

# 2021 Annual Report

## Berinba Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Berinba 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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Berinba Public School  
Church St  
Yass, 2582  
[www.berinba-p.schools.nsw.edu.au](http://www.berinba-p.schools.nsw.edu.au)  
[berinba-p.school@det.nsw.edu.au](mailto:berinba-p.school@det.nsw.edu.au)  
6226 2110

## Message from the principal

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2021, my first year as substantive Principal, has been a year unlike any other. I sincerely appreciate the support that has been shown for our school from our entire community. Thank you all so very much!

A big thank you also to the wonderful students of Berinba. They have worked hard and done the very best they could under such trying circumstances. They have taken everything in their stride and remained positive in their learning.

I would like to thank the entire staff for their outstanding efforts in 2021. We have a great team who are loyal and dedicated. I thank our staff, teaching and nonteaching, for their professionalism and efforts throughout this complex, strange and sometimes difficult year. With Learning from Home and the demands that created, Berinba's staff have continued to strive for excellence with overwhelming amounts of support and resilience each day for the kids in our school. The culture we have at Berinba reflects this and I look forward to working with everyone again in 2022.

## School vision

In the true spirit of our motto Caring, Sharing and Achieving, Berinba is dedicated to supporting the development of students with a focus on student wellbeing, academic growth and social success. Teachers, families and students work in partnership to maintain high expectations and a positive, inclusive environment where every student is known, valued and cared for.

## School context

Berinba Public School is situated in Yass, which is a 45 minute drive from Canberra. The school has a current enrolment of 286 students coming from a range of socio-economic backgrounds. Berinba houses four Multi-Categorical support classes that promote a high level of inclusive practices. 12% of our students are Aboriginal and/or Torres Strait Islander.

Our highly dedicated teachers are committed to implementing evidence-informed practices in Literacy and Numeracy. Our community partnerships including the P&C and parent body, Yass AECG and the Binit Binit Learning Community enhance the educational outcomes of the school. Extra-curricular opportunities in Sport, Robotics, IT and creative and performing arts enable our students to excel through a range of different experiences in order to become confident, independent learners capable of embracing future focused skills, knowledge and understanding.

Through our situational analysis the school has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this plan builds upon work already undertaken.

### 1. Student growth and attainment

There will be a strong focus on improving student knowledge and skills in Numeracy and Reading as aligned with system negotiated targets.

### 2. Learning Culture

Priority will be given to the areas of Wellbeing and Personalised learning as a vital step in building effective learning characteristics. The focus of Wellbeing will align with work undertaken with the Corwin Institute in 2020. A review of the current Indigenous education policies and procedures in the school will be supported by the implementation of the Turning Policy into Action document.

### 3. Educational Leadership

Berinba Public School is working to improve systems which build a high-performance culture and a distributed instructional leadership model within the school. Building collective efficacy is vital for the health of the school. The curriculum reform will be implemented and supported as part of this process.

These Strategic Directions will be supported through equity, socio-economic and Aboriginal funding sources.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### 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.

- Data Skills and Use
- Effective Classroom Practice

### Resources allocated to this strategic direction

**Professional learning:** \$24,540.00

**Socio-economic background:** \$53,816.64

**QTSS release:** \$58,301.36

### Summary of progress

Our next steps:

- Datatracker - The process of transferring data will need to Sentral to take place in 2022
- New scope and sequences will be embedded in programs.
- 8 ways PL to occur
- RFF timetable to facilitate collaboration
- Exec to develop a more comprehensive guidelines to programming expectations
- QTR to go ahead. Time allocated in RFF to allow walk throughs and QTR to take place
- Number sense and place value to be our focus area for 2022
- VL modules on feedback and to be completed in 2022
- New scope and sequence documents implemented

### Progress towards achieving improvement measures

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

| Annual progress measure  | Progress towards achievement   |
|--|--|
| Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated target baseline of 26.5% | System negotiated targets were not met this year however, NAPLAN Online was used for the first time. This provided an additional barrier for students to adapt to and overcome. Continued use and confidence in the testing platform in the coming years should see further growth.  |
| Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system negotiated target baseline of 35.7%  |  |
| Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 61.2%     | 2021 was the first time that Berinba students had attempted NAPLAN online. We are pleased with the progress students have made considering we placed an emphasis on building the capacity of the students to engage with the online testing platform and develop their technological independence. Continued use and confidence in the testing platform in the coming years should see further growth. |
| Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated target baseline of 62.2%    |  |

## Strategic Direction 2: Learning Culture

### Purpose

Our school will continue to foster a healthy, happy, positive and productive environment where every student is known, valued and cared for by developing a whole school approach that supports all students to connect, succeed, thrive and learn.

