2022 Annual Report

Berala Public School

1199

Introduction

The Annual Report for 2022 is provided to the community of Berala 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

At Berala PS we take pride in developing strong foundations for all students so they can be engaged, resilient and successful learners.

Teachers, parents and students work collaboratively to achieve excellence with a focus on student wellbeing, high expectations and academic growth.

Every child is known, valued and cared for, enabling them to flourish in a respectful and inclusive environment.

School context

Berala Public School is located in South Western Sydney in the Chullora Network. We have an enrolment of 748 students. The school aims to provide students an engaging, inclusive and challenging learning environment to build strong foundations for future success. Our school is supported by a strong and vibrant multicultural community and a supportive P&C. Our Arabic, Chinese and Turkish Community Language Program supports students in maintaining and developing further communicative competence in their home language. 94% of our students have a language background other than English. At Berala PS, we have a small number of students who identify as Aboriginal or Torres Strait Islander. Our students come from a wide range of socio-economic backgrounds, with 48% of our families in the bottom quarter of Socio-Educational advantage. Our school provides an abundance of extra-curricular opportunities in the areas of sport, creative and performing arts, environmental groups and social and emotional support clubs to enable our students to excel through a range of different experiences.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident our numeracy results have remained fairly consistent over the years and our reading results have fluctuated from year to year. The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - addition and subtraction, multiplication and division and fractions and decimals. 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, the School Excellence Framework and the Effective Reading and Improving Reading Comprehension guides from the NSW Department of Education. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs, embed evidence-informed teaching strategies for every student in every classroom and create meaningful student goals to support student achievement.

2. Collaborative and reflective practices

Upon analysis of staff data in relation to school learning culture and collaboration, it was evident that a focus on developing collaborative and reflective practices was pivotal in increasing collective teacher efficacy across the school. As the literature shows, developing consistent and focused collaborative and reflective practices and protocols is pivotal in developing high teacher efficacy, which evidence indicates is critical in driving student achievement within a school (School Excellence Framework, Visible Learning and What Works Best: 2020 Update). We will work to set up protocols so that meaningful and structured collaborative and reflective practices occur on a regular basis so that teachers can work together to implement new learning from Strategic Direction 1 to develop their own teaching pedagogy and support the development of others. Leaders across the school will work together to maintain high levels of collaboration to support teachers and work to increase our aptitude to effectively evaluate teaching practices so that agile changes can be made to programs to meet changing student need.

3. Connections across our school

When conducting the analysis of the school wellbeing data it was evident that student sense of belonging, behaviour and social and emotional learning and development are areas of need. While PBL (Positive Behaviour for Learning) has been implemented at Berala PS in previous years, we will look to reinvigorate and re-establish this as the primary driver of positive behaviour. We will also look to develop a social and emotional learning program that supports the needs of our students. Community satisfaction and engagement are also areas of identified need. We have concluded that we are going to have a four year focus on strengthening community satisfaction by engaging parents in student learning and school life.

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 outcomes in reading and numeracy and to build strong foundations for learning success, we will develop consistent and best practice in assessment, data analysis and effective classroom practice that will drive our students forward.

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.

- Quality practices in reading
- Quality practices in numeracy

Resources allocated to this strategic direction

English language proficiency: $504,723.83
Socio-economic background: $195,000.00
Integration funding support: $57,038.00
Refugee Student Support: $13,000.00
Aboriginal background: $5,178.91
Low level adjustment for disability: $115,428.71

Summary of progress

Quality practices in reading - Integrated English units were collaboratively planned and evaluated in grade teams every term through the backward mapping process. Explicit phonics instruction and phonological awareness was implemented K-6, with the systematic school wide collection of data. A focus on the teaching and learning cycle ensured high quality programming using data to inform areas of strength and weakness were included in English programs. Staff engaged with professional learning and were provided grade specific support to develop high quality and consistent reading pedagogy, teacher judgement and assessment of, for and as learning across all grades.

Quality practices in numeracy - Triangulation of a range of student data sources (NAPLAN, Check-in and PAT assessment) indicate that progress innumeracy is yet to be seen from our baseline data. Barriers to the whole school professional learning suggest that further development of curriculum knowledge and quality practices in numeracy would be needed before implementation could be considered school wide. Professional learning already provided on explicit teaching, teaching and learning cycle and backward mapping will support implementation of quality practices in numeracy as part of the new syllabus implementation for mathematics in 2023.

