

# 2022 Annual Report

## Berrima Public School



1209

# Introduction

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

Berrima Public School prides itself on '*Growing hearts and minds of lifelong learners.*'

We work together to build our school community so that we are empowered to challenge and support our children more deeply and to bring out their best as scholars, citizens and human beings.

*'In our hands lies the future of this great land. If we all work together doing our best for the common good, there is no limit to what we can achieve.'* - our daily school pledge.

## School context

Berrima Public School is situated in the historic village of Berrima, located in the Southern Highlands of NSW. Having celebrated our 150th birthday in 2019, our school lies at the heart of the village community, educating local families for generations. Integral to our focus of developing the hearts and minds of learners is the kitchen garden program. Through this program children take part in 'real life' learning that supports educational outcomes across the curriculum. They gain confidence, practise persistence, exercise creativity, learn to take notice, make social connections and collaborate with their peers. Students, staff and parents at Berrima appreciate the natural bush setting and surrounds of our school. Our setting enables our students to participate in nature-based play and outdoor learning activities. In addition to the sporting fields and built playground structures we have a dedicated 'wild' play space where our children become engrossed in imaginative and creative play. Our P&C is an active and committed parent body, supporting the school staff as they involve themselves in volunteering and fundraising to ensure our students have access to many opportunities.

Deep analysis of our current reality revealed that to lead strategic improvement and change at Berrima Public School there will need to be:

- an emphasis on core foundational academic skills, knowledge and understanding
- mastery learning
- a powerful thinking culture where everyone sees themselves as a learner
- professional learning that leads to change in teacher practice to impact student progress
- high self-efficacy
- an understanding that we are preparing children for their potential life roles and responsibilities
- a deepening of partnerships with parents and learning alliances

This will be achieved by a relentless focus on learning and growth, collective responsibility, shared understandings and discerning decisions on implementing innovative research-based teaching practices. To evaluate our effectiveness in strategically leading improvement and change we will measure our progress towards:

- Change in teacher practice
- Student achievement
- High self-efficacy
- Impact of learning alliances on curriculum delivery
- Change in learner habits
- Impact of professional learning

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

## Strategic Direction 1: Student growth and attainment

### Purpose

We commit to building expertise in instruction to grow strong foundations for mastery learning and academic success.

### 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.

- Principles of effective instruction

### Resources allocated to this strategic direction

**QTSS release:** \$30,339.00

**Literacy and numeracy:** \$16,400.00

**English language proficiency:** \$2,400.00

**Low level adjustment for disability:** \$34,476.00

**Per capita:** \$38,910.00

### Summary of progress

In 2022, we continued to use the structure and implementation modelled by the Strategic School Support (SSS) Team in 2021, to strengthen leading, teaching and learning in numeracy. The executive staff analysed student and achievement data over time and used a variety of evaluative tools to determine our focus. As a result of this analysis, the key areas of number sense and multiplicative strategies featured significantly in our work in Strategic Direction 1.

Professional learning was delivered by the executive team at weekly staff meetings and followed up in stage based weekly Professional Learning Teams, enabling teachers to continue to trial, implement and reflect on best practice strategies. This included deepening teachers' understanding of the syllabus, the importance of working mathematically, mapping the learning progressions to the outcomes, developing a shared language of learning intentions/success criteria and the initiation of consistent assessment practices to track and monitor student progress.

Teachers reported a considerable increase in confidence and understanding of number sense and multiplicative strategies and the extent to which working mathematically extends into every outcome. Collective responsibility continued to develop as teachers used consistent assessment practices to make informed decisions to group students across stages and classes to target learning needs, ensuring progress in learning.

Next year in this initiative we will continue to strengthen leading, teaching and learning in numeracy by engaging deeply in the Principles of Effective Instruction. Through the delivery of professional learning, by our newly appointed Assistant Principal Curriculum & Instruction, we will ensure that every teacher is developing precise practices aligned with the science of learning. In doing so, we will continue to build our professional learning community and implement best practice in leading the teaching and learning of numeracy across the school.

