

# 2020 Annual Report

## Berinba Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Berinba 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.

## School contact details

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## School vision

Berinba Public School aims to empower all students to be life-long learners and to excel in a complex interconnected changing world. Students will embrace learning, achieve their personal best and build their emotional, social and physical well-being whilst demonstrating resilience, respect, integrity and independence.

## School context

Berinba Public School is located in the rural town of Yass and was established in 1972. Enrolments have been steady over the past 3 years leading to a current enrolment of 297 students.

The school draws students from South Yass and villages towards the ACT border including Murrumbateman. Recent enrolments include new families from Canberra who have moved to Yass as a lifestyle choice. Many of these commute to Canberra for work. Students are drawn from a wide range of socio economic backgrounds and come from both urban and rural settings and include 37 Aboriginal students.

Over the past three years the school has implemented initiatives in three priority areas. These being a strong focus on improving literacy and numeracy outcomes for all students, increasing student engagement through the Positive Behaviour for Success program and Kidsmatter and in implementing the Australian Curriculum in English, Mathematics and Science.

The school has modern and recently built classrooms, hall, library, canteen, administration block and covered outdoor learning area.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

Excellence in Teaching

### Purpose

To improve teaching practice in order to improve student learning, a teaching culture in which teachers evaluate effectiveness of teaching practices including analysis of student learning in writing .

### Improvement Measures

Whole school systematic planning documents are used by 100% of the teaching staff by 2020, evidenced in teacher program supervision

Increased evidence based teaching strategies for writing and spelling, shown in scope and sequences and termly program evaluation

Teachers analyse and interpret internal and external data and collaboratively use this to modify teaching programs to increase students into the top 2 bands by 8% by 2020

### Overall summary of progress

Progress in 2020 was heavily disrupted by COVID-19.

The annual review at the end of Term 4 highlighted key areas of focus for the new School Improvement Plan.

### Progress towards achieving improvement measures

**Process 1:** Develop a coaching and instructional leadership framework

Evaluation	Funds Expended (Resources)
This program was heavily effected by COVID-19. The role of Instructional Leader changed to reflect the needs of what was happening in the school. Then in Term 3 & 4 the role was put on hold in order for the executive staff member to take over a class due to a staffing shortfall. Visible Learning PD was picked up and adapted to an online self-paced journey for all teaching staff.	Staffing Visible Learning PL <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$14640.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$56059.00)</li></ul>

**Process 2:** Establish whole school curriculum documents for the teaching and learning cycle in writing embedded in teachers programs

Evaluation	Funds Expended (Resources)
Soundwaves spelling program was introduced to address the shortfall in synthetic phonics knowledge across the student body. Staff engaged in PD to ensure they had the correct knowledge to implement the program. Textbooks were purchased for all students as well as teacher guides to aid the delivery of lessons.	Soundwaves textbooks Soundwaves PL <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$0.00)</li><li>• Literacy and numeracy (\$5000.00)</li></ul>

**Process 3:** Establish a Professional Learning Community in which teachers use a consistent approach to collecting, analysing and monitoring data K-6

Evaluation	Funds Expended (Resources)
This program was heavily impacted by COVID-19 and could not be implemented.	Staffing

## Next Steps

As part of the Visible Learning journey and Situational Analysis, the executive team collected a large amount of data through Parent Surveys, Student interviews on what good learning looks like. From this data, a plan for implementation of new Learning Dispositions and Metacognitive Strategies will be implemented in the next School Improvement Plan.

## Strategic Direction 2

Excellence in Wellbeing

### Purpose

*To create a school in which every child is known, valued and cared for and a commitment to development of personal resources for future success and wellbeing.*

### Improvement Measures

Improve school wide partnerships, evidenced by growth in the Strengthening Family and Community Engagement in Student Learning Matrix, between parents, students and the community to inform and support individual social and learning needs as evidenced by all students having PLP's

Implementation of evidence based wellbeing program, Bounce Back. Evidenced through classroom teacher programs, kidsmatter surveys and wellbeing data

By 2020, have enhanced respectful and positive relationships through student engagement and a strong adherence to the school behaviour policy as evidenced through behaviour data

### Overall summary of progress

Progress in 2020 was heavily disrupted by COVID-19.

The annual review at the end of Term 4 highlighted key areas of focus for the new School Improvement Plan.

### Progress towards achieving improvement measures

**Process 1:** Develop a whole school consistent approach to active engagement in the PLP process for all children

Evaluation	Funds Expended (Resources)
PLP meetings were held at the beginning of the year. Work was started to review this process and better the use of these in teaching programs. This was put on hold when we transitioned to online learning.	

**Process 2:** Develop wellbeing through the implementation of a social and emotional program

Evaluation	Funds Expended (Resources)
The Bounceback program resumed in classrooms with the resumption of face to face teaching. The program was tailored to address the impact of the pandemic and the needs of the student population.	

