

2021 Annual Report

Berala Public School



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Introduction

The Annual Report for 2021 is provided to the community of Berala 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 Strategic Improvement 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

I am pleased to present the Berala Public School Annual Report for 2021, summarising our priorities and achievements for the year and also communicating our future directions for 2022. The Annual Report for 2021 is provided to the community of Berala 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 2021 - 2024 Strategic Improvement Plan. It outlines the findings from our 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. Our students and their growth and development are our core business at Berala Public School. Throughout 2021, we have worked tirelessly to meet our goals in the 2021 - 2024 Strategic Improvement Plan. Though COVID-19 made 2021 another difficult year, we are proud of the success that we have had in improving teaching and learning from Kindergarten to Year 6.

I am very proud of the success, resilience and perseverance of our students, staff and whole community this year at Berala Public School. The students, from Kindergarten to Year 6, consistently show that they are resilient and committed learners but, most importantly, that they are kind, caring and considerate individuals. Our staff continually show that they are a dedicated team who work together to provide high quality learning experiences for our students. We are fortunate to enjoy the support of an actively involved and committed school community comprised of parents, friends, community members and local businesses. I thank and congratulate the whole school community for their commitment to our school and its students.

Brad Lanham

School vision

At Berala PS we take pride in developing strong foundations for all students so they can be engaged, resilient and successful learners.

Teachers, parents and students work collaboratively to achieve excellence with a focus on student wellbeing, high expectations and academic growth.

Every child is known, valued and cared for, enabling them to flourish in a respectful and inclusive environment.

School context

Berala Public School is located in South Western Sydney in the Chullora Network. We have an enrolment of 748 students. The school aims to provide students an engaging, inclusive and challenging learning environment to build strong foundations for future success. Our school is supported by a strong and vibrant multicultural community and a supportive P&C. Our Arabic, Chinese and Turkish Community Language Program supports students in maintaining and developing further communicative competence in their home language. 94% of our students have a language background other than English. At Berala PS, we have a small number of students who identify as Aboriginal or Torres Strait Islander. Our students come from a wide range of socio-economic backgrounds, with 48% of our families in the bottom quarter of Socio-Educational advantage. Our school provides an abundance of extra-curricular opportunities in the areas of sport, creative and performing arts, environmental groups and social and emotional support clubs to enable our students to excel through a range of different experiences.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident our numeracy results have remained fairly consistent over the years and our reading results have fluctuated from year to year. The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - addition and subtraction, multiplication and division and fractions and decimals. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update, the School Excellence Framework and the Effective Reading and Improving Reading Comprehension guides from the NSW Department of Education. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs, embed evidence-informed teaching strategies for every student in every classroom and create meaningful student goals to support student achievement.

2. Collaborative and reflective practices

Upon analysis of staff data in relation to school learning culture and collaboration, it was evident that a focus on developing collaborative and reflective practices was pivotal in increasing collective teacher efficacy across the school. As the literature shows, developing consistent and focused collaborative and reflective practices and protocols is pivotal in developing high teacher efficacy, which evidence indicates is critical in driving student achievement within a school (School Excellence Framework, Visible Learning and What Works Best: 2020 Update). We will work to set up protocols so that meaningful and structured collaborative and reflective practices occur on a regular basis so that teachers can work together to implement new learning from Strategic Direction 1 to develop their own teaching pedagogy and support the development of others. Leaders across the school will work together to maintain high levels of collaboration to support teachers and work to increase our aptitude to effectively evaluate teaching practices so that agile changes can be made to programs to meet changing student need.

