

# 2021 Annual Report

## Berridale Public School



1206

# Introduction

The Annual Report for 2021 is provided to the community of Berridale 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.

## School contact details

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Berridale Public School

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## School vision

### *Towards a better world*

Our core business is to provide the best education for the students in our care. As educators we strive to instill high academic aspiration in students, and for students to focus on themselves as learners that give and provide feedback on their learning journey.

In consultation with parents we place a strong focus on students' academic, sporting, social and cultural needs.

We strive to prepare our students for the wider world, building their character and awareness of self. Under the guidance of the Alice Springs (Mparntwe) Education Declaration we strive to provide the best possible education that promotes excellence and equity for students and prepares them for a rapidly changing world. We aim to ensure our students are confident and creative individuals, are successful life-long learners and active and informed community members.

We support our community and our community supports us.

## School context

Berridale Public School is a small rural school in the Snowy Mountains, situated between Cooma and Jindabyne. It is in the Snowy Monaro Shire Council and is part of the Monaro Education Group. It has 3 multistage classes with an increasingly complex student body.

Berridale Public School provides a dynamic and caring environment with a strong emphasis on developing foundational literacy and numeracy skills, values and citizenship. Whole-school welfare programs encourage children to be independent problem-solvers who are resilient and caring. The school offers a variety of opportunities for students to connect, succeed and thrive such as: learning to play the ukulele and guitar, biennial drama performances, art activities, developing STEM and IT skills, Premier's challenges, learning about sustainability and biodiversity, contributing to community events and Student Leadership.

The school has 5 hectares of open school grounds with cricket nets, a tennis court and ample fixed equipment. The school is also the site for the Snowy Monaro Historical and Science Centre in partnership with the Snowy River Historical Society. Across the road we have access to OOSH, the town pool, oval and Community Hall.

Berridale PS provides a wide range of opportunities in all key learning areas with an emphasis on developing strong literacy and numeracy skills. The school is supported by parents and community members, including an active P&C.

Our school conducted a rigorous situational analysis with staff, students and the wider community. Our Director of Educational Leadership and Principal School Leadership assisted in the construction of this document. Our P&C worked with school staff to refine and understand the purpose of our Situational Analysis and our strategic directions.

As a result our whole school focus for the 2021-24 School Plan will be on student academic growth and attainment, and student and community engagement to support learning. Reflecting upon the findings of our situational analysis it was evident that our focus needed to be on delivering collaborative teaching strategies, consistent school-wide assessment practices and an understanding and use of data that had a high impact on student growth. We found through the voice of our students and community that innovative teaching and learning practices would drive high engagement with students and parents to support academic aspiration.

## 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>

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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Berridale Public School students will develop foundational skills in Literacy and Numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers will demonstrate a personal and collective responsibility for improving their teaching practice in order to improve student learning. Learning opportunities are engaging and teaching strategies are evidenced-based. Teachers evaluate the effectiveness of their practices, as well as student performance measures, to plan for the ongoing learning for each student in their care.

### Initiatives

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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.

- Collaborative teaching practices to maximise learning
- Data skills inform and improve teaching and learning
- Consistent, school-wide assessment practices improve student learning outcomes.

### Resources allocated to this strategic direction

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**Professional learning:** \$9,846.13

**Low level adjustment for disability:** \$23,423.60

**Socio-economic background:** \$11,000.00

### Summary of progress

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#### Collaborative teaching practices to maximise learning

Teaching staff participated in Quality Teaching Rounds to build individual capacity in a collaborative space. Opportunity was created for teachers to deliver future-focused, innovative and effective classroom teaching and learning across grades with trusted colleagues. Teachers undertook professional learning in high impact teaching strategies outlined in 'What Works Best 2020', which included a focus on explicit teaching, collaboration and classroom management. Classroom observations were followed by the sharing of meaningful peer feedback, a process which led to constructively identifying professional development goals. As a result, teachers adopted changed teaching practice within their own classroom settings which supported stronger student engagement across the school.

