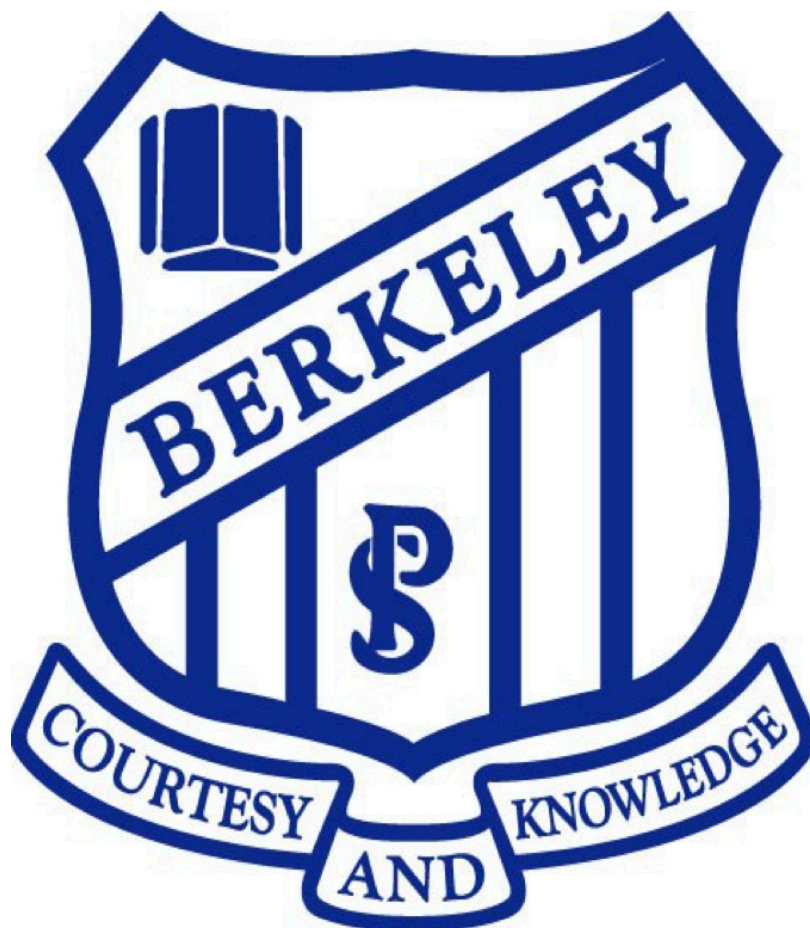


# 2022 Annual Report

## Berkeley Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Berkeley 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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## School vision

Our vision is to provide a safe, supportive environment where students develop self-confidence, resilience, high expectations and a love for learning.

We will foster an inclusive culture of tolerance and respect, enabling students to become positive and valued members of society.

## School context

Berkeley Public School, established in 1858, is on the shores of Lake Illawarra and has a proud history of providing quality education. The school motto 'Courtesy and Knowledge' underpins all that happens within the school. Teaching and Learning programs promote the pursuit of excellence and provide students with the skills to be ongoing learners and make valuable contributions to society. The school receives additional funding to enable it to provide extra support to better meet the learning needs of all students. As part of Early Action for Success, the school has implemented strong research-based programs in literacy and more recently numeracy.

Enrolment in 2022 is 289. The school has 12 classes and draws from a variety of diverse demographics. 23% of students have a language background other than English with Macedonian being the most prevalent. 21% of students identify as Aboriginal or Torres Strait Islander. Practices to ensure high levels of student wellbeing are of the utmost priority and encompass all areas of student development. Positive Behaviour for Learning promotes the values of Respect, Responsibility, Safety and Cooperation.

The school community, involving students, staff, parents and the local AECG were consulted in a thorough situational analysis leading to the development of the Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around quality learning, building teacher capacity, student wellbeing and community partnerships.

This plan will focus on our work with individual students and will be responsive and closely monitored. Continual monitoring of student performance data will determine areas of need and success at an individual, class and school level. Students will continue to be supported in their learning across all key learning areas with a focus on literacy and numeracy.

Teachers will continue to further strengthen their capabilities through collaborative practices and work towards providing effective feedback on each other's professional practice.

