

2020 Annual Report

Berkeley West Public School



4180

Introduction

The Annual Report for 2020 is provided to the community of Berkeley West Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Our school provides quality educational experiences and opportunities for students and teachers in an environment of respect, responsibility and safety that will engage and motivate all students to learn, equipping them with the skills and knowledge for future success and wellbeing.

School context

Berkeley West Public School (BWPS) has a current student enrolment of 220 students, comprising 100 boys and 120 girls from Kindergarten to Year 6. Enrolment trends have fluctuated over recent years. 20% of our students are Aboriginal and 15% of students come from backgrounds where a Language Background Other Than English (LBOTE) exists at home.

The teaching staff currently comprises a principal, seven classroom teachers and two teaching assistant principals. BWPS is involved in the Early Action for Success (EAfS) initiative and has engaged a Deputy Principal Instructional Leader (5 days per week) to build capacity in delivering evidence-based literacy and numeracy pedagogy.

Our school receives resource allocation model funding to support Aboriginal students, students where English is an additional language/dialect and those students requiring low-level adjustments for disability. The overall socio-economic status of the school community is also a factor in determining the resources allocated to our school. Resource allocation model funds provide our school with an enhanced opportunity to address priorities in the school plan to support student educational needs. Our school's average Family Occupation and Education Index (FOEI) is currently 149. FOEI is a school socio-economic index that is based on parents' highest level of school education, non-school qualification and occupation status. The index includes all students enrolled in all NSW government schools and FOEI ranges from 0 to approximately 300, with an average of 100. Higher FOEI scores indicate higher levels of need (i.e. lower socio-economic status).

Our school is part of the Families NSW Schools as Community Centres (SaCC) project. The project employs a facilitator, who in partnership with principals from the schools involved, coordinates a number of local initiatives in each school intended to support parents and their young children in the local community.

Berkeley West Public School is an active participant in its local Berkeley Community of Schools (COS). Our school works in close partnership with its nearby local public schools to organise teaching, learning and transition initiatives that enhance teacher quality and outcomes for students.



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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality teaching practice

Purpose

Student learning is underpinned by high quality, evidence-based teaching, where teachers individually and collaboratively evaluate the effectiveness of their teaching practice and engage in professional development opportunities to continually improve.

Improvement Measures

Increase the capacity and expertise of all teachers to consistently implement and embed the most effective teaching methods, including visible learning practices, that target/meet the needs of all students

Increase the percentage of students demonstrating expected growth per term across DoE literacy and numeracy progressions relevant to expected timeframes

Increase the percentage of students demonstrating expected growth in NAPLAN strands in comparison to the school's 3 year average (2015-17)

100% of teachers and leaders have collaboratively participated in the school-wide PDP process, including quality professional learning to develop self and others

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice

Teachers are committed to implementing the most effective evidence-based teaching/learning methods, incorporating quality lesson planning, explicit teaching and timely formative student feedback.

Evaluation	Funds Expended (Resources)
<p>Explicit teaching strategies such as Language, Learning and Literacy pedagogy have been consolidated in K-2 classrooms. However, new teaching staff engaged during the year required adjusted professional learning and in-class support, provided by the Instructional Leader, to develop and expand teaching strategies, lesson planning and use of PLAN 2/learning progressions to support learning in literacy and numeracy.</p> <p>Review of programming and lesson plans revealed classroom practice involves clear learning intentions and success criteria which structures the feedback teachers give to students about their progress. Teachers and students report that students are increasingly building their capacity to self and peer assess their work with 78% of students interviewed able to describe what they were learning and 63% able to describe what successful achievement of learning would look like. Feedback to students remains an ongoing area for development.</p> <p>During the COVID-19 remote learning period, classroom teachers displayed exemplary adaptive practice in redesigning learning and lesson plans to facilitate effective online learning from home. All staff demonstrated an exponential improvement in their technological skills in teaching, with all teachers rapidly required to modify and redefine learning tasks during the remote learning period. Evaluation of lesson plans and class timetables demonstrated that remote learning catered for a range of individual student learning needs and technological capabilities of families.</p> <p>Obviously, the COVID-19 pandemic had a significant impact on explicit teaching, learning and student growth levels as engagement levels. Engagement levels in remote learning varied significantly across the student population. In regard to expected guided reading levels attained by students by the end of the year, evaluation revealed that 75% of Kindergarten students, 67% of Year 1 students and 89% of Year 2 students ended the</p>	<p>K-2 Instructional Leader (Deputy Principal) position to support literacy/numeracy pedagogy (5 days/week)- \$167335</p> <p>Literacy/Numeracy Interventionist support- \$45941</p> <p>Flexible additional staffing/curriculum support- \$133667</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Early action for success (\$133868.00)• Literacy and numeracy (\$45941.00)• Socio-economic background (\$133667.00)

