2021 Annual Report

Berkeley West Public School

4180

Introduction

The Annual Report for 2021 is provided to the community of Berkeley West Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Our school provides quality educational experiences and opportunities for students and teachers in an environment of respect, responsibility and safety that will engage and motivate all students to learn, equipping them with the confidence, skills and knowledge for future success and wellbeing.

School context

School context

Berkeley West Public School is located in South Wollongong/Lake Illawarra North and has a student enrolment of 196. The school culture is that of respect, responsibility and safety, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. Currently, 19% of students identify as Aboriginal and 19% of students have English as an additional language (EAL) at home. The ratio of EAL families has declined over recent years, with 70% of EAL students not requiring additional language support.

Our school's current Family Occupation and Education Index (FOEI) is 151 which represents the school-level index of educational disadvantage. This has risen from 146 from the start of the previous school plan (2017) and places the school in approximately the most disadvantaged 15% of schools. As CESE research indicates that FOEI explains almost 63% of the variance in average school performance in primary schools, the school will need to ensure the school plan strategically allocates resources to address identified gaps in student performance, wellbeing and attendance.

The school has completed a situational analysis that 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.

1. Student growth and attainment

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update. As the literature suggests, we will focus on developing and sustaining collaborative whole school processes for collecting and analysing student data to inform both professional learning and to embed evidence-informed teaching practices for every student in every classroom. Best practice will be drawn and developed from CESE resources, in particular 'WWB- Explicit teaching', 'Use of data to inform practice', 'Assessment' and 'Collaboration'.

2. Wellbeing and attendance

To address wellbeing needs in our school we will maintain and consolidate many of the evidence-based school-wide universal systems, developed as a Positive Behaviour for Learning (PBL) school, that work efficiently for the majority of students. Refinement and consistent application of Tier 2 systems commenced in 2020 will be implemented as part of this plan, as it is this smaller cohort of students requiring targeted interventions that account for a large proportion of behaviour referrals. Whilst PBL processes were implemented in the last school plan, our reflection on data and feedback by stakeholders suggests that behaviour is only part of wellbeing and there is more work to be done that warrants inclusion of total Wellbeing in this school plan. Additionally, there has been a significant turnover of staff since the last plan, and therefore, this plan will be inclusive of professional learning and activities to build capacity, that have been proven to work in other settings and are likely to work in ours. These activities will be drawn from the evidence-based CESE publications, 'Supporting advocacy at school', 'Supporting high expectations', 'Supporting sense of belonging', as well as, 'WWB- Classroom Management' and 'WWB- Wellbeing'.

To address attendance needs in our school, a team will be formed to drive activities targeted to improve student outcomes by increasing the percentage of students attending school at least 90% of the time. The team will research evidence-based practice and develop an action plan to implement strategies from the NSW DoE's 'Attendance Matters' website addressing areas of focus identified from the 2020 'School Attendance Self-Assessment Sprint'.

3. Community engagement- partners in learning

Reflection and analysis of general feedback from the community reveals a declining trend in overall community satisfaction across a number of areas. However, it is strongly evident that a decline in positive perceptions can be attributed to a proportionate increase in the amount of feedback returned as 'neutral' or 'didn't know'. This deficit in parent understanding, or awareness of what is happening in the school, made it imperative for the school to strengthen family and community engagement in learning as core work in this school plan.

The school will take a structured and strategic approach by forming a community engagement team to initially review

current practices against the seven dimensions of the 'Family-Schools Partnership Framework.' From this, the team will research strategies and develop an action plan with a four year timeframe to better engage parents as partners in student learning, and school activities.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
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	Sustaining and Growing
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

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Early Action for Success (EAfS): $137,211.00
Literacy and numeracy intervention: $47,090.00
Literacy and numeracy: $8,763.00
Socio-economic background: $129,854.43
Professional learning: $14,615.00

Summary of progress

In reading, our focus for 2021 was on the use of highly effective teaching practices to improve comprehension across all subject areas. Focusing on current research endorsed by the Department of Education utilising the Effective Reading K-2 Guide and Improving Reading Comprehension 3-6. Teachers completed PL beginning with Gough and Tunmer's Simple View of Reading (1986) and Scarborough's Reading Rope (2001). Additional professional learning was planned with particular focus on linguistic comprehension and decoding to support reading comprehension.

Teachers worked collaboratively to deepen their understanding of the strategies presented in order to understand how students use linguistic comprehension and decoding to improve reading comprehension. K-2 teachers had the opportunity to participate in professional learning that supported their understanding of the importance of Phonological Awareness and Phonics whilst 3-6 teachers completed the same as well as Fluency. Staff surveys revealed the professional learning provided increased teacher confidence and deepened their understanding of evidence-based comprehension teaching strategies, and feedback showed teachers valued the time provided to collaboratively embed comprehension strategy knowledge. Extrapolated student performance data has gone from individual teacher-based collation, to being collated and analysed by all stakeholders. The data is regularly and consistently monitored. In Semester 1, analysis of assessment data related to students' skills in comprehension, revealed progress was being made towards our 2021 annual progress measure and we were on track to achieving our improvement measures for reading. However, due to the interruption to teaching and learning because of the COVID-19 pandemic, this data has been significantly impacted.