The wellbeing and engagement of students remains a priority. Parents and community are partners in learning and we aim to continue to build on and strengthen these relationships.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Data Driven Practices
- Reading and Numeracy

### Resources allocated to this strategic direction

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**Professional learning:** \$23,000.00

### Summary of progress

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**Data Driven Practices:** The focus for 2022 was on effectively using data driven practices to build teacher capacity in delivering quality literacy and numeracy teaching to improve student progress and achievement data in reading and numeracy. This involved collaborative data conversations between teachers and leaders which allowed for collective problem solving, which strengthened collective efficacy of the staff. Teachers used a full range of assessment strategies to collect student information and monitor student progress. Stage teams were effectively led by school executive to analyse and interpret student data and create action plans for targeted students over a period of 5 weeks. These plans were reviewed and evaluated through the use of evidence to inform next steps for teachers in improving literacy and numeracy results. The systematic approach to data analysis has led to targeted intervention being delivered where the data has identified a need.

Next year the focus will be exploring a case management approach with the aim to build collective efficacy among middle leaders to work along side APCI to enrich data days. This will involve using data walls and work samples to guide consistent teacher judgment conversations and inquiry for targeted teaching.

**Reading:** The focus for 2022 was to build leaders capacity around effective English programming and planning including providing professional learning to staff around the new K-2 English syllabus. Our focus on improving reading outcomes for students saw the continued involvement in the professional learning community, Wollongong Literacy Leaders (WLL) for the fifth year. In school sessions continued with literacy coach Jan Farmer Hailey to guide our development into scope and sequences to align with the new syllabus and analysing reading data to guide future focuses. The need for the gathering of reading data from 3-6 became apparent and a data wall created to track reading growth and attainment right across K-6.

Next year the focus will be on using the data walls as part of collaborative data discussions to inform teaching and track student growth.

**Numeracy:** Similar to reading, the focus for numeracy was to build the capacity around effective Mathematics teaching and planning including providing professional learning to staff around the new K-2 mathematics syllabus. Further development of the integration of the Big Ideas of Mathematics into class planning occurred with staff across Stage 2 and 3 being provided with professional learning around the Big Idea multiplicative strategies. Intervention teachers used Common Misunderstanding Assessment to drive their teaching and assessment with a focus for 2023 being to bring all of this together for deep discussion and analysis during collaborative data days. All staff across K-6 received professional learning to assist with the engagement into the new K-2 mathematics syllabus.

Next year the focus will be around conducting deep inquiry into mathematics teaching to ensure the school is up to date with the best evidence based teaching practices. K-2 will also be engaging with the new mathematics syllabus and the scope and sequence that has been developed.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system negotiated lower bound target of 33%.	<p>2022 NAPLAN data indicates 38.6% of students in the top two skill bands for Reading indicating the school exceeded the system negotiated lower bound target.</p> <p>(This includes 3 students who achieved in Band 7 in Reading in Year 3 which has never occurred before.)</p>
Increase the percentage of students achieving top 2 bands in NAPLAN numeracy to meet the agreed lower bound target of 22.70%.	2022 NAPLAN data indicates 25% of students in the top two skill bands for Numeracy indicating the school exceeded the system negotiated lower bound target.
Increase the percentage of students (from 2021) achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline of 47.04%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students (from 2021) achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline of 64.22%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Value Added data in Scout for K-3 and 3-5 is maintained at 'Sustaining and Growing'.	Value Added data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Using 2021 baseline (74%), an additional 3% of Year 3-6 students will demonstrate a 0.4 growth when comparing a years growth by scale scores in the Progressive Achievement Test (PAT) in reading.	62% of Students demonstrated a years growth in the PAT reading test. In Year 6 70% of students demonstrated a years growth in reading.
Using 2021 baseline (65%), an additional 5% of Year 3-6 students will demonstrate a 0.4 growth when comparing a years growth by scale scores in the Progressive Achievement Test (PAT) in numeracy.	75% of students demonstrated a years growth in the PAT numeracy assessment. Year 6 84.5% o students demonstrated a years growth.

## Strategic Direction 2: Collaborative Practices

### Purpose

In order to embed collaborative practice, teachers will work together to achieve common goals. Sharing of evidence-informed practices, knowledge and problem solving will result in improved teacher quality and develop 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.