3. Connections across our school

When conducting the analysis of the school wellbeing data it was evident that student sense of belonging, behaviour and social and emotional learning and development are areas of need. While PBL (Positive Behaviour for Learning) has been implemented at Berala PS in previous years, we will look to reinvigorate and re-establish this as the primary driver of positive behaviour. We will also look to develop a social and emotional learning program that supports the needs of our students. Community satisfaction and engagement are also areas of identified need. We have concluded that we are going to have a four year focus on strengthening community satisfaction by engaging parents in student learning and school life.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student outcomes in reading and numeracy and to build strong foundations for learning success, we will develop consistent and best practice in assessment, data analysis and effective classroom practice that will drive our students forward.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality practices in reading
- Quality practices in numeracy

Resources allocated to this strategic direction

Socio-economic background: \$205,150.00

Aboriginal background: \$4,300.00

New Arrivals Program: \$17,298.00

Literacy and numeracy: \$28,004.00

Literacy and numeracy intervention: \$105,951.00

Summary of progress

In 2021, the staff were involved in consistent and regular professional learning to develop a strong and sound understanding of explicit teaching strategies. Using this professional learning, staff have begun to redesign planning and programming across the school to implement best practice in explicit teaching to meet the needs of students in their class. Staff also engaged with professional learning and were provided grade specific support to develop high quality and consistent reading pedagogy, teacher judgement and assessment of, for and as learning across all grades. Staff have engaged heavily in collaborative planning sessions to ensure that there was great consistency in pedagogy and assessment across classes.

Triangulation of a range of student data sources (NAPLAN, Check-in and PAT assessment) indicate that progress in reading is yet to be seen from our baseline data. Teacher surveys indicate a clear whole school direction for quality practices in reading (explicit teaching, quality texts, comprehension strategies) with the support of face to face professional learning (whole school and grade teams) and targeted support for implementing professional learning in the classroom. Teaching programs require consistency of quality teaching using data to inform teaching. In 2022, our Strategic Improvement Plan requires a focus on; further development of curriculum knowledge of all classroom teachers, consistent teacher practice, ongoing professional learning on planning (explicit teaching, quality texts and comprehension strategies), programming (teaching and learning cycle and backward mapping) and using data to inform teaching effectively.

Triangulation of a range of student data sources (NAPLAN, Check-in and PAT assessment) indicate that progress in numeracy is yet to be seen from our baseline data. Teacher surveys indicate a clear whole school direction for quality practices in numeracy is needed. Teacher feedback indicated 'Starting Strong' and 'Big Ideas' would support whole school improvement in numeracy. Barriers to the whole school professional learning suggest that further development of curriculum knowledge and quality practices would be needed before implementation could be considered school wide. In 2022, our Strategic Improvement Plan requires a focus on quality practices in numeracy. With the support of the new Deputy Principal and two Assistant Principals Curriculum and Instruction (APCI), the implementation of quality practices in numeracy will be achieved by the development of curriculum knowledge of all classroom teachers, ongoing professional learning on planning (explicit teaching, number talks, rich tasks), programming (teaching and learning cycle and backward mapping) and using data to inform teaching effectively.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the Top 2 bands for	• 29.61% of students are now in the top two skill bands (NAPLAN) for numeracy indicating progress yet to be seen from our baseline data.