Although a majority of teachers reflected best practice comprehension teaching strategies in their discussions during the professional learning, it became evident that further work is required next year to support teachers in the effective programming, planning and implementation of the professional learning delivered. Additionally, as professional learning was unable to continue due to the COVID-19 pandemic learning from home period, as was the planned follow up work supporting teachers within the classroom, further coaching and mentoring will be provided in 2022.

In numeracy, our focus for 2021 was on teachers engaging with professional learning packages provided by the Department of Education. 'Starting Strong' designed for teachers Kindergarten to Year 2 and 'Working with the Big Ideas' for teachers Years 3 to Year 6, were courses accessed by staff to build capacity in providing quality, explicit teaching in numeracy. Unfortunately, the disruptions to school routines during the extended learning from home period, disrupted the continuity of the professional learning for teachers and their capacity to practice newly acquired knowledge in the classroom with mentor support. The major shift involved delivery of professional learning moving away from Instructional Leader led to online self-paced. Staff feedback revealed teachers would have preferred to have continued to receive this professional learning in teams, as they found it to be a significantly more supportive process.

Collegial conversations that occurred throughout terms 1 and 2, where teams attended the professional learning together, were targeted to support specific areas of content and how this relates to classroom practice. Teachers who engaged in the between session tasks indicated how valuable the opportunity was to participate in all aspects of the learning in order for them to change their classroom practice. Professional learning included follow-up work in Stage teams, as well as teacher feedback, revealed staff found this a highly supportive process. Continued collection,

monitoring and analysis of student data enabled class teachers to quickly respond to the changing needs of students. They were also supported in this process through professional conversations held during numeracy data rounds with the Instructional Leader offering individualised support.

All teachers have reported an increased confidence in teaching numeracy with every teacher reporting a better understanding of the syllabus and the learning progressions and greater expertise in what constitutes quality lessons in mathematics. Teachers are more confident to work collaboratively with colleagues and nearly all would like the support in analysing data and designing lessons to continue. Most teachers have reported using resources from the Literacy and Numeracy Resource Hub and have acquired additional resources to support student learning based on the 'between session tasks'.

Further reflection on our work in 2021, revealed that our school evaluative practices of numeracy activities next year will need to include processes for observation and feedback relating to numeracy teaching practice. This will enable clear insight into the quality of implementation and transfer of evidence-based strategies provided through the professional learning into classroom practice. Implementation of 'quality teaching rounds' will be one of the stratgeies supporting this. Provision of high impact professional learning will be driven by content referenced within the DoE 'K-2 and 3-6 Numeracy guides'.

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
Increased (uplift) percentage of students in Top 2 bands (or equivalent) in NAPLAN reading to be at or above the system-negotiated target baseline of 32.2%.	• Data indicates 37.5% of students are in the top two skill bands for reading which is an increase against baseline data.
Increased (uplift) percentage of students in Top 2 bands (or equivalent) in NAPLAN numeracy to be at or above the system-negotiated target baseline of 27.5%.	• Data indicates 21.8% of students are in the top two skill bands for numeracy which is a decrease against baseline data.
Increased (uplift) percentage of students achieving expected growth in NAPLAN reading to be at or above the system-negotiated target baseline of 40%.	• The proportion of Year 5 students achieving expected growth in NAPLAN reading is 42.86%.
Increased (uplift) percentage of students achieving expected growth in NAPLAN numeracy to be at or above the system-negotiated target baseline of 28.8%.	• The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 76.92%.
Increased (uplift) of students in Year 2-6 will demonstrate a 0.4 growth factor (calculated through effect size formula) when comparing start of year to end year scale scores in the ACER Progressive Achievement Tests (PAT) in reading/numeracy.	• The proportion of students demonstrating at least a 0.4 growth factor in Progressive Achievement Tests (PAT) in reading increased by 5% compared to 2020 data. • The proportion of students demonstrating at least a 0.4 growth factor in Progressive Achievement Tests (PAT) in numeracy decreased by 27% compared to 2020 data.
Increased (uplift) of students achieving grade appropriate benchmarks of the understanding texts sub-element of the Literacy Progressions & quantifying number sub-element of the Numeracy Progressions.	• The proportion of students achieving grade appropriate benchmarks of the understanding texts sub-element of the Literacy Progressions & quantifying number sub-element of the Numeracy Progressions decreased compared to 2020 data.

Strategic Direction 2: Wellbeing and attendance

Purpose

To ensure that all of our students are able to connect, thrive and learn, there will be a planned approach to whole school wellbeing and attendance processes that support high levels of wellbeing and engagement.

