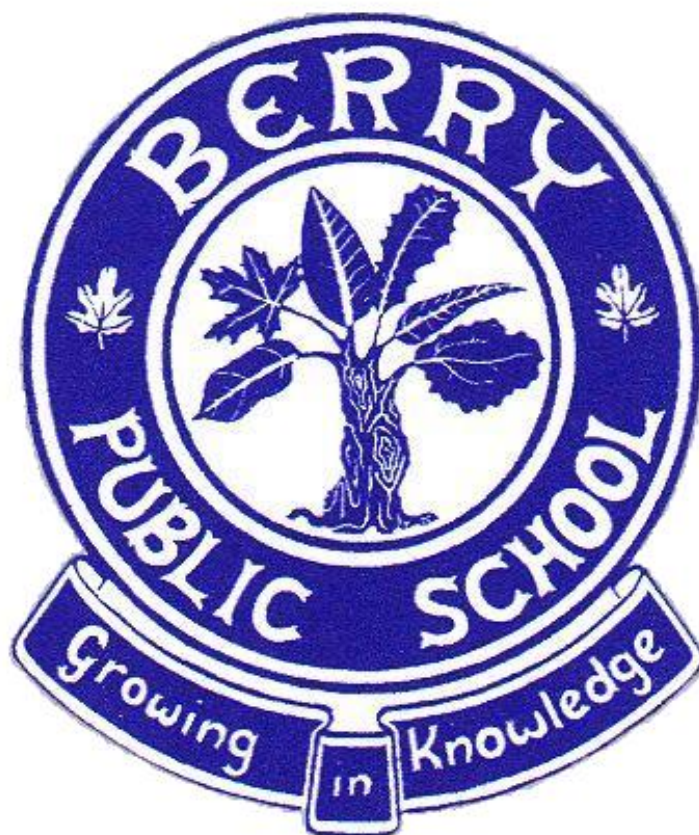


2020 Annual Report

Berry Public School



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Introduction

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

2020 was the final year of a 3 year school planning cycle, it was also an extraordinary year in which we faced immense challenges including fires, floods and a global pandemic.

To our students we want you all to know that we are all incredibly proud of you! You have shown amazing resilience, courage, flexibility and commitment to continue to learn and flourish under the circumstances. Our student leaders stepped up to lead online connection and moral support via our website during the Learning From Home period. The Student Representative Council also initiated a bottle recycling program that saved tens of thousands of bottles from landfill and created a positive income stream for the SRC.

To our parents, we are so grateful for your kindness, support and encouragement. We have missed you being involved in our school in the ways you normally are, and we are very much looking forward to things returning to normal in 2021. Thank you to our Berry Parents and Citizens Association who provided outstanding feedback and consultation throughout the year, they even ensured the P&C meetings were able to continue online. Our parents were also part of the RIPPLE program "Living Lab" research at the end of the year as key stakeholders in the research and development of our future wellbeing programs.

To our incredible teachers and support staff, what you have done this year has been nothing short of miraculous! Within 48 hours of lockdown we had a learning from home framework operating and were finding innovative and effective ways to connect and engage with our students and parents to ensure continuity of learning. The cognitive load of 2020 has been immense and everyone took our Berry Way mantras of "We are learning", "We Are Caring" and "We are a Team" to extraordinary levels.

In 2020 our entire staff have have worked harder and longer and with more dedication than ever before to provide the best possible support for our students, our community and each other. It has been a privilege and honour to work and learn beside you this year. Thank you to our entire staff for taking a "Whatever it takes" attitude to getting the job done.

When we all look back on our school years there are always moments that we will treasure and remember forever, and 2020 will be no different thanks to our wonderful students, parents, staff and school community. The inaugural P&C colour run at the end of term 4 was one of those memorable days, it was a truly magnificent way to end the year and a day we will always remember.

In the midst of a global pandemic our school continued to flourish due to our shared commitment to our students, thank you to everyone for making Berry Public School a truly wonderful place to work and learn.



Teachers remained committed to staying connected and meeting the learning needs of students during Covid-19 Learning From Home.