- Collaborative Practice
- Curriculum Provisions

### Resources allocated to this strategic direction

### Summary of progress

One of our focus for 2022 was around building the adaptive expertise of our leaders and middle leaders. With the appointment of the APCI 1.0 and 0.4 to the executive team, middle leaders had a chance to work shoulder to shoulder with the APCI to lead curriculum planning and data driven conversations around student work samples. In K-2 middle leaders also participated in professional learning around the new reforms to curriculum and worked collaboratively to create scope and sequences of learning to include the new outcomes for English and Mathematics. Existing units were updated to reflect the changes to the scope and sequence and assessment schedules were created to reflect these changes. Further changes will need to occur to the current format of reporting to parents due to changes in the outcomes and organisation of the syllabus. This will be the focus for Terms 1 & 2 2023.

Leaders worked collaboratively with external coaches in developing adaptive expertise. Conversations around data were held with a literacy coach to analyse our school performance and create inquiry investigations to improve teacher practice. The teaching of comprehension were enhanced by these conversations and professional learning for teachers, saw a shift in student analysis and response to text. Further investigations into student's writing will be the focus for 2023. A similar investigation will be modeled with mathematics data to inform a spiral of inquiry into the effective teaching of mathematics. This will also be the focus for 2023.

Teachers and leaders focused on visible learning and feedback with their classroom practice. Peer to peer feedback was identified as an area for further development and professional learning delivered. Within these learning sessions teachers created grade appropriate scaffolds and scripts for students to use when giving each other feedback. These were trialed and tested in Terms 3 & 4. Teachers reported that they had a shift in students ability to provide feedback to themselves and others. Each stage focused on one area of the curriculum in providing this feedback. The focus for 2023 will be to provide generative feedback across more areas of the curriculum.

### 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
TTFM teacher survey data is maintained at 7.9 in the area of teacher collaboration.	The teacher survey data for 2022 was 8.4.
TTFM student data is maintained at meeting the NSW Government Norms in all of the following areas: effective learning time (8.4/8.2), relevance (7.6/7.9), Explicit Teaching Practices and Feedback (8.1).	The student survey results for 2022 are as follows. <ul style="list-style-type: none"><li>• Effective learning time: 7.6</li><li>• Relevance 6.8</li><li>• Explicit teaching practices &amp; feedback: 7.4</li></ul>
60-70% of teaching programs will reflect new syllabus requirements.	100% of K-2 programs reflected the new syllabus requirements. New scope and sequences of learning were created and units of work updated for 2023.

60-70% of teaching programs will reflect new syllabus requirements.	Teachers in Years 3-6 will engage with the new requirements of the syllabus in 2023 and enact in 2024
TTFM teacher survey data on leaders and teacher feedback exceeds scores in 2021 for leadership and staff to staff feedback.	The data from the 2022 survey shows that the scores have stayed the same from 2021- 2022 in regards to leadership support.
Learning and development is maintained at Sustaining and Growing.	In 2022 the judgement was given to Excelling in Teaching: Learning & Development.



### Purpose

In order to enhance our wellbeing and engagement, we will further maintain and uphold strong community partnerships that promote an inclusive culture and embrace diversity. The learning community will maintain an environment where all students feel safe, engaged, supported and connected to enrich learning.

### Initiatives

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

- Wellbeing
- Attendance

### Resources allocated to this strategic direction

**Aboriginal background:** \$97,897.00

### Summary of progress

#### Wellbeing

Student wellbeing is at the forefront of our teaching and learning. It is a dynamic process that is continually reflected upon and strengthened. Teachers are supported with professional learning and the mentoring of individual staff at their point of need. Professional Learning was increased in identified areas such as Positive Behaviour for Learning and teaching strategies around supporting student wellbeing in the classroom. Intervention support programs have been developed and further trialed to assist students behaviour regulation, engagement, social skills as well as literacy, numeracy and life skills. In the future, we aim to continue and expand our wellbeing programs, this includes turning 'Top Blokes' into 'Top Kids' and making this or similar wellbeing and social skills programs available to more students. Further playground strategies such as structured play, organised games, the Sensory Gym, Kitchen Club and Grub Club will be timetabled at the start of 2023. As a school, we utilise the support and work closely with outside agencies as well as other department facilities in order to support student needs. These include Learning and Wellbeing officers, Police Youth Officer and other mental health experts. In 2023 we will also engage with other agencies such as the Top Blokes Foundation to further develop the programs we have running. We will also use our staff expertise to continually strengthen student wellbeing. By the end of 2023 staff will be trained in Trauma informed practices.