Initiatives

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

- Wellbeing
- Attendance

Resources allocated to this strategic direction

Socio-economic background: $152,712.40
Low level adjustment for disability: $115,684.99
Integration funding support: $20,459.00

Summary of progress

To improve student attendance in 2021, our focus was to effectively and regularly collect and analyse student attendance data to select and implement the most appropriate evidence-based strategies to boost attendance rates of identified groups or individuals whose attendance began to decline as well as acknowledge and reward excellent attendance . An Attendance Improvement Team (AIT) was formed in Term 1 to meet regularly and coordinate this throughout the year, as well as lead a review of the school's attendance procedures with all staff to ensure consistent implementation and understanding of each stakeholder's role (teachers, parents, students).

Strategies to collect, extrapolate and analyse weekly attendance rates of students, classes and cohorts was developed by the team. Using this data, not only were regular school-wide attendance improvement strategies implemented to incentivise and promote good attendance (such as Great Attendance at School Awards and daily SMS strategy), tailored interventions and resources were used to support any students identified whose attendance rates began to fall below the 90% benchmark. Strategies included a school phone intervention program with teachers and executive staff regularly contacting and speaking with parents about attendance at school. Attendance improvement plans, developed in consultation with parents and the Learning and Support Team, address barriers impacting attendance rates of individual students. Extensive record keeping practices were also enhanced, with online records kept of communication made with families.

As a result of the COVID-19 pandemic, it was not possible to maintain an effective focus on student-centred initiatives to drive improved attendance when students were not physically present at school during the learning from home period (14 weeks). Teachers found it difficult and a major challenge to consistently engage not only students who were already 'at risk' in terms of attendance, but those identified as 'off the boil' i.e. attending between 80-90% of the time. The team's focus adapted more to supporting and monitoring student wellbeing and engagement during the learning from home period.

Next year in this initiative, it is anticipated that the AIT and teachers will need to focus initially on supporting students and families in returning to face to face learning. The team will also have deeper uninterrupted engagement with the Department's 'Attendance Matters' website, accessing resources designed to support improved attendance on a school-wide, targeted and individual level. Furthermore, what enhanced communication with families during lockdown clearly revealed, is that the school and all staff need to be made aware of further systems and family support networks available. Factors such as mental and physical health, housing, socio-economic disadvantage, domestic challenges, lack of family support and parenting challenges are having major impacts on regular attendance.

Our focus for 2021 in regard to student wellbeing was implementing school-wide, targeted or individual strategies to address identified areas of need informed by collated teacher/student feedback and behaviour data. The effective extrapolation and anlaysis of data by both the Student Wellbeing (SWT) and Learning and Support Teams (LST) ensured the most effective strategy or intervention was selected. Regular fortnightly meetings were held by both teams (prior to the extended learning from home period) to ensure student wellbeing was kept at the forefront of our efforts. Both teams took responsibility for driving the collaboration between all stakeholders in the planning, development, implementation and review of universal/targeted strategies, as well as, personalised learning and behaviour plans. Personalised Learning Support Plans (PLSP's) documenting reasonable adjustments/accommodations to support learning for all students with a disability, additional learning, behaviour or emotional needs were developed. To complement this, both a 'BWPS School Routines and Procedures Handbook' and 'Students with Additional Needs

Handbook' were developed, primarily to support casual teachers in maintaining school routines and having a better understanding of a students' learning and behaviour needs and practical strategies to support them.

Professional learning, dialogue and strategies on promoting students' sense of belonging were drawn from the DoE evidence-base ('What Works Best') in Semester 1, and was a focus in Stage teams to ensure student-teacher relationships was at the forefront of all practices. Practices presented through the learning were targeted at ensuring every student was known, valued and cared for. Data analysis of feedback collected from staff after participating in professional learning showed a 20% increase in teacher confidence across the school. Two staff members were trained as facilitators to deliver the Department of Education's 'Trauma Informed Practice' professional learning to educate staff on the effects of trauma on young people and the implications for teachers in making educational adjustments to support them. Surveys and exit slips indicated that all BWPS staff who participated in 'Trauma Informed Practice' professional learning developed a greater understanding of students suffering with trauma associated behaviours. Analysis of teaching and learning programs in classrooms indicated differentiated lessons were designed for students with trauma identified learning needs.

Tell Them From Me' survey data indicates 91.63% of students report a positive sense of wellbeing across the positive wellbeing measures. This is a 4.29% increase from 2020 data and is 0.83% above the target baseline. However, it is expected that the effect of the COVID-19 pandemic on overall student wellbeing has been a detrimental one. Additionally, the average rate of negative behaviour referrals decreased by 38.3% when compared to the 2017-19 baseline. However, it is anticipated that the impact on wellbeing, resulting from the extended learning from home period in the second half of the year, will be a detrimantal one. Work focusing on wellbeing across all five domains of the DoE's Wellbeing Framework will be a priority.

Next year in this initiative we will work with staff to develop a deeper understanding of the Wellbeing Framework for Schools and each of the five wellbeing domains i.e. Cognitive, physical, social, emotional and spiritual . Participation in professional learning modules addressing each will also provide the Student Wellbeing Team with practical strategies to introduce new initiatives or enhance existing ones that will create a school environment which maximises potential for students to connect, thrive and succeed.