School vision

We aim to enhance our culture of care, respect and enrichment. We promote excellence and equity by ensuring all students become confident, creative, successful learners and healthy, resilient, respectful, active and informed global citizens.

School context

Berry Public School has an enrolment of approximately 320 students and is located approximately 2 hours south of Sydney in the rural and picturesque township of Berry. Our school is the hub of a caring and supportive community with a highly involved and proactive Parents and Citizens' Association. We are committed to maintaining our culture of care, respect and enrichment by providing a safe and secure environment through the promotion of personal growth and developing confidence, resilience, self-esteem, school pride, self-responsibility and positive relationships. The concept of "The Berry Way" has been developed in consultation with our community to describe the core values that drive our positive school culture: We are a team, We are safe, We are caring, We are learning, We are respectful. Daily interactions and explicit teaching of behaviours that underpin "The Berry Way" are a feature of our curriculum.

Our students demonstrate outstanding social, emotional and health outcomes as evidenced across a range of performance measures that were externally validated in 2018. High expectations of personal effort and continuous improvement are an expectation of every student and staff member of our organisation. Our school has strong academic performance and consistently outperforms the state average and statistically similar schools in all areas of external assessments of Literacy and Numeracy. A rich and diverse curriculum is enhanced by a broad range of high quality extension and support programs that provide opportunities for our students.



Our Kindergarten transition program includes a buddy program to support student wellbeing.

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

Strategic Direction 1

Capacity

Purpose

To enhance our collective capacity to improve student social, emotional, wellbeing and learning outcomes through the ongoing advancement of teaching and leadership capacity.

Improvement Measures

All teachers annually demonstrate evidenced professional growth referenced against the AITSL standards.

Improve staff performance and wellbeing measures on the Deakin University study of the Flourish Project.

Improve performance in the Focus On Learning Survey against key drivers of student learning.

Overall summary of progress

All teachers annually demonstrate evidenced professional growth referenced against the AITSL standards.

100% of teachers demonstrated evidence professional growth referenced against the AITSL Professional Teaching Standards.

As a result of the COVID-19 Learning From Home period there was a whole school enhancement in the area of technology for learning. The staff moved to a Google Classroom online learning platform for our content management system, and utilised video conferencing technologies to provide learning opportunities and support for students.

Improve staff performance and wellbeing measures on the Deakin University study of the Flourish Project.

The Deakin University Baseline study demonstrated strong staff performance and wellbeing measures relative to the State baseline data. The program was made optional for staff due to the research data, and key components of the course are utilised on a needs basis with staff.

Improve performance in the Focus On Learning Survey against key drivers of student learning.

The CESE Focus On Learning survey trend data demonstrates since 2018 the school has shown significant increases in seven out of eight research evidenced drivers of student learning.

The 2020 Focus On Learning survey shows that the school is significantly outperforming the NSW State norms on all eight drivers of student learning.

The strongest areas of performance are:

- Data Informs Practice
- Teaching Strategies.

The single area for improvement in the 2020 data is *Parent Involvement*, which is a direct result of the COVID-19 protocols that precluded parents from being involved in school activities.

Progress towards achieving improvement measures

Process 1: 1) Performance and development:

Processes to enhance leadership and teaching capacity linked to the Australian Teaching and Leadership Standards.

- Professional learning plans linked to the AITSL standards
- Coaching Around the AITSL Standards
- Observation and Feedback

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>100% of staff completed PDP processes, including formal meetings with the Principal, with evidence of impact on learning and changes in professional practice.</p> <p>100% of staff demonstrated evidenced professional growth referenced against the Australian Institute of Teaching and School Leadership (AITSL) Standards.</p> <p>The school revised the observation and feedback model and recording framework to improve the alignment with the AITSL standards. 100% teachers completed formal observations of teaching practice and received professional feedback.</p> <p>Almost 20% of teachers gained promotions positions.</p> <ul style="list-style-type: none"> • 1 staff member was successful in a state-wide teacher merit selection process. • 1 staff member was successful in a regional EOI for Relieving Assistant Principal. • 1 Staff member was successful in a state-wide EOI for a Network Curriculum Consultant position. 	

Process 2: 2) Professional learning throughout the school plan processes that is systematic, personalised, relevant, future focused and evidence based.