#### Where to next?

Regular opportunities will be created for classroom teachers to observe the practice of peers, build individual knowledge and engage in quality feedback as part of the performance and development cycle. An expert teacher will conduct demonstration lessons with a focus on explicit teaching (Visible Learning - Learning Intentions & Success Criteria) and feedback. Performance and Development Plans (PDP) will be jointly constructed with a focus on building professional knowledge via collaborative teaching. Teaching and learning programs will be collaboratively developed, reviewed and shared in an online platform, ensuring transparency and consistency in planning across the school.

#### Data skills inform and improve teaching and learning

The school commenced professional learning around a whole-school approach to effective data analysis to inform teaching. Teachers accessed PLAN2 as a tool for monitoring student achievement and identifying learning strengths or areas for improvement. Consequently, staff highlighted reading as a strategic school-wide priority. Collegial discussion raised awareness of the need for ongoing professional development in making quality adjustments to teaching and learning programs. A whole-school approach to effective summative and formative assessment was established to ensure consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. This work led to the increased capacity of teachers to read and interpret assessment data. This in turn better informed differentiated teaching and learning to address individual student need.

#### Where to next?

Staff will participate in blended face-to-face and online high quality professional learning under the guidance of an expert literacy consultant. The school will identify one strand of reading for priority analysis and use internal and external assessment data to inform and differentiate teaching and learning programs. Student learning goals will be data-informed and teachers will routinely review and adjust these goals according to student progress. The Principal will share progress and achievement data with the school community, reflecting on areas of strength, growth and those for improvement.

## Consistent, school-wide assessment practices improve student learning outcomes.

Teachers explored a range of strategies to assess student achievement and developed consistent whole school structures to support formative and summative assessment. This included implementing the Essential Assessment tool and entering data into PLAN2. Staff used data obtained in PLAN2 to inform teaching and learning activities which would support student growth against the Learning Progressions. This professional learning has seen staff incorporate a broader repertoire of explicit teaching strategies into classroom practice and assist students to set realistic learning goals. In addition, students are better able to articulate strategies used to solve problems, reflect on their errors and select alternate tools to find an answer.

### Where to next?

To ensure consistent school-wide use of assessment practices, an assessment schedule and supplementary work sample folder will be created as a teacher reference tool. Opportunities for moderation of assessment tasks through Consistent Teacher Judgement (CTJ), professional dialogue and analysis of school-wide trends in learning will be prioritised within the professional learning calendar, ensuring assessment is used purposefully to inform teaching and learning. All staff will be required to routinely record student progress within internal and external data collection platforms, making adjustments to human and physical resources according to need.

## 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
<p><b>School Excellence Framework</b></p> <p>SEF elements 'Data Skills and Use' and 'Student Performance Measures' are Delivering</p> <p>SEF element 'Learning and Development' is Delivering.</p> <p>SEF elements 'Learning Culture' and 'Educational Leadership' are Delivering.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the elements of 'Data Skills and Use' and 'Student Performance Measures'.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of 'Learning and Development'.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the elements of 'Learning Culture' and 'Educational Leadership'.</p>
<p><b>NAPLAN Top 2 bands - Numeracy</b></p> <p>Increase the percentage of students achieving in the Top 2 bands of NAPLAN numeracy.</p>	<p>NAPLAN scores indicate a decrease in the percentage of students in the top two bands for numeracy from the baseline indicating progress is yet to be seen. Due to the small cohort size percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year. The school will continue to place focus on addressing numeracy through evidence based interventions in 2022.</p>
<p><b>NAPLAN Top 2 bands - Reading</b></p> <p>Increase the percentage of students achieving in the Top 2 bands of NAPLAN reading.</p>	<p>NAPLAN scores indicate a decrease in the percentage of students in the top two bands for reading from the baseline indicating progress is yet to be seen. Due to the small cohort size percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year. The school will continue to place focus on addressing reading through evidence based interventions in 2022.</p>
<p><b>Numeracy and Literacy Progressions</b></p> <p>Increase the percentage of Year 3 students achieving learning indicators within the Numeracy Progression sub-element of Additive Strategies (Ads6-8) and the Literacy Progression sub-element of Understanding Texts (UnT6-8).</p>	<p>Progress is yet to be seen regarding Year 3 students achieving within AdS6-8 in the Additive Strategies sub-element of the Numeracy Learning Progressions.</p> <p>Progress is yet to be seen regarding Year 3 students achieving within UnT6-8 in the Understanding Texts sub-element of the Literacy Learning Progressions.</p>
<p><b>NAPLAN Value-added</b></p> <p>Value added data in Scout for K-3, Yr 3-5 and 5-7 increases from 'Delivering'</p>	<p>Value added data for K-3 is not available due to changes in the Best Start Kindergarten Assessment.</p> <p>Value Added data for Yr 3-5 remained at 'Delivering'.</p>