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
Increased (uplift) percentage of students in the school who report positive wellbeing to be at or above the system-negotiated target baseline of 90.8%.	• Tell Them From Me data indicates 91.63% of students report a positive sense of wellbeing across the positive wellbeing measures. This is a 4.29% increase from 2020 data and is 0.83% above the target baseline.
Increased (uplift) percentage of students attending school at least 90% of the time to be at or above the system-negotiated target baseline of 75.41%.	• Data indicates 61.41% of students are attending greater than 90% of the time or more which is a decrease against baseline data (as anticipated as a result of the COVID-19 pandemic), but an increase compared to 2020.
Reduction in the average rate of negative behaviour referrals made by teachers by 5% from baseline (2017-19).	• The average rate of negative behaviour referrals decreased by 38.3% from baseline (2017-19)

Strategic Direction 3: Community engagement- partners in learning

Purpose

Effective partnerships, in which strong communication and collaboration exist between the school and parents, support high expectations, as well as consistent and systematic processes that maximise student attendance, academic and wellbeing outcomes.

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.

- Family-School Partnerships

Resources allocated to this strategic direction

Socio-economic background: $2,875.00

Summary of progress

A Community Engagement Team (CET) was established in Term 1 with the responsibility to develop school-wide practices and processes responsive to school community feedback. Community feedback and trend data had been analysed as part of the school's situational analysis in 2020 and the focus area for the team in 2021 was enhancing communication.

The team reviewed the data further in Term 2 and it was determined that to get a deeper understanding of why positive parent perceptions across educational and management practices were trending down, that a focus group of parents be formed with representation of parents from each class. This would allow the team to better understand and address why some parents may be feeling less satisfied. Unfortunately, due to the next wave of the COVID pandemic forcing schools to resort to learning from home at the end of Term 2, this initiative was unable to proceed. Parents and teachers focused their attention on supporting learning from home. Communication methods nonetheless became a crucial part of the learning from home period for the remainder of Term 3 and into Term 4.

Despite the extended learning from home period not permitting deeper engagement at school by parents, teachers continually refined their skills and capabilities in communicating with their students and families. Teachers were able to expertly use multi-modal methods to communicate with families to support learning and engagement.

An enhancement in the number of devices the school was able to provide to families, when compared to the first learning from home period, saw an enhanced efficacy in communication and therefore engagement rates from students in learning. Teachers also reported less enquiries from parents requiring technology support and general assistance in supporting learning tasks. Additionally, non-class based staff were utilised to enhance communication between home and school as well as offer any support needed by families.

Through analysis of class teacher communication records kept, it was evident that teachers were regular, consistent and proactive in initiating communication with parents and students during remote learning, noting the outcome of any communication made. Communication during the remote learning period necessitated a default enhancement of frequent, timely and targeted communication through a variety of methods reflecting the range of community needs. The correspondence focused initially on engagement with set learning tasks, and adapted when needed, to focus on supporting emotional and physical wellbeing.

The school leadership team enabled consistent communication and engagement with the community through coordinating school resources (human and technological) to support class teachers in their emphasis on continuity of learning. This included reassigning non-class based staff to assist class teachers in supporting learning from home as well as allocating 100% of school owned technology to students and staff as required. The Principal coordinated device rollout so that teachers could focus on teaching and learning.

Despite restricted physical access to the school for parents all year, the leadership team was able to measure community satisfaction across several areas of educational and management practice through preparing and delivering parent satisfaction surveys. The school annual survey saw over 30% of families responding, providing a good cross section of community voice.

As a result of the measures taken in this initiative, survey data demonstrated that parents reported the usefulness of telephone communication from the school at a 92% satisfaction level. This was an uplift of 21% from the 2018-20 average. A 9.5% uplift was also noted in parents being able to support learning from home and was 9.5% higher than the

state average for other NSW schools.

Positive parent feedback/perceptions in regard to educational and management practice at our school decreased by 3.8% compared to the 2018-20 baseline, but increased by 4% compared to 2020 survey data. Additionally, There was an average uplift in positive parent feedback/perceptions in regard to 'Tell Them From Me-Partners in Learning' data of 1.35% across measures compared to 2018-20 baseline data. Positive perceptions at our school were 5.6% higher than the State average for 2021.

Next year in this initiative, our school has nominated to participate in the Department of Education's initiative, 'Parent Partnerships Learning Ecosystems'. This initiative will build the capacity of a school team to implement a project that engages a cohort of parents to enhance learning in a school-identified area pertaining to improving literacy or numeracy outcomes for a cohort of students. It is also anticipated that eased restrictions will allow our school to engage a focus group of parents to work alongside the team to provide deeper input into school planning and evaluation of educational and management practice.

