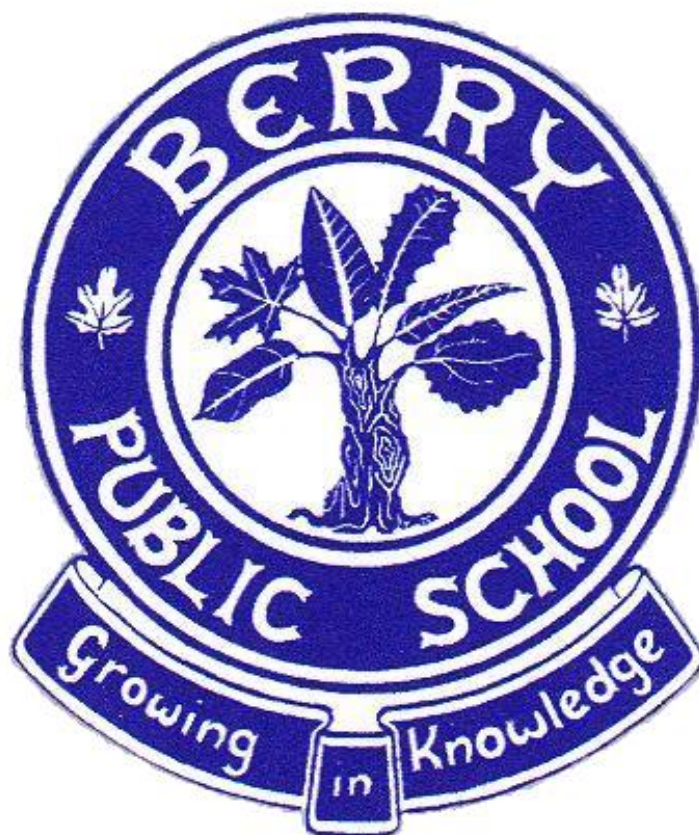


# 2021 Annual Report

## Berry Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Berry 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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Berry Public School  
Victoria St  
Berry, 2535  
<https://berry-p.schools.nsw.gov.au>  
[berry-p.school@det.nsw.edu.au](mailto:berry-p.school@det.nsw.edu.au)  
4464 1158

## Message from the principal

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Congratulations to our entire school community for your individual and collective achievements throughout 2021, a year that continued to pose extraordinary challenges for schools and communities across NSW due to the Covid-19 Pandemic.

It is imperative to contextualise data, and the 2021 Annual Report data sits in the context of a vastly unusual operational context that impacted on every aspect of our school and wider community.

On Saturday 14th August 2021 the Premier announced a state-wide lockdown and all schools in NSW moved to Level 4 restrictions including Learning From Home. The Learning From Home period extended until 18 October for K-1 Students and 25th October for students in years 2-6. When students returned to face to face learning cohorting restrictions remained in place for the remainder of the 2021 school year. The management of the cohorting restrictions and school activities relating to the regular Department Situation Reports added incredible complexity to school operations.

We are all incredibly proud of our students for the efforts they made to continue learning and engaging throughout the year. They have shown amazing resilience, courage, flexibility and commitment to continue to learn and flourish under the circumstances.

We are extremely grateful for the kindness, support, patience and encouragement of our parents and carers as we negotiated the ever changing school and community settings. We wish to acknowledge the immense challenges parents and carers faced during the lockdown and Learning From Home period. We thank you for every effort you made to work in partnership with our staff to support your children and provide continuity of learning during the year.

We were acutely aware of the challenges and stresses on families in 2021 and we worked in partnership with multiple organisations including Headspace and Maggie Dent to offer programs of support and advice to all parents, staff and students. We continued to implement The Ripple Program for our students, and our school led the state-wide initiative "Positive Parenting in a Pandemic" webinars to support parents. Those who engaged with the support found it incredibly helpful in supporting students.

We missed the involvement and contributions of our parents and our community volunteers in our school operations in 2021 and we are very much looking forward to things returning to normal in future. A very special thanks to our Berry Parents and Citizens Association who provided outstanding feedback and consultation throughout the year. The P&C also pivoted to the online environment to ensure the P&C meetings and vital consultation was able to continue.

We are proud that we were able to move the school forward in 2021 in key areas of our school plan to improve student learning and wellbeing. We were able to deliver all planned components of the RIPPLE program and also plan significant upgrades to our playground in consultation with students, parents and community. Our work with Project RockIt on cyber-safety in June was perfectly timed as students, parents and staff were better prepared for the online environment during Learning From Home.