to 'Sustaining and growing'.	Value Added data for Yr 5-7 remained at 'Delivering'.
<p><b>Expected growth - Reading</b></p> <p>Increase the percentage of students achieving growth in NAPLAN reading.</p>	<p>The percentage of Year 5 students achieving expected growth in NAPLAN reading has increased, indicating progress exceeded the lower bound target. Due to the small cohort size percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p><b>Expected growth - Numeracy</b></p> <p>Increase the percentage of students achieving growth in NAPLAN numeracy.</p>	<p>The percentage of Year 5 students achieving expected growth in NAPLAN numeracy has decreased, indicating progress is yet to be seen towards the lower bound target. Due to the small cohort size percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>

## Strategic Direction 2: Student and Community engagement

### Purpose

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At Berridale PS every child is known, valued and cared for. There is a school wide responsibility for student learning and success. In education, this means teachers and schools have a commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world. As students progress, it means knowing that they are well supported as increasingly self-motivated learners - confident and creative individuals, with the personal resources for future success and well-being.

Berridale Public School will commit to a shared sense of responsibility for student engagement, learning, development and success. Students benefit from a planned and proactive engagement with parents. Berridale Public School acknowledges that effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.

### Initiatives

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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.

- Innovative Teaching and Learning Practices.
- Community engagement.

### Resources allocated to this strategic direction

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**Literacy and numeracy:** \$7,236.04

**Socio-economic background:** \$4,964.00

**Location:** \$3,881.05

### Summary of progress

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#### Innovative Teaching and Learning

All teachers have been stakeholders in leading and implementing innovative teaching and learning practices which enhance the learning and wellbeing of students. Expectations for positive behaviour were explicitly taught by teaching staff, and the roll-out of Sentral and a Positive Behaviour for Learning (PBL) framework in Term 4, 2021 enabled staff to closely monitor incident frequency, location and severity across the school. Staff also engaged in a series of professional learning sessions around managing challenging behaviour, facilitated by the network Learning and Wellbeing Advisor. The impact of these initiatives is evidenced in the school results of the October TTFM survey, as compared with the May 2021 data, which show a positive trend in almost every domain of Social-Emotional Outcomes and Drivers of Student Outcomes. The school engaged an external provider, Petaurus Education Group, to conduct preliminary organisation of a sustainable farming excursion for all students K-6, drawing on the expertise of the local community to build student knowledge and understanding around sustainable farming practices.

#### Where to next?

Instructional leadership by an expert teacher will be implemented to mentor early career teachers and ensure their ongoing professional development. The school will embody a culture of shared responsibility for learning and wellbeing, so that every student makes measureable learning progress. Professional dialogue, collaboration and classroom observation will provide specific and timely feedback between teachers, improvement in classroom management practices and increased student engagement. In consultation with the local community and expert providers, field visits will complete the innovative teaching and learning program associated with sustainable farming.