Evaluation	Funds Expended (Resources)
<p>100% of staff participated in a range of whole school and personalised registered and non-registered professional learning activities aligned to the AITSL standards.</p> <p>Staff Professional Development Plans (PDPs) underpin personalised professional learning goals and completion of professional learning. Teachers who have leadership responsibility for priority areas in the school plan attend additional professional learning to enhance their content specific expertise and general leadership capacity.</p> <p>Staff participated in a wide range of professional learning aligned to the implementation of the school school plan and their PDPs. The Professional learning costs are aggregated into this funding source.</p> <p>Staff completed internal training on how to register professional learning on the NESA website as it was evident that not all professional learning was being recorded. In 2020 NESA changed the requirements for registered and non-registered professional learning which impacted on all teachers.</p> <p>The teacher "Focus on Learning " survey demonstrated performance above the NSW Government Norms in ALL domains, with significant improvements in the domains of: <i>Leadership, Collaboration, Learning Culture, Teaching Strategies, Challenging and Visible Learning Goals, Planned Learning Opportunities, Overcoming Obstacles to Learning, and Technology.</i></p> <p>Covid 19 Learning From Home accelerated the implementation of the Science and Technology initiatives in the school plan. There were significant increases in staff capacity in the area of Technology for Learning as the school enhanced the use of online programs and interactive technologies to enhance learning, track progress and provide feedback.</p> <p>The school is now utilising Microsoft Teams for teacher collaboration and Google Classroom as a content management system for online student learning and assessment tasks. Evidence of implementation support for parents and students is available on the school website.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$20117.00)

Progress towards achieving improvement measures

Process 3: 3) The Flourish Project to help staff flourish professionally, physically and mentally

Evaluation	Funds Expended (Resources)
<p>The Flourish for Schools Program was initiated in 2019 however the Deakin University report showed the staff had a high baseline data relating to wellbeing and school culture. As a result the program was made optional for staff to complete and the strategies from the program were utilised on a needs basis in response to staff needs. The Program is now part of a suite of wellbeing and performance strategies for staff.</p> <p>85% of teachers completed the NSW Primary Principals' Association program The Covey 7 Habits of Highly Effective People in 2020 as part of the suite of wellbeing and performance strategies.</p> <p>The staff continue to prioritise wellbeing as a key driver of performance with a range of informal and formal strategies including "Wellbeing Week". During the COVID-19 Learning From Home phase the school employed a wide range of wellbeing strategies to optimise staff performance. These strategies were also shared with parents via social media to enhance the wellbeing of parents and students.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)



The school operates a highly successful "Shared Instructional Leadership Model" which leverages specific expertise of staff to build collective capacity.

Strategic Direction 2

Curriculum

Purpose

To deliver a challenging, inspiring and inclusive curriculum, and extra curricular opportunities, which ensures all students become successful, confident, creative learners and active informed global citizens.

Improvement Measures

Increase proportion of students' reporting having the required skills and challenges on the Tell Them From Me survey.

Improve performance in the Technology Domain of the Focus On Learning survey.

Improve performance in the School Supports Learning domain of the Partners in Learning Survey for parents.

Maintain performance in external assessments that are above statistically similar school groups.

Overall summary of progress

The effective implementation of curriculum remains a core strategic priority. All staff are assigned to curriculum teams annually, including a Literacy/Numeracy Team with direct responsibility for initiatives and projects in the school improvement plan.

Increase proportion of students' reporting having the required skills and challenges on the Tell Them From Me survey.

The proportion of students represented in the "High Skills/High Challenge" quadrant of the Tell Them From Me student survey increased from 46% in 2018 to 56% in 2019. The percentage fell back to 42% in 2020. The decrease could be attributed to the significant learning from home period and period of adjustment on returning to school.

Improve performance in the Technology Domain of the Focus On Learning survey.

Performance in the Technology Domain of the Focus On Learning survey increased by 8.5% over the course of the 2018-2020 School Plan reflecting the increase in staff capability to utilise technology for teaching, learning and assessment.

The school invested heavily in technology infrastructure thanks to the generosity of our Parents and Citizens Association who provided significant funding support.