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 proportion of students achieving in the Top 2 bands for numeracy in NAPLAN by 4.4% from our baseline data.	* 34% of students are now in the top two skill bands (NAPLAN) for numeracy indicating progress towards our annual progress measures. * The portion of students achieving in the top two skill bands (NAPLAN) for numeracy increased by 5% from our baseline data.
Increase the proportion of students achieving in the Top 2 bands for reading in NAPLAN by 5.7% from our baseline data.	* 40% of students are now in the top two skill bands (NAPLAN) for reading indicating progress towards our annual progress measures. * The portion of students achieving in the top two skill bands (NAPLAN) for reading increased by 4% from our baseline data.
Increase the proportion of students achieving expected growth in NAPLAN numeracy by 2% from our baseline data.	Expected growth data has not been provided for 2022 as the NAPLAN test was not run in 2020.

Increase the proportion of students achieving expected growth in NAPLAN reading by 3.7% from our baseline data.	Expected growth data has not been provided for 2022 as the NAPLAN test was not run in 2020.
Improvement as measured by the School Excellence Framework • Explicit teaching (S+G) • Data use in teaching (S+G)	* Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of effective classroom practice. * Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of data skills and use.
PAT Reading • 4% uplift in students achieving at or above the 50th percentile scaled score for PAT Reading from 2020 baseline data. • 2% uplift in students achieving at or above the 75th percentile for PAT Reading from 2020 baseline data.	* The average percentage of students achieving at or above the 50th percentile scaled score for PAT Reading is 39.6% indicating progress yet to be seen from our baseline data. * The average percentage of students achieving at or above the 75th percentile scaled score for PAT Reading is 16% indicating progress yet to be seen from our baseline data.
PAT Numeracy • 4% uplift in students achieving at or above the 50th percentile scaled score for PAT Numeracy from 2020 baseline data. • 2% uplift in students achieving at or above the 75th percentile for PAT Numeracy from 2020 baseline data.	* The average percentage of students achieving at or above the 50th percentile scaled score for PAT Numeracy is 43.6% indicating progress yet to be seen from our baseline data. * The average percentage of students achieving at or above the 75th percentile scaled score for PAT Numeracy is 23.2% indicating progress yet to be seen from our baseline data.

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Strategic Direction 2: Collaborative and reflective practices

Purpose

To ensure whole school improvement and maximise the impact on student outcomes we will develop a positive school culture of authentic collaborative and reflective practice where all staff build collective efficacy.

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.

- Teachers as collaborative and reflective practitioners
- Executive as collaborative and reflective whole-school leaders

Resources allocated to this strategic direction

Socio-economic background: $489,502.39
QTSS release: $140,318.54
AP Curriculum & Instruction: $271,027.80
Professional learning: $55,812.32
Low level adjustment for disability: $183,873.60

Summary of progress

Teachers as collaborative and reflective practitioners - Whole school systems and processes were developed to foster collaboration between staff so they could plan, develop and refine teaching and learning programs. Through the development of agreed whole school collaboration systems, such as set grade professional learning sessions and professional learning days and planning days, staff have been able to work effectively to develop literacy and numeracy programs that meet the needs of students at the school. The development of a positive collaborative and reflective culture had a strong impact across the school as evidenced by the develop of whole school vision statements for students, staff and the community with an overarching mantra 'working together for every child'. The development of cultural norms has also provided a platform for a positive school culture'. Staff have indicated that a positive and collaborative culture was present at the school as evidenced through the People Matter Survey.

Executive as collaborative and reflective whole-school leaders - The school leadership team worked to develop systems and practices to better support their teams. This included targeted professional learning with a literacy consultant to promote best practices in reading. In addition, DP support structures were put in place to support APs and team leaders to their build capacity to lead teams in collaborative and reflective practice. An aspiring leaders program was also developed to to provide opportunities to build the expertise of young leaders to ensure that there is greater depth in leadership capacity across the school.

Next year we will aim to build the expertise of the middle leaders so that they can confidently lead this change in all curriculum areas across their grade. We will also utilise the new APCI staff to support with this process.

