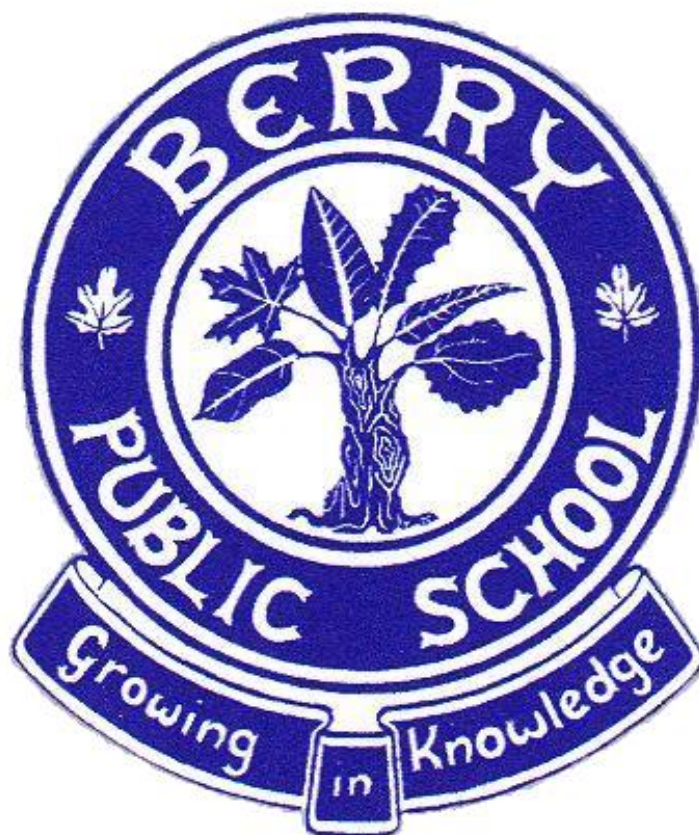


# 2022 Annual Report

## Berry Public School



1211

# Introduction

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

---

Berry Public School  
Victoria St  
Berry, 2535  
<https://berry-p.schools.nsw.gov.au>  
[berry-p.school@det.nsw.edu.au](mailto:berry-p.school@det.nsw.edu.au)  
4464 1158

### 2022 Australian Education Awards - Best Student Wellbeing Program Excellence Award

"Bounce Back" is a core component of our school wellbeing and resilience program, and in 2022 we bounced back from the uncertainty and challenges of Covid-19 to have an incredibly successful year.

My greatest challenge as a Principal is to condense the wealth of our students' successes and achievements into any presentation or report.

Our annual report is in part a celebration, a chance to pause and reflect on our achievements and the positive culture we have created together as a school community.

The 2022 report represents a mere fraction of the incredible achievements and progress of our students and staff throughout the year.

Without doubt one of the highlights for 2022 was the Australian Education Awards with the school receiving an Excellence Award for Best Student Wellbeing Program known as "Living Ripples". The Living Ripples program that started at Berry Public School is now growing across Australia. The program is a successful partnership between the school, The Phillips Foundation, The Young and Resilient Research Centre at Western Sydney University, and a range of outstanding service providers. The school was able to demonstrate significant evidence of improving wellbeing and resilience by responding to the needs of our students on an individual and collective level.

Literacy and Numeracy remains a focus area for our school and staff continue to develop learning programs informed by data in the Literacy and Numeracy Design Project. Academically we were once again amongst the highest performing schools in NSW in terms of students performing in the Top 2 Bands in NAPLAN Reading and Numeracy. In 2022 we continued a decade long trend of significantly outperforming statistically similar school groups, and the state average in terms of student performance in Reading and Numeracy. It is important to note that in 2022 the Covid-19 Intensive Learning Support Program provided all schools with funding that significantly enhanced our ability to meet the needs of students who required additional learning support.

Testament to our ongoing success improving student learning outcomes was our inclusion in the NSW Ambassadors Schools Program. A significant piece of research for the NSW Department of Education to help identify the contributors to student success in NSW public schools. Through our involvement in this research, our school contributed to enhancing the department's understanding of how it can support schools more effectively to improve student learning outcomes, with a focus on school context. This research will have an impact on education across NSW as well as contribute to our school's own reflective practice and improvement.

Teachers continued to prepare for the implementation of the new curriculum by keeping on track with the NESA timelines. Our strategic focus on high potential and gifted students built on our range of long established extra-curricular and curriculum extension opportunities for High Potential and Gifted students. The school developed enhanced identification processes, improved classroom differentiation practices, and expanded our extra-curricular offerings to include performance level Dance and Drama programs. Approximately 20% of our K-6 students participated in the South Coast Dance Festival. Approximately 20% of students in years 3-6 participated in the South Coast Drama Festival in Bateman's Bay. In both cases the students performed with distinction and were a highlight of the festivals.

Our teachers also worked with our community volunteers to develop a new K-6 Science Curriculum that maximises the opportunities for all students to learn in our Plant Propagation and Environmental Studies centre.

Teaching and leadership capacity remains a core focus. Our staff focused on strengthening the system of support for students and staff to create safe and respectful learning, and working, environments consistently throughout the school. The Classroom Management Strategy in our school plan utilises research evidence based strategies to enhance classroom management to maximise effective learning time. The team also moved forward implementing the Quality Teaching Rounds by participating in professional learning and trialling peer observation and feedback systems based on the Quality Teaching Framework.

In term 3 2022 the NSCOS created Nadaji Yilag, Dharawal language (come together and celebrate). A powerful and culturally significant professional learning event for all staff in partnership with the NLAECG. The aim of this day was to acknowledge and appreciate the importance of local Aboriginal histories, culture, and perspectives and to improve student outcomes by connecting with our local Aboriginal community. The series of keynote speeches and workshops catered to the learning needs of all staff and provided a springboard for a range of programs to begin in 2023.

Our school also led the network in the implementation of third party integration of student management software. Our business manager showed extraordinary leadership to coordinate a conference for school leaders and business managers to share experiences, learn about the range of systems and make informed decisions to suit their school contexts.

In 2022 we continued to innovate and respond to parents' feedback by refining and enhancing our communication framework. This year we trialled an electronic newsletter in our app and released the The Berry Way Podcast. The podcast is focused on enhancing student voice and sharing school events and life at Berry Public School from the perspectives of our students. The podcast, and a range of other technology for learning enhancements were made possible by resources and staffing we received in the Rural Access Gap Program, including our Digital Classroom Officer.