### 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
Internal data indicates that teachers are employing explicit teaching techniques and are including deliberate practice opportunities.	Survey results indicate an increase in teachers confidence to employ explicit teaching techniques, however planning for deliberate practice opportunities is an area of focus in 2023.
8.9% uplift in the proportion of students achieving in the top two bands in NAPLAN numeracy to meet the system negotiated lower bound target.	A decreased percentage of students achieved in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
7.1% uplift in the proportion of students achieving in the top two bands in	2022 NAPLAN data indicates 28% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated

NAPLAN reading	target
Expected growth in NAPLAN numeracy can not be reported due to the impact of Covid-19 on the National Assessment Program in 2020. Student growth will be monitored by internal measures.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, focus on this target has enabled significant growth in additive and multiplicative strategies based on consistent internal assessment data.
Expected growth in NAPLAN reading can not be reported due to the impact of Covid-19 on the National Assessment Program in 2020. Student growth will be monitored by internal measures.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

## Strategic Direction 2: Growing hearts and minds

### Purpose

#### It takes a village to raise a child

We commit to nurturing our children to look inward, look outward and look forward so that they navigate their way in an ever-changing world and do their best for the common good.

### Initiatives

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

- The Berrima Way

### Resources allocated to this strategic direction

**Aboriginal background:** \$2,000.00

**Socio-economic background:** \$15,000.00

**Location:** \$2,200.00

### Summary of progress

In 2022 we continued to use a proactive and innovative approach to developing positive relationships across the school community to optimise the conditions for learning. We choose two pathways: the recruitment of an expert Wellbeing Facilitator and the initiation of a collaborative partnership with Real Schools to begin to implement restorative practices across the school.

The Wellbeing Facilitator worked closely with targeted students daily and small groups weekly to support their social and emotional growth. These sessions were designed to meet the student at their point of need and develop their sense of self-worth and self-awareness so that they can better manage their responses to change and challenge.

To optimise the conditions for learning we established a partnership with Real Schools to implement a restorative whole school approach to managing student behaviour. Professional learning for staff was delivered by an expert facilitator in staff meetings and in-class demonstrations aimed at developing collective mindsets and understanding of restorative practices. A parent information session was also held so that parents can also begin to understand this new whole approach.

Teachers are reporting a deeper understanding of their students' social and emotional needs as they are regularly using check-in circles at the start of the day. Tell Them From Me (TTFM) survey data shows that we are on track to meet our progress measure in our students' advocacy and engagement in learning, with a sharp increase of 22% in students reporting a high sense of belonging.

Next year in this initiative we will continue to implement the role of Wellbeing Facilitator to deepen positive relationships and enhance the academic, social and emotional wellbeing needs of our students. We will continue our partnership with Real Schools to build staff, student and parent understanding and mindsets needed to effectively implement a whole school approach to restorative practices.

### 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
Internal data indicated that children are beginning to understand that they can accomplish challenging tasks and that their ability can grow with effort.	Student self-efficacy scores indicates the percentage of students who are beginning to understand that they can accomplish challenging tasks increased by 8% from baseline measure.
3% uplift in the proportion of students reporting expectations for Success, Advocacy, and Sense of Belonging at	Tell Them From Me data shows an improvement of 12% of reported positive wellbeing, including a 22% increase in sense of belonging and a 10% increase in expectations of success.

School	
3.5% uplift in the proportion of students attending greater than 90% of the time	In 2022, 56.47% of students attended 90% of the time or more. This was significantly impacted by the public health orders.

## Strategic Direction 3: Growing lifelong learners

### Purpose

We commit to cultivating a learning culture that prepares everyone for the rigours and responsibilities of lifelong 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.

- Inspire and create a powerful learning culture

### Resources allocated to this strategic direction

**Professional learning:** \$11,000.00

### Summary of progress

In 2022, the executive team focused on further developing a powerful learning culture by building a professional learning community that engages teachers in targeted and sustained professional learning to develop shared understandings, collective responsibility and authentic collaboration. Measuring our current reality against the High Impact Professional Learning framework gave us a baseline and helped us determine that we had systems and processes in place to facilitate our growth towards excelling across all five domains. We were determined to ensure that any skill we wanted to see in our students was a skill that our teachers have developed and reflected on first.

Focusing on High Impact Professional Learning, teachers were guided by external experts in the use of evidence informed practices of feedback to help students reflect on and value their learning progress. This led to the development of a shared language of learning by mapping the syllabus outcomes to the learning progressions and then creating learning intentions and success criteria that matched. This gave the teachers the tools and framework to effectively give students specific feedback on their learning.

Teachers were asked to consistently examine and reflect on how professional learning leads to adjustments in teaching practice. Teachers expressed that the combination of being presented new strategies by an external expert followed up by demonstration lessons had the highest impact on their practice. This was followed closely by trialling these practices in their own classroom and reflecting collaboratively in weekly professional learning teams.