numeracy in NAPLAN by 2% from our baseline data.	
Increase the proportion of students achieving in the Top 2 bands for reading in NAPLAN by 2.5% from our baseline data.	<ul style="list-style-type: none"> • 35.5% of students are now in the top two skill bands (NAPLAN) for reading indicating progress towards our annual progress measures. • The portion of students achieving in the top two skill bands (NAPLAN) for reading increased by 2.04% from our baseline data.
Increase the proportion of students achieving expected growth in NAPLAN numeracy by 1% from our baseline data.	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in numeracy is 62.92% indicating progress yet to be seen from our baseline data.
Increase the proportion of students achieving expected growth in NAPLAN reading by 2% from our baseline data.	<ul style="list-style-type: none"> • Percentage of students achieving expected growth in reading increased by 1.36% indicating progress from the baseline data.
Improvement as measured by the School Excellence Framework <ul style="list-style-type: none"> • Explicit teaching (S+G) • Data use in teaching (D) 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of effective classroom practice - explicit teaching. • Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of data skills and use - data use in teaching.
PAT Reading <ul style="list-style-type: none"> • 2% uplift in students achieving at or above the 50th percentile scaled score for PAT Reading from 2020 baseline data. • 1% uplift in students achieving at or above the 75th percentile for PAT Reading from 2020 baseline data. 	<ul style="list-style-type: none"> • The average percentage of students achieving at or above the 50th percentile scaled score for PAT Reading is 40% indicating progress yet to be seen from our baseline data. • The average percentage of students achieving at or above the 75th percentile scaled score for PAT Reading is 15.8% indicating progress yet to be seen from our baseline data.
PAT Numeracy <ul style="list-style-type: none"> • 2% uplift in students achieving at or above the 50th percentile scaled score for PAT Numeracy from 2020 baseline data. • 1% uplift in students achieving at or above the 75th percentile for PAT Numeracy from 2020 baseline data. 	<ul style="list-style-type: none"> • The average percentage of students achieving at or above the 50th percentile scaled score for PAT Numeracy is 41% indicating progress yet to be seen from our baseline data. • The average percentage of students achieving at or above the 75th percentile scaled score for PAT Numeracy is 31% indicating progress yet to be seen from our baseline data.



Strategic Direction 2: Collaborative and reflective practices

Purpose

To ensure whole school improvement and maximise the impact on student outcomes we will develop a positive school culture of authentic collaborative and reflective practice where all staff build collective efficacy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Teachers as collaborative and reflective practitioners
- Executive as collaborative and reflective whole-school leaders

Resources allocated to this strategic direction

Socio-economic background: \$47,525.00

Summary of progress

Throughout the year the staff at Berala PS worked to develop a positive whole school culture built around collaboration and reflective practice. Through the development of agreed whole school collaboration systems, such as set grade professional learning sessions and professional learning days, staff have been able to work effectively to develop literacy and numeracy programs that meet the needs of students at the school. The development of a positive collaborative and reflective culture had a strong impact across the school as evidenced in positive growth in the development of differentiated teaching and learning programs and improvements in the consistency of teaching and learning across the school. These school-wide systems for collaboration were successful due to the structured and whole school approach that was adopted. This has had a positive impact on teaching and learning programs as staff are engaging in regular dialogue and reflection about how to improve their programs and teaching practice. Staff have indicated that a positive and collaborative culture was present at the school as evidenced through the People Matter Survey.

The school leadership team worked to develop systems and practices to better support their teams. This included targeted professional learning with a literacy consultant to promote best practices in reading. The executive team also engaged with a community of schools to enable authentic networking across various schools to promote engagement with new educational research and pedagogy. The executive staff completed professional learning as a team based on identified need. Based on evaluation, there was varied success in the implementation of new learning, therefore in 2022 we will look to reshape how we support executive staff members across the school. This will include the introduction of DP support structures for APs and the development of an aspiring leaders program to provide opportunities to build the expertise of young leaders to ensure that there is greater depth in leadership capacity across the school.

Unfortunately, due to COVID-19 disruptions, we were unable to implement whole-school observation mechanisms. However, during COVID-19 lockdown, the school pivoted and focused on virtual collaboration strategies to support staff in the development of high-quality teaching and learning programs designed to meet the unique need of our students. Staff also worked to develop and maintain clear communication channels with one another and the wider community to ensure that the cognitive, social and emotional wellbeing of our students and their families were well supported during home learning. The school also focused on the wellbeing needs of staff through professional learning focused on self-care and effective collaboration in virtual spaces. Whilst an increased number of staff reported that they have received positive and useful feedback to improve their teaching practices, as evidenced in the People Matter Survey, we will look to focus on how we can plan for genuine opportunities for staff to observe each others' practice in 2022. We will also utilise the Australian Professional Standards for Teachers as a tool to drive improvement in teaching and learning across the school.