Progress towards achieving improvement measures

year "on track" in terms of expected guided reading levels. Review of internal standardised assessments revealed 67% of Year 3 students, 35% of Year 4 students, 35% of Year 5 students and 41% of Year 6 students achieved expected growth levels in reading for the year.

Process 2: Data Skills and Use

Student assessment data is regularly used school wide, to identify student achievements and progress, in order to reflect on teaching effectiveness, student engagement and inform future school directions.

Evaluation	Funds Expended (Resources)
<p>Data rounds K-6 were explicitly and routinely timetabled, to compliment other formal/informal conversations between teachers and the Instructional Leader (IL). Feedback from staff indicates teachers value this process to co-identify areas of explicit teaching need, in order to effectively meet student need and set goals to further build teacher capacity. Teacher capacity was built, particularly for new staff, through processes that included IL demonstration lessons, co-planning and co-teaching, observations of practice feedback and coaching conversations.</p> <p>Review of the literacy/numeracy interventionist's support timetable and action plans indicates that regular analysis of student performance data has not only identified the students requiring targeted intervention, but the learning progression sub-element descriptors to be targeted.</p> <p>Teachers have administered standardised online testing to provide summative assessments of student performance across a range of literacy and numeracy strands. These have provided an annual snapshot of progress and have been used to validate/triangulate ongoing formative assessments.</p> <p>Review of PBL team activity and meeting minutes revealed the PBL team extrapolated and interpreted student wellbeing data every 2-3 weeks to monitor impact of initiatives/interventions and drive the team's next cycle of action.</p> <p>Evaluation of attendance data has revealed a necessity to place a more strategic focus on the percentage of students attending school at least 90% of the time rather than the overall attendance rate. Analysis of this data has highlighted a need to improve this through a strategic approach in the next school planning cycle.</p>	<p>K-6 Data rounds- \$12504</p> <p>ACER Progressive Achievement Tests- \$2500</p> <p>Sentral data modules- \$6000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$21004.00)

Process 3: Professional Learning and Development

Professional learning is aligned with school priorities, with explicit systems for collaboration and feedback in place to sustain quality teaching practice and support teachers to trial innovative, future-focused practices

Evaluation	Funds Expended (Resources)
<p>Physical distancing restrictions for staff, put in place for the majority of 2020, made it challenging for planned face to face professional learning sessions to take place. In some instances, professional learning, reliant on external providers such as the 'Behaveability' behaviour management course for new staff, and PBL coach network sessions, were cancelled. Nonetheless, all staff actively participated in professional development throughout 2020 that was facilitated by the school's IL, executive team and identified classroom teachers with expertise/skills in a variety of learning areas.</p> <p>A series of evidence-based professional learning modules was delivered throughout the year, including 'Effective Mathematics Practices', "Weaving connections between writing and reading in the early years", K-2 comprehension, K-2 place value, Understanding Texts and Years 3-6 'Focus</p>	<p>Effective Mathematics Practices professional learning- 10 days \$5210</p> <p>Weaving connections between writing and reading in the early years with Dr Noella Mackenzie professional learning- 4 days x 3 teachers \$6252</p> <p>K-2 Comprehension professional learning- 1 day x 5 teachers \$2605</p> <p>K-2 Place Value professional learning- 1 day x 5 teachers \$2605</p>

Progress towards achieving improvement measures

on Reading'. As a result of the place value professional learning, class teachers reported greater confidence in identifying and supporting students with place value understanding deficit as well as in their capacity to administer a quick check assessment. Conversations about QuN data with the IL have supported teachers to monitor student progress using the PLAN 2 software at regular, fixed intervals throughout the year. Additionally, teachers reported that the Understanding Texts professional learning supported their understanding of where the Syllabus outcomes meet the progression levels in stage ranges. Teachers are also more aware of the range of evidence sources that can be used to effectively assess and monitor student progress in comprehension as well as how these evidence sources alter as a student moves from Kindergarten to Year 6. These understandings further support data input in the Understanding Texts sub-element on PLAN 2.