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
Increased (uplift) of positive parent feedback/perceptions from baseline measures (2018-20) in regard to educational and management practice survey data by 2.5%.	• Positive parent feedback/perceptions in regard to educational and management practice at our school decreased by 3.8% compared to the 2018-20 baseline, but increased by 4% compared to 2020 survey data.
Increased (uplift) of positive parent feedback/perceptions from baseline measures (2018-20) in regard to 'Tell Them From Me- Partners in Learning' data by 3%.	• Average uplift in positive parent feedback/perceptions in regard to 'Tell Them From Me-Partners in Learning' data of 1.35% across measures compared to 2018-20 baseline data. Positive perceptions at our school were 5.6% higher than the State average for 2021.

Funding sources	Impact achieved this year
Refugee Student Support $2,289.00	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of additional staff for targeted student support • additional staffing to map individual students against the EAL/D progressions **The allocation of this funding has resulted in:** - additional staff working with classroom teachers to support literacy and numeracy needs of all eligible students; - the school has assessed that all students have progressed beyond the emerging phase in their language proficiency and are beginning to consolidate their language proficiency (as measured against the EAL/D progressions); and - expected annual growth for eligible students in reading for 2021 has exceeded the standardised testing benchmark. **After evaluation, the next steps to support our students with this funding will be:** - difficult to determine, as it is not expected at this stage for our school to receive any of these funds in 2022.
Integration funding support $20,459.00	Integration funding support (IFS) allocations support eligible students at Berkeley West Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) **The allocation of this funding has resulted in:** - all eligible students having documented and regularly reviewed personalised learning plans with students demonstrating progress toward their personalised learning goals; - progress being facilitated by employing School Learning Support Officers (SLSO's) to assist classroom teachers implement learning plans; - Learning and Support minutes revealing that support time for eligible students was targeted to meet prioritised identified student needs; - SLSO support being functionally planned by classroom teachers and evident in teaching and learning programs; and - during the remote learning period, SLSO's being utilised to support students with their engagement to maximise continuity of learning both on site and from home. **After evaluation, the next steps to support our students with this**

Integration funding support $20,459.00	**funding will be:** - to continue to utilise 100% of any allocated integration funding in 2022 to support those students for which it is intended; - eligible students being supported to achieve their persoanlised learning goals, with SLSO support; and - the school Learning and Support Team continually reviewing systems, including a focus on parent engagement with learning plans and progress.
Socio-economic background $374,020.83	Socio-economic background equity loading is used to meet the additional learning needs of students at Berkeley West Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing • Numeracy • Attendance • Family-School Partnerships • Reading • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing, including School Learning and Support Officers, to implement student wellbeing, attendance and learning support programs and interventions to support identified students with additional needs • staff release to engage in professional learning to build capacity in extrapolating and effectively using student performance and wellbeing data, and collaborate with colleagues, to plan and implement evidence-based teaching and intervention strategies • additional staffing to implement best practice in literacy/numeracy pedagogy to support identified students with additional needs with the appointment of an Interventionist Teacher (K-2) • employment of additional Literacy/Numeracy Instructional Leader time to support professional development of staff through the Early Action for Success initiative • resourcing to increase equitability of resources and services, including a suite of technology hardware and software, to support quality teaching and student learning student practices • providing students with economic support for educational materials, uniform, equipment and other items • professional development of staff through engaging in 'Starting Strong', 'Working with the Big Ideas' and 'Effective Reading' programs to support student learning **The allocation of this funding has resulted in:** - a wide-ranging scope of impacts as funding has been utilised across all of the school's strategic direction activities. These impacts include: - an uplift of Year 3 and 5 students in the top two skill bands for reading 3.5% above the system-negotiated baseline; - an uplift of Year 5 students achieving expected growth in NAPLAN reading 2.86% above the system-negotiated baseline; - an uplift of Year 5 students achieving expected growth in NAPLAN numeracy 48.12% above the system-negotiated baseline; - an increase in the proportion of students in Years 1-6 demonstrating expected growth on internal standardised assessment results in reading; - an uplift of students in the school who report positive wellbeing at school and 0.83% above the target baseline; - a reduction in the average rate of negative behaviour referrals (learning from home period adjusted) of 38.3% from the 2017-19 baseline; and - an uplift in positive parent feedback/perceptions in regard to 'Tell Them From Me- Partners in Learning' data of 1.35% when compared to 2018-20 baseline data, this was 5.6% higher that the State average. **After evaluation, the next steps to support our students with this funding will be:**