We are always grateful for the way our parents and community supports us to co design and co fund our school plan priorities, and supports us to be able to deliver every program and initiative for our students. In 2022 we delivered on our plan to enhance the playground for students by creating a traverse climbing wall. The playground upgrade was initiated by students as part of the Living Ripples student wellbeing and resilience project. We wish to thank our P&C for funding the playground, local artist James Gulliver Hancock for designing an incredible mural with our students, and Ben Binder for constructing the area.

After bouncing back from Learning From Home with a fun Slime Day fundraising event for our students, the P&C also brought together our community in one of the first major post lockdown community events. The outdoor cinema event was incredibly successful in helping our broader community reconnect in such a positive family focused atmosphere.

The generosity of our community was also felt by Condong Public School who received an incredible donation of musical equipment following a dedicated fundraising event after the North Coast flood emergency.

As Deputy President of the NSW Primary Principals' Association (NSWPPA), I continued to work with the NSWPPA executive, and senior executive of the NSWDoE, to support, empower, advocate and lead principals and aspirational school leaders to enhance Public Education in NSW. Significant work in 2022 included consultation on a range of policies and systems including; Inclusive, Engaging and Respectful Schools policy, and Student Behaviour Strategy, improving the School Planning and Reporting Online (SPaRO) program, department staff wellbeing strategies. I also led the development of the NSWPPA "Workforce Wellbeing Workshops" for NSWPPA and DoE senior executive to co-design solutions to improve the wellbeing and performance of all employees in the department.

2022 was an outstanding year for our school in every way. We are proud of the high-quality, comprehensive education and opportunities we provide for the students of the Berry community. We are grateful to the dedicated team of teachers, support staff (including corporate support staff), parents, and community members who continue to partner to deliver to an absolutely remarkable standard of excellence for our students.

## Message from the school community

---

### Berry Public School P&C Presidents Report 2022

What a year it has been, coming out of lockdowns, figuring out what normality looked and felt like - particularly for the school community. The year itself has flown by and we find ourselves at our AGM once again, ready to round out the P&C year and welcome a new Executive.

I'd like to thank our fantastic Executive Committee - our Vice Presidents Dede Wood and Tamara Mitchell, Treasurer David Wilhelm, Canteen Treasurer Megan Evans, Canteen President Ruth Host and Fundraising Coordinator Annie Rechner. Your time and dedication to the P&C and our school has been truly appreciated. David - we have thoroughly welcomed and enjoyed your analytical skills and efforts you have brought to the team!! I'd like to also especially acknowledge the wonderful Hannah Jallard who took on the role of Secretary - marking the end of an extraordinary volunteering journey with the Berry Public School P&C. Your dedication, passion, energy, and friendship that you have brought to the P&C over the years are absolutely incredible. The school is a better place for our kids, and all future Berry Public School kids, because you were here and the effort you have put in. It was also a great year of fresh faces in the general P&C membership. I look forward to seeing and meeting more of you in the year ahead.

One of the primary functions of the P&C is of course fundraising. We kicked things off with a well-loved democracy sausage sizzle for the December elections. It was so great to see people out in the community again in the context of coming together within the school community.

In April 2022, we finally were able to run the much-anticipated Slime Fun Run. It was an amazing day. So much fun had by the children (but also the teachers and the parents).

The reusable 'Berry' branded shopping bag, (created in the previous year) is still being stocked in several retailers throughout the village and the sales are a nice trickle along initiative. Thanks to Megan Evans for this great idea and for her work in implementing this initiative. We hope it will continue to deliver profits for the year ahead.

We held two raffles this year - for Mother's Day and Father's Day. We had excellent support for these raffles with both



selling out capacity. Another election day BBQ and cake stall was held in May 2022. It was great to see the support of parent and grandparent volunteers coming out covid. It was also a great opportunity for the kids to get involved. It was decided that the cake stall proceeds would be donated to a Northern Rivers school - Condong Public School to aid in their recovery from the floods. This amounted to \$1,667.00 which will be utilised to bring back their music program.

This brings me to the biggest and boldest event of the year - The Outdoor Movie Night. What a night! I cannot express how insanely awesome this event was. It was just what the community needed. I cannot tell you how proud I was of the P&C Executive team who worked tirelessly in the lead up. A huge thankyou to Annie Rechner for your drive, your passion, and your event skills. A huge thanks to all the volunteers that helped in the lead up, set up, during the event, pack down and post event. Thankyou to all the businesses in the community that contributed to the event - particularly major sponsor - McGoldrick Estate Agents and minor sponsors - Landscapists, Heritage Medical, Berry Pharmacy and Handmade Web and Design. Thank you to major raffle sponsors- Alexandra Strong Art, The Homestead, Il Local and the myriad of other local businesses that donated.

Our last big event for the year was of course, Open day (Grandparent's Day) where the P&C and many volunteers came together to host a cake stall and sausage sizzle for all the school visitors and children. Thankyou to everyone that brought in baked goods for the event. The canteen team (plus helpers) did an amazing job sorting the lentil soup and sandwiches for the day. This was another huge learning curve for the new team, but they nailed it again!

All this amazing hard work has resulted in the new playground getting of the ground (or wall, should I say). It is so wonderful to see the smiles on the children's faces and know we are making an impact on their school lives and contributing to an already fantastic school.

Of course, the P&C is not just about fundraising - one of the other contributions to the school community being the First Day of Kindy photos. Thank you to former parent Chris Firth for his continued commitment to this project which he instigated in 2013, and for his time printing and collating the images again this year. Thank you to Chris Jallard of Red Berry Photography, for volunteering his time in capturing all the cuteness and excitement of the Kindy's first day. Thankyou to Hannah Jallard for your coordination of photos over the previous years. We know this initiative is greatly appreciated by parents and we hope to continue it in coming years.

The Blueberry Bites Canteen has continued with online ordering via FlexiSchools this year after its successful introduction the previous year. Overall it was a huge transition time for the canteen with Wendy Terry leaving in February. I would personally like to thank Wendy for her 5 years as Canteen Manager. I would like to thank Megan and Ruth for handling most of the work associated with filling the canteen manager roles - resulting in the hire of Michelle and Jane - in a job share role. With this, came a lot of other changes for the canteen, with new logos, packaging, menu changes and special days. It was a huge effort from Megan and Ruth throughout the year coordinating all the changes and new managerial support. . We are super thankful for the additional help with had with parent volunteers during this transition also. Just recently, the canteen was awarded the Great Choice Certificate - meeting the NSW Healthy School Canteen strategy requirements. Great work team!