#### Community Engagement

Staff maintained open channels of communication with families through digital media and phone calls throughout the learning from home period. The school was responsive to community expectations and maintained innovative teaching and learning practices throughout this time. The Sentral Parent Portal, introduced later in Term 4, provided a means for improved two-way communication between parents and the school. Our Parents and Citizens Association (P&C) body is active and committed to reconnecting with the school in 2022. Plans are in place for greater community involvement at school events (welcome picnic, family fun day, meet the teacher information sessions etc), increased volunteering (canteen, reading helpers) and increased opportunity for parents to engage with teachers around student achievement, assessment and reporting.

#### Where to next?



The language of PBL will be consistently embedded into school culture and community, primarily through the Sentral Parent Portal and weekly announcements. An investment will be made into signage to reinforce agreed PBL expectations. Data from TTFM and school-based surveys will be collected and interpreted to determine strategic priorities related to wellbeing and engagement, then shared with the wider community. The school will work closely with the existing P&C to recruit more members who can support communication, community engagement and implementation of PBL initiatives. The school will host a series of parent information sessions to build parent understanding of the student report.

### 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
<p><b>Wellbeing</b></p> <p>Increase the percentage of students demonstrating positive wellbeing as measure through the 'Tell Them From Me' survey.</p>	<p>Due to small cohort size, the number of responses did not meet the required sample size to provide an overall reportable percentage in student wellbeing. However, internal data provided to schools allows us to report the following:</p> <p>Results from October 2021 Tell Them From Me survey saw an uplift of 8% in 'Positive Relationships' when compared to Semester 1 2021 .</p> <p>Results from October 2021 Tell Them From Me survey saw an uplift of 9% in 'Advocacy at School' when compared to Semester 1 2021 .</p> <p>Results from October 2021 Tell Them From Me survey saw an uplift of 2% in 'Expectations for Success' when compared to Semester 1 2021 .</p> <p>Results from October 2021 Tell Them From Me survey saw a decrease of 22% in 'High skills/High challenge' when compared to Semester 1 2021.</p>
<p><b>School community feedback</b></p> <p>Increase parent and community feedback from 2020</p> <p>Reporting back to our community our findings, actions taken and sharing evidence of our impact.</p>	<p>Due to the small sample size in the TTFM survey (3 responses only) data pertaining to parent and community feedback is unavailable.</p> <p>Parent engagement has significantly increased and will continue to grow with the introduction of the Sentral Parent Portal. In December 2021, majority of parents were logged into the Sentral for Parents Portal.</p>
<p><b>Attendance</b></p> <p>Increase the percentage of students attending school 90% of the time or more.</p>	<p>Attendance data indicates an decrease in the percentage of students attending school 90% of the time or more from the baseline indicating progress is yet to be seen towards the lower bound system negotiated target. Due to the small cohort size percentages cannot be reported.</p>
<p><b>School Excellence Framework</b></p> <p>SEF element 'Learning and Development' is maintained at Delivering.</p> <p>SEF elements 'Learning Culture' and 'Educational Leadership' are Delivering.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Learning and Development.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Learning Culture.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$102,707.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Berridale Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Providing additional staffing (SLSO) to support students with additional learning needs and with the implementation of Personalised Learning Support Programs (PLSP).</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Informal observations and formal assessment data indicate that the personalised support offered by an SLSO within the classroom has allowed students with identified disability to successfully access the curriculum. There has been noticeable improvement in student wellbeing, engagement with learning and contribution to whole-class activities with the individual support provided by the SLSO.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The learning support team will continue to build relationships with targeted students and collaborate with the classroom teacher to develop comprehensive personalised learning support programs. Where appropriate, SLSOs will communicate observations towards the preparation of applications for further support or assessment. Principal will review non-teaching staff PDPs, ensuring alignment with our school's strategic directions.</p>
<p>Socio-economic background</p> <p>\$28,444.37</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Berridale Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative teaching practices to maximise learning</li> <li>• Consistent, school-wide assessment practices improve student learning outcomes.</li> <li>• Community engagement.</li> <li>• Data skills inform and improve teaching and learning</li> <li>• Innovative Teaching and Learning Practices.</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to implement the MiniLit and MacLit reading programs to support identified students with additional needs.</li> <li>• Supplementation of extra-curricular activities and biodiversity excursion.</li> <li>• Release of classroom teachers to participate in collaborative teaching practices.</li> <li>• Employment of additional staff to support instructional leader mentoring and classroom support.</li> <li>• Purchase of PM benchmark kits and decodable readers to support the implementation of literacy programs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Targeted students attaining grade level in reading comprehension, fluency and vocabulary following specialised learning support intervention. An increased percentage of Kindergarten students are able to write single</p>