Teachers participated in a range of intensive professional learning during the Covid-19 Learning From Home period to enhance our collective capacity to utilise a range of software and online learning programs, many of which will continue to enhance teaching and learning as part of normal operations in future.

Improve performance in the School Supports Learning domain of the Partners in Learning Survey for parents.

Parents' perception of the School Supports Learning domain of the Partners In Learning survey increased by 2.8%. The School received extensive positive feedback from parents following the learning from home period, particularly about the personalised phone interviews for parents and modified reports.

Maintain performance in external assessments that are above statistically similar school groups.

NAPLAN assessments were not held in 2020.

The school trialled the Department Literacy and Numeracy Check In Assessments as part of our assessment protocols for the first time in 2020.

The results showed that Year 3 students in the top two bands significantly outperformed statistically similar school groups and State norms in both Literacy and Numeracy.

Students in top 2 Bands for Literacy: School: 71.4 % Vs SSSG 59.5% Vs State 51.4%

Students in top 2 Bands for Numeracy: School: 81.4 % Vs State: 58.2% Vs State 51.8%

Progress towards achieving improvement measures

Process 1: 1) Curriculum Teams ensure all NSW Education Standards Authority syllabuses for all key learning areas are implemented in accordance with NESA requirements.

Evaluation	Funds Expended (Resources)
<p>In 2020 the school curriculum teams included a focus on the High Potential and Gifted Students Policy, Science and Technology, as well as Literacy and Numeracy.</p> <p>The most significant achievement in Science and Technology related to the increased collective capacity of the staff and students in relation to technology for learning. The school now has a dedicated and consistent Google Classroom platform for every class and support materials for parents available on the school website. The school also purchased another laptop lab to bolster the technology infrastructure and improve access for all students.</p> <p>The school also completely revised the Science scope and sequence to integrate the Natural Studies and Plant Propagation Centre resources into the whole school curriculum. We wish to thank the volunteer community members for their outstanding support and donations to the program.</p> <p>The High Potential and Gifted Students team completely revised the school procedures and practices to align with the <i>High Potential and Gifted Education Policy 2019</i>. The outcomes included enhanced identification processes, enhanced assessment processes, enhanced teaching programs, and an expanded suite of student enrichment programs.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$34731.00)

Process 2: 2) Literacy and Numeracy Strategies.: including annual reviews of existing Literacy and Numeracy Programs, and the implementation of the ACARA Literacy and Numeracy Learning Progressions.

Evaluation	Funds Expended (Resources)
<p>The Literacy and Numeracy team made major enhancements to school teaching programs and assessments throughout 2020.</p> <p>The enhancements included:</p> <ul style="list-style-type: none"> - the introduction of Numeracy into the parent conference at the beginning of each year; - improvements to the implementation of the Accelerated Reader program in Stage 2; - revision of the whole school comprehension programs; - numeracy assessment strategies are aligned to the curriculum. <p>The school situational analysis driving the 2021- 2024 school plan indicates that the inclusion of a range of online DoE and third party Literacy and Numeracy assessments necessitates a review of all assessments to streamline processes.</p> <p>Grammar and punctuation, including a focus on vocabulary, will be a focus in 2021.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$6100.00)

Process 3: 3) General Capabilities Project : Developing the knowledge, skills, attitudes and behaviours identified by the Berry community to assist students to live and work successfully in the 21st century. Strategies include the 4C's Project (Communication, Collaboration, Creativity and Critical Thinking), The SAMR Technology Project - Substitution, Augmentation, Modification and Redefinition of learning.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

In term 1 2020 all staff received professional learning in the 4C Project and the school was developing an implementation plan just as the Covid-19 Learning From Home period began. The program was put on hold in 2020 due to the constraints placed on presenters travelling to the school to lead professional learning. This will be reviewed as part of future school planning.

The SAMR Model (Substitution, Augmentation, Modification, Redefinition) for technology integration is embedded as part of school change processes. The model ensures there are legitimate reasons for technology integration aimed at improving student learning outcomes, staff performance, collaboration and communication.