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
Improvement as measured by the School Excellence Framework • Collaborative practice (S+G) • Improvement in practice (D)	* Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of collaborative practice. * Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of improvement in practice.
Increase percentage of staff reporting positive and collaborative culture by 6% from 2019 baseline data (People Matter Survey).	* People Matter Survey indicates an increase of 3% of staff who indicated that a positive and collaborative culture was present at the school. This shows progress towards our annual school progress measure.

Increase percentage of staff reporting that they have received positive and useful feedback to improve their teaching practices by 6% from 2019 baseline data (People Matter Survey).	* The People Matter Survey indicates an increase of 7% of staff who have reported that they have received positive and useful feedback to improve their teaching practices. This surpasses our annual progress measure.
Increase effectiveness of school leadership to drive improvements in student outcomes by 5% from baseline data (TTFM - Eight Drivers of Student Learning - Leadership)	* Tell Them From Me data shows an alignment with government norms regarding regarding positive school leadership to drive improvement in student outcomes.

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Purpose

To foster the wellbeing of students, we will develop whole school programs and processes that deepen the connections between students, staff and families to engage positively and respectfully so all students can succeed and thrive with a sense of belonging.

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.

- Student connections at school
- Community connections with our school

Resources allocated to this strategic direction

Socio-economic background: $192,952.31
Refugee Student Support: $7,000.00

Summary of progress

Student connections at school - Implemented evidence-based changes to whole school practices in regards to positive behaviour for learning (PBL). We completed the PBL Benchmark of Quality to prioritise the next steps in implementing sound PBL strategies across the school and implemented of range of social and emotional learning programs to meet the identified needs of students including Drum Beats and Friends for Life. Throughout 2023, we will be supporting staff in the consistent implementation of PBL procedures and practices and look to evaluate their effectiveness. We will also provide a range of professional learning experiences to build the capacity of staff to utilise a flexible repertoire of strategies for effective classroom management to promote student engagement in all classrooms.

Community connections with our school - To strengthen the wellbeing of students, we built strong community partnerships between students, staff, families through a range of initiatives. This included parent workshops including technology and literacy and numeracy sessions. We increased parent involvement across the school through the re-introduction of playgroups, parent circle, parent learning sessions, English language, TAFE, and targeted whole school events, cultural programs, celebrations and activities. In 2023 we will work towards developing and implementing three way communication sessions so families can discuss student's learning and goals.

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 proportion of students experiencing positive wellbeing at school by 4.5% from our baseline data. (Tell Them From Me Survey - advocacy, belonging and expectations)	* Tell Them From Me data shows a decrease of reported positive wellbeing, including 0.1 below NSW government norm for advocacy at school, 10% below NSW government norm for sense of belonging and 0.4 below NSW government norm for expectations of success.
Increase the proportion of students attending school 90% or more by 2.5%.	* The number of students attending greater than 90% of the time or more has decreased from the baseline data by 19.12% (59.47%).
Improvement as measured by the School Excellence Framework • Learning - Wellbeing - A planned approach to wellbeing (S+G) • Teaching - Effective Classroom Practice - Classroom Management (S+G) • Leading - Educational Leadership - Community Engagement (S+G)	* Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of a planned approach to wellbeing. * Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of classroom management. * Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of community

Improvement as measured by the School Excellence Framework • Learning - Wellbeing - A planned approach to wellbeing (S+G) • Teaching - Effective Classroom Practice - Classroom Management (S+G) • Leading - Educational Leadership - Community Engagement (S+G)	engagement..
Increase key areas identified in the Parent Tell Them From Me survey by a minimum of 2% from 2020 baseline data. • Two-way communication with parents • Parents feel welcome - 72% to 74% • Parents support learning at home - 68% to 70% • School supports child's behaviour - 70% to 72%	* Tell Them From Me parent survey data shows the school 0.1 below the NSW government norm for two way communication where parents feel they are informed about their child's academic, social and emotional learning. * Tell Them From Me parent survey data shows the school is aligned the NSW government norm for two way communication where parents feel they are welcome in the school. * Tell Them From Me parent survey data shows the school is 0.6 above the NSW government norm for parents supporting learning at home by discussing how well their child is doing and talking about any challenges. * Tell Them From Me parent survey data shows the school is 0.3 is below the NSW government norm for supporting student behaviour and students feeling safe at school.