Next year, we will focus on improving how we further enhance the grade professional learning time. We will work more closely with the middle leadership team to ensure that there is a clear and strategic approach during grade professional learning with a focus on developing strong school-wide systems that embed quality practices inside a strong teaching and learning cycle. We will aim to build the expertise of the middle leaders so that they can confidently lead this change in all curriculum areas across their grade. We will also utilise the new APCI staff to support with this process.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement as measured by the School Excellence Framework <ul style="list-style-type: none"> • Collaborative practice (S+G) • Improvement in practice (D) 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of collaborative practice. • Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of improvement in practice.
Increase percentage of staff reporting positive and collaborative culture by 3% from 2019 baseline data (People Matter Survey).	<ul style="list-style-type: none"> • People Matter Survey indicates an increase of 21% of staff who indicated that a positive and collaborative culture was present at the school. This surpasses our annual progress measure.
Increase percentage of staff reporting that they have received positive and useful feedback to improve their teaching practices by 3% from 2019 baseline data (People Matter Survey).	<ul style="list-style-type: none"> • The People Matter Survey indicates an increase of 11% of staff who have reported that they have received positive and useful feedback to improve their teaching practices. This surpasses our annual progress measure.
Increase effectiveness of school leadership to drive improvements in student outcomes by 2.5% from baseline data (TTFM - Eight Drivers of Student Learning - Leadership)	<ul style="list-style-type: none"> • Tell Them From Me data shows an improvement of 0.2 regarding positive school leadership to drive improvement in student outcomes from baseline data by staff.



Strategic Direction 3: Connections across our community

Purpose

To foster the wellbeing of students, we will develop whole school programs and processes that deepen the connections between students, staff and families to engage positively and respectfully so all students can succeed and thrive with a sense of belonging.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student connections at school
- Community connections with our school

Resources allocated to this strategic direction

Socio-economic background: \$149,000.00

English language proficiency: \$19,000.00

Refugee Student Support: \$7,882.00

Summary of progress

Throughout 2021, we worked successfully to implement evidence-based changes to whole school practices in regards to Positive Behaviour for Learning (PBL). There is now clear expectations for students and staff and we are now working to ensure the consistency of implementation of these procedures and practices. Throughout 2022, we will be supporting staff further in the consistent implementation of PBL procedures and practices and look to evaluate their effectiveness and adjust the new procedures based on the whole-school evaluation. Staff capacity to utilise a flexible repertoire of strategies for effective classroom management to promote student engagement in all classrooms has improved slightly throughout the year as evidenced by Individualised Learning Programs (ILPs). We will continue to look for ways to build staff expertise in this area throughout 2022.

Due to COVID-19 restrictions the majority of the planned activities to develop community connections were postponed or cancelled (parent events, workshops and other learning engagement initiatives). However, during lockdown, the school refocused our planned initiatives to build strong wellbeing systems to support students and their families. Whole school systems were developed where all staff were actively involved in communication on a regular basis with every family each week through SeeSaw or by phone. The school also worked to ensure that all families had access to one device per child in each household and families without internet access were supported to gain access. The whole school focus on supporting the cognitive needs of students and the wellbeing needs of each family unit contributed to the enhancement of stronger community connections across the school.

The school also worked with a network of schools on the iSeeLearning project. This project allowed a small number of staff to use new software to support the tracking of student learning goals, whilst allowing parents to see the progress that their child was making at any point in time. This project had varied impact across the school and after evaluation of impact, it is a project that was ended at the end of the 2021 year.