To consider our options for addressing literacy and numeracy needs in the school, the staff participated in a review of the newly published 'What Works Best: Evidence-based practices to help improve student performance'. A series of guided reflections was led by the Principal with all staff in relation to key themes identified through the SEF S-aS. Teacher understanding and confidence in their practice was measured following detailed consultation and feedback. The WWB guide will provide a framework for implementation across the school in 2021-24 to promote an expectation of consistent use of evidence-based strategies in the classroom.

Summative evaluation of teacher performance and development plans and professional learning hours showed that all teachers incorporated professional goals and professional learning, aligned to not only enhancing teaching standards, but also priorities outlined in the school plan. Many plans required major adjustments as a result of the COVID-19 pandemic. The was due to both cancellation of planned courses, and a necessity to fast track the learning required to facilitate remote teaching and learning. Nonetheless, structured observations of practice, coaching opportunities and collegial feedback from a teaching partner or supervisor was provided to all teachers to improve practice.

Focus on Reading 3-6 professional learning - 1 day x 5 teachers \$2605

Assessment informed practices for teaching spelling professional learning- 2 days x6 teachers \$6000

Language Learning and Literacy (L3) professional learning- \$11462

Funding Sources:
• Socio-economic background (\$36739.00)



Strategic Direction 2

Visible student learning, engagement and wellbeing

Purpose

Students need to be engaged in personalised, rich learning experiences in a safe and productive learning environment to develop vital skills to flourish now and become responsive and productive citizens in the future.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy (in comparison to the school's 3 year average) as measured by NAPLAN

Increase the percentage of all students (and a proportion of Aboriginal students) in the top two NAPLAN bands for reading and numeracy (as compared to the school's 3 year average)

Decrease the annual rate of teacher referrals for negative student behaviour across both classroom and playground settings in the school

Increase the percentage of students reporting a sense of belonging, expectations for success and advocacy at the school as measured each year by "Tell Them From Me" data

Increase the school average attendance rate as compared to the previous 3 year average

Progress towards achieving improvement measures

Process 1: Curriculum & Differentiation

Develop an integrated approach to quality teaching, curriculum planning, delivery and assessment that promotes high quality teaching and learning meeting the needs of all students.

Evaluation	Funds Expended (Resources)
<p>Evaluation revealed teachers, leaders and parents routinely collaborated, despite the restrictions caused by the pandemic, to deliver teaching and learning programs adjusted to challenge and address the needs of all students. Teachers collaborated with their Stage colleagues through structured and designated meeting time to program and coordinate assessment practices to support best practice in teaching and learning and consistent teacher judgement across a range of subjects. Teacher feedback indicates the time they have been allocated each term allowed them to focus more intently on individual student need.</p> <p>Literacy and numeracy action plans and support processes, driven by internal student performance data have been collaboratively developed and refined further by the Instructional Leader and interventionist to effectively support students identified as being 'at risk'. Action plans were devised to support of the learning of students who are 6 months or more behind in their reading. Multiple, variable sources of information were used to inform the development of these plans, including reading level monitoring sheets, running records, comprehensive daily guided reading lesson records as well as conversations between the instructional leader, class teacher and intervention teacher.</p> <p>Personalised Learning Support Plans (PLSP's), outlining a student's individual learning goals, and the adjustments necessary for them to achieve goals, were developed for all students with identified additional learning or behaviour needs. Goals were based on the recommendations of teachers and the school's Learning and Support Team. Learning plans have been developed in consultation with the learning and support teacher and parent/s, and were aligned with Stage appropriate syllabus outcomes. Teachers also utilised documented adjustments and timetabled in class support from the School Learning Support Officer (SLSO) to differentiate curriculum delivery to</p>	<p>Class teacher, LaST and Aboriginal Ed. Coordinator collaboration, PLP & PSLP's documented and adjusted- \$3000</p> <p>K-2 Instructional Leader (Deputy Principal)</p> <p>Literacy/Numeracy Interventionist (4 days/week)</p> <p>Flexible Visible Learning Cycle programming, planning, collaborative practice sessions- \$33344</p> <p>Flexible additional staffing/curriculum support</p> <p>School Learning Support Officer (SLSO) positions- \$120348</p> <p>Aboriginal Education Coordinator position (0.4)- \$36838</p> <p>Learning and Support Teacher position (0.8)- \$87507</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$113388.00)

Progress towards achieving improvement measures

meet the identified needs of students.