Funding sources	Impact achieved this year
Refugee Student Support $20,000.00	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:** • Quality practices in reading • Community connections with our school **Overview of activities partially or fully funded with this targeted funding include:** • Additional staffing for targeted interventions to support student learning. • Employment of staff for targeted community support. **The allocation of this funding has resulted in the following impact:** - Students received bilingual support in the classroom so that they could successfully engage with the curriculum at their point in need. - The development of small group well-being support programs designed to further develop language acquisition and social skills, resulting in students developing strong language and social skills so they can confidently engage in school life in a positive manner. - Developing strong links between students, families and the school through refugee services and counselling to support the transition of refugee students to the classroom. - The establishment of weekly support groups for parents with language translation support, especially targeting refugee families. Parents/carers reported significantly increased confidence when engaging with the school and developed positive relationships with staff members, which has contributed to the strengthening of partnerships between the school and the parents/carers. **After evaluation, the next steps to support our students will be:** - Embedding the use of interpreters within home-school communication processes has been identified to further strengthen relationships with culturally and linguistically diverse parents. - Ensuring ongoing professional learning for staff to better understand and support refugee students to optimise learning outcomes.
Integration funding support $57,038.00	Integration funding support (IFS) allocations support eligible students at Berala 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:** • Quality practices in reading **Overview of activities partially or fully funded with this targeted funding include:** • Employment of staff to provide additional support for students who have high-level learning needs. • Additional staffing to assist students with additional learning needs. **The allocation of this funding has resulted in the following impact:** - Students who have identified high levels of need are supported in the classroom through the use of Student Learning and Support officers (SLSO). - Individual Learning Plans (ILPs) were developed, implemented and updated to ensure that all identified students were supported to meet their individualised goals. Goals have included engaging with a differentiated curriculum, improving self-regulation and meeting sensory needs so that children are able to successfully engage in the classroom to their best of their ability.

Integration funding support $57,038.00	**After evaluation, the next steps to support our students will be:** - The use of integration funding will be adjusted throughout the year in response to student ILP reviews to ensure funding is used to specifically address each student's support needs. - To further enhance the monitoring of student need and ILPs across the school so that we can develop or source targeted professional learning to support staff with addressing challenging needs as they present.
Socio-economic background $877,454.70	Socio-economic background equity loading is used to meet the additional learning needs of students at Berala 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:** • Quality practices in reading • Teachers as collaborative and reflective practitioners • Executive as collaborative and reflective whole-school leaders • Student connections at school • Community connections with our school **Overview of activities partially or fully funded with this equity loading include:** • Employment of Allied Health professionals to support students with additional needs. • Providing students without economic support for educational materials, uniform, equipment and other items. • Employment of additional executive staff to support mentoring across the school in literacy and numeracy. • Additional staffing to support identified students with additional needs. • Professional development of staff to support student learning. **The allocation of this funding has resulted in the following impact:** - 2022 NAPLAN reading, year 3, 48.51% of students were in the top 2 bands. - 2022 NAPLAN numeracy, year 3, 37% of students were in the top 2 bands. - 2022 NAPLAN reading, year 5, 30% of students were in the top 2 bands. - 2022 NAPLAN numeracy, year 5, 30.3% of students were in the top 2 bands. - 2022 NAPLAN results indicated 36.5% of students in year 3 and year 5 achieved in the top two bands in in NAPLAN, an increase of 3.98% from 2021. - Excelling in student growth measured in terms of value-added results from Kindergarten to Year 3, Year 3 to Year 5 and Year 5 to Year 7. - Teachers in the school were involved in targeted professional learning throughout the year to develop their understanding of planning and programming through backward mapping, synthetic phonics, phonological awareness, explicit teaching strategies. This resulted in improved quality teaching in the classroom. - Students with identified speech needs in K-1 were supported through the school's speech therapy program. Data showed that all students targeted through this program had positive growth in their receptive and expressive language skills and phonological awareness. - Students were supported to attend extra-curricular activities through the subsidy of events to ensure equitable access to school programs, items and events. **After evaluation, the next steps to support our students will be:** - Utlise Assistant Principal Curriculum and Instruction personnel to continue professional learning throughout the school with a focus on embedding planning and programming through backward mapping and explicit teaching practices into class programs through the continuation of the grade collaboration program. - SLSO to continue to support students with academic, behavioural and social needs in supporting identified students to reach their goals identified in their ILPs. - Maintain the use of allied health services in 2023 due to the positive impact

| Socio-economic background

$877,454.70	of the speech program in K with a focus on early intervention.
Aboriginal background