In 2022, we will look to complete the PBL Benchmark of Quality to prioritise the next steps in implementing sound PBL strategies across the school and we will look at the possible implementation of a whole school social and emotional learning program to meet the identified needs of students. We will also look to develop stronger community connections through parent events, workshops and other learning engagement initiatives.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students experiencing positive wellbeing at school by 2% from our baseline data. (Tell Them From Me Survey -	<ul style="list-style-type: none">• Tell Them From Me data shows a decrease of 1.13% of reported positive wellbeing, including a 1% decrease in advocacy at school, 3% decrease in sense of belonging and 3% decrease in expectations of success.

advocacy, belonging and expectations)	
Increase the proportion of students attending school 90% or more by 1%	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased from the baseline data by 3.73% (78.59%).
Improvement as measured by the School Excellence Framework <ul style="list-style-type: none"> • Learning - Wellbeing - A planned approach to wellbeing (D) • Teaching - Effective Classroom Practice - Classroom Management (S+G) • Leading - Educational Leadership - Community Engagement (D) 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of a planned approach to wellbeing. • Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of classroom management. • Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of community engagement.
Increase key areas identified in the Parent Tell Them From Me survey by a minimum of 1% from 2020 baseline data. <ul style="list-style-type: none"> • Two-way communication with parents • Parents feel welcome • Parents support learning at home • School supports child's behaviour 	<ul style="list-style-type: none"> • Tell Them From Me parent survey data shows a slight decrease of 0.4 in two way communication where parents feel they are informed about their child's academic, social and emotional learning. • Tell Them From Me parent survey data shows there was a slight increase of 0.1 in two way communication where parents feel they are welcome in the school. • Tell Them From Me parent survey data shows there was a slight increase of 0.2 of parents supporting learning at home by discussing how well their child is doing and talking about any challenges. • Tell Them From Me parent survey data shows there was a slight increase of 0.1 in the school supporting student behaviour and students feeling safe at school. Although there was a slight decrease of 0.3 in parents reporting that the school supports an inclusive environment addressing the needs of students, the school was above NSW Government norms both in 2020 by 0.4 and 2021 by 0.1.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$7,882.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student connections at school <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support; • employment of additional staff for targeted community support. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * students receiving bilingual support in the classroom so that they could successfully engage with the curriculum at their point in need; * the development of small group social/emotional support programs designed to further develop language acquisition and social skills, resulting in students developing strong language and social skills so they can confidently engage in school life in a positive manner; * the establishment of weekly support groups for parents, especially targeting refugee families. Parents/carers reported significantly increased confidence when engaging with the school and developed positive relationships with staff members, which has contributed to the strengthening of partnerships between the school and the parents/carers. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * employing a bilingual school learning support officer (SLSO) to support Dari speaking students to clarify learning in their home language; * embedding the use of interpreters within home-school communication processes has been identified to further strengthen relationships with culturally and linguistically diverse parents.
<p>New Arrivals Program</p> <p>\$17,298.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Berala Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality practices in reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * targeted one-to-one support has improved the language acquisition of the identified students, shown in the growth of all students using the EAL/D progressions. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * the continuation of identifying and providing one-to-one support for all new arrival students; * utilising the community language teachers in a more targeted manner in the classroom to support Chinese, Arabic and Turkish new arrival students.
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Berala Public School in mainstream classes who require moderate to high</p>

<p>\$155,469.00</p>	<p>levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs; • employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in:</p> <p>* students who have identified high levels of need are supported in the classroom through the use of Student Learning and Support officers (SLSO). This has ensured that all identified students were supported to meet their individualised goals set in their Individualised Learning Plans (ILPs). ILPs were regularly updated and responsive to student needs and progress. Goals have included engaging with a differentiated curriculum, improving behaviour and self-regulation and meeting sensory needs so that children are able to successfully engage in the classroom to their best ability.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* to further enhance the monitoring of student need and ILPs across the school so that we can develop or source targeted professional learning to support staff with addressing challenging needs as they present;</p> <p>* to better identify students with high levels of need and develop timely access requests to increase the amount of support for students across the school;</p> <p>* to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p>
<p>Socio-economic background</p> <p>\$817,675.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Berala Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality practices in reading • Student connections at school • Executive as collaborative and reflective whole-school leaders • Community connections with our school • Quality practices in numeracy • Teachers as collaborative and reflective practitioners • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs; • supplementation of extra-curricular activities; • professional development of staff focused on explicit teaching strategies to support student learning; • targeted professional development of executive by external literacy consultant; • employment of additional executive staff to support mentoring across the school in literacy and numeracy; • employment of allied health services to support students with additional learning needs; • providing students without economic support for educational materials, uniform, equipment and other items; • engage with educational networks to further develop leadership capacity to drive pedagogy change within the school;