Processes in place at BWPS allowed Aboriginal students two formal meetings during the year which focused on the student's aspirational literacy and numeracy goals. These were set to maximise the capacity of students to achieve individual and whole school targets, and make expected progress in their learning. An Aboriginal Education Coordinator was appointed and was responsible for monitoring and adjusting student goals at least twice a term in consultation with students and class teachers.

- Aboriginal background loading (\$36838.00)
- Integration funding support (\$17040.00)
- Low level adjustment for disability (\$76569.00)

Process 2: Assessment

Implement consistent school-wide practices for assessment that are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom confirming that students learn what is taught.

Evaluation	Funds Expended (Resources)
<p>With a large turnover of teaching staff, and the interruption to direct face to face instruction caused by the COVID-19 remote learning period, the implementation of formative assessment practices has been less consistent this year. Fluctuations in engagement levels and submission of work by students from home has made ongoing formative assessment practice a challenge. Although formative assessment is taking place in all classrooms, the range in assessments varies across the school and warrants ongoing support and development for new staff who have not participated in previous professional development in this area.</p> <p>Targeted support from the Instructional Leader during data rounds has built the knowledge, skills and understanding of teachers in assessing student literacy/numeracy learning in the sub-elements of 'Understanding Texts' and 'Quantifying Number'. Review of PLAN 2 data shows that teachers have regularly monitored student progress in these sub-elements and have collaboratively utilised a range of data sources to make consistent decisions about student progress and next steps for learning.</p> <p>A school-wide summative assessment schedule has been implemented utilising ACER online assessments. The data is being used to monitor growth of individual students and cohorts to validate formative assessment data. Longitudinal data is in the process of being gathered and effect sizes are applied to results to determine annual growth and trends.</p> <p>During the year, Year 3 and 5 teachers utilised the Department of Education's newly developed 'Check-in assessments' for reading and numeracy. Data provided in SCOUT reports informed teaching programs and was a useful tool for the leadership team in the development of the school's 2021-24 situational analysis.</p>	<p>K-6 Data rounds- \$12504</p> <p>ACER Online summative assessment licensing- \$2500</p> <p>DoE 'Check-in assessments'- Year 3 & 5</p>

Process 3: Wellbeing & Learning Needs

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

Evaluation	Funds Expended (Resources)
<p>Evaluation of practices this year demonstrates that BWPS continues to take a wholeschool approach to implementing evidence-based change to whole school practices, using the Positive Behaviour for Learning (PBL) framework, resulting in measurable improvements in wellbeing and engagement to support learning. To improve student behaviour, learning and engagement, the PBL and school leadership teams use and analyse data, including student, parent and staff feedback, to develop, monitor and refine whole school approaches to implementing school programs such as PBL practices,</p>	<p>Positive Behaviour for Learning (PBL) coordination- \$2084</p> <p>PBL resources- \$3500</p> <p>Student assistance to support equity and access to curriculum and extra curricula activities for all students-</p>

Progress towards achieving improvement measures

attendance improvement strategies, personalised learning pathways for Aboriginal students and learning and support practices.

As a result, positive, respectful relationships are evident school-wide with an enhanced collective responsibility for student learning and wellbeing being shared by parents. Analysis of behaviour trend data this year shows that the average number of negative behaviour referrals submitted by teachers fell by 15.2% in 2020 compared to 2019 rates. However, further work will need to be done to efficiently manage and modify student behaviours such as persistent misbehaviour (0.6 referrals per day-rpd), disobeying simple instructions (0.7 rpd), disrupting the learning of others (0.7 rpd), physical aggression (0.5 rpd) and refusal to work (0.4 rpd). Teachers also report a 78% confidence rating in supporting student wellbeing through practices that foster students' sense of belonging, sense of advocacy and expectations for success which value student voice and promote engagement.