The SAMR model also underpinned the revision of the whole school communication strategy which included 'redefinition' of communication processes. The school has successfully transitioned to a primarily paperless communication system.



Our Natural Studies and Plant Propagation Centre provides learning opportunities with authentic community impact.

Strategic Direction 3

Culture

Purpose

To provide a comprehensive and inclusive wellbeing framework and advance parent and community partnerships to further strengthen our school culture "The Berry Way"

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school in the Tell Them From Me and KidsMatter surveys.

Increased proportion of staff reporting that they provide information to families about our school's approach to social and emotional learning.

Improved parent knowledge and understanding of school policies and procedures relating to student learning and wellbeing.

Improved parent satisfaction with school policies and procedures relating to communication.

Overall summary of progress

This strategic direction aligns with the department priority of ensuring "Every Student Is Known Valued And Cared For."

The school Learning Support Team has continued to implement the BeYou framework including a wide range of strategies to enhance student learning and wellbeing.

The school became the first in Australia to begin the RIPPLE project to enhance student wellbeing and resilience. Researchers from the Phillips Foundation and University of Western Sydney Young and Resilient Research Centre completed a "Living Lab" research program in term 4 2020. The project initiatives will form key components of the next school plan.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school in the Tell Them From Me and KidsMatter surveys.

The initiatives in the 2018- 2020 school plan resulted in significant enhancements to student wellbeing measures as evidenced in the student Tell Them From Me Survey trend data.

- Advocacy improved by 18.1 %
- Sense of Belonging improved by 4.3%
- Positive Relationships improved by 14.6%
- Interest and Motivation improved by 22.8%
- Positive Teacher/Student Relationships improved by 11.6%
- Expectations for Success improved by 4%
- Victim of Bullying reduced by 10%, and was 14% below State average.

Increased proportion of staff reporting that they provide information to families about our school's approach to social and emotional learning.

100% of staff now report information to families about our school's approach to social and emotional learning.

This was achieved by a structural change to our reporting to parents protocols. The biennial reports to parents now include more detailed information about social emotional learning aligned to "The Berry Way" core values.

Improved parent knowledge and understanding of school policies and procedures relating to student learning and wellbeing.

The school has created a completely new communication system including a new website, app and social media platform. Information about Department policies is now automatically populated and linked to the main Department website.

The school facebook page is now also populated with Department information and stands as a strong evidence base of practices relating to student progress, achievement and wellbeing.

The school is systematically and continuously updating our website in response to parent feedback.

In 2019 the school implemented a range of improvements to the Kindergarten transition program including bringing the Parent Literacy Conference forward in the calendar to build parent confidence in supporting reading at home. In 2020 the school built on the success of the initiative by adding Numeracy to the conference program and extending the session for parents. The program received outstanding feedback from parents who attended, 100% of parents agreed that it improved their ability to support Reading and Numeracy at home.

Improved parent satisfaction with school policies and procedures relating to communication.

The school website and social media were both deemed to be the most useful forms of communication for parents, reflecting both the school investment in these modes of communication, and the parent access via any device from anywhere at any time.

The CESE Partners in Learning parent survey did not include an app in their modes of communication options for parents which was noted by parents as disappointing considering this now forms a major part of the school communication strategy.

The Parents Are Informed domain of the Partners in Learning survey trend data remained steady indicating there is still more improvements to be made in the area of communication.

Progress towards achieving improvement measures

Process 1: 1) Kidsmatter Project: A strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
<p>As a direct result of the 2018-2020 KidsMatter/BeYou initiatives driven by the Learning and Support Team the school has achieved outstanding success improving the wellbeing and social/emotional outcomes of students.</p> <p>Evidence of the initiatives are visible throughout the school, embedded in our curriculum, and form part of our daily routines, rituals and shared language.</p> <p>The school was selected to be part of The Ripple Project as part of the next iteration of the School Improvement Plan due to our proven commitment to a culture of enhanced wellbeing. The University Of Western Sydney ran a whole day "Living Lab" with students, teachers and parents in the first phase of the project. .</p> <p>Ongoing enhancements to the BeYou program and promotion of school initiatives are evident on the school website and social media.</p> <p>The initiatives in the 2018- 2020 school plan resulted in significant enhancements to student wellbeing measures as evidenced in the student Tell Them From Me survey trend data. Critical improvements included:</p> <ul style="list-style-type: none">• Advocacy improved by 18.1 %• Sense of Belonging improved by 4.3%	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$3000.00)

Progress towards achieving improvement measures

- Positive Relationships improved by 14.6%
- Interest and Motivation improved by 22.8%
- Positive Teacher/Student Relationships improved by 11.6%
- Expectations for Success improved by 4%
- Victim of Bullying reduced by 10%, and was 14% below State average.