2022 saw a continued focus on strengthening the connections we have with our First Nations community as well as students engagement with First Nations culture. The Yarning Circle of parents and teachers continued and meetings held to further strengthen cultural perspectives taught throughout the curriculum. Meetings were held to develop the Reconciliation Action Plan (RAP) and these discussions and plans are continuing. The school Principal, Aboriginal education team and First Nations parents will continue to work together to provide further opportunities for students at our school. As a collaborative process all stakeholders will work together for Sorry Day, Reconciliation Week and NAIDOC Week. We will continue to use our elders and First Nations community to further educate our whole school community.

The school aims to develop a greater connection to community through participation in onsite events as well as supporting curriculum and culture. We strive to increase the communication that we provide through various outlets including social media and other online platforms. Looking forward to 2023, we plan to have parents and community back onsite and all regular school activities will resume. In 2023 we will continue to reflect and find ways to encourage community to engage with the school through onsite activities, sports carnivals, attendance at parent teacher interviews and through social media and apps.

#### Attendance

In 2022 we have still seen ongoing effects on attendance from COVID, the return to school has been challenging for some students and families. We have put processes in place for students to return to their classroom where they can reconnect, succeed and thrive. We continue to form closer relationships with parents that are hesitant to send their students to school daily. Communication with parents, carers and outside agencies is ongoing so that we can both understand and support families with the challenges between home and the students attending school. Our school has a whole school focus on attendance and identifies students that are at an attendance level of below 90%. These students have become our focus for achieving greater than 90%. As a school we are always looking at ways to further engage and promote school attendance as a priority. In 2023, parents whose child is absent for more than 3 days in week or display an absence pattern will be contacted and this will be further recorded and monitored by the executive.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time to be at or above the lower bound system-negotiated target of 75.10%	The number of students attending greater than 90% of the time or more is 38.25%
TTFM student data continues to trend above the baseline 88.30% and increases on the 2021 score in the combined aspects of high expectations, sense of belonging and advocacy at school.	Tell Them From Me data shows 78.26% of students reported positive wellbeing, including advocacy at school (7.5) increase, sense of belonging (57%) and expectations of success (8.1) the same as 2021. Students reporting positive wellbeing outcomes has slightly declined (2.57%) from 2021 to 2022.
Maintain or exceed percentage of community members at school events from baseline data.	Community involvement was strong as parents were allowed back at events. All events saw a significant increase in parent attendance often above pre-COVID levels.
The school continues to measures community satisfaction through internal data collection and there is a further increase in satisfaction from 2021 data. The leadership team analyses responses to school community satisfaction measures.	Tell them from me data shows that 67% of parents would recommend the school and 71% of respondents are happy with our school.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,751.00</p>	<p>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.</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>• intensive individual support from SLSOs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Greater knowledge of the English language.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Support from the intervention program in reading and numeracy</p>
<p>Integration funding support</p> <p>\$140,391.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Berkeley Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> That students have been able to feel successful in engaging in classroom activities. A focus for social and emotional learning and also academic learning where appropriate</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to provide support in the classrooms with SLSO's. IEPs will be written to ensure students are working towards achievable learning goals.</p>
<p>Socio-economic background</p> <p>\$450,858.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Berkeley 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>• 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 students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support the schools intervention program implementation.</li> <li>• professional development of staff through the teaching of reading and numeracy to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers have received time for professional learning around a reading program 'Read &amp; Respond' this has seen an improvement in NAPLAN and check in data. Students have been provided with opportunities to engage with extra</p>