The school will work towards achieving system-negotiated targets for both student wellbeing and attendance in 2021-24. In 2020, 87.34% of students reported overall positive wellbeing using the Tell Them From Me (TTFM) survey. This was an increase from 2019 (84.62%) but a decrease compared to the 2018 established baseline (90.83%). The 2022 Wellbeing target of 93.5-98.5% of students reporting positive wellbeing indicates we need an uplift of 6.16% from our 2020 results to achieve the forecast lower bound (93.5%) of the target range.

Key findings extracted from the 2020 TTFM survey (for Years 4-6) included:

- 96% of students reported a positive sense of advocacy at school. This is 9% above state primary school average (87%) and 11% above the Statistically Similar School Group (SSSG) primary school average (85%);
- 99% of students reported holding positive expectations for success at school. This is 4% above state primary school average (95%) and 7% above the SSSG primary school average (92%); and
- 67% of students reported a positive sense of belonging at school. This is 7% below state primary school average (74%) and 1% below the SSSG primary school average (68%).

Analysis shows that initiatives to raise our students' sense of belonging remains a key focus for development.

The overall student attendance rate was 86.4% for 2020, slightly below the DoE average (88.19%) and higher than the SSSG average (80.1%). Like most schools, 2020 attendance rates have been adversely affected by the COVID-19 pandemic. Currently 50.4% of students attend >90% of the time. Again, there is no distinct pattern between grades. The school rate is higher than the SSSG average (47.4%) but lower than the DoE average (52.2%). The 2022 system-negotiated school target of 78.5-83.5% of students attending >90% indicates we need an uplift of 28.5% from the 2019 attendance data to achieve the forecast lower bound (78.5%) of the target range. The school consistently outperforms average State and SSSG overall and >=90% attendance rates in Semester 2, but is not as successful in Semester 1 in which targets are measured.

BWPS was selected to take part in the 'Attendance Improvement Pilot' where an explicit self-evaluation of school attendance improvement procedures was conducted toward the end of 2020. As a result the school has received a summarised report of its processes/practices as a basis for implementing attendance improvement strategies to increase the percentage of students attending >90% of the time.

\$17500

Funding Sources:

- Socio-economic background (\$23084.00)

Strategic Direction 3

Quality school leadership, management practices and resources

Purpose

Strong strategic leadership, optimal resource allocation, collaborative partnerships, systematic self-evaluation and management practices are fundamental to facilitating improved outcomes for students.

Improvement Measures

Increase the percentage of positive parent perceptions in regard to school education and management practices.

(i.e. 2015-17 average:

- 97% regarding school culture;
- 86% regarding leadership;
- 95% regarding learning;
- 89% regarding school management-
- 81% regarding school planning; and
- 89% regarding teaching)

Increase the number of teachers in the school who aspire to be leaders or who exhibit attributes aligned at the Highly Accomplished professional standards.

Increase the skills and capacity of teachers and administrative staff to integrate new technology into engaging future-focused flexible learning spaces and administrative practices that enhance learning, challenge and engage all students and better service the wider community.

Progress towards achieving improvement measures

Process 1: Educational Leadership and Management Practices

The school leadership team maintains a focus on developing distributed instructional leadership (expert teachers), effective management skills and leadership attributes that sustain a culture of effective evidence-based teaching and community engagement, resulting in measurable whole school improvement and community satisfaction.

Evaluation	Funds Expended (Resources)
Capacity has been built in the school to lead and develop others and strengthen management skills in relation to Aboriginal education. An additional staff member was appointed to work alongside an experienced educator in facilitating the development, implementation and evaluation of Personalised Aboriginal Pathways for all Aboriginal students at Berkeley West Public School. Additionally, a staff member was appointed to work alongside the school's very experienced Learning and Support Coordinator to build capacity in leading and coordinating the school's extensive learning and support processes to support students with identified additional needs.	In 2020, distributed leadership opportunities for all teachers, at all career stages (excluding current school executive) to lead and manage school-wide initiatives and associated budgets included-
BWPS regularly solicits and addresses feedback on school performance from all stakeholders through evaluative tools such as the CESE 'Tell Them From Me' surveys, school developed educational and management practice surveys and parent focus groups. Much of the collated feedback data from the community demonstrates the school is recognised as responsive, particularly because parents and students believe a culture of high expectations exists, and that BWPS effectively caters for a range of equity issues in the school through the provision of in-school and extracurricular opportunities for students to connect, succeed and thrive.	Learning and Support/Disability Standards processes- \$10938 Environmental Education coordination & resources- \$1500 Breakfast program coordination- \$1042 Aboriginal Education coordinator position- \$36838

Progress towards achieving improvement measures

Analysis of parent feedback data sought by the school in 2020 revealed the following positive perceptions/satisfaction of regarding education and management practices at our school:

- 90% regarding school culture;
- 76% regarding school leadership;
- 85% regarding learning;
- 77% regarding school management;
- 70% regarding school planning; and
- 76% regarding teaching.