<p>Socio-economic background</p> <p>\$28,444.37</p>	<p>sounds following intensive learning support intervention. Funding also allowed all students to participate in school excursions where they may not otherwise have been able to.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To release teachers so that they may build on their professional knowledge and practice through peer observations and meaningful feedback. The learning support teacher will lead professional learning to enhance teacher understanding of MiniLit and MacqLit programs and walk teachers through interpreting the data gathered from learning support assessments. The school will continue to subsidise excursions and learning programs to increase participation and ensure equity of access.</p>
<p>Aboriginal background</p> <p>\$5,036.68</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Berridale 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to deliver personalised support for Aboriginal students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Improved understanding of the community, cultural, historical and learning support needs required to meet goals set in the personal learning pathways of Aboriginal students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To engage the expertise of an Aboriginal Education and Wellbeing Officer as a facilitator of the 'Turning Policy Into Action' document. The school will complete the 'Reflect' component of the Reconciliation Action Plan (RAP) and embed an action plan into our strategic directions.</p>
<p>Low level adjustment for disability</p> <p>\$33,207.49</p>	<p>Low level adjustment for disability equity loading provides support for students at Berridale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills inform and improve teaching and learning</li> <li>• Collaborative teaching practices to maximise learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Casual release for teachers to engage in collaborative teaching observation and feedback</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Teachers building their knowledge, skill and capacity to implement high quality literacy and numeracy programs through purposeful observation and constructive feedback.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To engage teachers in more regular collaborative teaching practice where</p>

<p>Low level adjustment for disability</p> <p>\$33,207.49</p>	<p>specific professional goals have been identified against the Australian Professional Standards for Teachers and as part of the Performance and Development Cycle.</p>
<p>Location</p> <p>\$3,881.05</p>	<p>The location funding allocation is provided to Berridale Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community engagement.</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Subsidising student excursions to enable all students to participate.</li> <li>• Onsite costs associated with the delivery of services by specialist facilitators.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students developing a growing sense of environmental responsibility, a product of the partnership established with Petaurus Education Group.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To build upon relationships established with external providers and local landholders so that students can engage in ongoing sustainable practices.</p>
<p>Professional learning</p> <p>\$9,846.13</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 Berridale Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative teaching practices to maximise learning</li> <li>• Data skills inform and improve teaching and learning</li> <li>• Consistent, school-wide assessment practices improve student learning outcomes.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improvement in students' literacy skills, specifically in the area of vocabulary and fluency. Teaching staff have increased their knowledge in using standardised assessment tools to deliver individual reading programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The continuation of 1:1 reading support via the Miniit and MacqLit programs, along with formalised pre- and post-tracking of student achievement. The specialist learning support teacher will lead professional development around analysis of intensive reading support data. Collaborative teaching practices will be heavily embedded into the cycle of professional learning with resources attached to release for peer observation and feedback.</p>
<p>Literacy and numeracy</p> <p>\$7,236.04</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Berridale Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Innovative Teaching and Learning Practices.</li> </ul>