The Uniform Shop has run smoothly this year, with the majority of orders being submitted online via Flexischools. Hannah Jallard continued in the role of Coordinator which was greatly appreciated, you are a superstar.

Lastly, but not least, as the parent representatives of the school I'd like to acknowledge the dedication and hard work of the teachers, the School Executive Team, Principal Bob Willetts and School Administrative Team this year. Our children are so privileged to attend this wonderful school and be a part of this school community. I have thoroughly enjoyed my time as President of the P&C, it has been an extremely rewarding experience. I wish the 2023 Executive every success.

Jessica Bezan

Berry Public School P&C President 2022



Students are deeply engaged in learning during science lessons in our Plant Propagation and Environmental Science lab, which is a unique feature of our school.

## School vision

### Our vision

To retain and enhance excellence in student learning, wellbeing and social/emotional outcomes through a shared commitment to our values and behaviours known as The Berry Way:

- We are learning
- We are safe
- We are respectful
- We are caring
- We are a team

## School context

Berry Public School has an enrolment of approximately 320 students and is located approximately 2 hours south of Sydney in the rural and picturesque township of Berry.

Our school is the hub of a caring and supportive community with a highly supportive and proactive Parents and Citizens' Association.

Our community of schools effectively collaborates to enhance teaching, learning and leadership in all schools. There is strong focus on sharing resources, expertise and practices including authentic partnerships with the NLAECG to bring to life the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030.

The school undertook a comprehensive situational analysis involving a plethora of internal and external data across all domains of the School Excellence Framework to inform the development of our strategic plan.

As a result of the situational analysis the school has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

### **Academic Performance : Growth and Attainment**

The situational analysis showed that our school consistently outperforms the state average and statistically similar schools in a range of external assessments of Literacy and Numeracy, including NAPLAN and the department Check-In Assessments. The school shows specific strengths in the percentage of students in the top two bands and the average performance in both Literacy and Numeracy.

A data driven culture underpins our continuous improvement that results in outstanding academic, social, emotional and health outcomes as evidenced across a range of performance measures . The suite of Tell The From Me surveys showed that high expectations of personal effort and continuous improvement exist for every student and staff member of our organisation.

The school Learning Support Team ensures all students are known, valued and cared for by coordinating learning support programs, individual learning programs and wellbeing programs. The team also facilitates access to counselling services and allied health professionals.

High potential and gifted students are provided with a wealth of opportunities and are case managed by classroom teachers in consultation with parents. The school identified the need to review and improve our processes in line with the new Department Gifted and High Potential Students Policy.

The school curriculum is guided by the NESA syllabus requirements for all key learning areas. The review of the NSW Curriculum creates an extraordinary opportunity to revise the school curriculum as part of a systematic, statewide process.

A rich and diverse curriculum is enhanced by a myriad of high quality extension and support programs as well as bespoke initiatives that provide opportunities for our students.

There is a strong creative arts focus through the school Paint Pot visual arts program. Our partnership with the Wollongong Conservatorium of music enhances our Music and Band programs. Creative Arts programs are also

bolstered by a wide range of extra-curricular opportunities.

Our Science and Technology curriculum is significantly enhanced by the school Plant Propagation and Environmental Education Centre that is supported by community volunteers. STEM programs are also enhanced by teacher professional learning and our student "Tech Club" which both utilise the department T4L STEM kits to supplement the Science curriculum.

## **School Culture and Wellbeing**

Our school has received multiple awards for school and community partnerships.

The direct positive correlation between student wellbeing and learning performance is a shared belief of our community, informed by research including CESE What Works Best and The Learning Bar. In the previous strategic plan "The Berry Way" was co-designed with our community to describe the core values that drive our positive school culture. Daily interactions and explicit teaching of behaviours that underpin "The Berry Way" are a feature of our curriculum.

Our curriculum includes whole school programs focusing on social emotional learning, resilience and wellbeing. Student resilience and cyber safety issues were identified as focus areas to address in the school plan.

In 2021 we began "The Ripple Project" in partnership with The Phillips Foundation and The Young and Resilient Research Centre at Western Sydney University, to tailor trusted and evidence-based programs to the school's resilience support needs. This is ground breaking research and Berry is the first school in Australia to lead this program.

## **Teaching and Leadership**

Research by Michael Fullan identifies key drivers of change include capacity building, learning culture, collaboration and pedagogy (quality teaching practices).

The situational analysis identified that staff turnover due to retirement and promotion requires strategic succession planning to ensure the continuity of service, staff capacity and performance. Ongoing professional learning and enhancements to teaching and leadership capacity are a focus of our school. The School Excellence Framework evidence showed that our school's use of data, effective collaboration and distributed leadership are some of the key drivers that build staff capacity and underpin the outstanding performance of our students. The 2019 and 2020 SEFSaS highlighted the need to focus on initiatives that continue to enhance explicit teaching, effective feedback, consistent classroom management, and collaboration to maintain our high performance culture.

The situational analysis and school plan was informed by the implementation timelines of relevant department policies and strategies including:

- NSW Curriculum Reform
- High Potential and Gifted Students Policy
- High Impact Professional Learning Policy
- Disability Strategy
- Behaviour Strategy
- Wellbeing Framework
- Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030

In the development of our strategic plan a myriad of research was utilised to inform each strategic direction and initiative. Research includes:

- Michael Fullan - System reform drivers
- John Hattie - Visible Learning
- Stephen Dinham - Influences of student achievement
- Quality Teaching Rounds - The University of Newcastle
- The School Excellence Framework
- CESE Research including: What Works Best, Effective Feedback, Classroom Management, Cognitive Load Theory
- DoE Literacy/Numeracy strategy research and resources
- BeYou (Beyond Blue)
- The Learning Bar - Tell Them From Me
- Pasi Sahlberg - "Growing Up Digital"
- The Flourish Movement Report to the NSW Department of Education
- Young and Resilient Research Centre - The University of Western Sydney  
<https://www.westernsydney.edu.au/young-and-resilient>

## 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>



### Purpose

Maximise student growth and attainment in Literacy and Numeracy.

### 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 High Potential and Gifted Students Project
- Literacy And Numeracy Design Project
- Curriculum Design Project

### Resources allocated to this strategic direction

**Aboriginal background:** \$9,114.74

**Low level adjustment for disability:** \$79,259.80

**Literacy and numeracy:** \$17,618.15

**Literacy and numeracy intervention:** \$22,984.20

**Integration funding support:** \$229,276.00

### Summary of progress

The school maintains a strong focus maximising student growth and attainment in Literacy and Numeracy through the initiatives in our school plan.

