2022 Annual Report

Berkeley West Public School

4180

Introduction

The Annual Report for 2022 is provided to the community of Berkeley West Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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2022 End of year concert

School vision

Our school provides quality educational experiences and opportunities for students and teachers in an environment of respect, responsibility and safety that will engage and motivate all students to learn, equipping them with the confidence, skills and knowledge for future success and wellbeing.

School context

School context

Berkeley West Public School is located in South Wollongong/Lake Illawarra North and has a student enrolment of 168. The school culture is that of respect, responsibility and safety, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. Currently, 29% of students identify as Aboriginal and 10% of students have English as an additional language (EAL) at home. The ratio of EAL families has declined over recent years, with 63% of EAL students not requiring additional language support.

Our school's current Family Occupation and Education Index (FOEI) is 158 which represents the school-level index of educational disadvantage. This has risen from 146 from the start of the previous school plan (2017) and places the school in approximately the top 10-12% of most socio-economically disadvantaged schools. As CESE research indicates that FOEI explains almost 63% of the variance in average school performance in primary schools, the school will need to ensure the school plan strategically allocates resources to address identified gaps in student performance, wellbeing and attendance.

The school has completed a situational analysis that 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.

1. Student growth and attainment

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update. As the literature suggests, we will focus on developing and sustaining collaborative whole school processes for collecting and analysing student data to inform both professional learning and to embed evidence-informed teaching practices for every student in every classroom. Best practice will be drawn and developed from CESE resources, in particular, 'WWB- Explicit teaching', 'Use of data to inform practice', 'Assessment' and 'Collaboration'.

2. Wellbeing and Attendance

We will maintain evidence-based school-wide systems developed under PBL to address wellbeing needs while refining Tier 2 systems to target a smaller group of students requiring intervention. To ensure total wellbeing is addressed, we will include professional learning in the Wellbeing Framework for Schools, as well as other evidence-based publications by CESE. To improve attendance, a team will develop an action plan to implement strategies from the NSW DoE's 'Attendance Matters' website, based on identified areas of focus from the 2020 'School Attendance Self-Assessment Sprint'.

3. Community engagement- partners in learning

Upon reflection and analysis of general feedback from the community, it was found that a decline in overall community satisfaction was due to an increase in feedback returned as 'neutral' or 'didn't know'. This highlights a deficit in parent understanding of what is happening in the school, making it imperative to strengthen family and community engagement in learning. To achieve this, the school will form a community engagement team to review current practices against the seven dimensions of the Family-School Partnerships Framework. The team will then develop a strategic action plan with a four-year timeframe to better engage parents as partners in student learning and school activities.

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	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Socio-economic background: $137,481.38
AP Curriculum & Instruction: $180,685.20
Beginning teacher support: $13,217.00
Professional learning: $15,689.62

Summary of progress

Berkeley West Public School implemented various initiatives in the 2022 school year to improve student growth and attainment in reading and numeracy.

At the start of the year, senior executive reviewed data and identified comprehension and Measurement and Geometry as focus areas for improvement. Professional learning sessions were held for all teachers to analyze student data, identify areas of need, and assess their own capacity and confidence in effectively programming, planning, delivering, and assessing comprehension and Measurement and Geometry lessons.

Baseline data was captured on teachers' understanding of current syllabus content, employing the dimensions and elements of Quality Teaching Rounds (QTR) for summative and formative assessments, and implementing effective strategies to improve classroom practice.

Throughout terms 2 and 3, stage teams engaged in targeted High Impact Professional Learning to improve the teaching capacity and confidence of staff in both focus areas. The teams worked collaboratively with the APCI to embed effective strategies into teaching and learning programs, reviewed effective strategies and appropriate resources, implemented lesson sequences, and received additional professional learning to support practice analysis procedures and lesson evaluations.

The executive team led the sharing of data analysis which created a deep understanding and shared commitment among staff of what needed to be done to improve.

Professional learning was a key component of both initiatives. In the reading initiative, teachers were supported by senior executive in analysing student data and identifying areas of need in comprehension. Professional learning included a review of effective strategies, engaging with appropriate resources on the Universal Resources Hub, and implementing inferential comprehension lesson sequences. Post surveys revealed that the professional learning increased teacher confidence and deepened their understanding of evidenced-based comprehension teaching strategies, and a majority of teachers incorporated best practice strategies and resources in their lessons.

In the measurement and geometry initiative, teachers were supported in analysing student data and identifying areas of need in numeracy. Professional learning included Department of Education eLearning and lesson quality analysis prior to staff participating in Quality Teaching Rounds (QTR), where the consistent lesson focus was measurement and geometry. Post surveys revealed that the professional learning increased teacher confidence and deepened their understanding of evidenced-based measurement and geometry teaching strategies, and a majority of teachers incorporated best practice strategies and resources in their lessons.

In both initiatives, staff valued the time provided to collaboratively discuss and amend teaching and learning programs to embed effective strategies, and the provision of links and time to explore resources in the Universal Learning Hub. It became evident throughout the professional learning that a majority of teachers incorporated best practice strategies and resources in their lessons.