### 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.

- Personalised Learning
- Wellbeing Processes
- Aboriginal Education

### Resources allocated to this strategic direction

**Socio-economic background:** \$10,000.00

**Low level adjustment for disability:** \$40,492.84

**Integration funding support:** \$235,838.00

**Aboriginal background:** \$26,427.53

**Professional learning:** \$5,000.00

### Summary of progress

#### Personalised Learning

The school has collected initial data on what an effective learner is through surveys to staff, students and the school community. Executive staff decided on the learning dispositions and each disposition was discussed at a classroom level to identify the characteristics of these dispositions. A shared understanding of what makes an effective learner has been created. The Personalised Learning Pathway(PLP) is under review. Staff were given the opportunity to complete professional learning on PLP's. Following this PD, there is knowledge on the need to collaborate with the Aboriginal and Torres Strait Islander community, Early Years providers and Yass High school in order to create the pathway that it should be. Resources on different types of PLP templates were distributed to Executive and school staff to identify a suitable template to move forward with in 2022.

#### Wellbeing

Attendance Procedures were reviewed in line with the new Department of Education 'Every Day Counts' Student Attendance Guide( May 2021). Attendance processes and expectations have been made more transparent with the school and community through attendance posters and flyers being distributed to all classrooms and general areas, regular communication regarding attendance in the Bulletin and pamphlets and fact sheets in the front office communicating the importance of attendance and how the school can support the community.

#### Aboriginal Education

COVID-19 has created barriers for working with the community to support the Educational needs of Aboriginal and Torres Strait Islander students. The Aboriginal SLSO has been working in partnership with teaching staff to provide lessons educating students and staff on traditional aboriginal ways of life. All units of work are being rewritten to incorporate Aboriginal perspectives in the lessons.

### 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   |
|--|--|
| We will see an increase from a baseline of 66.7% in Reading and 25% in Numeracy of Aboriginal students achieving in the top 3 bands in | Students achieving top 3 bands in NAPLAN for 2021 was 24.10% for Reading and 10.53% for Numeracy. This is below the set targets. The school has experienced disruption due to COVID 19 in 2020 and 2021 which may have contributed to the results being below the expected growth. |

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| <p>NAPLAN to 68.7% in reading and 27% in numeracy.</p> <p>There will be an increase in positive responses to Aboriginal student specific questions in TTFM around "I feel good about my culture when I am at school" and "My teachers have a strong understanding of my culture"</p> <p>From a baseline of 75% as measured by TTFM data, there will be an increase in students reporting positive wellbeing to be above the system-negotiated lower bound target of 82.8%.</p> | <p>No identified Aboriginal or Torres Strait Islander students achieved top 3 bands for NAPLAN in 2021.</p> <p>As measured by the TTFM data, 84.5% of students reported experiencing positive wellbeing at Berinba, which was above the system negotiated lower bound target by 1.7%..</p>                                      |
| <p>Increase the percentage of students achieving expected attendance to be above the system-negotiated target baseline of 78.8%</p>  | <p>The attendance targets have been impacted by COVID-19 in 2021. Berinba did not meet the system negotiated target of 78.8%. The school had 60.5% of students attending more than 90% of the time. There were 17% of the student population attending 85-90% of the time and 22.5% of students attendance being below 85%.</p> |

## Strategic Direction 3: Educational Leadership

### Purpose

Sustained and measurable whole school improvement will be enhanced by all staff at Berinba Public School having high expectations and continually seeking to improve themselves and their work.