Socio-economic background $374,020.83	- to continue to fund our school's activities across all strategic directions to maximise positive outcomes for students and attain our annual progress measures and school targets. This will include: - employing an additional (above establishment) class teacher to enhance student/teacher ratios and enhance personalised learning and support through evidence-based teaching practice; - additional staffing, including School Learning and Support Officers, to implement student wellbeing, attendance and learning support programs and interventions to support identified students with additional needs engage School Learning Support Officer (4.5 days/week); - professional development of staff through engaging in evidence-based DoE professional learning resources from the Universal Resources Hub, with a focus on student comprehension, measurement and geometric reasoning skills; - providing teachers with time to collaboratively plan, teach and assess quality teaching and learning programs; - providing teachers with time to collaborate with the school's Instructional Leaders to extrapolate and analyse formative student literacy and numeracy performance data to inform teaching strategies; - providing students with economic support for educational materials, uniform, access to extra-curricula initiatives, equipment and other items; - resourcing to increase equity and access to resources, quality learning environments and services, including a suite of technology hardware and software, to support quality teaching and student learning student practices; and - providing access to professional development for teachers through participation in the DoE 'Parent Partnerships Learning Ecosystems' program to promote parent engagement in supporting student learning at home.
Aboriginal background $52,029.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Berkeley West 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff (SLSO) to support Aboriginal students • resourcing of Aboriginal histories and cultures initiatives and perspectives across all key learning areas **The allocation of this funding has resulted in:** - 100% of Aboriginal students engaging in the Personalised Learning Pathways (PLP) process which included conversations around quality learning goals in literacy and numeracy; - timetabled/targeted literacy and numeracy support for all Aboriginal students to work towards attainment of PLP learning goals and celebrating success; - formal PLP letters sent home to families after review meetings to communicate achieved learning goals and engage parents in their child's learning journey; - participation in and well attended coordinated whole school events for Reconciliation Week, NAIDOC week, NAIDOC public speaking, Aboriginal Children's Day and Aboriginal Literacy Day; - during the extended learning from home period, the engagement and continuity in learning, as well as the wellbeing of Aboriginal students, was given priority by the school's Aboriginal Education Coordinator. As a result 100% of Aboriginal students (Yrs 4-6) reported positive expectations for

Aboriginal background $52,029.00	success and advocacy from the school (2021 TTFM data survey #1); - the number of Year 5 Aboriginal students achieving at or above expected growth in numeracy was 24.7% higher than the State average and 27.7% higher than that of students from statistically similar school groups (NAPLAN 2021); - Aboriginal students (Yrs 4-6) reported being a bullying victim at a lower rate (0%) than their non-Aboriginal peers (2021 TTFM data survey #1); - 93% of Aboriginal students (Yrs 4-6) reported that they feel good about their culture at school (2021 TTFM data survey #1); and - 84% of Aboriginal students (Yrs 4-6) reported that their teachers understand culture (16% neither agreed or disagreed- 2021 TTFM data survey #1). **After evaluation, the next steps to support our students with this funding will be:** - to maintain a concerted focus on the attainment and growth of Aboriginal students in literacy and numeracy, wellbeing, engagement and attendance in a face to face teaching and learning environment. (Many activities were not implemented during the year due to the extended learning from home period, so most will be planned again for 2022); - 100% of this funding will be utilised to employ additional staff (Aboriginal Education Coordinator & SLSO) to ensure Aboriginal Education initiatives are prioritised, planned, implemented and evaluated; - utilised toward building a stronger sense of belonging, improved attendance amongst Aboriginal students and a connection with parents (who have not been able to do so in 2021 due restrictions forced by the pandemic); and - resource activities where connections with Aboriginal culture and histories are explicitly implemented across the whole school.
English language proficiency $5,041.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Berkeley West Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation of teaching/learning for students identified in the developing phase requiring support • provide EAL/D Progression levelling and reporting support to staff **The allocation of this funding has resulted in:** - an EAL/D support teacher working with classroom teachers to support differentiated literacy and numeracy learning of students requiring literacy/numeracy support; - all students have progressed beyond the emerging phase in their language proficiency and are beginning to consolidate their language proficiency (as measured against the EAL/D progressions); - growth at or above expected annual growth in reading was attained for 100% of students who received targeted support in 2021 (Standardised Progressive Achievement Tests); and - student reports being adjusted to reflect proficiency against EAL/D phases. **After evaluation, the next steps to support our students with this funding will be:** - to provide support for EAL/D students and their teachers (anticipated funding expected to provide approximately 3 days per term for a specialist EAL/D support teacher on a casual basis).
Low level adjustment for disability $115,684.99	Low level adjustment for disability equity loading provides support for students at Berkeley West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.

Low level adjustment for disability $115,684.99	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in:** - all students with identified disability supported by a more consistent approach to student learning support and interventions, with an increased number of learning support referrals and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students with this funding will be:** - to further expand the impact of the learning support team, the school will provide maintained and sustainable additional support for identified students through the employment of trained SLSOs.
Professional learning $14,615.00	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 Berkeley West Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy **Overview of activities partially or fully funded with this initiative funding include:** • releasing teachers to work with the school's Instructional Leader to participate in evidence-based professional learning workshops developed through the NSW Mathematics Strategy K-6, Starting Strong K-2 and supported to implement practice in a remote learning environment for students • releasing teachers to work with the school's Instructional Leader to participate in evidence-based professional learning workshops developed through the DoE Effective Reading K-6 Strategy and supported with implement practice in a remote learning environment for students **The allocation of this funding has resulted in:** - increased capacity of all teachers to embed effective practices in the explicit differentiated teaching of reading and numeracy resulting in maximising potential for improved student growth. **After evaluation, the next steps to support our students with this funding will be:** - personalised and targeted high impact professional learning in the form of instructional leadership /mentoring support.
School support allocation (principal support) $13,611.00	School support allocation funding is provided to support the principal at Berkeley West Public School with administrative duties and reduce the administrative workload. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative**