Berkeley West Public School made significant progress in improving student growth and attainment in both reading and mathematics during the 2022 school year. In the school's reading initiatives, teachers consistently applied a range of evidence-based teaching practices to optimize learning progress for all students. Improved assessment practices in comprehension were implemented across all classrooms to promote consistent judgment and inform next steps for students. Additionally, teachers engaged in data-informed conversations during case management meetings with the APCI and CILSP to ensure ongoing improvement in teaching and learning practices.

In the school's work to improve student skills, knowledge, and understanding in measurement and geometry, teachers also applied a range of evidence-based teaching practices to optimize learning progress for all students. Improved assessment practices in measurement and geometry were used across numeracy practices in all classrooms to inform next steps for students. Teachers engaged in data-informed conversations during case management meetings with the APCI and CILSP to ensure ongoing improvement in teaching and learning practices. Furthermore, teachers collaborated through QTR practices to share, model, and embed the most effective teaching strategies to improve teaching, learning, and student achievement in both reading and mathematics.

Overall, these initiatives resulted in increased teacher confidence and deepened understanding and knowledge of evidence-based teaching strategies in both reading and mathematics. Teachers were provided with time and resources to collaboratively discuss and amend teaching and learning programs, resulting in the embedding of effective teaching strategies across classrooms. The implementation of these initiatives resulted in a majority of teachers incorporating best practice teaching strategies and resources in their lessons, ultimately leading to improved student growth and attainment.

The next steps to support our students will be to focus teacher professional learning and in-class support on explicit teaching, collaborative practice, use of data and formative assessment to improve student outcomes in literacy and numeracy (with a continued focus on comprehension, measurement and geometric reasoning).

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
Achievement of 2022 system-negotiated target: Increased (uplift) percentage of students in Top 2 bands (or equivalent) in NAPLAN reading to be at or above the lower bound system-negotiated target of 37.2%.	• Data analysis indicates 22% of students are in the top two skill bands for reading.
Expected growth data not available due to COVID-19. Internal assessment measures used to monitor progress.	• NA
Achievement of 2022 system-negotiated target: Increased (uplift) percentage of students in Top 2 bands (or equivalent) in NAPLAN numeracy to be at or above the lower bound system-negotiated target of 32.1%.	• Data indicates 20.41% of students are in the top two skill bands for numeracy.
Expected growth data not available due to COVID-19. Internal assessment measures used to monitor progress.	• NA
Increased (uplift) of students in Year 2-6 will demonstrate a 0.4 growth factor (calculated through effect size formula) when comparing start of year to end year scale scores in the ACER Progressive Achievement Tests (PAT) in reading/numeracy.	• The proportion of students demonstrating at least a 0.4 growth factor in Progressive Achievement Tests (PAT) in reading increased by 0.13% compared to 2021 data. • The proportion of students demonstrating at least a 0.4 growth factor in Progressive Achievement Tests (PAT) in numeracy increased by 19.7% compared to 2021 data.

Strategic Direction 2: Wellbeing and attendance

Purpose

To ensure that all of our students are able to connect, thrive and learn, there will be a planned approach to whole school wellbeing and attendance processes that support high levels of wellbeing and engagement.

Initiatives

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

- Wellbeing
- Attendance

Resources allocated to this strategic direction

Socio-economic background: $159,111.30
Low level adjustment for disability: $117,552.79
Integration funding support: $25,109.00

Summary of progress

Berkeley West Public School focused on improving student wellbeing and attendance in 2022. The school established an Attendance Improvement Team (AIT) to analyze attendance data, refined processes to monitor student attendance, and implemented tiered interventions for students who were "off the boil" or "at risk". The school formed a Student Wellbeing Team to implement targeted wellbeing strategies, develop school-wide wellbeing and behavior strategies, and ensure compliance with policies. The school has developed a strategic and planned approach to develop whole-school wellbeing processes that support the wellbeing of all students, and classrooms and other learning environments are well managed within a consistent, school-wide approach.

The school made a concerted effort to prioritize the delivery of professional learning modules for all teachers to deepen their understanding of the DoE's "Wellbeing Framework for Schools" and trial a number of wellbeing strategies at the classroom level throughout the year. The school also made significant strides in processes to support and maximize student attendance, with innovative communication methods between school and home to ensure maximum possible continuity of learning for students.

The use of data to proactively drive the direction of the work and determine the subsequent impact of implemented strategies/interventions/professional learning designed to improve student wellbeing outcomes has become more refined. The school has established a model of successful, enhanced active supervision in the playground setting. Teachers, parents and the community have worked together to support consistent and systematic processes that ensure student wellbeing and absences minimized impact on learning outcomes.

The PAX Good Behaviour Game, a social wellbeing strategy, was successfully implemented. The school also developed its School Behaviour Support and Management Plan and will ensure compliance with policies. The school has regularly used student wellbeing and attendance data school-wide to identify student achievements and progress, reflect on strategy effectiveness, and inform plans for continuous improvement.