It is our intention to continue to use dialogue, questioning and feedback practices so that our students can self-evaluate, monitor, plan for and value their own learning progress. The executive will continue to refine our processes and practices in our professional learning teams by strategically creating opportunities for teachers to engage in professional learning in a whole school team, in small bespoke groups and individually with an instructional coach. This differentiation of professional learning will ensure our progress towards excelling in the High Impact Professional Learning framework.

### 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
Internal school data shows that 12% of students are beginning to accurately evaluate their learning progress.	Internal walk thru results indicates the percentage of students consciously applying useful learning habits has increased by 11% from the baseline measure, whereas the percentage of students who are beginning to evaluate their progress has increased by 14%.
Internal school data shows 100% percentage of teachers collaborate to evaluate, share and implement learning to improve whole school practices.	Internal surveys show that 100% of teachers collaborate to evaluate, share and implement learning in professional development to improve whole school practices with emphasis on dialogue, questioning and feedback.

Funding sources	Impact achieved this year
Socio-economic background \$15,000.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Berrima 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>• The Berrima Way</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 create a Wellbeing Facilitator to support individual students and small groups as needed.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Over 80% of students accessed the Wellbeing Facilitator throughout the year with over 60% of these students seeking support more than three times throughout the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to engage a Youth Outreach Worker as an additional staff member to focus on student and staff wellbeing.</p>
Aboriginal background \$2,000.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Berrima 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>• The Berrima Way</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 deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of Aboriginal students have had individual support and guidance based on their needs as outlined in their Personalised Learning Pathway.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to engage an expert counselor as the Wellbeing Facilitator to support Aboriginal students at particular points in time based, on their individual needs.</p>
English language proficiency \$2,400.00	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Berrima 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>• Principles of effective instruction</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of EAL/D students were supported with an Individual Education Plan</p>

English language proficiency \$2,400.00	(IEP) targeted at their language learning needs. As noted in teacher observations and work samples EAL/D students are more prepared to take risks with their language use.  <b>After evaluation, the next steps to support our students will be:</b> to continue to use this approach to ensure that individual student needs are identified and addressed in the form of an IEP.
Low level adjustment for disability \$34,476.00	Low level adjustment for disability equity loading provides support for students at Berrima Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.  <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b> <ul style="list-style-type: none"> <li>• Principles of effective instruction</li> </ul> <b>Overview of activities partially or fully funded with this equity loading include:</b> <ul style="list-style-type: none"> <li>• employment of LaST and interventionist teacher</li> </ul> <b>The allocation of this funding has resulted in the following impact:</b> student progress was closely monitored and assessed through individualised instruction, meeting the child at their point of need in early foundational learning in reading.  <b>After evaluation, the next steps to support our students will be:</b> to continue to provide individualised explicit instruction by employing an expert interventionist teacher to ensure that we are building strong foundational learning for students requiring additional support.
Location \$2,200.00	The location funding allocation is provided to Berrima Public School to address school needs associated with remoteness and/or isolation.  <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b> <ul style="list-style-type: none"> <li>• The Berrima Way</li> </ul> <b>Overview of activities partially or fully funded with this operational funding include:</b> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate.</li> </ul> <b>The allocation of this funding has resulted in the following impact:</b> increased opportunities and choices for students.  <b>After evaluation, the next steps to support our students will be:</b> organising enriching learning opportunities that facilitate deep learning in key subject areas and supporting families financially so that they can participate.
Professional learning \$11,000.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Berrima Public School.  <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b> <ul style="list-style-type: none"> <li>• Inspire and create a powerful learning culture</li> </ul> <b>Overview of activities partially or fully funded with this initiative funding include:</b> <ul style="list-style-type: none"> <li>• engaging a specialised facilitator to deliver targeted and sustained professional learning so that there is shared understanding of the pathway to empower learners.</li> </ul>