We worked with Headspace on Leading Teams In Complex Environments to build psychological safety and social capital. Most importantly we recognised the need to put deliberate strategies in place to "Reflect, Rebalance, Recalibrate and Reorient" as a school when we returned to face to face learning. One strategy to reconnect, rebalance and re-orient our students was a Wellbeing Picnic as part of the annual Berry Way Celebration Day which was held the week after students returned to face to face learning. It was a wonderful way to bring everyone together and engender a sense of belonging.

Our teachers and support staff were once again extraordinary in their professionalism and commitment during 2021. The team was well prepared to support learning from home and found innovative and effective ways to connect and engage with our students and parents to ensure continuity of learning. Debating, Tournament of the Minds, Book Week and even a virtual Kindergarten Orientation were all still delivered online in 2021. Thank you to our entire staff for taking a "Whatever it takes" attitude to supporting our students, families and each other throughout the year.

For further information and beautiful images of our achievements in 2021, we encourage everyone to go to our school website and facebook page.



Welcome Back Wellbeing Picnic

## School vision

### Our vision

To retain and enhance excellence in student learning, wellbeing and social/emotional outcomes through a shared commitment to our values and behaviours known as The Berry Way:

- We are learning
- We are safe
- We are respectful
- We are caring
- We are a team

## School context

Berry Public School has an enrolment of approximately 320 students and is located approximately 2 hours south of Sydney in the rural and picturesque township of Berry.

Our school is the hub of a caring and supportive community with a highly supportive and proactive Parents and Citizens' Association.

Our community of schools effectively collaborates to enhance teaching, learning and leadership in all schools. There is strong focus on sharing resources, expertise and practices including authentic partnerships with the NLAECG to bring to life the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030.

The school undertook a comprehensive situational analysis involving a plethora of internal and external data across all domains of the School Excellence Framework to inform the development of our strategic plan.

As a result of the situational analysis the school has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

### **Academic Performance : Growth and Attainment**

The situational analysis showed that our school consistently outperforms the state average and statistically similar schools in a range of external assessments of Literacy and Numeracy, including NAPLAN and the department Check-In Assessments. The school shows specific strengths in the percentage of students in the top two bands and the average performance in both Literacy and Numeracy.

A data driven culture underpins our continuous improvement that results in outstanding academic, social, emotional and health outcomes as evidenced across a range of performance measures . The suite of Tell The From Me surveys showed that high expectations of personal effort and continuous improvement exist for every student and staff member of our organisation.

The school Learning Support Team ensures all students are known, valued and cared for by coordinating learning support programs, individual learning programs and wellbeing programs. The team also facilitates access to counselling services and allied health professionals.

High potential and gifted students are provided with a wealth of opportunities and are case managed by classroom teachers in consultation with parents. The school identified the need to review and improve our processes in line with the new Department Gifted and High Potential Students Policy.

The school curriculum is guided by the NESA syllabus requirements for all key learning areas. The review of the NSW Curriculum creates an extraordinary opportunity to revise the school curriculum as part of a systematic, statewide process.

A rich and diverse curriculum is enhanced by a myriad of high quality extension and support programs as well as bespoke initiatives that provide opportunities for our students.

There is a strong creative arts focus through the school Paint Pot visual arts program. Our partnership with the Wollongong Conservatorium of music enhances our Music and Band programs. Creative Arts programs are also

bolstered by a wide range of extra-curricular opportunities.

Our Science and Technology curriculum is significantly enhanced by the school Plant Propagation and Environmental Education Centre that is supported by community volunteers. STEM programs are also enhanced by teacher professional learning and our student "Tech Club" which both utilise the department T4L STEM kits to supplement the Science curriculum.

## **School Culture and Wellbeing**

Our school has received multiple awards for school and community partnerships.

The direct positive correlation between student wellbeing and learning performance is a shared belief of our community, informed by research including CESE What Works Best and The Learning Bar. In the previous strategic plan "The Berry Way" was co-designed with our community to describe the core values that drive our positive school culture. Daily interactions and explicit teaching of behaviours that underpin "The Berry Way" are a feature of our curriculum.

Our curriculum includes whole school programs focusing on social emotional learning, resilience and wellbeing. Student resilience and cyber safety issues were identified as focus areas to address in the school plan.

In 2021 we began "The Ripple Project" in partnership with The Phillips Foundation and The Young and Resilient Research Centre at Western Sydney University, to tailor trusted and evidence-based programs to the school's resilience support needs. This is ground breaking research and Berry is the first school in Australia to lead this program.