<p>Literacy and numeracy</p> <p>\$7,236.04</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• Staff training and support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Observation and review of existing teaching practice, in-class support with literacy and numeracy programs and opportunity for professional discussion/feedback with colleagues. Sharing of expertise, led by an experienced instructional leader, has resulted in enhanced classroom management, formative assessment practices and subsequent student engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To support teachers with preparing ability and/or stage based literacy groups which enable quality learning experiences for all students. The school will redirect all learning support staff to classrooms within the time allocated for literacy groups so that lessons can be differentiated adequately. An expert teacher will lead professional development on effective Visible Learning practices with the intention that students know what is expected of them and how this can be achieved.</p>
<p>QTSS release</p> <p>\$11,211.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Berridale Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Staffing release to align professional learning with the school's strategic priorities, including data entry and analysis.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Teaching and non-teaching staff developing individual capacity to review and interpret literacy and numeracy data found in PLAN2. Teachers made the literacy and numeracy progressions current so that the results could be used to inform, and make adjustments to, teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  For all teaching staff to engage in high quality professional learning with an expert literacy consultant. Priority for each session will be to identify gaps in student knowledge and understanding using the Reading Guides, PLAN2 and SCOUT data, and embed this content in teaching and learning programs.</p>
<p>COVID ILSP</p> <p>\$38,349.93</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>COVID ILSP</p> <p>\$38,349.93</p>	<p>Optimal learning conditions for students to be withdrawn in a small group setting for intensive literacy support. All students participating in the COVID ILSP made gains of approximately 20% from their initial reading score on the WARP (Assessment of Reading Passages).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>For the specialist learning support teacher to train the team of SLSOs in delivering the WARP so that a greater number of students can receive benefit from the withdrawal program across a school week.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	27	26	27	28
Girls	34	30	27	23

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	92.7	92.6	94.3
1	83.5	90.9	89.7	87.9
2	89.6	70.5	92.9	88
3	89.8	80.8	83.4	87.9
4	93.4	90.1	92	84.1
5	90.9	91.9	94.7	82.9
6	93	91.6	93.3	90.9
All Years	91.7	89.4	92.1	89.2
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

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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
Classroom Teacher(s)	3.02
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.43

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	161,215
<b>Revenue</b>	1,089,367
Appropriation	1,064,456
Sale of Goods and Services	718
Grants and contributions	23,314
Investment income	79
Other revenue	800
<b>Expenses</b>	-1,068,874
Employee related	-905,046
Operating expenses	-163,828
<b>Surplus / deficit for the year</b>	20,493
<b>Closing Balance</b>	181,708

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	102,707
<b>Equity Total</b>	66,689
Equity - Aboriginal	5,037
Equity - Socio-economic	28,444
Equity - Language	0
Equity - Disability	33,207
<b>Base Total</b>	770,791
Base - Per Capita	13,312
Base - Location	3,881
Base - Other	753,598
<b>Other Total</b>	46,607
<b>Grand Total</b>	986,793

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

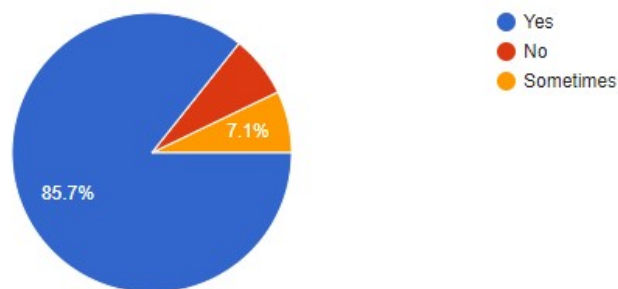
The school is annually required to collect feedback from parent, caregivers, students and teachers in relation to school directions. This was done by an online survey. Over the course of the year, the school has communicated achievement and successes of activities outlined in the School Plan through monthly Parents & Citizen Association (P&C) meetings, newsletters and social media platforms.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvement in student wellbeing. The PBL framework has been communicated to students, staff and teachers, promoting optimum conditions for student learning and wellbeing (Image 1). The school regularly engages with parents to improve understanding of student learning outcomes and reporting to parents has been improved in response to feedback (Image 2). Parents and community members have the opportunity to engage in a range of school related activities and information sessions which help build the school as a cohesive educational community. We are responsive to feedback from parents/caregivers and ensure communication is clear and timely (Image 3). The response to parents feeling welcome at the school was overwhelmingly positive, an indication that we are building a culture of trust and inclusivity (Image 4). Survey results indicated that a small minority (1 person) did not feel there was opportunity for parent participation at the school. On reflection, staff have indicated that many classroom based opportunities for parent inclusion had not resumed since learning from home ceased.