PBL coordinator release to monitor program implementation and evaluation- \$1042

Funding Sources:

- Aboriginal background loading (\$36838.00)
- Socio-economic background (\$14522.00)

Process 2: School Resources & Technology

Strategic and equitable planning, resourcing, technology integration and evaluation of school projects and systems ensures improved student outcomes/engagement and high quality service delivery to the school community.

Evaluation	Funds Expended (Resources)
<p>The access and availability to Chromebook devices in the school was enhanced this year through procurement of additional devices for all Stage 3 classrooms, to support purposeful integration into more flexible and creative learning spaces. As required by the COVID-19 remote learning period, both Stage 3 and Stage 2 teachers and their students, in particular, were better equipped to deliver and engage with teaching/learning/assessment activities through Google Education Tools that redefined teaching and learning practices that wouldn't have been possible without the technology. Students reported high levels of engagement and motivation through the use of the Google Classroom platform. Additional devices procured resulted in all families being able to borrow school devices, if needed, to access and engage in online learning from home.</p> <p>Furthermore, in response to the COVID-19 pandemic and the necessity to fast track a supportive and effective remote learning model for students and their families, staff with identified expertise in the application of online learning platforms were used to lead the professional development of skills required by all staff. Despite the extreme demands placed upon staff to adapt their practice within a short time frame, teachers and executive reported high levels of morale, teamwork and accomplishment by redefining teaching, learning and communication with their students and families. As a result, teachers and administrative staff across the school have built their capacity to integrate new technology into engaging, future-focused and flexible learning and administrative practices that enhance learning, challenge and engage all students.</p>	<p>Chromebook devices and charging stations- \$22000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$22000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Class teacher, LaST and Aboriginal Ed. Coordinator collaboration, PLP & PSLP's documented and adjusted- \$3000</p> <p>Aboriginal Education Coordinator position (0.4)- \$36838</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$36 838.00) 	<p>Personalised Learning Pathways (PLP's) were documented, implemented and routinely reviewed for all Aboriginal students. 82.5% of Aboriginal students achieved at or above the schools target i.e. 10 goals in literacy & numeracy with 76% of K-2 Aboriginal students working at Stage level in reading. Analysis of PLAN 2 data reveals-</p> <p>Numeracy Progressions (Quantifying Number)</p> <ul style="list-style-type: none"> • 20% of Aboriginal students in Early Stage 1 achieved 'always' behaviours in QuN6; • 36.6% of Aboriginal students in Stage 1 achieved 'always' behaviours in QuN7; and • 55% of Aboriginal students in Stage 2 & Stage 3 achieved 'always' behaviours in QuN10. <p>Literacy Progressions (Understanding text)</p> <ul style="list-style-type: none"> • 66.6% of Aboriginal students in Early Stage 1 achieved 'always' behaviours in UnT5 (Comprehension); • 72.7% of Aboriginal students in Stage 1 achieved 'always' behaviours in UnT6 (Comprehension); and • 72.7% of Aboriginal students in Stage 2 & Stage 3 achieved 'always' behaviours in QuN10. <p>School Learning and Support Officers (SLSO's) were employed during 2020 to specifically assist classroom teachers in supporting Aboriginal students achieve their literacy and numeracy goals.</p> <p>Key findings extracted from the 2020 Tell Them From Me (TTFM) survey (for all Aboriginal students in Years 4-6) included:</p> <ul style="list-style-type: none"> • 90% of Aboriginal students surveyed report that they feel good about their Aboriginal culture when they are at school (5% neither agree or disagree, 5% disagree); • 90% of Aboriginal students report that their teachers have a good understanding of their culture (5% neither agree or disagree, 5% strongly disagree); • Aboriginal students surveyed reported a higher sense of belonging (75%) than non-Aboriginal students (65%); • Aboriginal students surveyed reported a slightly higher rate of positive behaviour at school (90%) than non-Aboriginal students (89%); and • Aboriginal students surveyed reported a lower rate of being a bullying victim at school (20%) than non-Aboriginal students (25%).
English language proficiency	<p>EAL/D teacher (0.2)- \$21877</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$4 894.00) • Socio-economic background (\$14 860.00) 	<p>An English as an Additional Language/Dialect (EALD) support teacher was engaged one day per week to work alongside classroom teachers, focusing support on achieving identified literacy and numeracy goals for those students with English as an additional language.</p>