## **Teaching and Leadership**

Research by Michael Fullan identifies key drivers of change include capacity building, learning culture, collaboration and pedagogy (quality teaching practices).

The situational analysis identified that staff turnover due to retirement and promotion requires strategic succession planning to ensure the continuity of service, staff capacity and performance. Ongoing professional learning and enhancements to teaching and leadership capacity are a focus of our school. The School Excellence Framework evidence showed that our school's use of data, effective collaboration and distributed leadership are some of the key drivers that build staff capacity and underpin the outstanding performance of our students. The 2019 and 2020 SEFSaS highlighted the need to focus on initiatives that continue to enhance explicit teaching, effective feedback, consistent classroom management, and collaboration to maintain our high performance culture.

The situational analysis and school plan was informed by the implementation timelines of relevant department policies and strategies including:

- NSW Curriculum Reform
- High Potential and Gifted Students Policy
- High Impact Professional Learning Policy
- Disability Strategy
- Behaviour Strategy
- Wellbeing Framework
- Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030

In the development of our strategic plan a myriad of research was utilised to inform each strategic direction and initiative. Research includes:

- Michael Fullan - System reform drivers
- John Hattie - Visible Learning
- Stephen Dinham - Influences of student achievement
- Quality Teaching Rounds - The University of Newcastle
- The School Excellence Framework
- CESE Research including: What Works Best, Effective Feedback, Classroom Management, Cognitive Load Theory
- DoE Literacy/Numeracy strategy research and resources
- BeYou (Beyond Blue)
- The Learning Bar - Tell Them From Me
- Pasi Sahlberg - "Growing Up Digital"
- The Flourish Movement Report to the NSW Department of Education
- Young and Resilient Research Centre - The University of Western Sydney  
<https://www.westernsydney.edu.au/young-and-resilient>

## 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>

### Purpose

Maximise student growth and attainment in Literacy and Numeracy.

### 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.

- The High Potential and Gifted Students Project
- Literacy And Numeracy Design Project
- Curriculum Design Project

### Resources allocated to this strategic direction

**Location:** \$7,491.52

**Low level adjustment for disability:** \$76,659.00

**Literacy and numeracy intervention:** \$22,424.00

**Socio-economic background:** \$20,192.00

**Aboriginal background:** \$8,901.00

**Integration funding support:** \$184,312.00

**Combined Equity Loadings:** \$44,000.00

**Literacy and numeracy:** \$17,618.00

### Summary of progress

Significant progress was made in the Growth and Attainment strategic direction in 2021 particularly in light of the context in which we were operating due to Covid-19. The team deserves particular recognition for successfully pivoting into the Learning From Home environment in 2021. The extensive preparation, planning, and collaboration combined with the effective use of our existing online programs supported students and parents during the Learning From Home period. Teachers continued to differentiate programs and provide extension activities for students. The school also exhausted our allocation of loan computers for families to ensure equity of access to learning opportunities. The feedback from parents was overwhelmingly positive with the exception of some parents wanting more Zoom sessions for explicit teaching. The staff made the conscious decision to limit Zoom session because not all families had 1:1 devices, feedback from parents was that running zoom sessions for multiple students in one home was problematic, and we also wanted to manage the screen time of students during Learning From Home period.

All teachers completed extensive professional learning in the targeted Literacy area of Vocabulary. The impact of the initiative in terms of changes to teaching and learning was hampered by the Learning From Home period, however a number of the strategies were evident in the weekly Learning From Home programs. The focus will continue in 2022 linked to classroom observations and the Quality Teaching Rounds initiative.

All Stage One teachers completed professional learning in the InitialLit program, an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. The school also invested in resources to support the InitialLit program implementation. In 2022 the team will evaluate the program, as well as collaboratively plan and teach to embed the initiative.

Internal Numeracy assessments were revised to improve the identification of student progress and achievement in the Mathematics curriculum across stages. Staff completed targeted professional learning on the online "Mathletics" program to enhance student engagement and the impact of the program. Year 4 and Year 6 completed the Check In Assessments in Literacy and Numeracy which showed the students outperformed the state average in Numeracy.