Process 2: 2) Communications and Engagement Project

Review and implement communications and engagement strategies to to enhance the relationship between the school and parents/carers.

Evaluation	Funds Expended (Resources)
<p>School Website</p> <p>The school website has become the 'Source of Truth' for school events and school news. The school website is linked to the school app which supports parents to access permission notes and event information from any device.</p> <p>The annual average website views rose by 244% from 2960 views in 2018 to 10200 views in 2020 demonstrating the success of this component of the communications system.</p> <p>Social media engagement</p> <p>The school facebook page has an average of 23 views per day and had a peak daily viewing rate of 163 views in 2020. The social media and website posts are integrated and parents are also informed of key updates via the school app.</p> <p>Improved Transition to School</p> <p>In response to parent feedback, the school completely revised our Kindergarten transition program. The changes included refined and detailed information sessions, improved transition packages, and more detailed information on the school website.</p> <p>Enhanced Parent Literacy/Numeracy Conference</p> <p>In response to parent feedback, the school made a number of enhancements to our Kindergarten Parent Conference (The Mini-Literacy and Numeracy Conference). The improvements resulted in outstanding feedback from parents including 100% of parents agreeing that the conference improved their ability to support learning at home.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$2000.00)

Process 3: 3) ParentsMatter Project: A collaborative project between the School and Berry P&C The projects aims to enhance parent understanding of what children are learning and how we, as parents and carers can support our children's wellbeing at home.

Evaluation	Funds Expended (Resources)
<p>Due to the Covid-19 Protocols, the activities associated with this initiative were not able to take place. It is hoped to return to normal operations in future as the partnership with our parents is highly valued.</p> <p>Even during the Learning From Home period and following terms where parents were unable to be on the school site, the staff initiated and maintained a range of strategies to support parents.</p> <p>Many of the strategies have continued and are evidenced on the school Website and social media site including:</p> <ul style="list-style-type: none"> • Online Student Learning Platform (Google Classroom); • Technical support videos for parents ; 	

Progress towards achieving improvement measures

- Phone technical help desk;
- Video conference lessons using ZOOM;
- Parent teacher interviews using ZOOM;
- Modified student reports incorporating parent feedback;
- Student wellbeing activities;
- Student led learning activities and advice.



The Ripple Project "Living Lab" brought students, teachers and parents together to plan wellbeing strategies for the 2021-2024 school plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$6 883.00) 	<p>All equity loadings at Berry Public School are combined to provide additional 0.4 (2 days per week) Learning and Support Teacher (LaST) and the remaining funds are utilised to engage a School Learning Support Officer(SLSO) to deliver a variety of targeted program interventions and support.</p> <p>In 2020 the LaST assisted all teachers in the development of personalised learning plans for 11 Aboriginal students, and coordinated SLSO support for targeted Literacy and Numeracy programs.</p> <p>In 2020, due to COVID-19, NAPLAN assessment was not undertaken, the 2019 data is presented below.</p> <p>In 2019 60% of Aboriginal students performed in the Top 2 Bands of NAPLAN for Literacy and Numeracy.</p> <p>In Year 5 in 2019 the average scaled growth for Aboriginal students in Reading and Numeracy was significantly above State average.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$1 288.00) 	<p>All equity loadings at Berry Public School are combined to provide additional 0.4 (2 days per week) Learning and Support Teacher (LaST) and the remaining funds are utilised to engage a School Learning Support Officer(SLSO) to deliver a variety of targeted program interventions and support.</p> <p>The L&ST assisted teachers in the development of personalised learning plans for students.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$96 087.00) 	<p>All equity loadings at Berry Public School are combined to provide additional 0.4 (2 days per week) Learning and Support Teacher (LaST) and the remaining funds are utilised to engage a School Learning Support Officer(SLSO) to deliver a variety of targeted program interventions and support.</p> <p>There was no NAPLAN data in 2020 however The Department Check In Assessment Data for year 3 showed exactly the same trend as previous NAPLAN Assessments. The school has a statistically significantly lower proportion of students performing in the lowest 2 bands in Reading and Numeracy when compared to the state and statistically similar school groups (SSSG):</p> <p>Year 3 Reading lowest 2 bands: School: 2.4%, SSSG: 7.2%, State: 12.4%</p> <p>Year 3 Numeracy Lowest 2 bands: School: 2.4%, SSSG: 5.8%, State: 9.8%</p> <p>A range of internal and external assessment data, such as those outline above,</p>

Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$96 087.00) 	demonstrates that the additional STLA/SLSO time and Learning Support Team interventions are highly effective in improving student Literacy and Numeracy outcomes.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$59 286.00) 	<p>QTSS funds are primarily used to provide additional release to three Assistant Principals for functions directly related to instructional leadership, program design and evaluation, as well as staff training and development.</p> <p>The school operates a highly successful "Shared Instructional Leadership Model" which leverages the passions, interests and specific expertise of staff to distribute leadership.</p> <p>Additional Executive release from face to time is used to enhance school processes such as:</p> <ul style="list-style-type: none"> • Professional Development Plan (PDP) meetings: Every staff member meets with the Principal 3 times per year for to plan, monitor and evaluate their Professional Development Plans; • Teaching Observations and feedback; • Targeted support for beginning teachers; • Gaining and maintaining accreditation; • Planning and evaluating professional learning; • Enhancing teaching and learning capacity through integration of technology; • Evaluating program effectiveness through rigorous analysis of internal and external assessment data; • Releasing other teachers for instructional leadership processes related to their field of expertise. <p>The shared instructional leadership model has been extremely effective in building staff teaching and leadership capacity and enhancing student learning outcomes as demonstrated by internal and external student assessment data, survey data, and evidence mapped against the School Excellence Framework.</p> <p>The teacher "Focus on Learning" survey reflects the effectiveness of the QTSS funding in enhancing teaching and leadership capacity, particularly in the domains of Leadership, Teaching Strategies and Quality Feedback.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$19 446.00) 	All equity loadings at Berry Public School are combined to provide additional 0.4 (2 days per week) Learning and Support Teacher (LaST) and the remaining funds are utilised to engage a School Learning Support Officer (SLSO) to deliver a variety of targeted program interventions and support. Socio-economic funds are also utilised to ensure students have full access to curriculum and extra-curricular opportunities.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	185	182	182	167
Girls	154	153	143	147

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.5	94.6	94.7	96.3
1	93	95.1	93.8	95.2
2	92.7	93.3	93.4	95.2
3	93.8	93	93.5	95
4	94.8	94.5	91.5	95.2
5	93.5	94.3	92.7	94.1
6	93.1	93.8	92.1	96
All Years	93.6	94.1	93.2	95.3
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)	11.59
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	198,810
Revenue	2,863,469
Appropriation	2,785,023
Sale of Goods and Services	8,663
Grants and contributions	67,483
Investment income	458
Other revenue	1,843
Expenses	-2,822,404
Employee related	-2,610,209
Operating expenses	-212,195
Surplus / deficit for the year	41,065
Closing Balance	239,874

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	184,312
Equity Total	102,970
Equity - Aboriginal	6,883
Equity - Socio-economic	19,446
Equity - Language	1,288
Equity - Disability	75,353
Base Total	2,369,969
Base - Per Capita	78,164
Base - Location	7,468
Base - Other	2,284,337
Other Total	138,132
Grand Total	2,795,384

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

The school utilises a range of valid and reliable evaluation instruments at various times of the year, including the full suite of surveys from Tell Them From Me, and the BeYou (Beyond Blue) Program, which collect data from Students, Parents and Teachers.