**Process 3:** Map current wellbeing framework and approaches against the self assessment tool

Evaluation	Funds Expended (Resources)
This was not completed due to a shift in staffing, ie Principal and continued restrictions due to COVID-19	

### Next Steps

Existing programs will continue to be reviewed under the new School Improvement Plan. Data from the Situational Analysis indicates a need to put greater focus on wellbeing, inclusive practices and Aboriginal Education.

### Strategic Direction 3

Excellence in Learning

#### Purpose

To increase student engagement in learning through cross-curricula outdoor learning opportunities.

#### Improvement Measures

Increase the use of the Outdoor Learning Environments in all Key Learning Areas by 2020 as evidenced by Teaching and Learning programs and whole school internal assessment.

Increase school collaboration with the local community to make decisions about outdoor resources benefitting both community and school as evidenced by surveys completed by the community

#### Progress towards achieving improvement measures

**Process 1:** Increase collaboration in learning with parents, students and wider community to motivate students to deliver their best

Evaluation	Funds Expended (Resources)
Put on hold due to COVID-19, and inability to hold P&C meetings as well as fundraising.	

**Process 2:** Strengthen authentic opportunities for learning by enhancing outdoor physical learning spaces

Evaluation	Funds Expended (Resources)
Teaching and Learning programs do not yet have clearly defined lessons or units of work itemising Outdoor Learning opportunities, however every effort is made to integrate authentic learning opportunities.	

#### Next Steps

Reestablishing connections post COVID-19 will become a focus of the new School Improvement Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Education Officer Employed  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$27 009.00)</li> </ul>	This program experienced interruption due to COVID-19. During lockdown the AEO acted as support in classrooms with essential services children who attended school. Gardens began to be established and all students at some point throughout the year took part in different cultural lessons around dance, gardening, history and science.
<b>Low level adjustment for disability</b>	SLSO - Mon-Thurs 9-1pm, 12 month contract  2xSLSO - Mon-Fri 9-1pm, 1 term contract  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$52.00)</li> </ul>	SLSO began work with identified students. The program was interrupted and put on hold for the remainder of the year due to COVID-19.  Teacher aides were assigned to Kindergarten classrooms to support transition for new students, including the identification and then support for students with disabilities. This support was extended to the end of term 2 to continue to support students during lockdown.
<b>Socio-economic background</b>	Textbooks, subscription services  Washer/Dryer IT infrastructure <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$80 174.00)</li> </ul>	Textbooks and subscriptions purchased at the beginning of the year.  Washer/dryer purchased.  With the onset of COVID-19 and learning from home the need to have greater access to technology grew. More laptops than forecast were purchased to aid learning online as well as lend to students working from home. More laptops and trolleys were purchased as a result.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	151	150	148	159
Girls	146	143	128	114

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.4	94.6	92.4	94.8
1	91	90.9	90.7	93.3
2	94.2	92.5	90.9	91
3	92.9	93.4	92.3	92.7
4	92.7	94.4	92.9	93.5
5	92	94.4	93.7	93.3
6	92.6	92.2	92.4	94
All Years	92.7	93.3	92.2	93.2
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)	4
Classroom Teacher(s)	12.05
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration and Support Staff	5.55

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	342,224
<b>Revenue</b>	3,553,634
Appropriation	3,497,439
Sale of Goods and Services	86
Grants and contributions	55,622
Investment income	487
<b>Expenses</b>	-3,418,134
Employee related	-3,075,969
Operating expenses	-342,165
<b>Surplus / deficit for the year</b>	135,500
<b>Closing Balance</b>	477,724

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	188,959
<b>Equity Total</b>	279,940
Equity - Aboriginal	27,009
Equity - Socio-economic	80,174
Equity - Language	0
Equity - Disability	172,756
<b>Base Total</b>	2,605,143
Base - Per Capita	70,723
Base - Location	16,717
Base - Other	2,517,703
<b>Other Total</b>	314,552
<b>Grand Total</b>	3,388,594

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

2020 was a hard year for all stakeholders of the school. For a school community that relies so heavily on connections and relationships, the transition away from this was hard. The school took part in research conducted by the University of Newcastle looking at the impact the pandemic had on Stage 2 students. While there was no noticeable detriment to the students learning, there were reportedly high impacts on student mental health. The same was reported by the teaching staff with regards to the impact these new circumstances had on the teaching profession. Despite this, new ways of doing the business of 'schooling' were very successful. Teachers found themselves upskilled in terms of learning from home and integrating the use of technology deeper into their programming. Parents also felt the strain under the new requirements and feedback given to the school on several occasions had parents saying they found communication with the school harder with the restrictions that were in place.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.