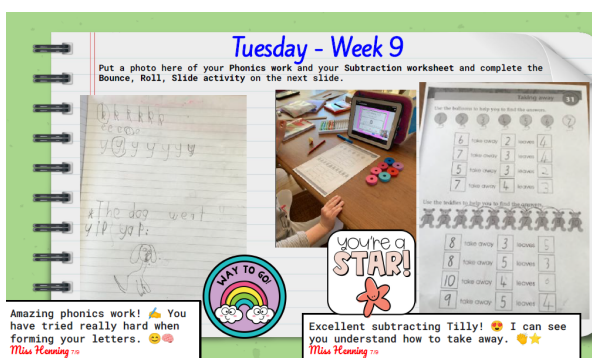
High Performing and Gifted education continues to be a focus and the team refined the HP&G student identification processes across all domains in 2021. The staff were able to utilise video conferencing technology to engage students in programs such as Debating and Tournament Of The Minds which saw a 30% increase in student participation. Additional student enrichment programs across a range of domains are planned 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
<p>Improvement in the percentage of students achieving NAPLAN top 2 bands in Reading towards the system negotiated baseline target of 66.80%.</p> <p>Improvement in the percentage of students achieving NAPLAN top 2 bands in Numeracy towards the system negotiated baseline target of 54.03%.</p>	<p>The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 60.55% indicating achievement yet to be seen towards the system negotiated baseline target.</p> <p>NAPLAN data indicates students achieving in the Top 2 Bands in Year 3 Reading is 69% which is 15% above the State average of 54.1%.</p> <p>NAPLAN data indicates students achieving in the Top 2 Bands in Year 5 Reading is 51% which is 11.6% above the State average of 39.4%</p> <p>The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 42.99% indicating achievement yet to be seen towards the system negotiated baseline target.</p> <p>NAPLAN data indicates students achieving in the Top 2 Bands in Year 3 Numeracy is 42.1% which is 3% above the State average of 39.1%.</p> <p>NAPLAN data indicates students achieving in the Top 2 Bands in Year 5 Numeracy is 44% which is 12% above the State average of 32%.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN Reading towards the system negotiated baseline target of 73.18%</p> <p>Increase the percentage of students achieving expected growth in NAPLAN Numeracy towards the system negotiated baseline target of 69.27%</p>	<p>The percentage of students achieving expected growth in NAPLAN Reading is 51.11% indicating achievement yet to be seen towards the system negotiated baseline target.</p> <p>The percentage of students achieving expected growth in NAPLAN Numeracy is 56.82% indicating achievement yet to be seen towards the system negotiated baseline target.</p> <p>We are pleased to note that our students who are on our Learning Support Team caseload and required a differentiated and personalised learning plan have shown above expected growth in Reading and Numeracy.</p>



Literacy and Numeracy remained a focus during Learning From Home.



### Purpose

Optimise the health, wellbeing and resilience of students and staff to enhance student learning, and equip students to be active and positive contributors to society.

### 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.

- The Ripple Project
- Professional Support and Wellbeing Initiative.

### Resources allocated to this strategic direction

: \$10,000.00

### Summary of progress

2021 saw significant interruption to school operations due to the COVID 19 pandemic, including a 7 week Learning From Home period. Wellbeing and resilience programs, as well as curriculum and extra curricular programs were further impacted by student cohorting requirements that remained in place for the duration of Semester 2.

### The Ripple Project

Despite the challenges, the school launched all planned student wellbeing booster programs as intended. Each of the programs involved teacher professional learning, parent information sessions, as well as student incursions and ongoing learning programs:

- Project RockIt -Australia's youth driven movement against bullying, hate and prejudice
- The 4H model - A research evidenced based model that is effective in supporting our students, parents, staff, and our school community to develop resilience and positive relationships.
- The Good Foundation Healthy Eating program
- The Root Cause" - empowering children to have a positive life-long relationship with food and sleep, which underpins optimum health, behaviour and academic performance.

Teachers partnered with the Phillips Foundation and The University of Western Sydney in the development of the Ripple Project Reporting Tool to enable accurate point-in-time monitoring of student wellbeing. The staff trialled the Ripple Set programs and evaluated the Check-In questions that created baseline data on student wellbeing that fed into the Ripple School Reporting Tool. The school used the data to inform future Booster Packs, programs and refinements to current practices. The initiatives have been aimed at supporting student wellbeing although the data demonstrates that the impact of the Covid Learning From Home external event had a significant negative impact on student wellbeing that was outside of our control. The impact of the COVID 19 pandemic would've been far more significant had student wellbeing not been a priority of the school. The Ripple Project will continue as a focus of this strategic direction.

The student Tell Them From Me survey showed that "Advocacy" and "Expectations for Success" were both significantly above state average. There was notable decrease in students' reported "Sense of Belonging" in the survey which could be attributed to the Covid-19 experience; characterised by reduced school events, an extensive Learning From Home period in 2021 and long term cohorting which reduced social interaction and extra-curricular activities.