<p>Socio-economic background</p> <p>\$450,858.00</p>	<p>curricular activities with money being given to student assistance for activities such as stage excursions, buses for athletics carnival &amp; Healthy Harold van visits.</p> <p>Teachers and SLSO's have been employed to run intervention programs in literacy and numeracy across various stages and grades.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Intervention programs will continue into 2023. The decision has been made to allocate intervention teachers to certain grades or stages to make the program more effective. Professional learning budget for 2023 will be similar to 2022. The new allocation of extra release will be covered through Data Rounds and Collaborative Planning requirements.</p>
<p>Aboriginal background</p> <p>\$97,897.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Berkeley Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</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 the following impact:</b> A person who identifies as First Nations has been employed as an SLSO to work with students in class but also during cultural activities and community meetings. Community voice in both school and parents has become more diverse and many voices are contributing to locally made decisions. Yarning circle meetings occur every month and have been focusing on the creation of a Reconciliation Action Plan (RAP). Personalised Learning Plans meetings took place after school hours and teachers were released to meet with parents and students who couldn't attend this time. It is vital for these meetings to occur so it was made a priority to fund teacher release to do so. RAP meetings and also meeting with community were held to consult on First Nations perspectives in the curriculum and how to embed these in an authentic way.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The focus will continue for 2023. RAP meetings will need to occur more frequently to ensure the consultation phase moves at a faster pace.</p>
<p>English language proficiency</p> <p>\$26,075.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Berkeley 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>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• additional teacher time to provide targeted support for EAL/D students</li> </ul>

<p>English language proficiency</p> <p>\$26,075.00</p>	<p>and for development of programs</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Students received intensive support in literacy and there has been an improvement in English skills. Students were more successful in communication which saw an improvement in social skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The students who participated in this program this year will monitored in 2023. Any new students will be assessed and be supported.</p>
<p>Low level adjustment for disability</p> <p>\$181,779.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Berkeley 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>• 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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention Multi Lit to increase learning outcomes</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> That many students were able to access intervention support and assistance. Students in Kindergarten receiving speech intervention saw growth and gains in end of year assessment. Students engaged with the Multi Lit programs have increased in reading text levels. SLSO support has seen gains in IEP goals around literacy, numeracy and social and emotional learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 the program will run in a similar way. Slight changes to staff will ensure a streamlined approach to our existing programs. Students identified as needing support in December 2022 will be picked up in a transition process with SLSO supporting the transition to the new year.</p>
<p>Professional learning</p> <p>\$23,000.00</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 Berkeley 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>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist coach to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Participation in the Wollongong Literacy Leadership (WLL) network have seen an improvement in teachers understanding of teaching reading and</p>

Professional learning \$23,000.00	<p>also improvement in student assessment data. Students in Years 3-6 saw increases in students achieving top 2 bands in NAPLAN and Check In Assessment. Data Rounds and Collaborative Planning Sessions were also funded with these funds and were aligned with the learning occurring with the literacy coach. High Impact Professional learning policies have driven the data driven approach to professional learning in the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Berkeley Public School will continue to participate in the WLL network to assist with the transition to a new curriculum.</p>
Beginning teacher support \$30,434.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Berkeley Public School during their induction period.</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>• Teachers released to work with mentor on accreditation</li> <li>• Teachers released for professional learning around the areas of behaviour management, visible learning &amp; curriculum planning &amp; delivery</li> <li>• Teachers released to observe colleagues alongside their mentors to reflect on good practice</li> <li>• Extra time to develop and evaluate classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Each of the teachers that accessed these activities have successfully gained their accreditation as a proficient teacher.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 there will be no teachers in the beginning phase.</p>
QTSS release \$59,989.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Berkeley Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers and leaders have been given extra time for collaboration and data rounds to allow for conversations and professional learning as to what is best practice teaching methods. These scheduled activities are cyclic and will coincide with the completion of teaching units to allow for current student work samples to drive the planning for the next teaching and learning cycle.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The extra time allocated to all staff as per Department of Education policy in 2023 will continue in this form of release for teachers and leaders to work collaboratively in developing and improving staff collective efficacy.</p>
COVID ILSP \$245,440.00	<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 2022.</p>