The Literacy and Numeracy Design Program continued to target areas identified from school assessment data.

The focus was expanded with the resourcing applied through the Covid-19 Intensive Learning Support Program. (Covid ILSP) which facilitated enhanced learning support interventions.

#### This involved:

- Introduction of the InitialLit Program in stage 1 to update and improve the teaching of phonics and phonemic awareness in line with research evidenced best practice.
- Professional learning for School Learning Support Officers to support the implementation of InitialLit through small group intervention.
- The development and delivery of Individual Education Plans (IEPs) for targeted students from year 1 to year 6.
- Targeted small group intervention support in numeracy in stage 1, stage 2 and stage 3.

#### As a result:

- Teachers and SLSO's share a deep knowledge of best practice in teaching and learning of phonics and phonemic awareness, spelling, reading, comprehension and vocabulary strategies.
- The school literacy and numeracy assessment schedule was adjusted and the results of the assessments informed teaching and learning.
- Internal school assessment data, including the InitialLit assessments, showed significant positive impact on student learning.
- 80% of students were cycled off the support programs and into mainstream learning after achieving expected stage outcomes

Next year the focus will be expanding the InitialLit program into early stage 1. The phased implementation of the Spell-It program in stage 2 and stage 3. These initiatives will support further improvement towards consistency of practice across the school and consistent whole school assessments.

The school will continue to be responsive to learning program issues identified in our internal and external data. Next year we will redesign our K-6 reading comprehension programs in response to the needs identified in our data.

### The Curriculum Design project

The Curriculum Design Project addresses the implementation of the NSW Curriculum Reform. The project will ensure all curriculum planning, programming, assessment and reporting processes meet NESA and Department requirements and are fit for purpose for the context of our school.

#### In 2022 this involved:

- focusing on the implementation of the K-2 English and Mathematics syllabus.
- The stage team was released to complete a program of professional learning relating to the syllabus implementation.
- The team co-designed the school scope and sequences, learning programs and assessment schedule aligned to the new syllabus..

#### **As a result:**

- 100% of K-2 teachers were prepared for the implementation of the new syllabus.
- Teaching and learning programs, assessments and student reports meet NESA and Department policy requirements.

Next year the focus will be on the implementation of the Stage 2 and Stage 3 English and Mathematics Syllabus which will support further improvement towards complete implementation of the curriculum review.

### **High Potential and Gifted**

The focus for 2022 for the High Potential and Gifted Team was on enhancing opportunities for students through engaging and challenging every student across intellectual, creative, social-emotional and physical domains.

This involved:

- A program of universal professional learning for all staff to enhance staff capacity to differentiate for all students, and reflection of differentiation practices (including from the DLS).
- Improved processes for student identification and the revision of the HP&G student register. Teachers identified HP&G students from their class across each of the four domains, this was cross-checked against the previous year's identification list and the list was amended and distributed to teachers to cater for these students within their classrooms.
- Expanded curriculum/extra curricular programs including planning and running a series of enrichment workshops targeting students' strengths in the academic and creative domains. Students were selected from the HP&G register and these groups were formed in consultation with classroom teachers and parents.
- Continued acceleration and advanced learning pathways in curriculum areas, including students accessing regional and state sporting and creative arts programs.
- Improving the communication with the community regarding enrichment and extra-curricular practices provided by the school (social media). This included workshopping the idea of creating a HP&G program for students called 'Bright Sparks'. Design concepts for a logo were sent to an external graphic designer, however, this remains a working progress.
- Collating and composing website content detailing extra-curricular opportunities provided by Berry Public School. across all four HP&G domains.

#### **As a result**

- Student NAPLAN and Check-In results showed significant improvement.
- Tell Them From Me Survey results indicated an improvement in students' sense of belonging and advocacy.
- Premier's Debating Challenge - Regional winners and Zone Finalists,
- Tournament of Minds - South Coast Zone winners and State Finalists in the Language/Literature category,
- AFL - South Coast Champions and State Finalists,
- Dance Troupe invited to apply to be a part of the State Dance Festival.
- Examples of Individual student success (but not limited to):

- Boston Mastrangelo - selection in NSW AFL team
- Lulu Mastrangelo - selection in South Coast AFL team
- Halle Bramley - selection in 2023 Primary Dance Ensembles Program
- Sophie Castle - artistic design selected was replicated for a community display.
- Henry Keane - NSW State Athletics
- Cody Walker - selection in South Coast Rugby League team

There were high participation rates in every initiative. Children reflected and commented on their engagement and enjoyment, including the challenges and rewards of participating in the range of extra-curricular activities offered.

Next year the focus will be completing website content, focusing on another targeted area of professional development, making enrichment workshops a whole school responsibility and continuing to develop the Bright Sparks program. This work will support further improvement towards continuing to enhance teacher capacity and to address gaps in staff knowledge, increase communication and transparency of HP&G Project with the community.

## Progress towards achieving improvement measures

---

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving expected growth in NAPLAN numeracy to reach the systems negotiated baseline target.	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 achieving expected growth in NAPLAN reading to reach the systems negotiated baseline target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving NAPLAN top 2 bands in Numeracy towards the system negotiated baseline target of 54.0%.	2022 NAPLAN data indicates 52.05% of students in the top two skill bands for Numeracy indicating achievement towards the system negotiated baseline target.
Improvement in the percentage of students achieving NAPLAN top 2 bands in Reading towards the system negotiated baseline target of 66.8%.	2022 NAPLAN data indicates 64.10% of students in the top two skill bands for Reading indicating achievement towards the the system negotiated baseline target.

### Purpose

Optimise the health, wellbeing and resilience of students and staff to enhance student learning, and equip students to be active and positive contributors to society.

### 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 Ripple Project
- Professional Support and Wellbeing Initiative.

### Resources allocated to this strategic direction

**Socio-economic background:** \$20,851.10

**Location:** \$7,727.71

### Summary of progress

2022 was another difficult year for school attendance due to COVID-19 restrictions once again impacting student attendance rates. Attendance was also heavily impacted at the beginning of the year by a series of weather events. One event closed all schools in the region on the last day of Term 1.

Parents continued to take family holidays during school terms, providing the reason as "catching up" due to lost opportunities during COVID lockdown. This impacted on our overall attendance as extended leave was higher than usual.