### Professional Support and Wellbeing

The school provided a suite of research evidenced based programs aimed at improving professional support, health, wellbeing and overall performance of school staff. The staff engaged with the opportunities provided by Headspace on Leading Teams In Complex Environments to build psychological safety and social capital.

The 2021 Teacher Focus on Learning Survey showed the school significantly outperforms the state norms in all eight identified Drivers of Students Learning.

The 2021 People Matter NSW Public Sector Employee Survey showed:

100% of respondents would recommend Berry Public School as a great place to work (33% above the sector).

89% of respondents at Berry Public School indicated high overall job satisfaction (19% above the sector).

78% of respondents indicated favourable wellbeing scores (9% above the sector).

### Contextually Responsive Initiative to Support Parents.

Our school recognised the impact of the Covid-19 lockdown and Learning From Home period on our community. We initiated and led a program of support for parents "Practical Parenting in a Pandemic" with acclaimed author Maggie Dent. The online webinar series was attended by thousands of parents throughout NSW and also allowed parents to access a range of resources to support student learning and wellbeing.

### 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 attending school 90% or more of the time towards the system-negotiated baseline target of 83.59%.	<p>The number of students attending school greater than 90% or more of the time is 77.13% indicating achievement yet to be seen towards the system-negotiated baseline target.</p> <p>The school implemented a range of attendance strategies including enhanced attendance information to parents. The school also employed additional school administration staff to implement a Phone Intervention Program (PIP) to follow up student absences.</p> <p>NSW student attendance data in 2021 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 10 week period from 16 August to 25th October 2021. However our data tells us that students were engaging in learning during the COVID-19 period.</p> <p>The planned attendance initiatives will remain in place in 2022 and are expected to improve student attendance under normal operations.</p>
Increase the percentage of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the system negotiated baseline et of 82.10%.	<p>Tell Them From Me data shows 83.04% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating achievement of the system negotiated baseline target.</p> <p>This is extraordinarily positive data, given the reported impact on student wellbeing as a result of the pandemic, and is a reflection of the efforts of the school in this strategic direction.</p>
Tell Them From Me parent survey indicates an increased score in the measure 'Parents are Informed'.	<p>Tell Them From Me parent data indicates a score of 6.1 in relation to the measure 'Parents Are Informed'. The NSW Government Norm is 6.6.</p> <p>It is imperative to note that the school communications systems (App, social media, email systems, and consistent student learning management system using Google Classroom) allowed extensive and ongoing communication to continue during the year, even throughout the Learning From Home Period in term 3 and 4 2021.</p> <p>The school ensured parents were informed via the app and social media every time there was a change to the situation report that impacted on our operations.</p> <p>The school continued to share student successes on the website news, galleries and social media throughout the Learning From Home period and level 3 restrictions.</p> <p>The 2021 Partners in Learning survey data reflected the overall impact of our parents being unable to access the school grounds to be involved in</p>

<p>Tell Them From Me parent survey indicates an increased score in the measure 'Parents are Informed'.</p>	<p>school activities, learning programs and informal face to face meetings with teachers due to the COVID-19 regulations.</p>
<p>The 'Ripple Project' research grid indicates improved outcomes in the domains of Mental Wellbeing, Physical Health, Family and Friends and School Culture.</p>	<p>The 'Ripple Project' research grid outcomes in the domains of Mental Wellbeing, Physical Health, Family and Friends and School Culture are revised as part of the research project by the University of Western Sydney. The project operates on a 3 year timeline and will reported in the 2024 annual report.</p> <p>Interim progress report comments using the data from the student check in assessments will be provided in the 2022 annual report.</p>



The Year 6 Farewell is a showcases the results of our Stage 3 dance program.

## Strategic Direction 3: Teaching and Leadership Capacity

### Purpose

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Continuous enhancement of teaching and leadership capacity to enable a professional growth and wellbeing culture to flourish and improve student learning outcomes.

### 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.

- Quality Teaching Rounds
- Aspiration and Succession Project
- Classroom Management Strategy

### Resources allocated to this strategic direction

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**QTSS release:** \$58,638.00

**:** \$0.00

**Professional learning:** \$27,619.00

### Summary of progress

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The school made significant progress in the areas of focus in the strategic direction of Teaching and Leadership Capacity in 2021.

The collaborative strategies in place through the year to enhance teaching and leadership capacity, including planning for Learning From Home during the Covid-19 Lockdown, resulted in improvements in the Leadership domain and the Data Informs Practice domain of the Teacher Focus On Learning Survey.

