a better place for the students in front of us.

To our amazing parents thank you for the support you gave our school during home learning. It wasn't easy, in fact it was downright hard, and your kind words and notes of support meant a great deal to us. I'd like to make a special thank you to Gareth and Amanda Girling for running the canteen, and Renee Watts for making sure book club ran so smoothly for the benefit of our students. The Grattan institute reported that on average there was one month of learning lost per student during lockdown and I am really pleased to say, as an example, that of the school wide testing that occurred when students returned that no student went backwards in their reading levels. A very few stayed the same but over 97% of students had growth in reading levels.

I'd like to say thank you to our P&C who still thought of clever ways to fundraise and engage in the school to support student learning throughout the year. Thank you for your assistance and efforts to make our school an amazing place to be. In particular Kathy Holfter and Peter Lette who have been side by side with me over 6 years, and even up to their almost last meeting this Monday, they were still there, still supporting, still working hard.

Next year the new 4 year school improvement plan begins and after a rigorous situational analysis we will focus on: Reading comprehension and reading for meaning. Number sense in numeracy Spelling and grammar in writing.

Student welfare will continue to be pivotal to what we do, as well as community engagement in learning - not participation or attending an event, but engagement in learning. Wellbeing and engagement are the precursors to learning and performance. It is important that our students know that effort **will** make a difference and that the development **of the belief of one's own** capacity makes a difference too.

Tracey Southam - Principal.



Our kindness challenge once we returned from home learning.

School vision

Towards a better world

Our core business is to provide the best education for the students in our care.

In consultation with parents we consider students' academic, sporting, social and cultural needs.

We strive to prepare our students for the wider world, building their character and awareness of self.

We support our community and our community supports us.

School context

Berridale Public School is a small rural school in the Snowy Mountains, situated between Cooma and Jindabyne. It is in the Snowy Monaro Shire Council and is part of the Monaro Education Group.

Berridale Public School provides a dynamic and caring environment with a strong emphasis on developing 21st Century learning skills and building learning power in all students. Whole-school welfare programs encourage children to be independent problem-solvers who are resilient and caring.

Berridale PS provides a wide range of opportunities in all key learning areas with an emphasis on developing strong literacy and numeracy skills. The school is supported by parents and community members, including an active P&C.



2020 Swimming Carnival

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

Strategic Direction 1

Quality learning

Purpose

Our focus is on our students. Excellent schools display a school-wide, collective responsibility for student learning and success with high levels of student, staff and community engagement. As professionals we will strive to develop positive and respectful relationships across the school community to underpin a productive learning environment and support student's identities as learners. We will endeavour to be an inclusive place to learn where students can connect, succeed and thrive. Individual learning will be supported by effective school, system and community expertise and resources. Practices will be embedded for parents to be engaged and understand the learning process of their children. Teachers will assess and report student progress, aiming for high levels of performance.

Improvement Measures

95% of students will be at the expected stage level for Early Numeracy Strategies.

100% of students will articulate their learning goals and achieve them.

95% of parents will be satisfied with the reporting process and general school communication.

100% of teaching and learning programs will reflect curriculum knowledge and assessment data.

Premier's priorities - the number of students in the top 2 Bands for NAPLAN will increase by 45%

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Deliver quality student-centred and explicit teaching and learning experiences which enable students to understand how they learn and to set and achieve goals.

Evaluation	Funds Expended (Resources)
Due to the disruption of 2020 this milestone was significantly revised. Staff continued to implement the "Ants in the Apple" K-6 literacy program and cope and sequences for Key Learning Areas continued to be developed. Additional resources were purchased to further support and expand on growing needs within the classroom and teacher familiarity with the program.	Resources were purchased for the K-6 Literacy program (reading, spelling, phonics, handwriting) - \$1000. Staff release to update scope and sequences - \$3000. Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$4000.00)

Process 2: Personalised learning

Ensure learning is data driven and based on formative assessment practices, learning progressions and curriculum knowledge. Students have access to timely, targeted intervention that reflects best practice and to tailored support, extension or enrichment.

Evaluation	Funds Expended (Resources)
Teachers of Year 2/3 collaborated to implement the Big Write program and were able to flexibly ensure that student progress in writing was tracked, along with students conferencing with staff to make weekly writing goals. This program was resumed after students returned to full time schooling. In response to teacher concern about student progress during home learning, school wide assessment was undertaken to pinpoint where students sat in reading, comprehension, sight words, spelling, additive strategies and mathematics strands. A data wall was then created to plot student progress against assessment results and the literacy and numeracy progressions.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2000.00)• Low level adjustment for disability (\$8000.00)• Literacy and numeracy (\$5000.00)

Progress towards achieving improvement measures

Funding was then redirected to employ extra staff to create small groups to boost literacy and numeracy. This had a great impact on student learning and teacher welfare. The school wide assessment left staff in a strong position to collaboratively analyse data in order to make an impact on student learning. This knowledge also placed teachers in a strong position to assess students, report on progress and contribute meaningfully to write the Situational Analysis for the new Strategic Improvement Plan.