Consultation with focus groups about key school issues is also regularly undertaken. The P&C Association is the key consultative group for our parents. The SRC (Student Representative Council) is the key consultative group for our students.

Student Satisfaction

Positive trend data was demonstrated in all Key Drivers of Student Outcomes on the Tell Them From Me survey from 2018-2020.

Key improvement in the Tell Them from Me Data (2018-2020) included:

- Advocacy improved by 18.1 %
- Sense of Belonging improved by 4.3%
- Positive Relationships improved by 14.6%
- Interest and Motivation improved by 22.8%
- Positive Teacher/Student Relationships improved by 11.6%
- Victim of Bullying reduced by 10%, and was 14% below State average.

A wide range of qualitative and quantitative data demonstrates the positive impact of the school's focus on social emotional learning through the KidsMatter/BeYou framework in the 2018-2020 school plan.

Parent Satisfaction

BeYou Surveys

The BeYou Parent Survey is administered during Education Week (Term 3 Week 3) annually to maximise parent/caregiver completion rates. Parents were unable to complete the survey using this methodology in 2020 due to COVID-19 Restrictions.

Partners In Learning Survey

The 2020 Partners in Learning survey data reflected the sense of parent disconnection from the school due to Covid-19 Restrictions. 31 Parents responded to the survey.

Due to Covid-19 Significant declines were noted in "Parents Feel Welcome" and "Parents are Informed". This was also reflected in qualitative data and comments from parents about missing the day to day connection with the school and staff. The survey reflects that the most valued communication is "Informal communication with teachers".

Parents noted the most useful forms of Communication were the School Website and Social Media. The Department generated survey relating to communication did not include a selection for "app" which has become a critical part of our communication strategy.

The strongest areas in the 2020 survey were:

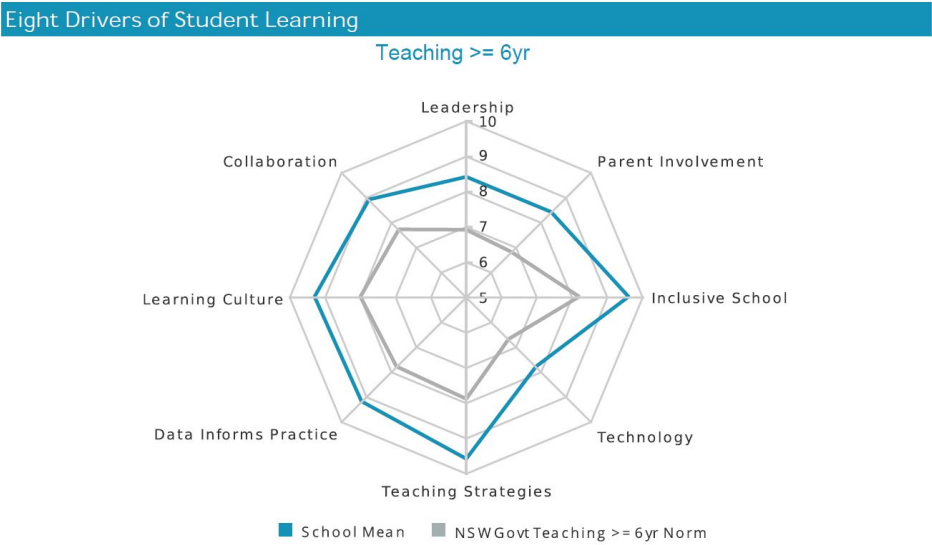
- School Supports Positive Behaviour
- School Supports Learning
- Safety at School.

The lowest performing area was "Inclusive School" however parents noted in the comments section and at the P&C focus group that unless their child was on the Learning Support Team caseload they had difficulty answering the questions and were not aware of the full range of supports in place. The school is responding to this feedback by creating website presence and communications strategy to inform parents of the tiered intervention support processes the school has in place.

Teacher Satisfaction

The school significantly outperforms the NSW State norms on all areas of the Focus on Learning survey (See picture below).

The 2020 Covid-19 Learning From Home experience provided significant challenges for the team and there was overwhelming positive agreement on how the team collectively managed the situation and supported the staff. 100% of staff felt prepared and supported during the learning from home program.



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.