Parents were also reluctant to send children to school if they showed any flu-like, or Covid-19 symptoms, and followed the Department of Education guidelines.

**The key components of meeting our 2022 focus included implementing the Living Ripples Project which included:**

- Living Labs" on site evaluations by The University of Western Sydney;
- professional learning for all staff;
- weekly wellbeing boosters and check-in assessments by all students;
- bespoke wellbeing programs co-designed by best practice providers to address school needs;
- programs of support including seminars, webinars and website information for parents;
- providing a Living Ripples Project Parent Resilience Resource Library on the school website;
- Implementing a Phone Intervention Program to improve student attendance.

### As a result :

- The school received The Best Student Wellbeing Program Excellence Award at the Australian Education Awards. In addition, the school has successfully improved outcomes on 'The Ripple Project' research grid by implementing Living Ripples programs and initiatives.
- The student Tell Them From Me survey showed a significant improvement in the students' sense of advocacy at school.
- There has been an overall improvement of student attendance to 89.9%. The Phone Intervention Program commenced mid June 2022 due to staff shortages precluding an earlier start. As at 9 June 2022 there were 55 students with attendance levels below 85%. As at 20 December 2022 there were 42 students whose attendance was below 85%.

Next year the focus will be on continuing to focus on improving attendance and engagement through strategies including:

- implementing the Living Ripples Project programs, as well as enhancing and refining components of the program delivery.
- Continuing to implement strategies that improve parent awareness of the wellbeing and resilience support in place for students.
- Providing ongoing communication to parents about the Living Ripples Resource Library which will support parents with student wellbeing issues at home.
- Providing a range of student attendance strategies, including the phone intervention program, to stress the importance of school attendance for improving the social, emotional and academic outcomes of students.

The school will also seek to enhance the reliability and validity of the Tell Them From Me survey instrument by:

- Advocating for changes to the DoE measures that reflect the nature of actual school communications;
- Lessons for students prior to the TTFM survey to highlight the importance of the survey and how the results will impact on student opportunities, experiences and wellbeing. Future completion of the survey in smaller student cohorts is recommended;
- Change method of delivery from a link on the School Stream App to a note taken home with a QR code that parents can scan to complete the survey. This should increase the response rate from 16 parents in 2022 thus increasing the statistical validity of the data.

## 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
Attendance: Improve the percentage of students attending School at least 90% of the time from 83.6% to 88.3% (State Average is 58%)	<p>The number of students attending greater than 90% or more of the time in 2022 is 51.4% which is in line with the SSSG and State percentages, indicating progress yet to be seen toward the lower bound target of 90%.</p> <p>The data reflects 2 key issues; students who continued to stay on sick leave as per the department's Covid-19 policy, and the significant increase in family holiday leave as state and international travel become possible.</p>
Increase the percentage of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the lower bound system negotiated target of 87.50%.	Tell Them From Me data shows 84.43% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school, indicating progress toward the lower bound target.
Tell Them From Me parent survey indicates an increased score in the measure 'Parents are Informed'.	The 2022 Tell Them From Me parent survey indicates an a score of 6.9 in the measure 'Parents are Informed' which is above the NSW Government Norm of 6.6.
The 'Ripple Project' research grid indicates improved outcomes in the domains of Mental Wellbeing, Physical Health, Family and Friends and School Culture.	<p>In 2022 the school received national recognition in the Australian Education Awards for Excellence in Student Wellbeing.</p> <p>The 'Ripple Project' research grid outcomes in the domains of Mental Wellbeing, Physical Health, Family and Friends and School Culture are revised as part of the research project by the University of Western Sydney. The project operates on a 3 year timeline and will reported in the 2024 annual report.</p>



## Strategic Direction 3: Teaching and Leadership Capacity

### Purpose

Continuous enhancement of teaching and leadership capacity to enable a professional growth and wellbeing culture to flourish and improve student learning outcomes.

### Initiatives

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

- Quality Teaching Rounds
- Aspiration and Succession Project
- Classroom Management Strategy

### Resources allocated to this strategic direction

**QTR - Professional Learning Release:** \$5,000.00

**Strategic Direction 3:** \$5,400.00

**Professional learning:** \$24,212.26

**QTSS release:** \$60,333.53

### Summary of progress

The focus for 2022 was on continuous enhancement of teaching and leadership capacity to enable a professional wellbeing and growth culture to flourish and improve student learning outcomes. The strategic direction involved the following workstreams with a clear positive impact on teaching and leadership capacity.

**Quality Teaching Rounds:** This involved two teachers engaging in professional learning on QTR and then leading professional learning for all staff on the Quality Teaching Rounds. Teachers who were involved provided feedback for future rounds and all staff engaged in professional learning in how to participate in the rounds. The project leaders participated in the Quality Teaching Rounds and led consultation with staff to develop a bespoke delivery model that works for our context and maximises the impact of the project.

**Aspiration and Success Project:** The school continues to have clearly evidenced distributed leadership with teachers leading a range of core initiatives and projects related to the school plan and ongoing programs. Teachers are also provided opportunities to relieve in executive roles. Two assistant principals participated in the department's Middle Leadership Training. All staff participated in External Validation professional learning which builds collective understanding of the School Excellence Policy, self-assessment and external validation processes, and the School Planning and Reporting Online (SPaRO) system.

**Classroom Management Strategy:** The school aligned its internal procedures with the Inclusive, Engaging and Respectful Schools policy requirements. Teachers were supported and upskilled in managing and supporting students with challenging behaviours and parental concerns.

All staff participated in training and collaborative planning to improve consistency in student behaviour expectations and routines on the playground. The network Assistant Principal Learning Support provided professional learning about positive behaviour strategies to improve classroom practice. The School Counsellor, provided professional learning on 'difficult conversations'. Executive staff updated schools behaviour policy to meet new department guidelines as part of the Inclusive, Engaging, Respectful Schools reform. Executive staff were trained in the new Suspension Policy and the school developed new internal systems to meet the policy requirements. As a result there is school-wide consistency within classrooms and playground on behaviour management practices and expectations. Students now have a clear understanding of the school behaviour expectations. There was a 20% reduction in playground behaviour incidents requiring executive action.

Next year the focus will be on enhancing teaching practices through the Quality Teaching Rounds. Improvements include lesson analysis in stage teams to provide a more in-depth analysis and discussion around Quality teaching. The lesson analysis will also directly relate to the Literacy and Numeracy target areas. All teachers will participate in professional learning on focus areas of the Quality Teaching Framework, and participate in the quality teaching rounds at least twice per year. The processes of reflective practice will support further improvement towards improving effective and explicit teaching.

