

2021 Annual Report

Berowra Public School



Berowra

Public School

1205

Introduction

The Annual Report for 2021 is provided to the community of Berowra 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

We all thought 2020 was a year to remember, however 2021 certainly surpassed that with extended community lockdowns which saw many of our students learning from home for longer than a term. Although it was a challenging year, Berowra Public School continued to move ahead and we celebrated the many achievements of our students.

We began our journey with our 2021-2024 School Improvement Plan and during Term 2 the school completed External Validation which saw the SIP team create a comprehensive document evidencing the quality practices in the three domains of learning, teaching and leading.

Our K-2 teachers and support teachers engaged in additional training in Sounds Write and this program was successfully implemented in all classes K-2. Smiling Minds was implemented across the whole school and the Covid Intensive Learning Support Program was implemented with a focus on MiniLit, MacqLit and mathematics groups.

Although there were many changes throughout the year, our students were still able to participate in swimming, athletics, and cross-country carnivals, and various dance performances. While some events were cancelled and others modified for restrictions, we were lucky enough to be able to celebrate the Hat Parade and Mother's Day breakfast on site and welcome the community for Coffee Catch Ups during Term 1 and Term 2.

This year we were able to build upon our 2020 learning from home experience with regular Zoom wellbeing check-ins and explicit teaching via video links and Zoom, and weekly parent/carer Zoom sessions.

We certainly missed connecting with our community and it was wonderful during the last few weeks of the year to reunite with our students and see their smiling faces as we returned to face-to-face teaching.

Our students displayed tremendous resilience and perseverance to embrace evolving learning opportunities and they continued to achieve, succeed and thrive in their learning whether learning from home or face to face learning at school. Their flexibility, determination and positive attitude towards learning is a credit to them and it was heart-warming to see them grow in both their learning and in confidence.

We thank our BPS parents and carers who supported their children during such uncertain times and who became teachers themselves during learning from home. We truly appreciate the positive partnerships we have with our parents and carers in the education of students.

We thank the P & C and Canteen for their ongoing partnerships, and congratulate them for successfully receiving a grant of \$100 000 to rejuvenate our school oval.

We acknowledge BOOSH for their continuous support in ensuring our students have a safe and engaging learning environment before and after school, and during vacation care.

Our teaching and support staff are acknowledged for their professionalism and dedication to our students. Our teachers,

SASS staff, cleaners and crossing staff are always incredible, but this year, each one of our staff members has gone above and beyond. Our staff have displayed tremendous resilience during the year. Their extraordinary dedication has ensured opportunities and successes for all students. We thank all of our staff for making sure our students remain our number one priority.

School vision

Berowra Public School students are deep thinkers who critically reflect on their own learning to achieve excellence. They value the challenge of the learning journey, taking responsibility for their growth and their contribution to the collective wellbeing of our community.

School context

Berowra Public School is a dynamic, learning focused school located in Northern Sydney which has a student enrolment of 373 students. The school population is gradually becoming more multicultural with 16% of students having a language background other than English. The BPS site has vast outdoor spaces and although located close to Sydney, has maintained a country-like atmosphere where all students are known, valued and cared for. BPS has a long, proud history with generations of families attending and remaining connected to the school. Community support is a particular feature of the school with four effective parent bodies (P&C, School Support Group, Uniform Shop and Canteen Committee) providing much needed support for the school. Our Before and After School Care - BOOSH is a highly valued part of our school community.

Extra-curricular opportunities in sport and creative and performing arts, enable our students to excel through a range of different experiences.

The whole school community, including students, staff and parents, was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. Through our situational analysis, we identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

An Assistant Principal Instructional Leader is employed and will be used in conjunction with Quality Teacher Successful Student (QTSS) allocated time to build a collaborative learning culture which focuses on data driven practices to provide explicit differentiated and responsive learning opportunities.

Work will take place to develop consistent data collection and analysis practices which focus on summative and formative assessment tasks and developing greater consistency of judgement within and across school. Data will inform the choices we make about student learning.