$5,178.91 | Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Berala 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:
 • Quality practices in reading

Overview of activities partially or fully funded with this equity loading include:
 • Employment of additional staff to support literacy and numeracy programs.
 • Staffing release to support the development and implementation of Personalised Learning Pathways (PLPs).
 • Staff release to facilitate improved community engagement including engagement of students and their families with the personalised learning pathways process (PLP).
 • Employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy.
 • establishment of Aboriginal Education committee to support development of a whole school action plan to support Aboriginal students.

The allocation of this funding has resulted in the following impact:
- Increase in Aboriginal families engaging in the Personalised Learning Pathways (PLP) process. Tell Them From Me data indicated 86% of Aboriginal students feel like their culture is valued at school.
- All students of Aboriginal background have Personalised Learning Pathways (PLPs) created to meet their individualised needs.
- specialist EAL/D teachers ensures programs across the school meet the needs of Aboriginal students.

After evaluation, the next steps to support our students will be:
- Professional learning for all staff to ensure Aboriginal culture and histories is understood and taught as part of the curriculum.
- Recognition of Aboriginal student progress in literacy and numeracy though inclusion in the SIP.
- Targeted intervention to support the literacy and numeracy needs of Aboriginal students.
- Engagement of Aboriginal students and their families in whole school planning through participation in the Aboriginal Education committee. |
| English language proficiency

$504,723.83 | English language proficiency equity loading provides support for students at all four phases of English language learning at Berala Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Quality practices in reading

Overview of activities partially or fully funded with this equity loading include:
 • Employment of additional staff to support delivery of targeted initiatives.
 • Employment of additional bilingual staff to support communication.
 • Additional staffing intensive support for students identified in beginning and emerging phase.

The allocation of this funding has resulted in the following impact:
- Students showed strong growth, as evidenced by growth data extracted from the EAL/D Progressions, due to the development of strong withdrawal programs targeted at point of need. |

English language proficiency $504,723.83	- Additional bilingual staff members supported students in the classroom so that students from non-English speaking backgrounds were able to successfully engage with the classroom program. **After evaluation, the next steps to support our students will be:** - Ongoing professional learning to ensure high impact teaching strategies are utilised across the school to support English language proficiency of EAL/D students. - Establish EAL/D program within the school where the specialist EAL/D teachers provide in-class support utilising a model of co-planning, modelling, co-teaching and co-evaluating to support EAL/D students with language proficiency. - Continue to employ a bilingual SLSOs to support students and families within the community including Cantonese speaking SLSO to support Cantonese speaking students.
Low level adjustment for disability $299,302.31	Low level adjustment for disability equity loading provides support for students at Berala Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Quality practices in reading • Teachers as collaborative and reflective practitioners **Overview of activities partially or fully funded with this equity loading include:** • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • 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. • Targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes. **The allocation of this funding has resulted in the following impact:** - The school learning and support team processes were established to ensure the identification and support of students with additional learning needs. - Assistant Principal LST worked closely with all staff and identified children to monitor and develop programs aimed at each child's specific needs (ILPs, BSP,RMP, Medical plans, parent meetings, OoHC students, completing access requests and following up with outside agencies when required). - SLSOs supported students with identified needs in the classroom and playground. **After evaluation, the next steps to support our students will be:** - Continue Assistant Principal LST to work closely with staff to develop and monitor programs. - Continued employment of LaST and SLSOs to provide targeted support for identified students and continued refinement in the use of data to identify at risk students. - High impact professional learning for SLSOs and staff on supporting students at risk.
Professional learning $55,812.32	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 Berala Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Teachers as collaborative and reflective practitioners • Executive as collaborative and reflective whole-school leaders