<p>Socio-economic background</p> <p>\$817,675.00</p>	<ul style="list-style-type: none"> • employed additional teaching staff to reduce class sizes. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * students with identified additional needs were able to engage more successfully with the school curriculum due to the one-to-one support of additional SLSOs; * students were supported to attend extra-curricular activities through the subsidy of events to ensure equitable access to school programs, items and events; * students with identified speech needs in K-1 were supported through the school's speech therapy program. Data showed that all students targeted through this program had positive growth in their receptive and expressive language skills; * leaders involved in professional learning for leading change in literacy are now using these skills to support their colleagues in the planning of lessons and assessments. The mentoring program implemented through the use of additional Assistant Principals had mixed results throughout the school; * class sizes under departmental recommendations allowed for targeted literacy and numeracy programs and greater opportunity to cater for different learning styles and needs; * teachers in the school were involved in targeted professional learning throughout the year to develop their understanding of explicit teaching strategies. Teachers have demonstrated a greater understanding of explicit teaching strategies and these strategies are now being implemented into classroom practice. This has led to student improvement as evidenced by: <ul style="list-style-type: none"> - excelling in student growth measured in terms of value-added results from Kindergarten to Year 3, Year 3 to Year 5 and Year 5 to Year 7; - strong growth in most areas in Year 5 from 2019 to 2021; - consistently above statistically similar schools in most areas of NAPLAN (Year 3 and Year 5); - growth in all areas of NAPLAN evident in Year 3 and Year 5 from 2019 - 2021 for students identified as being in the bottom quarter for socio-economic advantage. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * maintaining the use of allied health services in 2022 due to the positive impact of the speech program in K-1. We will slightly shift the focus of the program to target those students with the greatest need more intensively; * maintaining the employment of SLSO staff members to continue to support students with academic, behavioural and social needs as this has been successful in supporting identified students to reach their goals identified in their ILPs; * continuing to use our funding to support families so that all students have equitable access to school programs, excursions and resources, especially due to the financial impact of COVID-19 throughout our community; * ceasing the use of external consultants to support staff in the implementation of explicit teaching practices. We will utilise the new Assistant Principal Curriculum and Instruction personnel to continue this professional learning throughout the school. We will also shift the focus towards embedding explicit teaching practices into class programs through the continuation of the grade collaboration program; * using the support of the literacy trainer to develop the skills of the new Assistant Principal Curriculum and Instruction staff so that they can work side-by-side with the Assistant Principals to embed new pedagogy across each grade.
<p>Aboriginal background</p> <p>\$4,300.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Berala Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality practices in reading