The school will also continue to enhance classroom management and students behaviours with universal professional learning on Trauma Informed Practices, and classroom management. Regular review and clarification of behaviour

expectations and routines will be built into staff meeting agendas. Analysis of the Parent Partners in Learning survey showed the need to improve communications about the wrap around support systems for students and processes for reporting behaviours. A high percentage of staff will be leading curriculum change in consultation with their Assistant Principal and the Assistant Principal, Curriculum and Instruction which will support further improvement towards teaching and leadership capacity.

### 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
Tell Them From Me teacher survey indicates an increased score in the measure of Leadership.	Tell Them From Me teacher survey indicates a score of 9.1 in the measure of Leadership. The NSW Government Norm is 7.1.
Tell Them From Me teacher survey indicates an increased score in the measure of Teaching Strategies.	Tell Them From Me teacher survey indicates a score of 9.0 in the measure of Teaching Strategies. The NSW Government Norm is 7.9.
Tell Them From Me teacher survey indicates an increased score in the measure of Data Informs Practice.	Tell Them From Me teacher survey indicates a score of 8.6 in the measure of Data Informs Practice. The NSW Government Norm is 7.8.
Self-assessment against the School Excellence Framework in the element of Learning and Development indicates improvement in some themes and maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element Learning Development shows the school currently performing at Excelling.
Self-assessment against the School Excellence Framework in the theme of Explicit Teaching will be maintained at Excelling.	Self-assessment against the School Excellence Framework in the Theme Explicit Teaching shows the school currently performing at Excelling.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$229,276.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Berry 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>• Literacy And Numeracy Design Project</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> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to adjust the use of integration funding throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs. The learning and support team meeting agenda will continue to incorporate integration funding decision making on a regular basis. The school will design a communications strategy in relation to supporting students to ensure parents understand the wrap around support framework for students.</p>
<p>Socio-economic background</p> <p>\$20,851.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Berry 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 Ripple Project</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 Literacy/Numeracy program implementation.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Learning and Support Teacher (LaST) and School Learning Support Officers (SLSOs) delivered a variety of targeted program interventions and support. Teachers were supported to improve quality teaching practices and differentiation to enhance student learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Programs will be structured to enable learning that is personalised for individual students, student cohorts and groups of students to engage with the curriculum at their point of need. A regular and rigorous analysis of data is to be evident to review and modify target groups of students performing above and below expected levels with differentiated and inclusive teaching strategies. Students have full access to curriculum and extra-curricular opportunities.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$9,114.74</p>	<p>needs of Aboriginal students at Berry 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>• Literacy And Numeracy Design Project</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>• Release staff to consult with parents to create personalised learning programs and deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Shared learning and practices throughout our North Shoalhaven Community of Schools (NSCOS) following the Nadaji Yilag (Come together and rejoice) combined staff development day in term 3 2022. Aboriginal partnerships being collaborative, inclusive and supportive for Aboriginal students with evaluation and refinement of intervention strategies undertaken to ensure they were sustainable and showed improvement in student achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The implementation of a K-6 Aboriginal culture and language program in partnership with a local Aboriginal company. Ongoing targeted literacy and numeracy support for Aboriginal students, with the development of individualised learning goals that set high aspirations for students.</p>
<p>Low level adjustment for disability</p> <p>\$79,259.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Berry 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>• Literacy And Numeracy Design Project</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Structured programs to enable learning that was personalised for individual students, student cohorts and groups of students to engage with the curriculum at their point of need, including a whole school focus on explicit teaching practices that are aligned to student learning needs. Significant growth in student learning outcomes was evidenced through a range of internal and external assessment measures.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Evidence-based, high impact teaching and learning strategies consistently implemented with targeted and strategic learning and support and intervention.</p>

<p>Low level adjustment for disability</p> <p>\$79,259.80</p>	<p>The APCI will work in consultation with classroom teachers, the Learning and Support Teacher, and SLSOs to maximise the impact of the interventions on student learning.</p>
<p>Location</p> <p>\$7,727.71</p>	<p>The location funding allocation is provided to Berry Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• The Ripple Project</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all students having equitable access to curriculum and extra curricular activities throughout the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue with funding to support students to engage in all aspects of school activity.</p>
<p>Professional learning</p> <p>\$24,212.26</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 Berry 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>• Aspiration and Succession Project</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>• The focus for 2022 was on continuous enhancement of teaching and leadership capacity to enable a professional wellbeing and growth culture to flourish and improve student learning outcomes.</li> <li>• The provision of a range of universal, strategic and targeted professional learning and support to build staff capacity to; implement programs related to the school plan, and lead innovation and change within the context of this school plan, and enhance individual professional performance aligned to the professional teaching standards.</li> <li>• Leading a range of professional learning for teachers and support staff in our network, and across the state, including hosting conferences that supported school teams to implement department policy changes. This included the SASSPA Developing Dynamic Leaders Conference, and the network conference to plan Third Party Integration (3PI) for student management systems.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All teachers have enhanced their teaching and leadership practices aligned to the Australian Teaching Standards. The NESA curriculum has been implemented in line with the expected timeline.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide a suite of universal, strategic and targeted professional learning based on the Department priorities and school plan initiatives. Continue to provide targeted professional learning based on the personalised learning needs of staff identified in Professional Development Plans.</p>
<p>Literacy and numeracy</p> <p>\$17,618.15</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Berry Public School from Kindergarten to Year 6.</p>



<p>Literacy and numeracy</p> <p>\$17,618.15</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>• Literacy And Numeracy Design Project</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• A program of universal whole school professional learning in targeted areas identified through analysis of student data;</li> <li>• Targeted professional learning and shoulder to shoulder support for teachers based on identified needs;</li> <li>• A review of school programs with regard to research evidenced best practice such as; What Works Best, Effective Reading In The Early Years;</li> <li>• A review of school assessment practices, in light of new online assessment opportunities, to streamline assessments and improve tracking and monitoring.</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Literacy and Numeracy programs and practices reflect research evidence based best practice.  All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.  Improved use of Literacy/Numeracy data to inform practice and track student progress.  The school has returned to an upward trend in student Literacy and Numeracy performance post pandemic.  64.1% of students in the top 2 bands for Reading (State average = 47.2%)  52.1% of students in the Top 2 bands for Numeracy (State average = 33.2%)</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The school will continue to implement initiatives focused on student growth and attainment.  The Assistant Principal Curriculum and Instruction will lead targeted professional learning and program implementation based on the analysis of student learning data.  SLSOs will be trained in the delivery of Literacy and Numeracy Programs to enhance personalised learning and support.</p>
<p>QTSS release</p> <p>\$60,333.53</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Berry 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>• Classroom Management Strategy</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 teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Improved staff confidence and teaching practice with teachers embedding evidence-based, high impact teaching strategies within their classroom practice.  Increased consistency of classroom and playground behaviour management.  The teacher "Focus on Learning" survey reflects the effectiveness of the QTSS funding in enhancing teaching and leadership capacity, particularly in the domains of Leadership, Teaching Strategies and Quality Feedback.</p>