The teachers all have greatly enhanced skills in utilising technology for learning as a result of teaching in the Learning From Home periods of the pandemic in 2020/2021.

Whole school professional learning is targeted towards achieving the objectives of the school plan. All teachers completed Focus On Vocabulary Professional Learning to address the identified need to improve student growth and attainment in Literacy. Many of the strategies were able to be implemented as part of the Learning From Home programs, further implementation will occur in 2022.

Clarity and consistency of behaviour management in the playground was achieved through whole school professional learning and collaboration to achieve a shared understanding of policy expectations and school procedures. An unexpected outcome of the changes was an increase in the recording of playground behaviour incidences that has allowed the school to provide more targeted behaviour interventions resulting to reduce playground behaviour issues and bullying. The Semester 1 Student Tell Them From Me Survey showed the students identifying as victims of bullying reduced down to 21% , relative to the state norm of 36%.

Staff completed the initial training and classroom observations in the Quality Teaching Rounds but the school was placed in the research control group to begin the program in 2022. The executive team developed a context specific implementation model to maximise the impact of the QTR program over the duration of the school planning cycle.

The whole school face to face professional learning to achieve enhanced consistency of classroom behaviour management practices was not completed due to Covid regulations. The Inclusive, Engaging and Respectful Schools Strategy is due for release in 2022 and will further refine school procedures.

Throughout 2021 staff also completed a wide range of targeted professional learning related to their Personalised Professional Development Plans (PDPs), career progression and school responsibilities.

### Progress towards achieving improvement measures

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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
Tell Them From Me teacher survey indicates an increased score in the measure of Leadership.	Tell Them From Me teacher data indicates a score of 9.4 in relation to the measure of Leadership. The NSW Government Norm is 7.1.
Tell Them From Me teacher survey indicates an increased score in the measure of Teaching Strategies.	Tell Them From Me teacher data indicates a score of 9.3 in relation to the measure of Teaching Strategies. The NSW Government Norm is 7.9.
Tell Them From Me teacher survey indicates an increased score in the measure of Data Informs Practice.	Tell Them From Me teacher data indicates a score of 9.2 in relation to the measure of Data Informs Practice. The NSW Government Norm is 7.8.
Self-assessment against the School Excellence Framework in the element of Learning and development will be maintained at Sustaining and Growing.	Evidence based self-assessment against the School Excellence Framework in the element of Learning and Development shows the school currently performing at Excelling.
Self-assessment against the School Excellence Framework in the theme of Explicit Teaching will be maintained at Excelling.	Evidence based self-assessment against the School Excellence Framework in the theme of Explicit Teaching shows the school currently performing at Excelling.



Teaching and leadership capacity showed incredible improvements in technology for learning, enabling us to deliver programs online.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$184,312.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Berry 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>• Literacy And Numeracy Design Project</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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to adjust the use of integration funding throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs. The learning and support team meeting agenda will continue to incorporate integration funding decision making on a regular basis.</p>
<p>Socio-economic background</p> <p>\$20,192.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Berry 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>• Literacy And Numeracy Design Project</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 literacy programs to support identified students with additional needs</li> <li>• professional development of staff through to support student learning</li> <li>• Additional staffing to assist students with additional learning needs</li> <li>• Payment of excursion/incursion fees and resources for students to allow equity of access to educational opportunities.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Learning and Support Teacher (LaST) and School Learning Support Officer (SLSO) delivered a variety of targeted program interventions and support. Teachers were supported to improve quality teaching practices and differentiation to enhance student learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to engage teachers in instructional learning opportunities. Programs will be structured to enable learning that is personalised for individual students, student cohorts and groups of students to engage with the curriculum at their point of need. a regular and rigorous analysis of data is to be evident to review and modify target groups of students performing above and below expected levels with differentiated and inclusive teaching strategies. students have full access to curriculum and extra-curricular opportunities.</p>



<p>Aboriginal background</p> <p>\$8,901.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Berry 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>• Literacy And Numeracy Design Project</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 specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Aboriginal partnerships being collaborative, inclusive and supportive for Aboriginal students with evaluation and refinement of intervention strategies undertaken to ensure they were sustainable and showed improvement in student achievement. 67% of Aboriginal students performed in the top 2 bands in NAPLAN.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> further evaluation of the effectiveness of support for Aboriginal students using the resource Turning Policy into Action and targeted literacy and numeracy support for Aboriginal students with the development of individualised learning goals that set high aspirations for students, with ongoing review.</p>
<p>Low level adjustment for disability</p> <p>\$76,659.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Berry 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>• Literacy And Numeracy Design Project</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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention in the MlniLit program to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> structured programs to enable learning that was personalised for individual students, student cohorts and groups of students to engage with the curriculum at their point of need, including a whole school focus on explicit teaching practices that are aligned to student learning needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> evidence-based, high impact teaching and learning strategies consistently implemented with targeted and strategic learning and support and intervention, evaluated each 5-week cycle in consultation with Instructional Leaders.</p>
<p>Location</p>	<p>The location funding allocation is provided to Berry Public School to address school needs associated with remoteness and/or isolation.</p>