<p>Aboriginal background</p> <p>\$4,300.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans; • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * all students of Aboriginal background having Personalised Learning Pathways (PLPs) created to meet their individualised needs; * the EAL/D AP working to ensure that programs across the school met the needs of the Aboriginal students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to ensure that Aboriginal culture is better understood across the whole school through the development of whole school events; * to establish an ATSI team within the school.
<p>English language proficiency</p> <p>\$534,743.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Berala Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student connections at school • Community connections with our school • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication; • withdrawal lessons for small group (developing) and individual (emerging) support; • employment of additional staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * additional bilingual staff members supported students in the classroom so that students from non-English speaking backgrounds were able to successfully engage with the classroom program. <p>Students showed strong growth, as evidenced by growth data extracted from the EAL/D Progressions, due to the development of strong withdrawal programs targeted at point of need;</p> <ul style="list-style-type: none"> * the addition of the new AP EAL/D enabled strong and focused evaluation of school-wide EAL/D approaches, which led to the implementation of programs to meet identified student need throughout the school. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continuing the employment of a staff member at higher duties (AP EAL/D) to oversee the school EAL/D program; * using flexible funding for targeted professional learning and the EAL/D Network DP to enhance the skills of the EAL/D team so that they can move towards a co-teaching model over the next couple of years, in line with DoE best practice; * to employ a bilingual SLSO with a Chinese background to support Cantonese and Mandarin speaking students; * to continue to provide professional learning to support consistency of teacher judgement (CTJ) in the use of EAL/D Progressions across the school.
<p>Low level adjustment for disability</p> <p>\$299,389.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Berala Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Low level adjustment for disability</p> <p>\$299,389.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers; • engaging a learning and support assistant principal to provide targeted school programs for identified students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * improved differentiation for students with additional learning needs through provision of resources and adjustments through ILPs; * increased access to appropriate levels of support for students through identification of needs and coordination of access requests to enable alternate placements as appropriate; * direct 1:1 support for students who require low level adjustments for disability so that they could successfully engage in the classroom by meeting their goals set in their ILPs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continuing to review the way learning and support practices are implemented school-wide to better meet the identified needs of students; * maintaining the employment of the Learning Support Assistant Principal and further building his/her expertise to support staff in providing differentiated ILPs to meet complex student needs.
<p>Literacy and numeracy</p> <p>\$28,004.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Berala Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality practices in reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy; • updating reading resources to meet the needs of students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * purchasing of quality literature to support English programming across the school; * purchasing of 24/7 Training subscription for staff to support professional learning in explicit teaching strategies. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * cancelling explicit teaching subscriptions due to inconsistent staff uptake for on-demand professional learning; * the continuation of purchasing texts for English block programming, with a focus on decodable texts and quality texts.
<p>QTSS release</p> <p>\$147,547.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Berala Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of

<p>QTSS release</p> <p>\$147,547.29</p>	<p>high-quality curriculum</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * additional staffing that enabled the successful design of our grade professional learning model so that every staff member was able to take part in targeted and differentiated professional learning each week. This was able to continue throughout the whole working from home period. Teachers worked collegially on a weekly basis to access professional learning pertinent to identified grade need with a focus on teaching and learning and data. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to streamline the manner that grade professional learning is delivered so that it is consistent across grades and drives change in line with the school's improvement measures; * utilising the school's new APCI staff to support and drive professional learning with a focus on high-quality teaching and learning cycles and reading.
<p>Literacy and numeracy intervention</p> <p>\$105,951.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Berala Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality practices in reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an Assistant Principal - Instructional Leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * coaching and mentoring of assistant principals to implement data informed practice to meet identified student need; * implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * cease the funding of Assistant Principal - Instructional Leaders due to the employment of permanent Assistant Principal Curriculum and Instruction staff; * review new data sets to pinpoint whole school need in literacy and numeracy to take a narrow and deep approach to whole school improvement.
<p>COVID ILSP</p> <p>\$408,668.58</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition; • providing targeted, explicit instruction for student groups in literacy and numeracy; • employing teaching staff to support the administration of the program.

<p>COVID ILSP</p> <p>\$408,668.58</p>	<p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * consistent gains in Semester 1 for targeted students in the identified areas of additive (K-2) and multiplicative (3-6) strategies in numeracy as evidenced by data extracted from PLAN2; * consistent gains in Semester 1 for targeted students in the identified areas of phonics and comprehension (K-2) and fluency and comprehension (3-6) strategies in literacy as evidenced by data extracted from PLAN2; * Semester 2 was greatly affected by COVID-19 and lockdowns, reducing the amount of time allocated for small group intervention. COVID ILSP teachers supported grades during lockdown and due to the return to school cohorting model we were unable to move back to small group intervention. The COVID support teachers supported in the classroom using a co-teaching LST model. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to maintain consistent COVID ILSP team into 2022 to build on the practices of data collection and to use and provide specialised support for students with a focus on reading instruction; * to evaluate the school systems related to the implementation of the COVID ILSP program and streamline data collection and intervention programs.
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Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	418	413	391	372
Girls	434	413	383	353