| Professional learning

$55,812.32	**Overview of activities partially or fully funded with this initiative funding include:** • Whole school professional learning calendar to support with allocation of professional learning targeting whole school focus areas. • Built in collaborative professional learning time with grade teams to support planning and programming with a focus on literacy practices. • Establish grade planning days at the end of each term to support with planning and programming with a focus on backward mapping and using data to inform planning. • Resourcing of quality texts and decodable readers and online subscription to support the implementation of quality teaching practices. • Using Deputy Principal and Assistant Principal Curriculum Instruction to unpack evidence-based approaches to teaching and learning. **The allocation of this funding has resulted in the following impact:** - Additional time has been provide for teachers to engage in professional learning time and collaborative and reflective practice. - Collaborative approach to planning and programming by each grade team evident in teaching programs. - Use of data to inform teaching through the development of the backward mapping document integral to the English program. - More consistency in the delivery of the English program through the development of the English block in classes. **After evaluation, the next steps to support our students will be:** - Employment on an additional Assistant Principal Curriculum and Instruction to facilitate collaborative professional learning time and targeted support for staff. - Continue to provide a professional learning calendar for all staff to ensure clarity on purpose and a focus on key school focus areas. - Continue to support quality teaching practice through grade collaborative professional learning time. - Continue resourcing quality literature including quality texts, decodables and online subscriptions. - Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students.
QTSS release

$140,318.54 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Berala Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Teachers as collaborative and reflective practitioners

Overview of activities partially or fully funded with this initiative funding include:
 • Additional staffing to support staff collaboration in the implementation of high-quality curriculum.

The allocation of this funding has resulted in the following impact:
- Successful design of our grade professional learning model so that every staff member was able to take part in targeted and differentiated professional learning each week. Teachers worked collaborativly on a weekly basis to access professional learning pertinent to identified grade need with a focus on teaching and learning and data.

After evaluation, the next steps to support our students will be:
- Continue to use professional learning model with slight changes based on feedback from staff.
- Utilising the Assistant Principal Curriculum and Instruction to support and drive professional learning with a focus on high-quality teaching and learning and planning and programming. |
| COVID ILSP | The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by |

$530,409.00	the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022. **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 and monitor progress. • Development of resources and planning of small group tuition **The allocation of this funding has resulted in the following impact:** - Identified students across K-6 received small group targeted intervention in the following areas of identified need: comprehension,vocabulary, additive strategies, multiplicative thinking and reading. - The majority of the students in the program achieved significant progress towards their personal learning goals. - 4 x FTE teachers supported 230 students to participate in small group tuition throughout 2022. - Barriers to the consistent delivery of the program included limited available staff to run the program. **After evaluation, the next steps to support our students will be:** - Additional Learning and Support Teachers to be funded to provide targeted support for identified students in each grade. - Continue the implementation of small group tuition using data sources to identify specific student need.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	413	391	372	374
Girls	413	383	353	356

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.3	90.0	92.6	85.7
1	92.6	91.3	93.1	88.3
2	92.7	92.1	93.8	88.4
3	93.8	91.8	94.6	87.1
4	92.8	93.9	93.6	89.1
5	93.6	90.2	94.6	88.6
6	92.1	94.0	91.1	89.0
All Years	92.6	91.9	93.4	88.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Deputy Principal(s)	2
Assistant Principal(s)	5.8
Classroom Teacher(s)	26.68
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
Teacher ESL	3.8
School Counsellor	1
School Administration and Support Staff	4.47
Other Positions	5.2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	1,415,783
Revenue	8,963,489
Appropriation	8,825,063
Sale of Goods and Services	2,881
Grants and contributions	126,129
Investment income	7,895
Other revenue	1,522
Expenses	-8,544,103
Employee related	-7,583,723
Operating expenses	-960,380
Surplus / deficit for the year	419,386
Closing Balance	1,835,169

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.

The school funded an additional Deputy Principal to support the development of teaching practices across the school. This additional Deputy Principal will continue at Berala Public School until the end of the 2024 SIP, funded through the funds carried forward from 2022.

The also school funded an additional Assistant Principal, Learning and Support to further enhance the development of teaching practices and resourcing of the learning and support team. This additional Assistant Principal will continue at Berala Public School until the end of the 2024 SIP, funded through the funds carried forward from 2022.