### Initiatives

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

- High Performance Culture
- Instructional Leadership

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$7,000.00

**Professional learning:** \$11,683.91

### Summary of progress

Overall, 2021, has set the foundations for strategic systems supporting community engagement and teacher improvement which has built a high performance culture enabling distributive leadership within the school. COVID, has not had significant impact on internal processes, however has impacted on external organisational engagement. The curriculum reform, has been in early stages of implementation and teachers have begun to engage with the new curriculum with the support of the TENs teacher.

Our next steps in 2022 will be to;

- Implement the new K-2 curriculum with the support of the TENs teacher
- Begin to implement in Quality Teaching Rounds by participating in Quality Teaching Round professional development
- Further implement processes and systems to engage teachers in feedback, reflection on performance through PDP processes and collaboration structures including shared release time, classroom observations, feedback and goal setting
- Continue to implement and review beginning teacher induction processes
- Implement 3Rivers4Learning programs to enhance effective leadership practices

We are confident that;

- These systems will enable teachers to engage in reflective practices to create a culture of high performance among teaching staff.
- We will enhance leadership capabilities of executive staff and teachers

### 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  |
|--|---|
| High Performance<br>Establish systems in practice around performance management and development will lead to a shift from Delivering to the Sustaining and Growing descriptors in the Collaboration for School Improvement document. to include PDP.<br>Engagement of family and community engagement through school assessment tool | Berinba Public School has been dedicated to improving systems to build a focus on high performance culture. A high performance school culture supports teachers new to the school have the support they need to contribute effectively and gain new understandings and support where needed, individual teachers receive effective feedback from a variety of sources that allow them to continuously improve their practice. Teachers are assisted to develop a customised yearly personal development plan that targets high quality, best practice and strive for continuous improvement. The school is dedicated to engaging and responsive to family and community to build a learning community, where parent engagement shares a language of learning. Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. |

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| <p>High Performance</p> <p>Establish systems in practice around performance management and development will lead to a shift from Delivering to the Sustaining and Growing descriptors in the Collaboration for School Improvement document. to include PDP.</p> <p>Engagement of family and community engagement through school assessment tool</p>   | <p>Beginning teachers utilised Department resource induction materials and a school process is being finalised .</p> <p>Peer Observation training occurred, however was disrupted by COVID blackout periods.</p> <p>During COVID, the Berinba Community engaged with parents via Google classrooms (Yr3-6) and See Saw (Yr K-2), as well as Zoom to give feedback on learning. The school is reviewing communication platforms to support efficient communication channels.</p> <p>In 2021, the school have established a system for development and reflection of professional development plans. Professional discussions with supervisor and Principal occurred twice. The staff have given positive feedback on the new processes, which allow time and framework in which to base Professional discussions and further development. PDP's have been evaluated and used to support professional learning goals. Peer Observations have been disrupted due to COVID blackout, however have been scheduled for 2022. Our next step is to deepen knowledge of professional standards to support alignment of best practice goal setting. COVID has impacted significant community engagement and required us to explore virtual platforms. Next year, an evaluation of current reporting and communication processes will occur to ensure student learning is well communicated.</p>   |
| <p>Instructional Leadership</p> <p>Familiarisation of evidence based approach to developing teacher and leadership capacity evidenced through staff reflection in the tell them from me teacher survey data, teaching and leadership standards on executive team effectiveness and school improvement.</p> <p>Establishment of school planning documents (SIP) leading sustainable change evidence through progress measures.</p> <p>Building school expertise implement new curriculum, evidenced through improvement in teaching practice and in student student results in K-2</p> | <p>Distributed Instructional Leadership is vital for the health of a school, ensuring a sustained culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. The principal and school leadership team at Berinba Public school model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.</p> <p>The Executive team has attended three dedicated days to support whole school strategic planning, and track evidence based performance against premiers targets using the school plan. These days have supported Executive to build capacity in school planning to lead change and measure progress. The school planning documents lead change in and innovation in the school, and collect evidence of ongoing improvement.</p> <p>Berinba Public School has engaged with NESAs, in providing a staff member in the Teacher Expert Network. This teacher ensures that the new curriculum connects with practice and works well in the classroom, supporting user testing in the classroom. The TENS teacher has attended several forums, and gave feedback to staff. Next year, the school will access Department resources to further supporting improvement in teaching practice and implementation in K-2.</p> <p>The Leadership team, continues to develop capacity through working in the network to build capacity to lead change in the school through professional development and engagement in strategic planning. The school has also identified the need to increase leadership capacity, but providing opportunities for future leaders to further develop skills.</p> |