Process 3: Student well-being

The school and community develop an integrated approach to student learning and well-being in which students can connect, succeed and thrive at school.

Evaluation	Funds Expended (Resources)
<p>Again the disruptions of the year hindered the impact of delivering on this activity. In response to this the school flexibly adapted to ensure that students were supported. Whole school training with teachers and SAS staff in Smiling Mind and its consistent introduction K-6 provided strategies for students to cope with the emotional demands of natural disasters and a pandemic. New iPads and bike desks were purchased to widen student experiences. The following programs were implemented to support targeted small groups of students: Seasons for Change, Stormbirds, SPARC, Shine, Stop Think Do and art therapy.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$1000.00) • Low level adjustment for disability (\$2000.00) • Socio-economic background (\$3000.00)

Next Steps

Berridale Public School teachers will continue to deliver a balanced, high quality education for all of their students. Future steps will include collaborative teaching practices to improve student learning outcomes, a focus on understanding and using data and consistent school-wide assessment practices that includes student feedback and personal learning goals.



Talking like pirates!

Strategic Direction 2

Quality teaching

Purpose

Our focus is on our students. Schools that excel have teachers who are committed to identifying, understanding and implementing effective teaching methods. Teachers will regularly review learning with students, ensuring students have a clear understanding of how to improve their learning. Student data will be regularly assessed with teachers developing a clear understanding of how assessment can be utilised to determine teaching directions. The Teaching Principal will assist staff to collaborate, draw on research and engage in professional learning to ensure that quality teaching will have an impact on learning outcomes and student well-being.

Improvement Measures

School Excellence Framework - Berridale PS will go from Sustaining and Growing to Excelling in the Learning, Teaching and Leading elements.

100% of students will provide respectful feedback on their learning experiences.

Premier's priorities - the number of students in the top 2 Bands for NAPLAN will increase by 45%

NAPLAN growth of equal to or greater than 80% in Numeracy and Reading.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy

Teachers will draw on research to develop high quality professional learning in Literacy and Numeracy teaching practices, eg: FoR, TEN.

Evaluation	Funds Expended (Resources)
Teachers completed training in MathsBurst and The Big Write. Mathsburst had an impact on teachers' professional development and their ability to delivery inquiry based learning to improve spatial reasoning. Many teachers enhanced their teaching strategies through the use if GoogleClassrooms and IT to support homelearning.	Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$1500.00)• Socio-economic background (\$1000.00)

Process 2: Collaborative Practice.

Teachers will develop and implement processes for consistent teacher judgement in Literacy and Numeracy data/evidence (both external and internal).

Evaluation	Funds Expended (Resources)
Building on from previous years teachers collaborated in the Quality Teaching Rounds to share their teaching practice with one another and to rank themselves against the elements of the Quality Teaching Framework. This drove the focus to ensure quality teaching and high impact strategies were used in the classroom.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$3000.00)• Professional learning (\$2000.00)• Low level adjustment for disability (\$1000.00)

Process 3: Evaluative Practice

Teachers will strengthen evaluative culture by establishing regular "pause points" throughout each term to reflect on the use of quality sources of data to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
Teachers worked collaboratively with the Principal to develop a rigorous process to engage meaningfully in the performance and development	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$1000.00)

Progress towards achieving improvement measures

process. Teachers worked with a chosen buddy to complete a SWOT analysis and a self-assessment of where they sit against the proficient teaching standards. In conjunction with the school plan they created goals for the year. Teaching and learning programs and units of work in all KLAs were also developed to align with the school curriculum implementation guidelines.

- Low level adjustment for disability (\$2000.00)

Next Steps

Berridale Public School teachers will continue to focus on high impact teaching and learning practices including the continuation of collaborative teaching practices to build professional collegiality and knowledge.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$4 845.00)	Aboriginal and Torres Strait Islander students were supported in their learning through the development of Personal Learning Plans with their progress tracked against school data and the Literacy and Numeracy progressions.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$10 784.00)	These funds were expended through the employment of School Learning Support Officers who supported teachers to deliver small group and one one one literacy and numeracy support.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$10 501.00)	The Quality Teaching Successful Students funding was utilised to employ an extra Learning Support Teacher to deliver small group extension in Mathematics. This allowed the Stage 3 teacher to deliver more personalised learning for a greater number of students needing extension or support in mathematics.
Socio-economic background	Funding Sources: • Socio-economic background (\$24 562.00)	Funds for socio-economic background were expended across the strategic directions to support professional learning, resourcing and student learning. It also allowed the school to support students to provide opportunities to widen their experiences outside of their community as well as allowing them to access extra-curricular opportunities equitably.



Art therapy sessions supported students to deal with bushfires and pandemics.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	27	27	26	27
Girls	36	34	30	27

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	94	92.7	92.6
1	97.6	83.5	90.9	89.7
2	94.9	89.6	70.5	92.9
3	94.1	89.8	80.8	83.4
4	93.5	93.4	90.1	92
5	95.7	90.9	91.9	94.7
6	96	93	91.6	93.3
All Years	94.9	91.7	89.4	92.1
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.