<p>\$7,491.52</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>• The High Potential and Gifted Students Project</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> </ul> <p><b>The allocation of this funding has resulted in:</b> all students having access to extra curricular activities throughout the year.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue with funding to support students to engage in all aspects of school activity.</p>
<p>Literacy and numeracy</p> <p>\$17,618.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Berry 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>• Literacy And Numeracy Design Project</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>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching with targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued support for implementation of the new K-2 curriculum changes as well as intensive small group literacy and numeracy intervention programs.</p>
<p>QTSS release</p> <p>\$58,638.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Berry 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>• Quality Teaching Rounds</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice with teachers embedding evidence-based, high impact teaching strategies within their classroom practice. the teacher "Focus on Learning" survey reflects the effectiveness of the QTSS funding in enhancing teaching and leadership capacity, particularly in the domains of Leadership, Teaching Strategies and Quality Feedback.</p>

<p>QTSS release</p> <p>\$58,638.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b>          continuing to ensure the leadership team lead improvement in areas directly related to the school plan and quality teaching.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,424.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Berry Public School who may be at risk of not meeting minimum standards.</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>• Literacy And Numeracy Design Project</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>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>          differentiated teaching with targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          continued support for implementation of the new K-2 curriculum changes as well as intensive small group literacy and numeracy intervention programs.</p>
<p>COVID ILSP</p> <p>\$69,933.00</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 to deliver small group tuition</li> <li>• Providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• providing intensive small group tuition for identified students who were identified by the Learning and Support Team as requiring additional support</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- 100% of students were able to demonstrate a significant improvement in their reading fluency, accuracy and comprehension results.</li> <li>- the majority of the students in CILSP reaching their learning goals</li> <li>- students expressing a sense of achievement and enjoyment at taking part in small group tuition</li> <li>- a significant improvement in literacy and numeracy results based on the analysis of assessments undertaken and the start and end of the tuition cycle</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          the engagement of a CILSP teacher to implement a support program throughout 2022. Collaboration with class teachers and Learning and Support Team regarding individual student needs will assist in determining students requiring small group tuition in 2022. Literacy and numeracy assessments carried out in Term 4 2021 and Term 1 2022 will be analysed and compared to cohort averages to determine groups and students. Additional professional development will be undertaken by the CILSP in 2021/2022 in order to be able to facilitate the new literacy program being introduced to Stage One students in 2022.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	182	182	167	165
Girls	153	143	147	151

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.6	94.7	96.3	93.7
1	95.1	93.8	95.2	93.4
2	93.3	93.4	95.2	95
3	93	93.5	95	94
4	94.5	91.5	95.2	92
5	94.3	92.7	94.1	92.2
6	93.8	92.1	96	89.7
All Years	94.1	93.2	95.3	93
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
Assistant Principal(s)	3
Classroom Teacher(s)	11.57
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.82

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	239,874
<b>Revenue</b>	3,119,455
Appropriation	3,022,568
Sale of Goods and Services	5,684
Grants and contributions	90,958
Investment income	245
<b>Expenses</b>	-3,038,558
Employee related	-2,764,914
Operating expenses	-273,644
<b>Surplus / deficit for the year</b>	80,897
<b>Closing Balance</b>	320,772

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>	188,912
<b>Equity Total</b>	105,813
Equity - Aboriginal	8,901
Equity - Socio-economic	20,192
Equity - Language	0
Equity - Disability	76,720
<b>Base Total</b>	2,414,692
Base - Per Capita	77,406
Base - Location	7,492
Base - Other	2,329,794
<b>Other Total</b>	157,280
<b>Grand Total</b>	2,866,696

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 utilises a range of valid and reliable evaluation instruments at various times of the year, including the full suite of surveys from Tell Them From Me, and the BeYou (Beyond Blue) Program, which collect data from Students, Parents and Teachers.