| Funding sources  | Impact achieved this year   |
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| <p>Integration funding support</p> <p>\$235,838.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Berinba 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>• Personalised Learning</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 staff to provide additional support for students who have high-level learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's individual education plans (IEP's).</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>all eligible students demonstrating progress towards their personalised learning goals. All IEPs 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><br/>to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEPs reviews to ensure funding is used to specifically address each student's support needs.</p> |
| <p>Socio-economic background</p> <p>\$63,816.64</p>    | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Berinba 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>• Personalised Learning</li> <li>• Effective Classroom Practice</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>• professional development of staff through Visible Learning to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Greater student understanding of tasks and skills by the use of LISC in all lessons.<br/>All lessons and planning documents use LISC</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continue to engage with the Visible Learning PL and begin to use feedback as the next step from LISC</p>   |
| <p>Aboriginal background</p> <p>\$26,427.53</p>        | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Berinba 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</b></p>   |

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| <p>Aboriginal background</p> <p>\$26,427.53</p>                | <p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Education</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 (LaST) to support Aboriginal students including the engagement of students and their families with the personalised learning pathway (PLP) process.</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Engage in the 8 ways PL and develop teaching programs that have an indigenous perspective.<br/>delivering differentiated and personalised support to Aboriginal students.</p>   |
| <p>English language proficiency</p> <p>\$4,008.97</p>          | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Berinba Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms.</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to continue to provide targeted support to EAL/D students through targeted programs</p> |
| <p>Low level adjustment for disability</p> <p>\$163,822.64</p> | <p>Low level adjustment for disability equity loading provides support for students at Berinba 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>• Personalised Learning</li> <li>• Wellbeing Processes</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the</li> </ul>  |

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| <p>Low level adjustment for disability</p> <p>\$163,822.64</p>          | <p>employment of School Learning and Support Officers</p> <ul style="list-style-type: none"> <li>targeted students are provided with an evidence-based intervention minilit and mulilit to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>  |
| <p>Location</p> <p>\$16,718.33</p>                                      | <p>The location funding allocation is provided to Berinba Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</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>incursion expenses</li> <li>technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>students with financial difficulties being able to attend events<br/>Admin of finance and WHS up to date</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>   |
| <p>Professional learning</p> <p>\$41,223.91</p>                         | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Berinba 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>Effective Classroom Practice</li> <li>High Performance Culture</li> <li>Instructional Leadership</li> <li>Aboriginal Education</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>engaging Corwin to unpack evidence-based approaches to teaching (Visible Learning)</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>increased capacity of all teachers to embed effective practices.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continuation of Visible Learning PL</p> |
| <p>School support allocation (principal support)</p> <p>\$16,751.33</p> | <p>School support allocation funding is provided to support the principal at Berinba Public School with administrative duties and reduce the administrative workload.</p>  |

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| <p>School support allocation (principal support)</p> <p>\$16,751.33</p> | <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• A business manager was employed 1 day per week to take on part of the administrative responsibilities.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>A business manager being employed 1 day per week. The BM ensured all WHS requirements were up to date, as well the school budget being translated into the EFPT tool. The BM relieved some of the administrative load off the principal so the principal could spend more time on Instructional leadership endeavours.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continued employment of BM in 2022</p>   |
| <p>Literacy and numeracy</p> <p>\$7,000.00</p>                          | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Berinba 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>• High Performance Culture</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>• staff training and support in literacy and numeracy such as Focus on Reading and Focus on Vocabulary</li> <li>• updating reading resources to meet the needs of students</li> <li>• online program subscriptions to support 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><br/>an increase in the average benchmark level in Kindergarten<br/>an increase in the average Year 1 benchmark level<br/>an increase in Stage 1 students participating regularly (weekly) in the home reading program.<br/>Clear inductions and guidelines were implemented for all new staff.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>More investment in decodable texts to support literacy programs.<br/>QTR<br/>RFF funded to be collaborative and extra 40 minutes for walk through's and observations</p> |
| <p>QTSS release</p> <p>\$58,301.36</p>                                  | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Berinba 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>• Effective Classroom Practice</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 fund an 11th mainstream class</li> <li>• staffing release to develop and review PDP's that align with the SIP</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>  |