School support allocation (principal support) $13,611.00	**funding include:** • Employing a temporary School Adminsitrative Officer (SAO) 1.5 days per week to support and maintain positive engagement levels with the school community **The allocation of this funding has resulted in:** - quality service provision at the school office for community members every day of the week; - positive parent perceptions of school administration and management services and systems; - offsetting the 2 day reduction in SAO time as a result of changing enrolment numbers; and - reducing the Principal's administrative duties/workload by a small fraction. **After evaluation, the next steps to support our students with this funding will be:** -to engage a temporary School Administration Officer (SAO) an additional 1.5 days a week to obtain the same benefits of improved service provision to the community and reduced workload for both the School Administrative Manager and Principal.
Literacy and numeracy $8,763.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Berkeley West Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this initiative funding include:** • updating reading resources to meet the needs of students • employment of an additional Learning and Support intervention teacher **The allocation of this funding has resulted in:** - reducing the number of students K-2 who did not meet expected reading levels K-2 - an increase in the average benchmark reading levels K-2 **After evaluation, the next steps to support our students with this funding will be:** - to continue provision of quality reading and numeracy resources to support explicit teaching practice.
Early Action for Success (EAfS) $137,211.00	The early action for success (EAfS) funding allocation is provided to improve students' performance at Berkeley West Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy **Overview of activities partially or fully funded with this initiative funding include:** • employment of Instructional Leader to build capacity of all teachers to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation **The allocation of this funding has resulted in:** - 37.5% of students are in the top two skill bands for reading which is an increase against baseline data (5.3% above the system-negotiated baseline);

Early Action for Success (EAfS) $137,211.00	- the proportion of Year 5 students achieving expected growth in NAPLAN reading is 42.86% (2.86% above the system-negotiated baseline); - the proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 76.92% (48.12% above the system negotiated baseline); and - the proportion of students in Years 2-6 demonstrating at least a 0.4 growth factor in Progressive Achievement Tests (PAT) in reading increased by 5% compared to 2020 data. **After evaluation, the next steps to support our students with this funding will be:** - to include processes for observation and feedback relating to numeracy teaching practice. This will enable clear insight into the quality of implementation and transfer of evidence-based strategies provided through the professional learning into classroom practice. - implementation of 'quality teaching rounds' will be one of the stratgeies supporting this. Provision of high impact professional learning will be driven by content referenced within the DoE 'K-2 and 3-6 Numeracy guides'.
QTSS release $39,466.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Berkeley West Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in:** - all teachers working toward the achievement of their identified annual professional development plan goals, aligned to both the Australian teaching standards and the school improvement plan to improve outcomes for all students; and - teachers working collaboratively and providing feedback to each other to embed evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students with this funding will be:** - additional staffing to continue to support staff collaboration in the implementation of 'Quality Teaching Rounds'.
Literacy and numeracy intervention $47,090.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Berkeley West Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this initiative funding include:** • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices **The allocation of this funding has resulted in:** - differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. - improved engagement in learning. Evidence can be seen in a combination

Literacy and numeracy intervention $47,090.00	of reading assessment, writing samples, teacher plans developed during the collaborative data rounds process with the school's Instructional Leader. **After evaluation, the next steps to support our students with this funding will be:** - engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.
COVID ILSP $184,867.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor the progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy **The allocation of this funding has resulted in:** staff undertaking an analysis of school performance data to identify the literacy sub-element 'Understanding Texts' and the numeracy sub-elements of 'Quantifying Number' and 'Additive Strategies' as areas requiring targeted attention to compliment the school's literacy and numeracy targets. Mixed progress was seen overall as the extended learning from home period had a profound effect on the continuity of tailored learning for students. Analysis of teaching programs and collegial sharing of practice from staff in Term 1 demonstrated there was strong evidence of differentiated teaching strategies and lessons to enhance learning at students' point of need. Data rounds facilitated by the IL showed progress and monitoring of students against the literacy/numeracy progressions across all cohorts was more consistent in Semester 1 whilst face to face learning was possible. As the provision quality teaching resources was expanded as the Learning from Home Hub was continually developed, COVID Intensive Learning Support Teachers were able to enhance class teacher's weekly units of work with material to support their student's learning from home. The progress of students in Early Stage 1/Stage 1 was measured using the Learning Effect Size Tool Hattie (2009). Pre and post test student performance data revealed that for this cohort, most students in both classes had growth at or beyond that expected for the year in vocabulary, hearing and recording sounds as well as forward and backward number calculations. For all grades from Year 1 to Year 6, the impact of the remote learning period had the largest impact on numeracy growth for all grades. All grades showed less than expected average growth for the year in numeracy whilst in reading development, overall student growth rates improved 5% overall. However, whilst students in Years 4-6 showed improved in rates of expected growth in standardised assessment results from previous years (+17%), student reading growth in Years 1-3 was negatively impacted through the loss of explicit face to face teaching for Semester 2. **After evaluation, the next steps to support our students with this funding will be:** to engage multiple qualified part-time teachers to support Stage teachers/teams in meeting the identified focus literacy and numeracy needs of their students. A small group tuition model will be utilised where teachers will work with the school's Instructional Leader (IL) to use and triangulate multiple data sources to identify specific student needs and monitor progress/impact. Progress will primarily be tracked using Literacy/Numeracy Progression indicators. Targeted/evidence-based lessons and formative assessment will be drawn from professional learning and coaching support