Our work with individual students will be responsive and closely monitored. Learning and Support structures and processes will be put in place to identify students who require intervention and individual and targeted support will be provided where needed. Pre and post assessments will be carried out to assess the impact of this support.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Develop and refine data driven teaching practices that are responsive to the needs of individual students to maximise student learning outcomes in reading and numeracy and build strong foundations for academic success.

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.

- Differentiation
- Data Driven Practices

Resources allocated to this strategic direction

QTSS release: \$70,746.46

Literacy and numeracy intervention: \$35,317.17

Literacy and numeracy: \$20,488.23

Professional learning: \$19,060.00

Low level adjustment for disability: \$35,577.40

Socio-economic background: \$9,530.00

6101 - Consolidated Funds Carried Forward: \$22,400.00

Summary of progress

Differentiation

The use of learning intentions and success criteria has been identified as a strength of practice through Instructional Rounds observations and the monitoring of teaching programs. Ongoing professional learning to ensure continual improvement of our shared understanding of quality learning intentions and success criteria will be undertaken over the next three years. The Learning Progressions in Literacy were used as part of QTSS sessions to identify writing goals for students and K-2 staff began to integrate the progressions more fully into their planning for assessment.

In 2021, the QTSS/IL professional learning model was implemented and anecdotal data and summative surveys suggest that staff value the time for collegial discussion and collaboration that is embedded in the process. Although the main focus was in writing across K-6, clear links have been made to the use of quality texts as models of good writing, making a clear connection to reading. The Instructional Leader provided informal support through professional discussion and demonstration lessons in areas of numeracy to suit the needs of specific staff.

Sounds-Write was implemented following the initial training for all K-2 and some support staff with all classes now completing Sounds-Write lessons daily. New staff to Stage 1 and all untrained Stage 2 staff will complete initial training in 2022 to ensure continuity of the synthetic phonics approach.

Data Driven Practice

The Instructional Leader position was established, with targeted professional learning in Scout and PLAN2 embedded in the sessions to build teacher capacity in accessing and analysing data to inform future teaching. This included the use of Learning Progressions and Areas of Focus in PLAN2 to support the tracking and monitoring of student progress.

The school wide assessment schedule was refined by the executive team to include some of the new DoE tools for assessment where practical. A focus on data collection that will inform teaching is an identified priority and ongoing professional learning and professional discussion on how and when to use the data collected will form part of plans for future focus areas. Further adjustments to the schedule will be made where required as it is implemented in 2022, including those required to support implementation of the new K-2 syllabus documents.

NAPLAN, Check In and school based assessment data identified Numeracy as a key focus area for 2022.

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 percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target baseline of 41.7%	29.2% of Year 3 and 35.1% of Year 5 students achieved top 2 bands in Numeracy in NAPLAN 2021. The Year 3 results are not reflective of trends over the previous years and in both Year 3 and 5 more than 60% of the remaining students were in the middle two bands, rather than the bottom two.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline of 49.9%	49.1% of students were at or above expected growth in Numeracy in NAPLAN 2021. While this does not meet the baseline, NAPLAN data has been analysed in conjunction with school assessment data and PAT Maths data to identify areas of focus for 2022 school planning.
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target baseline of 52.8%	63% of Year 3 students and 53.4% of Year 5 students achieved in the top 2 bands for reading in NAPLAN 2021. Future directions will require monitoring and maintenance of teaching learning programs to ensure these results continue.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline of 67.3%	74.1% of Year 5 students were at or above expected growth in reading in NAPLAN 2021. Monitoring of teaching and learning programs will be implemented to ensure these results continue at the same or higher levels.
Sounds-Write implemented K-2, assessment measures established and baseline data collected.	12 staff members completed the 6 week Sounds-Write training course in T1 and implementation of daily Sounds-Write lessons began in Term 2. Delivery of Sounds-Write moved online during learning from home. Year 1 Phonics Check was used to monitor all students with all Year 2 students being screened via the Phonics Diagnostic tool in ALAN, providing a comparison with the Year 1 Check from 2020. Moving forward, planning for implementing the Phonemic Awareness diagnostic tool for Kindergarten students, along with the Sparkle Reading Kit to monitor student progress in reading is underway and will be established in the 2022 assessment schedule.
School Self-assessment themes of Data Use in Teaching, Data Literacy and Feedback are maintained and monitored at Delivering	Professional learning in Data Literacy, including use of Check In data, PLAN2 and NAPLAN results through Scout has been implemented through the QTSS/IL program. This data has been discussed in light of other school based assessment and updates have been made to the 2022 Assessment schedule to include more data sources that are efficient and manageable for staff to inform teaching and learning and monitor student progress. 64% of staff said they felt more confident in using Scout and/or PLAN2 to analyse student data.