<p>QTSS release</p> <p>\$60,333.53</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Continuing to ensure the leadership team lead improvement in areas directly related to the school plan and quality teaching.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Berry Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy And Numeracy Design Project</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• A program of universal whole school professional learning in targeted areas identified through analysis of student data;</li> <li>• Targeted professional learning and shoulder to shoulder support for teachers based on identified needs;</li> <li>• A review of school programs with regard to research evidenced best practice such as; What Works Best, Effective Reading In The Early Years;</li> <li>• A review of school assessment practices, in light of new online assessment opportunities, to streamline assessments and improve tracking and monitoring.</li> <li>• Employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Literacy and Numeracy programs and practices reflect research evidence based best practice. All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. Improved use of Literacy/Numeracy data to inform practice and track student progress. The school has returned to an upward trend in student Literacy and Numeracy performance post pandemic. 64.1% of students in the top 2 bands for Reading (State average = 47.2%) 52.1% of students in the Top 2 bands for Numeracy (State average = 33.2%)</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to implement initiatives focused on student growth and attainment. The Assistant Principal Curriculum and Instruction will lead targeted professional learning and program implementation based on the analysis of student learning data. SLSOs will be trained in the delivery of Literacy and Numeracy Programs to enhance personalised learning and support.</p>
<p>COVID ILSP</p> <p>\$50,346.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 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>• The CILSP Coordinator joined the current Learning and Support Team (LaST) to assess, plan and deliver intensive learning support in Literacy and Numeracy. Educators from the SLSO Team implemented individual programs and assessed students as part of the CILSP.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Literacy:</p>

<p>COVID ILSP</p> <p>\$50,346.00</p>	<p><b>Stage 1 InitialLit</b> Students participating in the InitialLit program have continued to demonstrate a significant improvement in all areas of literacy. The ability to use specific phonological awareness strategies resulted in improved confidence to apply learning to in the classroom. 75% of students have more than doubled their reading level within the year, on average progressing 2-3 levels each term of 2022. 11/13 students consistently achieved above 60% in their regular Stop and Spell assessments, which were conducted at the end of each unit of work as a summative assessment. The level of success indicated that students could continuously move through the InitialLit content while retaining strong knowledge of previously taught literacy skills.</p> <p><b>Stage One Individual Education Plans</b> We have identified that consistent 1:1 support completing IEPs has made a substantial improvement to students' literacy skills and knowledge retention. 80% of students working with an SLSO have doubled their reading levels within the year. CBM assessments demonstrate that 100% of students have increased their fluency and accuracy by at least 50%.</p> <p><b>Numeracy</b> Students demonstrated a significant improvement in all areas of Numeracy, as detailed in the evidence attached. Students improved by 31-50% when analysing data from their formative and summative assessments. 85% of students moved from 'Sometimes' to 'Always' in Quantifying Numbers, and 50% moved from 'Not Observed' to 'Always' in Number Patterns and Algebraic Thinking. Students are working on transferring this knowledge to Money and Additive Strategies, with all students on 'Sometimes' or 'Not Observed' in this area (as detailed in PLAN2 groups).</p> <p><b>Stage 2:</b> Students from Stage Two completed an in-class intervention program implemented collaboratively with their classroom teacher and an SLSO. After analysing summative assessment data we have seen some ability to transfer their Number Strand knowledge into other areas of the Maths Syllabus. Only two students achieved an overall score of 50% or above, and all students performed under the stage average in each area of the assessment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Plan for CILSP coordinator and teachers to access and implement relevant PL as required through the PL files in CILSP Teams group Plan to deliver InitialLit PL to Kindergarten and Stage One teachers for 2023. Peer observation and modelling for teachers and SLSOs to continue implementing SLSO IEP sessions in 2023. LaST to work with APC&amp;I to determine areas of need for 2023 Professional Learning.</p>
--------------------------------------	--

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	182	167	165	158
Girls	143	147	151	144

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.7	96.3	93.7	89.5
1	93.8	95.2	93.4	89.1
2	93.4	95.2	95.0	87.3
3	93.5	95.0	94.0	88.0
4	91.5	95.2	92.0	87.6
5	92.7	94.1	92.2	87.4
6	92.1	96.0	89.7	86.1
All Years	93.2	95.3	93.0	87.8
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

The year 2022 was another difficult year for school attendance due to COVID restrictions once again impacting student attendance rates. Attendance was also heavily impacted at the beginning of the year by a series of weather events. One event closed all schools in the region on the last day of Term 1.

Parents continued to take family holidays out of school holidays giving the reason as "catching up" due to lost opportunities during COVID lockdown. Extended leave was higher than usual.

Parents were also reluctant to send children to school if they showed any signs of COVID and followed the Department of Education guidelines.

The Phone Intervention Program commenced mid June 2022 due to staff shortages. As at 9 June 2022 there were 55 students with attendance levels below 85%. As at 20 December 2022 there were 42 students whose attendance was below 85%.

The contact with parents by the Phone Intervention Program Officer is mostly positive. All parents that the PIP Officer spoke to during the year were aware that they need to improve their child/childrens' attendance and appreciated the phone call. Phone contact is also made when a student's attendance percentage has improved.