From a teaching point of view, staff were unanimous in their desire for a whole-school approach to effective explicit teaching methods (Image 5). Unsurprisingly, data analysis and use to inform teaching is under performing and will be a strategic priority for 2022-2024 (Image 6). Most pleasing, is the positive culture that we have created and the perceived high expectations for behaviour and learning by staff (Image 7). Self-assessment against the School Excellence Framework confirms that we are positively trending along our school improvement journey and have a staff dedicated to developing themselves and others.

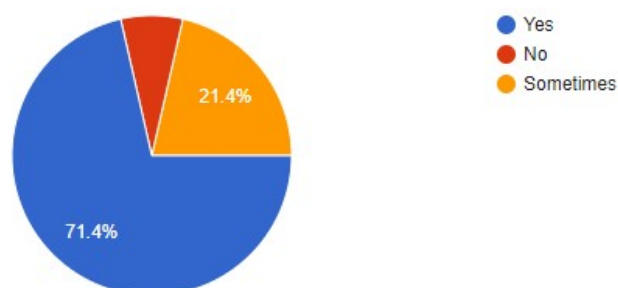
The school has high expectations for behaviour.

14 responses



Behaviour is dealt with appropriately and in a timely manner.

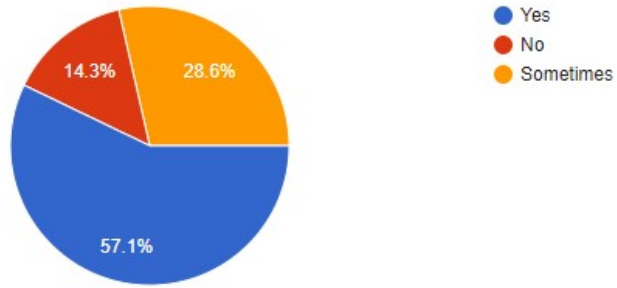
14 responses



85.7% of parents surveyed indicated that the school has high expectations for behaviour and 71.4% said that behaviour was dealt with in a timely manner.

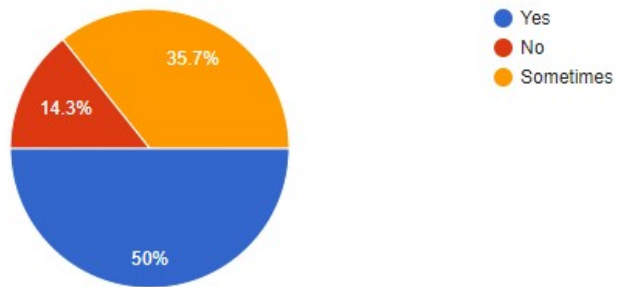
I am informed about my child's behaviour at school, whether positive or negative.

14 responses



I am informed about my child's learning progress at school.

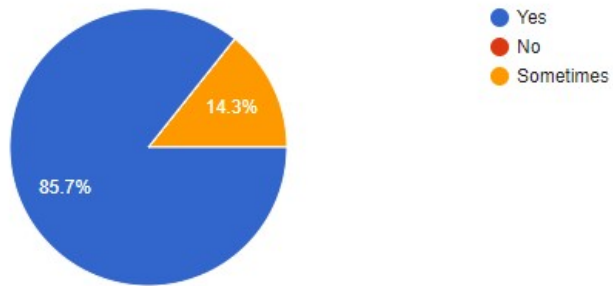
14 responses



75% of parents surveyed believed they were sometimes or always informed about their child's learning progress.