Strategic Direction 2: Explicit systems for Professional learning, collaboration and feedback

Purpose

Embed high impact professional learning, informed by research, that supports the professional growth of all staff to improve their teaching practices and leadership capabilities.

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.

- High Expectations
- Instructional Leadership

Resources allocated to this strategic direction

Professional learning: \$4,193.19

6101 - Consolidated Funds Carried Forward: \$42,250.00

Summary of progress

High Expectations

PL timeline was flexible and adjusted to suit recommendations from Instructional Rounds (ie PETAA Explicit teaching of writing course, joint construction)

Despite restraints on the number of formal PODs sessions, staff engaged with their learning both at school and while learning from home. Number Talks, thinking routines and formative assessments were discussed in person during 3 PODs sessions in Semester 1, building professional discussion and sharing of expertise, with staff implementing strategies in their classrooms and seeking informal feedback from peers and then continuing implementation in the transition to learning from home. Moving forward, as a result of Instructional Rounds feedback and school data, modifications will be made to the structure of PODs in 2022 to work on a shared K-6 focus.

BPS added 2 new members to the Instructional Rounds team. Participated in 2 rounds within the network and ongoing online professional learning with the rounds network during the Learning from Home period. Feedback from Instructional Rounds was implemented to improve practice during Learning from Home, including the use of effective feedback in writing to support student learning.

Instructional Leadership

Establishment of IL/QTSS program has been a positive change and there is high level of engagement from staff in professional dialogue, collaboration, modelled lessons and effective feedback. 85.7% of staff felt their practice had changed or improved as a result of their work in QTSS with 92.9% valuing the opportunity for professional discussion. 100% of staff feel they reflected on their practice after QTSS sessions.

Mentoring and coaching procedures were not formally established but several informal arrangements were established and can be built on moving forward. Looking for opportunities to provide mentoring for staff outside our school community will be a focus moving forward.

There is a need to create and implement a planned, structured approach to develop the collective competencies and accountabilities of the executive team.

Initial steps were made to establish an Aspiring Leaders Team, with four staff self-identifying and attending an initial meeting. Leadership opportunities were provided for aspiring leaders through involvement in the SIP Team, staff induction and induction of pre-service teachers and ICT coordinator positions.

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
School self-assessment of the theme Collaborative Practice and Feedback are maintained and monitored at Delivering.	In line with the markers for delivering, stage and team meetings and QTSS sessions were used for curriculum review, discussion of teaching practice to meet the needs of learners based on achievement data from a range of sources.
Increase in Teacher TELL Survey scores of 0.5 in the areas: <ul style="list-style-type: none"> • School leaders have taken time to observe my teaching • School leaders have provided me with useful feedback about my teaching 	There has been an increase of 0.9 and 1.0 in regard to the Teacher TELL scores in the respective areas.
Increase in the PODs Survey of teachers rating the PODs processes of improving professional practice as high or outstanding from the 2020 baseline of 63%.	Interruptions to our scheduled PL resulted in limited opportunities to formally engage in PODs during Semester 2 as a result the PODs survey was not completed.
Writing programs K-6 include learning intentions and success criteria collaboratively planned to support student learning and are reflected on for their effectiveness.	Learning intentions and success criteria were co-created during collaborative planning. Instructional Rounds data indicated that referring to and reflecting on LISC during lessons is an area for continued focus.

Strategic Direction 3: Community Wellbeing and Engagement in Learning

Purpose

Enhance the collective wellbeing of the school community by developing a strong sense of belonging among all stakeholders. Staff, students, parents and families will become a community of learners where high expectations, engagement in learning and collaboration are key.

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.