English language proficiency	<ul style="list-style-type: none"> Targeted support for refugees and new arrivals (\$2 123.00) 	Priority was given to supporting students whose language proficiency had been assessed at the emerging or developing phase.
Low level adjustment for disability	<p>Learning and Support Coordinator (0.8)- \$87507</p> <p>School Learning Support Officer (SLSO) positions-\$120348</p> <p>Class teacher, LaST and Aboriginal Ed. Coordinator collaboration, PLP & PSLP's documented and adjusted- \$3000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$76 569.00) Integration funding support (\$17 040.00) Socio-economic background (\$117 246.00) 	<p>Following an explicit process of consultation between teachers, the Learning and Support Teacher (LaST) and Aboriginal Education Coordinator to discuss individual learning needs of students in every class, over 100 students were identified as having additional learning needs. This included students with a disability, learning difficulties, wellbeing needs, Aboriginal students, EALD students, gifted and talented or students currently in Out of Home Care. Of these, 28 students were identified as having a disability and were included in the 2020 Nationally Consistent Collection of Data on Students with Disability. Personalised Learning and Support Plans (PLSP's) were developed for students, with reasonable classroom adjustments documented and implemented to support their needs. Four School Learning and Support Officers (SLSO's) worked across the school supporting all classes K-6. SLSO's duties included assisting teachers in the implementation of student learning/behaviour plans, assisting students with school routines and classroom and playground activities, assisting classroom teachers in preparing and organizing resources and assisting with the personal care needs of students. Teacher feedback revealed the additional support for targeted students resulted in increased focus, confidence and engagement with learning tasks in class and cooperative behaviour in the playground. Due to COVID-19, BWPS was unable to engage the services of a speech pathologist in 2020 to support priority students in Kindergarten and Year 1.</p>
Quality Teaching, Successful Students (QTSS)	<p>Quality Teaching, Successful Students (QTSS) staffing allocation (0.374)- \$40910</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$40 910.00) 	<p>The QTSS staffing allocation was used primarily to support the school's implementation of the performance and development processes and wellbeing initiatives of the school plan. Executive were flexibly released from class to support staff with student behaviour and classroom management practice as well as release teachers from class if required to conduct peer observations of practice and provide feedback to improve teaching practice. Teachers were able to develop their professional development plan goals for the year to discuss and refine them with their supervisor. Supervisors were available to coach and support teachers in aligning their achievable goals with teaching standards and any areas required to deliver the school plan. Despite limited access to face to face professional learning as a result of the pandemic, teachers at Berkeley West actively engaged in the required professional learning needed to achieve the majority of their professional goals by the end of 2020.</p>
Socio-economic background	Staffing/Additional staffing	Funds allocated to Berkeley West Public

Socio-economic background	<p>to support implementation of school initiatives across all three school strategic directions- \$212795</p> <p>Professional learning across all strategic directions- \$85587</p> <p>Total expenditure on physical resources across all strategic directions 2020- \$51000</p>	<p>School, specifically loadings provided for the purpose of implementing initiatives to address socio-economic disadvantage, comprise the majority of funds allocated to the school. Funding was expended predominantly to engage the additional staffing, professional learning for school staff and physical resources required for the school to implement 2020 activities aligned with the school plan. The impact achieved this year from the implementation of initiatives, and provision of resources to support programs, has therefore been summarised in the evaluations of Strategic Directions 1, 2 and 3 of this report.</p>
Support for beginning teachers		<p>The school did not receive any funding to support beginning teachers in 2020.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	88	101	100	106
Girls	107	118	120	102

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.8	94.3	91.3	83
1	92.7	93	89.4	85.8
2	93.2	93.3	89.3	88.4
3	90.5	94	91.3	79.9
4	95.2	92	91.6	89.9
5	93.7	95	87.4	85.7
6	94.3	91.9	91.4	84.1
All Years	93.2	93.5	90.2	85.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.45
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.37

*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	184,080
Revenue	2,735,307
Appropriation	2,730,260
Grants and contributions	4,908
Investment income	140
Expenses	-2,523,936
Employee related	-2,314,799
Operating expenses	-209,137
Surplus / deficit for the year	211,372
Closing Balance	395,451

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.