## Attendance

---

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

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

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

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

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

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

## Management of non-attendance

---

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.53
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.82

\*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>	320,772
<b>Revenue</b>	3,109,153
Appropriation	2,976,870
Sale of Goods and Services	4,546
Grants and contributions	124,969
Investment income	2,767
<b>Expenses</b>	-3,280,952
Employee related	-2,853,424
Operating expenses	-427,527
<b>Surplus / deficit for the year</b>	-171,799
<b>Closing Balance</b>	148,973

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

## Financial summary - Equity loadings

---

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	229,276
<b>Equity Total</b>	109,226
Equity - Aboriginal	9,115
Equity - Socio-economic	20,851
Equity - Language	0
Equity - Disability	79,260
<b>Base Total</b>	2,321,964
Base - Per Capita	79,847
Base - Location	7,728
Base - Other	2,234,390
<b>Other Total</b>	155,069
<b>Grand Total</b>	2,815,535

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Student Satisfaction

### Tell Them From Me Survey

Tell Them From Me data shows 83.04% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating achievement of the system negotiated baseline target.

This is extraordinarily positive data, given the reported impact on student wellbeing as a result of the pandemic, and is a reflection of the efforts of the school in this strategic direction.

Strengths from the Tell Them from Me Data included:

- Advocacy
- Sense of Belonging
- Students with positive Relationships
- Students with positive behaviour at school
- Victim of Bullying was below NSW Government norm.

Our commitment to student voice, health and wellbeing is also reflected in the Ripple Project which received national recognition in the Australia Education Awards with an Excellence Award for Best Student Wellbeing Program.

## Parent Satisfaction

The BeYou Parent Survey is administered during Education Week annually to maximise parent/caregiver completion rates. In 2022 there were 111 parent responses.

97% of parents agree the school actively encourages positive and respectful peer relationships.

98% of parents agree the school actively encourages my family to feel a sense of connection and belonging.

The 2022 Partners in Learning parent survey data had 16 responses from parents.

The survey reflects that the most valued communication is "Informal communication with teachers". Parents noted in the survey that the most useful forms of Communication were the School Website and Social Media. The Department generated survey relating to communication once again did not include a selection for "app" which has become a central component of our communication strategy.

The strongest areas parents identified in the 2022 survey were:

- School Supports Positive Behaviour
- School Supports Learning
- Safety at School.

The lowest performing area of the parent survey was "Inclusive School" (referring to the inclusion of students with disabilities) however parents noted in the comments section and at the P&C focus group that; unless their child was on the Learning Support Team caseload they had difficulty answering the questions and were not aware of the full range of supports in place. The school has responded to this feedback by creating an enhanced website presence and communications strategy to inform parents of the tiered intervention support processes the school has in place. The school will continue to inform parents of the comprehensive wrap around support available to students.

Inclusive school is one of the highest rated areas of the teachers survey as teachers are all aware of the support structures in place for students through the learning and support team, as well as the tiered interventions as reflected in the Nationally Consistent Collection of Data.

## Teacher Satisfaction

### Teacher Focus on Learning Survey

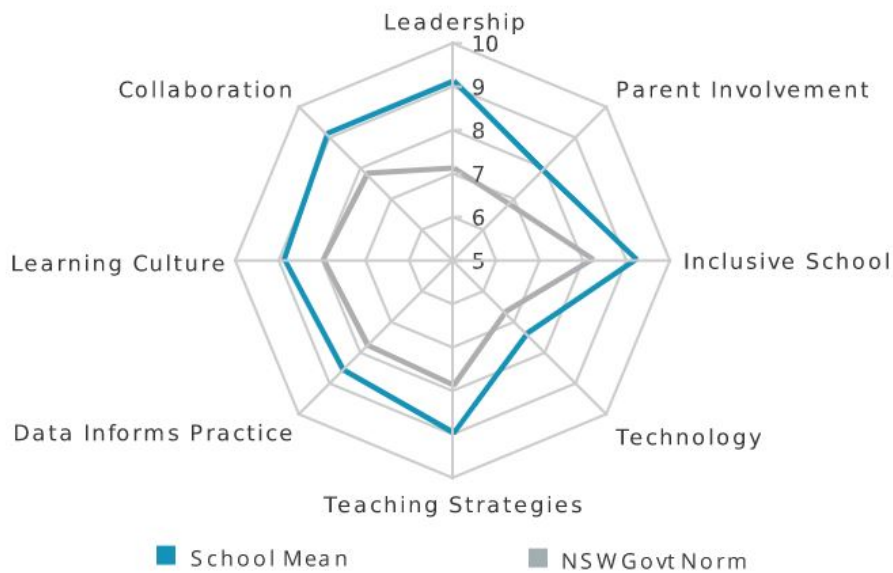
The school significantly outperforms the NSW State norms in all domains of the Focus On Learning survey reflecting the professional, collaborative and supportive culture of the team.

The strengths identified in the survey were:

- Leadership
- Collaboration
- Learning culture
- Inclusive school
- Teaching strategies

The areas of focus in 2023

- Parent involvement
- Technology, which will be significantly enhanced by the provision of a Digital Classroom Officer through the department Rural Access Gap program.



Berry PS outperforms the State norms in all eight drivers of student outcomes according to 'Effective schools' research.

Read now

**Berry Public School: Excellence Awardee for Pivot Best Student Wellbeing Program**

[awards.theeducatoronline.com](https://awards.theeducatoronline.com)



# Policy requirements

## Aboriginal Education Policy

---

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

---

The Aboriginal Education policy underpins and informs planning, teaching practice and approaches to educational leadership in our school.

Our school is involved in the North Shoalhaven Community of Schools (NSCOS) with Bomaderry High School, Bomaderry Public School, North Nowra Public School, Illaroo Road Public School, Shoalhaven Heads Public School, Havenlee School, Cambewarra Public School and Kangaroo Valley Public School.

Our community of schools effectively collaborates to enhance teaching, learning and leadership in all schools. There is strong focus on sharing resources, expertise and practices including authentic partnerships with the NLAECG to bring to life the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc. and the NSW Department of Education 2020-2030.

In term 3 2022 the NSCOS created Nadaji Yilag, Dharawal language (come together and celebrate) a powerful and culturally significant professional learning event for all staff in partnership with the NLAECG. The aim of this day was to acknowledge and appreciate the importance of local Aboriginal histories, culture, and perspectives and to improve student outcomes by connecting with our local Aboriginal community. The series of keynote speeches and workshops catered to the learning needs of all staff and provided a springboard for a range of programs to begin in 2023.

The school is dedicated to providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.

The school is committed to ensuring the implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations. PLP's are developed by the Learning and Support teacher in consultation with parents and student. All students achieved their personalised learning plan goals in 2022.

Aboriginal student cohorts often outperform non-Aboriginal students in internal and external assessments of Literacy and Numeracy.

## Anti-Racism Policy

---

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

## Multicultural Education Policy

---

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