- Wellbeing
- Community Engagement in Learning

Resources allocated to this strategic direction

Aboriginal background: \$2,146.16

Low level adjustment for disability: \$84,088.60

English language proficiency: \$5,606.00

Summary of progress

Wellbeing

All teachers participated in Smiling Mind training at the beginning of the year and student base line data on engagement, perseverance, optimism, connectedness and happiness was collected. The program was implemented 3 days per week in all classes K-6 and adjustment to timing were made after whole staff reflections during Term 2. Smiling Mind was still included as a part of the regular class practice during learning from home, however we are unable to establish whether students regularly engaged in Smiling Mind lessons during this time. During learning from home Wellbeing Wednesday was introduced to support student wellbeing. Survey results from parents reveal 70.3% of parents surveyed rated Wellbeing Wednesday as High or Outstanding in supporting student wellbeing and reducing time on devices. 71.1% of students K-2 rated wellbeing Zoom sessions high or outstanding while the impact on students 3-6 was not as positive with 48% of students rating wellbeing Zoom sessions high or outstanding.

Staff engaged in a range of PL sessions to support their own wellbeing including the 3rd Space and Reflect, Rebalance, Recalibrate, and Reorient sessions from Head Space. They were also provided information to support their own wellbeing with regular Happy Schools articles and DoE resources being shared. Staff wellbeing check-in phone calls were conducted during the learning from home period.

A systematic approach was to enhance communication and engagement with parents. This included a range of strategies which were modified and adapted based on need and have included stages choosing and trialling community engagement activities, adding updates about what's happening each week on the BPS Facebook page, Coffee and Catch Ups during Terms 1 and 2, weekly parent/carer Zoom sessions during learning from home, formal (surveys) and informal opportunities (parent carer Zoom sessions) for parents to ask questions and provide feedback and where possible informal events with parents and carers invited onsite such as the hat parade and sporting carnivals.

Community Engagement in Learning

The Learning and Support processes and procedures have been modified to include LST meetings allocated to each stage and LST meetings with the executive team twice a term with a focus on student attendance and tracking and monitoring students with additional needs. Additional processes have been included to support the implementation and monitoring of the Covid Intensive Learning Program which focused on implementing MiniLit, MacqLit and mathematics groups Years 1-5.

BPS Learning Support Procedures are still in draft form and need to be shared and reviewed with the staff before being shared with the community. Parent meetings to create ILPs for targeted students especially those with integration funding was conducted, however all review meetings were conducted via phone call or via Zoom due to Covid restrictions.

Although differentiation is evident in classroom programs staff have indicated a strong interest in developing a greater knowledge and understanding of high potential and gifted education (HPGE) and this is an area which requires further development. During 2021 Maths Investigation Classrooms were conducted for targeted Stage 3 students beginning in Term 2 and continuing for the remainder of the year. This opportunity was also extended to targeted Stage 2 students

during the learning from home period.

During 2021 one class per stage trialled Learning Conversations where students led the conversations with parents and teachers around their learning and learning goals. Feedback from parents was overwhelmingly positive with 90% of parents surveyed indicating they felt positive or highly positive about participating in Learning Conversations and more than 89% of parents indicated that they are aware of their child's learning goals in writing, reading and numeracy. Survey results showed a majority of students felt positive about Learning Conversations. Learning Conversations will be extended during 2022 to involve more classes.

A more formal plan for sharing, reinforcing and celebrating personalised student learning with parents and carers needs to be developed to ensure school wide consistency in expectations.