<p>COVID ILSP</p> <p>\$245,440.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The intervention program at Berkeley Public School is comprehensive and funded through many sources of funding. Some of the intervention programs have been funded through our Covid ILSP money. These activities included Speech Therapy to small groups run by an SLSO and Multi Lit groups also run by an SLSO. The results for these students saw an improvement in both oral communication and reading text levels. Stage 2 students were supported with an intervention teacher who was able to work with the classroom program of 'Read &amp; Respond' and deliver extra lessons to class reading programs. This saw an improvement in our overall NAPLAN &amp; Check In reading assessment data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This program has been successful at Berkeley Public School and will continue into 2023. Feedback from staff will see improvements to the allocation of staff to a particular grade or stage to maximise time and focus.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$210,799.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• APCI allocation of 1.0 and 0.4</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of 2 permanent APCI positions has meant that all grades K-6 were supported in literacy and numeracy support for the school. K-2 staff have participated in professional learning and development in the new English &amp; Mathematics curriculum. Scope and sequences of learning were created and units of work aligned with the new outcomes and content.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing the focus of developing new resources to support the release of 3-6 curriculum in 2023. Systems and processes to be developed across the whole school K-6 in tracking and monitoring students in literacy and numeracy. Data tracking systems will be created across the whole school to do this.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	178	172	166	159
Girls	170	152	147	156

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.5	90.2	90.5	85.7
1	91.8	89.0	89.2	86.3
2	89.1	90.0	85.1	84.5
3	90.7	88.8	88.8	84.8
4	91.9	89.9	87.2	83.9
5	92.7	86.0	87.8	80.8
6	88.2	88.3	89.1	81.1
All Years	91.0	88.9	88.2	83.8
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

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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)	4.4
Classroom Teacher(s)	11.83
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration and Support Staff	2.9

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	343,512
<b>Revenue</b>	4,241,234
Appropriation	4,183,462
Sale of Goods and Services	4,185
Grants and contributions	52,202
Investment income	1,385
<b>Expenses</b>	-4,454,227
Employee related	-3,815,208
Operating expenses	-639,019
<b>Surplus / deficit for the year</b>	-212,993
<b>Closing Balance</b>	130,519

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	143,142
<b>Equity Total</b>	756,609
Equity - Aboriginal	97,897
Equity - Socio-economic	450,858
Equity - Language	26,075
Equity - Disability	181,779
<b>Base Total</b>	2,326,372
Base - Per Capita	79,089
Base - Location	0
Base - Other	2,247,283
<b>Other Total</b>	498,152
<b>Grand Total</b>	3,724,274

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.

## Students

The Tell Them From Me student survey in Years 4, 5 and 6 elicited responses for their satisfaction in the broad categories of social- emotional learning and drivers of student outcomes. There were numerous elements within each category. Students indicated the following:

- 82% of students had friends at school they can trust and who encourage them to make positive choices
- 84% of students believe the school is useful in their everyday life and will have a strong bearing on their future
- 81% of students have positive behaviour at school
- 72% of students try hard to succeed in their learning
- 95% of First Nations students felt good about their culture at school
- 89% of First Nations students thought their teachers have a good understanding of their culture
- 70% of students believe that they are treated with fairness by teachers in regards to their cultural background

## Teachers

The Tell Them From Me teacher survey used a 10 point rating scale for different elements within 12 broad categories. In the 2022 survey there were 22 respondents. teachers indicated the following:

- 95% of teachers said school leadership clearly communicated their strategic vision and values for our school
- 100% of staff were aware of the new curriculum reform taking place in NSW and 87% believe the school are doing a good job at implementing curriculum change.
- 95% of teachers believe that our school is a welcoming place for all students
- 72% of teachers believe they have the knowledge to engage students with Aboriginal cultures and histories and 82% of teachers are confident their capacity to meet the needs of their Aboriginal students.

## Parents & carers

The Tell Them From Me parent and carer survey used a 10 point rating scale for different elements within 7 broad categories. In the 2022 survey there were 31 respondents. Parents and carers indicated the following:

- Parents felt supported with their child's learning from home (School mean 7.7, State mean 6.3)
- Parents believe that this is an inclusive school (School mean 7.3, State mean 6.7)
- Parents believe that the teachers help students who need extra support
- They reported that their child/ children feel safe going to and from school
- 88% of parents agree that the school is well maintained and that the physical environment is welcoming
- 67% of parents noted that they saw a positive change in their child around reading during 2022

# 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.