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.9	90.3	90	92.6
1	93.9	92.6	91.3	93.1
2	94.2	92.7	92.1	93.8
3	93.4	93.8	91.8	94.6
4	94.1	92.8	93.9	93.6
5	93.6	93.6	90.2	94.6
6	94.8	92.1	94	91.1
All Years	94	92.6	91.9	93.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.82
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
Teacher ESL	4.6
School Counsellor	1
School Administration and Support Staff	4.47
Other Positions	5.2

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,478,324
Revenue	8,646,094
Appropriation	8,520,691
Sale of Goods and Services	3,310
Grants and contributions	120,194
Investment income	899
Other revenue	1,000
Expenses	-8,708,635
Employee related	-8,031,563
Operating expenses	-677,071
Surplus / deficit for the year	-62,541
Closing Balance	1,415,783

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.

At the start of the year, the school had planned to spend money that had been carried over from the previous year on additional Assistant Principals and a Deputy Principal to support the development of teaching practices across the school. Due to the lockdown in 2021 and a decrease in spending, the additional Assistant Principals were able to be funded directly from the 2021 allocation. Due to the substantive DP successfully gaining a permanent principal position, we were unable to appoint the additional Deputy Principal until Term 4. This additional DP will continue at Berala PS until the end of the 2024 SIP funded through the funds carried forward from 2021.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	77,294
Equity Total	1,702,106
Equity - Aboriginal	4,291
Equity - Socio-economic	821,528
Equity - Language	578,827
Equity - Disability	297,459
Base Total	5,126,352
Base - Per Capita	190,804
Base - Location	0
Base - Other	4,935,548
Other Total	1,161,026
Grand Total	8,066,778

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.

Parent/caregiver, student, teacher satisfaction

The PIVOT surveys and Tell Them From Me student survey at Berala PS indicated that:

- Only 40% of students are taking advantage of the extra-curricular activities available to them;
- Most students value their education and try their best when at school;
- Class time is utilised well and teachers set clear learning goals and expectations;
- The cases of bullying are 6% lower than state average.

The survey has indicated that there is a need to focus on strategies to build students sense of belonging at our school.

The Tell Them From Me parent survey at Berala PS indicated that:

- Parents support their child's learning at home;
- Students are able to articulate what the rules are at school;
- Parents feel well-informed;
- Parents feel welcome at school;
- Parents feel the school is inclusive.

The survey highlighted that parents would like to engage with teachers more around their child's development. This is an area we will look to support families more in 2022.

The Tell Them From Me teacher survey at Berala PS indicated that:

- School Leadership is in line with NSW Government norms;
- Collaboration is in line with NSW Government norms;
- Student learning culture is in line with NSW Government norms;
- Technology use is above NSW Government norms.

The survey indicated that the staff are eager to increase parent involvement at the school. The staff have also indicated that they would like leaders across the school to engage more regularly with teacher observation sessions.

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.

Aboriginal Education - School statement

Aboriginal Education was implemented across many platforms at Berala Public School in 2021, including:

- Implementing teaching and learning programs that continued to focus on including Aboriginal perspectives across Key Learning Areas.
- Students and teachers continuing to perform the acknowledgment to country at all school assemblies, meetings and special events. Students and staff continued to uphold the importance of this tradition.
- Developing personalised learning pathways for all Aboriginal and/or Torres Strait Islander students.
- Monitoring of academic progress of Aboriginal and/or Torres Strait Islander students.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Students, teachers, parents and the community are doing a very good job of living together in harmony. Berala Public School continues to provide a safe and multicultural school by:

- Enhancing communication with parents through the use of bilingual staff.
- Ensuring classrooms promote multicultural tolerance and respect for diversity.
- Delivering a differentiated and inclusive curriculum designed to meet the unique learning needs of students, including newly arrived and refugee students.
- Celebrating many other cultural events across all cultural backgrounds.