Financial summary - Equity loadings

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

	2022 **SBAR Adjustments** ($)
Targeted Total	64,525
Equity Total	1,686,660
Equity - Aboriginal	5,179
Equity - Socio-economic	877,455
Equity - Language	504,724
Equity - Disability	299,302
Base Total	5,064,949
Base - Per Capita	183,193
Base - Location	0
Base - Other	4,881,756
Other Total	1,381,180
Grand Total	8,197,313

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.

In 2022, Year 3 students participated in the NAPLAN test.
- In reading, 48.51% of students achieved in the top two bands, an increase of 7.73% from 2021.
- In numeracy, 37% of students achieved in the top two bands, an increase of 7.7% from 2021.

In 2022, Year 5 students participated in the NAPLAN Test.
- In reading, 30% of students achieved in the top two bands.
- In numeracy, 30.3% of students achieved in the top two bands

- Overall, 36.5% of students in year 3 and year 5 achieved in the top two bands in in NAPLAN, an increase of 3.98% from 2021

Parent/caregiver, student, teacher satisfaction

At the end of 2022, parents, caregivers, students and teachers completed the Tell Them From Me (TTFM) survey to seek their opinion about various aspects of the school.

The following results were obtained:

Key findings from **students** (TTFM):

- 84% of students have positive behaviours at school which is above NSW Government norms.
- 76% of students know where to seek help if they are bullied
- 85% of students try hard to succeed in their learning
- Students reported teachers set clear goals for learning, establishing expectations, check for understanding and provide feedback.
- Students reported they feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- Students reported they feel teachers are responsive to their needs and encourage independence with a democratic approach.
- The survey has indicated that there is a need to focus on strategies to build students sense of belonging at our school.

At the end of 2022, **students** completed the Pivot Student Perception Survey to seek their opinion about various aspects of the school.

The following results were obtained:

Key findings from the K-2 Pivot Student Perception Survey:

- Students reported the teacher helps them focus on learning
- Students reported the teacher's feedback help them improve
- Students reported they know the behaviour expectations in the class
- The survey has indicated that there is a need to focus on strategies to make learning interesting and sharing ideas.

Key findings from the 3-6 Pivot Student Perception Survey:

- Students reported the teacher respects all students
- Students reported the teacher is knowledgeable about the topics taught in the class
- Students reported they know the behaviour expectations in the class
- The survey has indicated that there is a need to focus on strategies providing more student voice in class activities and working with others.

Key findings from **teachers** (TTFM):

- School Leadership is in line with NSW Government norms
- Teachers work collaboratively to plan, develop and implement student learning
- Teachers work collaboratively to support and enhance student engagement
- Student learning culture is in line with NSW Government norms
- Teachers work together to ensure student data is informing planning, programming and classroom practice
- Technology access and use is above NSW Government norms.
- The survey indicated that the staff are eager to increase parent involvement at the school. This is an area we will look to develop in 2023 through parent workshops and learning opportunities.

Key findings from **parents** (TTFM):

- Parents feel well-informed
- Parents feel welcome at school
- Parents feel the school is inclusive
- Parents feel written information from the school is in clear, plain language
- Parents support learning at home
- The survey highlighted that parents would like to engage with teachers more around their child's development. This is an area we will look to support families more in 2023

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.

Aboriginal Education - School statement

Aboriginal Education was implemented at Berala Public School in 2022 and included:

- Establishment of an Aboriginal Education Committee including staff and students.
- Planning, implementing and evaluating an Aboriginal Education Action Plan with 5 key goals across leadership, cultural awareness, curriculum, consultation and student voice.
- Implementing teaching and learning programs that continued to focus on including Aboriginal perspectives across key learning areas.
- Developing personalised learning pathways for all Aboriginal and/or Torres Strait Islander students in consultation with families.
- Monitoring of attendance and academic progress of Aboriginal and/or Torres Strait Islander students.

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.

Multicultural and anti-racism education - School Statement

Students, teachers, parents and the community are doing a very good job of living together in harmony. Berala Public School continues to provide a safe and multicultural school by:

- Enhancing communication with parents through the use of bilingual staff.
- Ensuring classrooms promote multicultural tolerance and respect for diversity.
- Delivering a differentiated and inclusive curriculum designed to meet the unique learning needs of students,including newly arrived and refugee students.
- Celebrating many other cultural events across all cultural backgrounds.