Some of our annual Science Fair winners.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.43

*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.



Our School Learning Support Officers are pivotal in the success of our students.

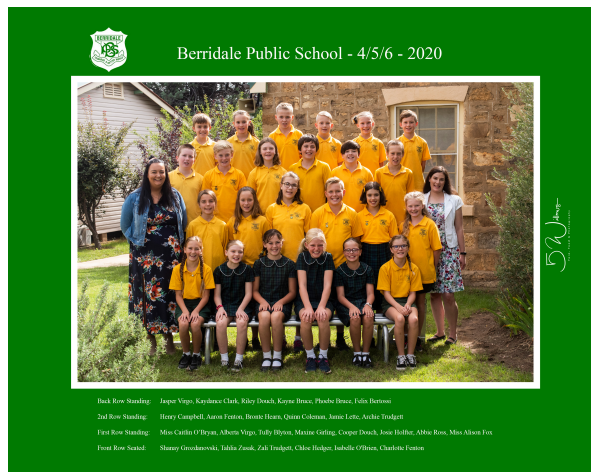
Financial information

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	206,710
Revenue	916,416
Appropriation	888,389
Sale of Goods and Services	992
Grants and contributions	26,876
Investment income	158
Expenses	-961,911
Employee related	-817,244
Operating expenses	-144,667
Surplus / deficit for the year	-45,496
Closing Balance	161,215

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.



Year 456.

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	100,207
Equity Total	62,081
Equity - Aboriginal	4,858
Equity - Socio-economic	24,562
Equity - Language	0
Equity - Disability	32,661
Base Total	675,844
Base - Per Capita	13,468
Base - Location	3,652
Base - Other	658,723
Other Total	27,912
Grand Total	866,044

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.

Berridale Public School engaged in rigorous school based assessment once students returned to full-time school attendance to ensure that all students were known by teachers and supported and helped to focus on their learning. The school also used assessment such as the Progressive assessment tests in reading and mathematics, as well as online programs, MathsBurst, to ensure needs were catered for. Students in Years 4 and 6 will complete the Online Checkin in 2021 to ensure that their growth and learning needs can be tracked in a linear fashion without interruption.



BPS raised well over \$1000 for Jump Rope for Heart.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me - Year 4 to 6 Student Survey: Completed twice during the year the survey covered 9 measures of student engagement and 5 drivers (factors) of student outcomes. The results as summarised were: Students' sense of belonging, participation in sport (school and community) and positive relationships were similar to the NSW Govt norm. Students reported a decline in their feelings towards valuing school outcomes, having positive behaviour and positive behaviour with homework. However in the second survey there was less perceived inequality across low, mid and high SES (socio-economic status) students.

Four important school factors (not related to student socioeconomic background) that influence student engagement (quality instruction, positive teacher-student relations, positive learning climate and expectations for success) showed Berridale PS slightly below the NSW Govt norm throughout the year with the greatest variation being a positive learning climate and the least variation being expectations for success.

Tell Them From Me was used with extra questions for parents, staff and students about welfare, engagement, and professional learning. TTFM started on 7/8/20 - after 2 months there were 3 parent replies and 3 teacher replies and due to a poor return rate the parent and teacher surveys were requested to be cancelled. As an alternative the school used the SurveyMonkey parent feedback survey which had been used 10 500 times with Survey Monkey members and questions covered engagement with learning and education itself as well as engagement with the school, eg: do you read for fun at home, do you do anything extra to support your child's learning outside of school, does the school cater to your child's learning needs, does the school support your child to make good friendships. After two weeks, 11 responses (approx. 1/5 of our school parents) were made and there were no negative responses to questions on a 5 point scale. Parents reported feeling engaged with the school but needing support with helping their child build and maintain friendships and engaging students in academic progress.



BPS staff love a dress up!

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 Aboriginal students at Berridale PS are known, valued and cared for. Personal learning plans are written in conjunction with students and parents and regularly updated throughout the year.

The school proudly supports Aboriginal education in all areas of school life and strives to ensure that Aboriginal culture and history is not confined just to NAIDOC week, but also to in-depth students in Literacy. The school has excellent resources to support reading for Aboriginal students and reading about Aboriginal culture and Dreamtime stories.

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.

Christine Filtress trained as the School's Anti-racism Contact Officer in 2020 and implemented the department's policy by inservicing teachers with information about the ARCO role, procedures for dealing with and preventing racism and providing information for teachers to refer to.

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.

All teachers incorporate multi-cultural education through teaching and learning programs, supporting students in class and focusing on specific theme days across the school year. In particular units of learning in Literacy and HSIE provide the best avenue for students to learn about and understand cultures different to their own as well as ones they identify with as these units of work provide sustainable, in-depth studies that have age specific concepts and outcomes to build understanding and tolerance. Our Student Welfare policy and values education is also pivotal to building a foundation of tolerance and understanding towards everyone.



Chloe attended regional Swimming.