I am well informed about school activities. Communication is clear and easily understood.

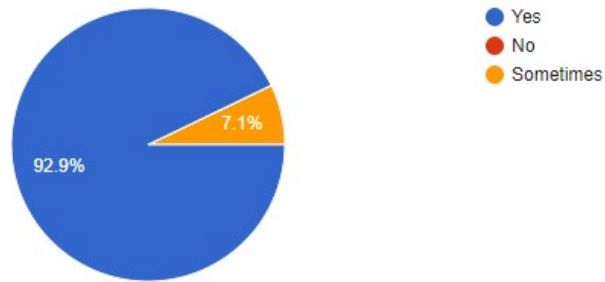
14 responses



85.7% of parents were appreciative of the clear communication issued by the school.

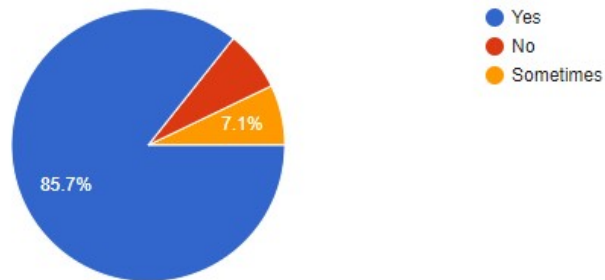
I feel welcome when I visit the school.

14 responses



The school creates opportunities for parents to participate at the school.

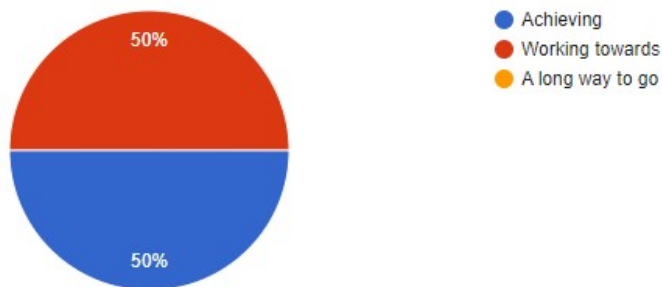
14 responses



92.9% of parents feel welcome when they visit the school.

Explicit Teaching: A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

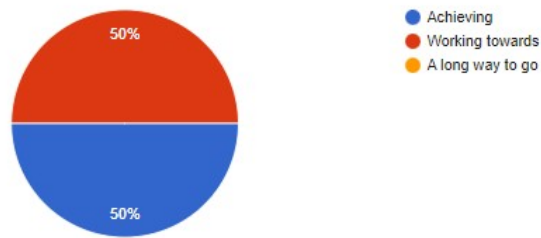
8 responses



Only 50% of staff believed that there was a whole-school approach to effective explicit teaching.

Data Analysis: The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

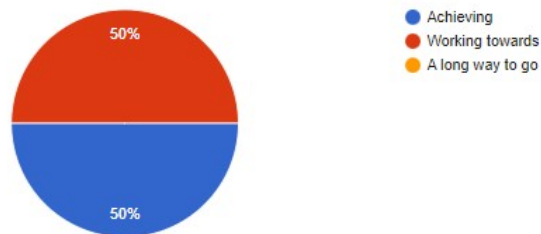
8 responses



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Data Use in Teaching: Teachers clearly understand, develop and apply a full range of assessment strategies– assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

8 responses



Data use in teaching is a strategic priority for 2022-2024.

Leading Teaching and Learning: The Principal creates a positive culture of challenge and support and sets high expectations through collaborative planning, monitoring and reviewing. The Principal sets high standards for behaviour and attendance.

8 responses



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Developing Self and Others: The Principal works with others to build a professional learning community that is focused on the continuous improvement of teaching and learning. They support all staff to achieve high standards, build the capacity of others, and treat people fairly and with respect.

8 responses



The school maintains a culture of high expectations and continuous improvement.



# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for 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

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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.