Professional learning \$11,000.00	<p><b>The allocation of this funding has resulted in the following impact:</b> increased understanding and capacity of all teachers to embed effective practices in the use of dialogue, questioning and feedback to empower student learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in the form of instructional coaching and mentoring.</p>
Literacy and numeracy \$16,400.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Berrima Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"><li>• Principles of effective instruction</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>• targeted professional learning to improve literacy and numeracy</li><li>• engaging a specialist teacher to unpack evidence-based approaches to teaching number and explore the use of Number Talks.</li></ul> <p><b>The allocation of this funding has resulted in the following impact:</b> engaging a specialist teacher to unpack evidence-based approaches to teaching multiplicative strategies such as Number Talks.</p> <p><b>After evaluation, the next steps to support our students will be:</b> increased capacity of all teachers to embed effective practices such as Number Talks in the explicit teaching of multiplicative strategies, resulting in improved student results.</p>
QTSS release \$30,339.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Berrima 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>• Principles of effective instruction</li></ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"><li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li></ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence in using consistent school wide programming practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to scale up and use these planning/programming practices across the curriculum to ensure consistency across the school.</p>
COVID ILSP \$49,000.00	<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><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>• providing targeted, explicit instruction for student groups in literacy and</li></ul>

COVID ILSP \$49,000.00	<p>numeracy</p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	79	81	84	76
Girls	78	79	70	72

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.3	96.6	95.0	85.5
1	95.2	95.4	94.4	89.1
2	91.9	96.2	93.3	90.6
3	91.5	95.0	96.1	90.8
4	94.4	96.4	90.9	90.3
5	94.6	93.9	93.4	82.6
6	94.2	93.9	92.7	88.6
All Years	93.8	95.3	93.6	87.9
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)	1
Classroom Teacher(s)	6.86
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	1.91

\*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 Actual (\$)
<b>Opening Balance</b>	86,569
<b>Revenue</b>	1,807,450
Appropriation	1,686,752
Grants and contributions	119,080
Investment income	1,474
Other revenue	144
<b>Expenses</b>	-1,805,182
Employee related	-1,626,350
Operating expenses	-178,832
<b>Surplus / deficit for the year</b>	2,268
<b>Closing Balance</b>	88,836

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 SBAR Adjustments (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	74,556
Equity - Aboriginal	4,406
Equity - Socio-economic	15,032
Equity - Language	2,400
Equity - Disability	52,718
<b>Base Total</b>	1,435,876
Base - Per Capita	38,913
Base - Location	2,279
Base - Other	1,394,684
<b>Other Total</b>	73,330
<b>Grand Total</b>	1,583,761

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](http://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## MEASURING STUDENT ENGAGEMENT

In 2022, 58 students completed the Tell Them From Me Survey between 19 September 2022 and 21 September 2022, which included nine measures of student engagement alongside five drivers of student outcomes.

Student engagement is "a disposition towards learning, working with others, and functioning in a social institution" It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. Engagement and learning go hand-in-hand: engagement begets learning and learning begets engagement. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success.

Four school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate and teacher expectations for success.

## WHAT DID THE DATA REVEAL?

- *Quality instruction* - Berrima Public School average 7.1 compared to the State norm 7.7
- *Teacher-student relations* - Berrima Public School average 7.2 compared to the State norm 8.4
- *Classroom learning climate* - Berrima Public School average 6.6 compared to the State norm 7.2
- *Teacher expectations for success* - Berrima Public School average 7.6 compared to the State norm 8.7

## ANALYSIS

- While these results indicate there is room for improvement it is important to note that these surveys were completed by a relatively small cohort of students.
- If we look closely at the individual year groups there is one particular group that had significantly different results and this impacted the overall scores.
- While all four factors of student engagement are below the NSW Government Norm it would appear that Teacher-student relations and Teacher expectations require a deep focus in 2023.

## IMPLICATIONS:

These results make it clear that we will need to focus on all four factors of student engagement in 2023. It is a well known fact that all students need an advocate - someone at school who consistently provides encouragement and to whom they can turn to for advice. It is important that school staff identify the students showing early signs of disengagement and regularly monitor their progress. It would be highly beneficial for someone on staff to check in with each of these students regularly, in some cases every day. Improving student engagement cannot be seen as solely the role of support personnel, such as counsellors or psychologists; it needs to be viewed as a key role of classroom teachers. This will be best supported in Strategic Direction 2 - Growing hearts and minds.

Increasing the intellectual engagement of students is perhaps more difficult to achieve as it requires a marked change in classroom practice. Teachers will need to challenge and alter some of the long-standing structural features of schools, such as teaching arrangements, approaches to instruction, school and class schedules, the ways students are grouped for instruction, and assessment strategies. This will be best supported in Strategic Direction 1 - Growth and Attainment and Strategic Direction 3 - Growing lifelong learners.

# 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.