The school's closing balance was higher than originally budgeted for the year as many professional development and learning opportunities for teachers were cancelled due to restrictions in place as a result of the COVID-19 pandemic. The closing balance will allow the school to utilise carry-over funds over the next four years to supplement funding of school strategic directions 2021-24.



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	2,123
Equity Total	555,935
Equity - Aboriginal	63,207
Equity - Socio-economic	374,062
Equity - Language	4,894
Equity - Disability	113,771
Base Total	1,743,016
Base - Per Capita	52,911
Base - Location	0
Base - Other	1,690,105
Other Total	264,149
Grand Total	2,565,223

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. A number of strategies are used to ascertain these perceptions, such as the "Tell Them From Me" survey, to gain representative feedback from stakeholders. Analysis of parent feedback data received this year indicates the following key perceptions:

- Our school leaders have a positive influence on the school culture (90%), the school encourages students to achieve their best (92%) and that the school caters for the learning needs of their child (88%). Overall satisfaction regarding all elements of school culture was measured at 90%;
- School leaders understand the school and get the best from staff and students (77%), the school ensures everyone is treated fairly (77%), school leaders introduce changes that are good for the students (83%) and that the school involves all groups within the school community in deciding what it aims to achieve (71%). Overall satisfaction regarding all elements of school leadership was measured at 76%;
- Our school expects students to learn to the best of their ability (85%) and their child's classroom is an interesting place to learn (87%). Overall satisfaction regarding all elements of learning was measured at 85%;
- Our school cares about the students and the discipline is fair (73%) and that minor changes are continually made to improve what it does (71%). Overall satisfaction regarding all elements of school management was measured at 77%;
- The main purpose of school targets is to improve student learning outcomes (85%) and the school plan addresses the needs of students (77%). Overall satisfaction regarding all elements of school planning was measured at 70%; and
- Teachers provide class activities that are interesting and appropriate to their child's needs and abilities (88%), they and their children understand how the child's learning will be assessed (73%) and that their child's report card is informative and easy to understand (73%). Overall satisfaction regarding all elements of teaching was measured at 76%.

Key findings extracted from the 2020 TTFM survey (for students in Years 4-6):

- 96% of students reported a positive sense of advocacy at school. This is 9% above state primary school average (87%) and 11% above the SSSG primary school average (85%);
- 99% of students reported holding positive expectations for success at school. This is 4% above state primary school average (95%) and 7% above the SSSG primary school average (92%); and
- 67% of students reported a positive sense of belonging at school. This is 7% below state primary school average (74%) and 1% below the SSSG primary school average (68%).

Key findings extracted from the 2020 TTFM survey (for all Aboriginal students in Years 4-6):

- 90% of Aboriginal students surveyed report that they feel good about their Aboriginal culture when they are at school (5% neither agree or disagree, 5% disagree);
- 90% of Aboriginal students report that their teachers have a good understanding of their culture (5% neither agree or disagree, 5% strongly disagree);
- Aboriginal students surveyed reported a higher sense of belonging (75%) than non-Aboriginal students (65%);
- Aboriginal students surveyed reported a slightly higher rate of positive behaviour at school (90%) than non-Aboriginal students (89%);
- Aboriginal students surveyed reported a slightly lower rate of interest and motivation at school (80%) than non-Aboriginal students (82%);
- Aboriginal students surveyed reported a lower rate of being a bullying victim at school (20%) than non-Aboriginal students (25%);
- 95% of Aboriginal students know where to seek help if bullied compared to 91% of non-Aboriginal students;
- Aboriginal students surveyed reported the same rate of advocacy at school (95%) as that of non-Aboriginal students;
- Aboriginal students surveyed reported a slightly lower rate of expectations for success at school (95%) as that of non-Aboriginal students (100%); and
- Aboriginal students surveyed reported a higher rate of engaging in effective learning time (9.1) than that of non-Aboriginal students (8.9).

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.