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
Increases percentage of students attending more than 90% of the time trending above the baseline of 86.1% towards the system-negotiated lower bound target of 90.6%.	2021 data indicates a decrease in attendance to 85.3%. Although this is substantially lower than the system negotiated target it does not indicate a major concern but more a reflection on the individual circumstances and impact of Covid and learning from home.
Student wellbeing data increases towards the system-negotiated lower bound target of 84.9%.	Student wellbeing data indicates that we did not meet the lower bound target, however Expectations for Success has increased slightly from the previous year as did Sense of Belonging.
Decrease towards 5% in the number of minor and major incidents recorded on Sentral inline with BPS Behaviour Management Procedures.	The Sentral data records for 2021 are not an accurate measure of improvement during the year as many students were learning from home for longer than a term. Data may also reflect the response to uncertainty and changes during a very challenging year.
Increase towards 60% of staff rating BPS as high or outstanding at supporting their wellbeing on the Staff Wellbeing Survey (Currently 46.1%).	The Staff Wellbeing Survey indicated a decline in staff rating BPS as high or outstanding at supporting their wellbeing which reflects the impact of the changing demands, isolation and expectations of the learning from home period.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$9,530.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Berowra 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"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through IL to support student learning. <p>The allocation of this funding has resulted in: The Learning Progressions in Literacy were used as part of QTSS sessions to identify writing goals for students and K-2 staff began to integrate the progressions more fully into their planning for assessment. In 2021, the QTSS/IL professional learning model was implemented and anecdotal data and summative surveys suggest that staff value the time for collegial discussion and collaboration that is embedded in the process.</p> <p>After evaluation, the next steps to support our students with this funding will be: The employment of an IL will continue in 2022 with a whole school focus on numeracy.</p>
<p>Aboriginal background</p> <p>\$2,146.16</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Berowra 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"> • Community Engagement in Learning • Wellbeing <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. <p>The allocation of this funding has resulted in: Aboriginal students were supported with Personalised Learning Pathways which were collaboratively developed with parents, the classroom teacher and LaST.</p> <p>After evaluation, the next steps to support our students with this funding will be: Embedding authentic opportunities to learn about Aboriginal Histories and Cultures across the school.</p>
<p>English language proficiency</p> <p>\$5,606.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Berowra 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"> • Community Engagement in Learning <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$5,606.00</p>	<ul style="list-style-type: none"> • Additional staffing to implement Individual Educational Plans for all EAL/D students. <p>The allocation of this funding has resulted in: Additional LaST time has ensure our EAL/D students are monitored and tracked and necessary adjustments are implemented to ensure students are supported.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain additional LaST time to support our EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$119,666.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Berowra 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 enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Engagement in Learning • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging Instructional Leader to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • Implementation of Sounds Write K-2. <p>The allocation of this funding has resulted in: Establishment of IL/QTSS program has been a positive change and there is high level of engagement from staff in professional dialogue, collaboration, modelled lessons and effective feedback. 85.7% of staff felt their practice had changed or improved as a result of their work in QTSS with 92.9% valuing the opportunity for professional discussion. 100% of staff feel they reflected on their practice after QTSS sessions. Sounds Write is still in the implementation phase. All teachers K-2 and specialist teachers have been trained.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment of the IL will continue with a whole school focus on numeracy. Consistently implement Sounds Write K-2 and train new Stage 1 and Stage 2 staff in the program. We will continue to look at the BPS Assessment Schedule and make adjustments inline with Sounds Write and the current DoE resources.</p>
<p>Professional learning</p> <p>\$23,253.19</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Berowra 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"> • Differentiation • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging with Instructional Leader to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Instructional Rounds • Staff professional learning through PODS (plan, observe and debrief) <p>The allocation of this funding has resulted in: Due to Covid, QTSS with the Instructional Leaders, Instructional Rounds</p>