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| <p>QTSS release</p> <p>\$58,301.36</p>                       | <p>improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. Class sizes were kept manageable making quality teaching and behavior management easier.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Funding of extra RFF for teachers to collaborate and complete walk throughs and observations.</p>  |
| <p>Literacy and numeracy intervention</p> <p>\$47,089.00</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Berinba 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.<br/>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p> |
| <p>COVID ILSP</p> <p>\$147,499.71</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 educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> <li>• releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>the majority of the students in the program achieving significant progress in their reading phonological awareness</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to continue the implementation of literacy and numeracy small group tuition</p>   |

COVID ILSP

\$147,499.71

using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 150        | 148  | 159  | 164  |
| Girls    | 143        | 128  | 114  | 125  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 94.6 | 92.4 | 94.8 | 88   |
| 1         | 90.9 | 90.7 | 93.3 | 91.2 |
| 2         | 92.5 | 90.9 | 91   | 90.8 |
| 3         | 93.4 | 92.3 | 92.7 | 88.9 |
| 4         | 94.4 | 92.9 | 93.5 | 88.1 |
| 5         | 94.4 | 93.7 | 93.3 | 87.3 |
| 6         | 92.2 | 92.4 | 94   | 90.4 |
| All Years | 93.3 | 92.2 | 93.2 | 89.2 |
| State DoE |      |      |      |      |
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 93.8 | 93.1 | 92.4 | 92.8 |
| 1         | 93.4 | 92.7 | 91.7 | 92.7 |
| 2         | 93.5 | 93   | 92   | 92.6 |
| 3         | 93.6 | 93   | 92.1 | 92.7 |
| 4         | 93.4 | 92.9 | 92   | 92.5 |
| 5         | 93.2 | 92.8 | 92   | 92.1 |
| 6         | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92   | 92.4 |

## Attendance

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Assistant Principal(s)                  | 4     |
| Classroom Teacher(s)                    | 13.12 |
| Literacy and Numeracy Intervention      | 0.42  |
| Learning and Support Teacher(s)         | 1.1   |
| Teacher Librarian                       | 0.6   |
| School Administration and Support Staff | 6.55  |

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

# Financial information

## Financial summary

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

|                                       | 2021 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 477,724          |
| <b>Revenue</b>                        | 3,983,819        |
| Appropriation                         | 3,907,251        |
| Sale of Goods and Services            | 59               |
| Grants and contributions              | 75,452           |
| Investment income                     | 257              |
| Other revenue                         | 800              |
| <b>Expenses</b>                       | -3,859,894       |
| Employee related                      | -3,522,132       |
| Operating expenses                    | -337,762         |
| <b>Surplus / deficit for the year</b> | 123,925          |
| <b>Closing Balance</b>                | 601,648          |

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>   | 213,416                           |
| <b>Equity Total</b>     | 280,907                           |
| Equity - Aboriginal     | 26,428                            |
| Equity - Socio-economic | 74,707                            |
| Equity - Language       | 4,009                             |
| Equity - Disability     | 175,763                           |
| <b>Base Total</b>       | 2,831,142                         |
| Base - Per Capita       | 71,751                            |
| Base - Location         | 16,718                            |
| Base - Other            | 2,742,673                         |
| <b>Other Total</b>      | 350,516                           |
| <b>Grand Total</b>      | 3,675,981                         |

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

Each year schools are required to seek the opinions of its community.

This year our school sought feedback through the NSWDoE Tell Them from Me initiative.

An analysis of the findings from the Partners in Learning: Parent Survey include;

\* Parents Feel Welcome- BPS 8.2 / NSWDoE 7.4

\* Parents are Informed- BPS 7.4 / NSWDoE 6.6 \* School Supports Learning- BPS 7.3 / NSWDoE 7.3

\* School Supports Positive Behaviour- BPS 8.0 / NSWDoE 7.7

\* Safety at School- BPS 7.9 / NSWDoE 7.4

\* Inclusive School- BPS 7.4 / NSWDoE 6.7

# 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.