Consultation with focus groups about key school issues is also regularly undertaken. The P&C Association is the key consultative group for our parents. The SRC (Student Representative Council) is the key consultative group for our students.

### Student Satisfaction

#### Tell Them From Me survey

Tell Them From Me data shows 83.04% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating achievement of the system negotiated baseline target. This is extraordinarily positive data, given the reported impact on student wellbeing as a result of the pandemic, and is a reflection of the efforts of the school in this strategic direction.

The school trend data in some areas was directly impacted by the Learning From Home experience and will be a focus of the return to normal operations. For example, Students' sense of belonging declined as a result of so many activities in the school and community not operating due to Covid restrictions.

Strengths from the Tell Them from Me Data included:

- Advocacy
- Sense of Belonging
- Students with positive Relationships
- Students with positive behaviour at school
- Victim of Bullying was below NSW Government norm.

Our commitment to student voice, health and wellbeing is also reflected in the Ripple Project initiative.

### Parent Satisfaction

The BeYou Parent Survey is administered during Education Week (Term 3 Week 3) annually to maximise parent/caregiver completion rates. Parents were unable to complete the survey using this methodology in 2021 due to COVID-19 Restrictions.

#### Parent Partners In Learning Survey

The 2021 Partners in Learning survey data reflected the sense of parent disconnection from the school due to Covid-19 Restrictions. 27 Parents responded to the survey. Due to Covid-19 regulations restricting parent access to the school significant declines were noted in "Parents Feel Welcome" and "Parents are Informed". This was also reflected in qualitative data and comments from parents about missing the day to day connection with the school and staff. The survey reflects that the most valued communication is "Informal communication with teachers".

Parents noted in the survey that the most useful forms of Communication were the School Website and Social Media. The Department generated survey relating to communication once again did not include a selection for "app" which has become a central component of our communication strategy.

The strongest areas parents identified in the 2020 survey were:

- School Supports Positive Behaviour
- School Supports Learning
- Safety at School.

The lowest performing area was "Inclusive School" (referring to the inclusion of students with disabilities) however parents noted in the comments section and at the P&C focus group that unless their child was on the Learning Support Team caseload they had difficulty answering the questions and were not aware of the full range of supports in place.

The school is responding to this feedback by creating website presence and communications strategy to inform parents of the tiered intervention support processes the school has in place.

Parents responded overwhelmingly positively to the open ended question: "What are some ways that Berry Public School made your child's home learning experience better or more manageable?". There were repeated positive references to:

- Zoom meetings
- Google classroom
- Timetables and organisation
- Personalised "Tailor made for each child
- Resources and work packs

Parents also provided feedback on how to enhance the Learning From Home experience if it occurs in future.

## Teacher Satisfaction

### Teacher Focus on Learning Survey

The school significantly outperforms the NSW State norms on all areas of the Focus on Learning survey reflecting the professional, collaborative and supportive culture of the team.

The 2021 Covid-19 Learning From Home experience provided significant challenges for the team and there was overwhelming positive agreement on how the team collectively managed the situation and supported the staff. 100% of staff felt prepared and supported during the learning from home program.

Of particular note in the 2021 Teacher Focus on Learning Survey was the significant improvement in the Technology domain which reflected the professional learning, training practical application of Technology for Learning during the Learning From Home periods in 2020/2021.

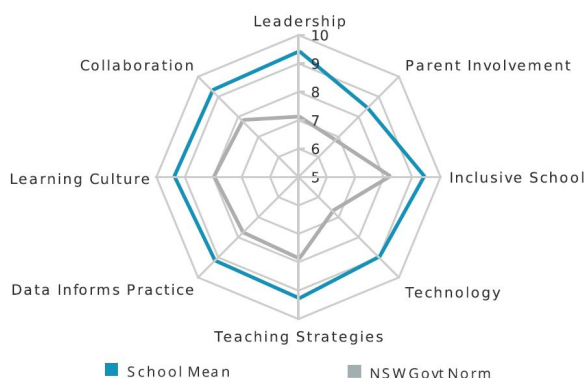
## People Matter Survey

in 2021 the Public Sector People Matter Survey was also utilised to gauge staff satisfaction.

100% of the respondents indicated they would recommend their organisation as a great place to work (33% above sector performance).

89% of respondents indicated overall positive job satisfaction (19% above sector performance).

The results for the Eight Drivers of Student Learning are shown in the first set of charts. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The radar chart below provides a summary of the results for Berry Public School. More detailed results for each measure follow.



Berry PS outperforms the State norms in all eight drivers of student outcomes according to 'Effective schools' research.

# 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.