COVID ILSP $184,867.00	provided by the IL, as well as resources available on the Universal Resource Hub. With the guidance and mentoring from the IL at regular meetings, COVID Intensive Learning Support Teachers will engage with professional learning and system level support provided by the DoE.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	101	100	106	101
Girls	118	120	102	101

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	94.3	91.3	83	91.6
1	93	89.4	85.8	89.4
2	93.3	89.3	88.4	86.4
3	94	91.3	79.9	90.5
4	92	91.6	89.9	88.7
5	95	87.4	85.7	91.5
6	91.9	91.4	84.1	88.4
All Years	93.5	90.2	85.5	89.4
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.29
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	1.97

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

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

	2021 **Actual** ($)
Opening Balance	395,451
Revenue	2,669,632
Appropriation	2,657,509
Grants and contributions	11,257
Investment income	66
Other revenue	800
Expenses	-2,597,019
Employee related	-2,420,863
Operating expenses	-176,156
Surplus / deficit for the year	72,613
Closing Balance	468,064

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

Financial summary - Equity loadings

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

	2021 **SBAR Adjustments** ($)
Targeted Total	22,748
Equity Total	546,776
Equity - Aboriginal	52,029
Equity - Socio-economic	374,021
Equity - Language	5,041
Equity - Disability	115,685
Base Total	1,578,019
Base - Per Capita	51,275
Base - Location	0
Base - Other	1,526,743
Other Total	274,989
Grand Total	2,422,532

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. A number of strategies are used to ascertain these perceptions, such as the "Tell Them From Me" (TTFM) survey, to gain representative feedback from stakeholders.

Analysis of parent feedback data received this year indicates the following key perceptions:

- Our school leaders have a positive influence on the school culture (93%), the school encourages students to achieve their best (93%) and that the school caters for the learning needs of their child (91%). Overall satisfaction regarding all elements of school culture was measured at 93%;
- School leaders understand the school and get the best from staff and students (87%), the school ensures everyone is treated fairly (89%), school leaders introduce changes that are good for the students (71%) and that the school involves all groups within the school community in deciding what it aims to achieve (80%). Overall satisfaction regarding all elements of school leadership was measured at 79%;
- Our school expects students to learn to the best of their ability (96%) and their child's classroom is an interesting place to learn (89%). Overall satisfaction regarding all elements of learning was measured at 89%;
- Our school cares about the students and the discipline is fair (76%) and that minor changes are continually made to improve what it does (84%). Overall satisfaction regarding all elements of school management was measured at 83%;
- The main purpose of school targets is to improve student learning outcomes (91%) and the school plan addresses the needs of students (76%). Overall satisfaction regarding all elements of school planning was measured at 74%; and
- Teachers provide class activities that are interesting and appropriate to their child's needs and abilities (87%), they and their children understand how the child's learning will be assessed (87%) and that their child's report card is informative and easy to understand (89%). Overall satisfaction regarding all elements of teaching was measured at 84%.

Key findings extracted from the 2021 TTFM survey (for all students in Years 4-6):

- 99% of students reported a positive sense of advocacy at school. This is 12% above the state primary school average (87%) and 13% above the SSSG primary school average (86%);
- 100% of students reported holding positive expectations for success at school. This is 5% above the state primary school average (95%) and 7% above the SSSG primary school average (93%); and
- 76% of students reported a positive sense of belonging at school. This is 5% above the state primary school average (71%) and 9% above the SSSG primary school average (67%).

Key findings extracted from the 2021 TTFM survey (for all Aboriginal students in Years 4-6):

- 93% of Aboriginal students surveyed report that they feel good about their Aboriginal culture when they are at school;
- 84% of Aboriginal students report that their teachers have a good understanding of their culture;
- Aboriginal students surveyed reported a higher sense of belonging (75%) than non-Aboriginal students (65%);
- Aboriginal students surveyed reported a slightly higher rate of positive behaviour at school (90%) than non-Aboriginal students (89%);
- Aboriginal students surveyed reported a slightly lower rate of interest and motivation at school (80%) than non-Aboriginal students (82%);
- Aboriginal students surveyed reported a lower rate of being a bullying victim at school (0%) than non-Aboriginal students;
- 92% of Aboriginal students know where to seek help if bullied compared to 91% of non-Aboriginal students; and
- 85% of Aboriginal students surveyed reported a positive growth orientation compared to 88% from non-Aboriginal students.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.