<p>Professional learning</p> <p>\$23,253.19</p>	<p>and PODs were affected. Teachers highly valued the time and professional learning with the Instructional Leader and valued linking writing to quality literature. Instructional Rounds was adapted to support teachers with learning from home. Despite restraints on the number of formal PODs sessions, staff engaged with their learning both at school and while learning from home</p> <p>After evaluation, the next steps to support our students with this funding will be: Finding and recommendations from Instructional Rounds will be implemented with modifications being made to the structure of PODs in 2022 to work on a shared K-6 focus.</p>
<p>School support allocation (principal support)</p> <p>\$21,018.55</p>	<p>School support allocation funding is provided to support the principal at Berowra Public School with administrative duties and reduce the administrative workload.</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 time allocated for office administration including managing the whole school communication system. <p>The allocation of this funding has resulted in: Communication system has been maintained. Additional administration time was definitely beneficial during Covid and the learning from home period.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional time will be allocated for administration as we are looking to introduce online permission notes and sms for absences.</p>
<p>Literacy and numeracy</p> <p>\$20,488.23</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Berowra 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"> • Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Targeted professional learning to improve literacy and numeracy. <p>The allocation of this funding has resulted in: The reading targets for percentage of students who were in the top 2 bands for NAPLAN reading and the percentage of students who were at or above expected growth in reading were achieved. The numeracy targets for percentage of students who were in the top 2 bands for NAPLAN numeracy and the percentage of students who were at or above expected growth in numeracy were not achieved.</p> <p>After evaluation, the next steps to support our students with this funding will be: The employment of an IL will continue in 2022 while maintaining current practices in literacy and reading, we will have a whole school focus on numeracy.</p>
<p>QTSS release</p> <p>\$70,746.46</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Berowra Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$70,746.46</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • time allocated to teachers to collaboratively plan high-quality programs with the Instructional Leader. <p>The allocation of this funding has resulted in: Ongoing professional learning allowed teachers to collaboratively plan high-quality programs with the Instructional Leader with a focus on writing. The Learning Progressions in Literacy were used as part of QTSS sessions to identify writing goals for students and K-2 staff began to integrate the progressions more fully into their planning for assessment</p> <p>After evaluation, the next steps to support our students with this funding will be: The employment of an IL will continue in 2022 with a whole school focus on numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Berowra 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"> • Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an 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: The Learning Progressions in Literacy were used as part of QTSS sessions to identify writing goals for students and K-2 staff began to integrate the progressions more fully into their planning for assessment. The use of learning intentions and success criteria has been identified as a strength of practice through Instructional Rounds observations and the monitoring of teaching programs</p> <p>After evaluation, the next steps to support our students with this funding will be: The employment of an IL will continue in 2022 with a whole school focus on numeracy.</p>
<p>COVID ILSP</p> <p>\$34,416.60</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 educators to deliver small group tuition. <p>The allocation of this funding has resulted in: Targeted groups were provided support with MiniLit and MacqLit. Support provided by the LaST had a greater impact on student results than the support provided by the SLSO.</p>

<p>COVID ILSP</p> <p>\$34,416.60</p>	<p>After evaluation, the next steps to support our students with this funding will be: Covid funding will be used to employ a teacher to run targeted groups rather than a paraprofessional.</p>
<p>Integration funding support</p> <p>\$35,363.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Berowra Public School in mainstream classes who require moderate to high 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. <p>The allocation of this funding has resulted in: IFS has been used to fund an SLSO for targeted students. This support was based on Individual Learning Plans to target specific areas of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: SLSO time will continue to be allocated to support targeted students flexibly within the timetable.</p>
<p>6101 - Consolidated Funds Carried Forward</p> <p>\$64,650.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Berowra 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"> • Differentiation • High Expectations • Instructional Leadership <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Instructional Rounds. • Sounds Write training for staff K-2 and specialist teachers. • Executive Planning Days. • Stage Planning Days. <p>The allocation of this funding has resulted in: Opportunities where teachers have time to work collaboratively to plan and build capacity are highly valued by all staff. This year Instructional Rounds, Stage Planning Days, Executive Planning Days and PODs have all been adapted to suit priorities resulting from Covid and learning from home.</p> <p>After evaluation, the next steps to support our students with this funding will be: These funded collaborative planning and teacher professional learning opportunities will be continued in 2022. Sounds Write will continue to be implemented K-2 and our new Stage 1 and Stage 2 staff to be trained in the program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	222	233	220	200
Girls	185	186	165	167

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.2	95.5	96.9	93.7
1	95.9	94.6	96.4	95.7
2	95.8	95.3	94.9	93.7
3	96	94.6	96.5	93.9
4	94.4	95.6	95.3	94.8
5	94.7	94	96.3	92.8
6	94.2	94.6	94.9	94.7
All Years	95.3	94.9	95.9	94.1
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
Assistant Principal(s)	3
Classroom Teacher(s)	13.86
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	355,005
Revenue	3,248,199
Appropriation	3,127,672
Sale of Goods and Services	1,332
Grants and contributions	118,579
Investment income	517
Other revenue	100
Expenses	-3,168,078
Employee related	-2,913,494
Operating expenses	-254,584
Surplus / deficit for the year	80,121
Closing Balance	435,126

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	36,246
Equity Total	136,903
Equity - Aboriginal	2,146
Equity - Socio-economic	9,651
Equity - Language	5,440
Equity - Disability	119,666
Base Total	2,703,793
Base - Per Capita	94,909
Base - Location	0
Base - Other	2,608,884
Other Total	193,439
Grand Total	3,070,381

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 2021 Tell Them From Me Survey from parents was completed by 23 parents. Survey results indicated the school was below the NSW Govt Norm and showed minimal changes of 0.4 or less in the following areas: parents feel welcome, parents are informed, school supports learning, safety at school and school supports child's behaviour. Parents support learning at home indicated a 1.5 point growth which is inline with the Covid restrictions and the expectation that students were learning from home for more than a term.

School based data from the learning from home period was positive, with 82% of parents surveyed satisfied with the academic level of work provided, 79% rated teacher support as High or Outstanding, 78% rated the school communication at High or Outstanding and 74% rated the school's responsiveness in applying changes to learning from home as High or Outstanding while 22% rated this area as Satisfactory.

The 2021 Tell Them From Me Survey was completed by 141 students from years 4 to 6. The Survey results indicated the school was below the NSW Govt Norm in Students with a positive sense of belonging, Explicit Teaching Practices and Feedback, Advocacy at School, Positive learning climate and Expectations for success. Survey results indicated that the school was above the NSW Govt Norm for Students with positive behaviour at school and Students who are victims of bullying was less than the NSW Govt Norm.

The trend between the initial survey and the final survey showed a downward trend of between 0.4 and 0.7 in the Drivers of Student Outcomes and a 5% decline in the Social-Emotional Outcomes. This is to be expected given the turbulent year and is reflective of the impact of Covid and the learning from home period.

School based data from the learning from home period was positive with 124 students 3-6 and 91 students K-2 completing surveys. Primary survey results indicated that 69% of students rated the support from their teacher during learning from home as High or Outstanding, 63% rated Wellbeing Wednesday as High or Outstanding, 72% of students rated the work they received as Just right and 48% of students thought Zoom sessions with explicit teaching were helpful. K-2 survey results indicated that 80% of students rated the support from their teacher during learning from home as High or Outstanding, 71% rated Wellbeing Wednesday as High or Outstanding and 64% of students rated the work they received as Just Right.

The 2021 Tell Them From Me Survey from teachers was completed by 12 teaching staff. Survey results indicated that Collaboration, Learning Culture, Teaching Strategies and Parent Involvement were all rated above the NSW Govt Norm. The areas of Leadership, Data Informs Practice and Technology are below the NSW Govt Norm by 0.2 to 0.8 points. Trend data reveals an uplift in all but 2 areas.

Throughout the year BPS engaged the community by sharing and reporting on whole school progress in P&C meetings. During Term 1 the School Improvement Plan was shared, Term 2 the External Validation Evidence and ratings were shared and during Term 3 a NAPLAN data analysis session was shared.

P&C Report

The last 12 months have been a productive time for the P&C despite the COVID lock-down. We have attracted greater attendance at our monthly meetings but would still like to see greater participation and involvement from parents in our school events and at the canteen or in the uniform shop. Our goal is to support our amazing teaching staff with funding for assets both in and out of the classroom whilst providing important services such as canteen and Band. We are getting close to finalising the oval refurbishment and have a twilight fair planned for later in the year. We also continue to provide funding for improvements around the school such as murals and landscaping. I'd like to take the opportunity to thank the following people who have gone above and beyond with their ongoing support and work for our school community through the forum of the P&C and its many sub-committees. Clare Salke, Deb Cook, Alex Heathers, Dominic O'Brien, Cathy Lea, Susannah Ware, Tracey Spencer, Justin Ware, Cathy Zhong and Mel Stalder. I'd also like to acknowledge and thank the outgoing BOOSH PMC for your wonderful service and commitment to our school. The P&C meets monthly at the school library or via Zoom. Simon Spencer 2021 P&C President

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 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.