Next steps include continuing to refine and implement the School Behaviour Support and Management Plan, ensuring all staff are fully aware of and engaged in implementing the "Inclusive, Engaging and Respectful Schools" policy, and continuing to use data to inform continuous improvement efforts. The PAX Good Behaviour Game will also continue to be implemented to improve student wellbeing outcomes.

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
Achievement of 2022 system-negotiated wellbeing target: Increased (uplift) percentage of	• Tell Them From Me data indicates 88.89% of students report a positive sense of wellbeing across the positive wellbeing measures. This is a 2.74% decrease from 2021 data.

students in the school who report positive wellbeing to be at or above the lower bound system-negotiated target of 93.5%.	
Achievement of 2022 system-negotiated attendance target: Increased (uplift) percentage of students attending school at least 90% of the time to be at or above the lower bound system-negotiated target of 78.5%.	• Data indicates 35.28% of students are attending greater than 90% of the time or more which is a decrease against baseline data (as anticipated as a result of the COVID-19 pandemic). However, Semester 2 attendance data increased to 51.4% which was above the state, network and SSSG average.
Reduction in the average rate of negative behaviour referrals made by teachers by 10% from baseline (2018-20).	• The average rate of negative behaviour referrals decreased by 76.8% from baseline data (2018-20)

Students excited by the 2022 Book Fair

Farewell Year 6!

Strategic Direction 3: Community engagement- partners in learning

Purpose

Effective partnerships, in which strong communication and collaboration exist between the school and parents, support high expectations, as well as consistent and systematic processes that maximise student attendance, academic and wellbeing 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.

- Family-School Partnerships

Resources allocated to this strategic direction

Socio-economic background: $24,178.12

Summary of progress

Several initiatives aimed at enhancing communication and engagement between the school and parents/community were implemented. These initiatives included engaging the skills of an additional School Administrative Officer, forming a parent focus group, collaborating with the focus group to review baseline parent feedback and perceptions, releasing a teaching staff member to meet with the focus group, planning for a supported playgroup through the Schools as Community Centres (SACC) initiative and producing a revised '2022 BWPS Parent Handbook'.

Through extensive consultation, the school determined community interest in reestablishing a supported playgroup through the Schools as Community Centres (SACC) initiative, and planned for the operation of this supported playgroup to commence in 2023 after the pandemic. The school also consulted with the parent focus group to produce a revised parent handbook communicating the school information parents would value the most.

Unfortunately, the 2022 NSW Parent Partnerships Learning Ecosystems project was cancelled due to state trainers being unavailable to provide training in Semester 1 due to the pandemic. The 'Parents as Teachers and Classroom Helpers' (PaTCH) refresher training for parents was also postponed until 2023 due to restrictions placed on parents entering the school site.

Activities resulted in essential feedback attained across all areas of the school, increased participation of parents/community at meetings, and greater engagement on the school Facebook page with a wider community increase of 49.7%. New 'likes' and 'follows' increased 54.3% over the year.

Moving forward, the next steps to support students and parent engagement in this strategic direction include launching a new version of the BWPS 'Play Strong' supported playgroup, exploring the potential use of the Sentral Parent Portal, increasing parent participation and direct involvement in the school, monitoring the impact of Facebook communication and engagement, and evaluating TTFM/Annual School Parent surveys upon collection.

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
Increased (uplift) of positive parent feedback/perceptions from baseline measures (2018-20) in regard to educational and management practice survey data by 5%.	• Positive parent feedback/perceptions in regard to educational and management practice at our school has remianed the same at 87% compared to the 2018-20 baseline, but increased by 3% compared to 2021 survey data.
Increased (uplift) of positive parent feedback/perceptions from baseline measures (2018-20) in regard to 'Tell Them From Me- Partners in Learning' data by 6%.	• Data could not be provided for this measure as there were insufficient parent responses to this survey in 2022.

Funding sources	Impact achieved this year
Integration funding support $25,109.00	Integration funding support (IFS) allocations support eligible students at Berkeley West Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in the following impact:** - all eligible students demonstrating progress towards their personalised learning goals; and - all PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their classrooms. **After evaluation, the next steps to support our students will be:** - to continue to utilise 100% of any allocated integration funding in 2023 to support those students for which it is intended; - eligible students being supported to achieve their personalised learning goals, with SLSO support; and - the school Learning and Support Team continously reviewing systems, including a focus on parent engagement with learning plans and progress.
Socio-economic background $376,918.80	Socio-economic background equity loading is used to meet the additional learning needs of students at Berkeley West Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy • Wellbeing • Attendance • Family-School Partnerships • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • - employment of an additional class teacher to support quality teaching and learning program implementation; • - employment of external providers (Speech Pathologist) to support students with additional learning needs; • - professional development of staff in how to use the 'Gradual Release of Responsibility Model', 'inference teaching strategies' and 'National Literacy Learning Progression' to explicitly enhance students' comprehension skills; • - Quality Teaching Rounds (QTR) to refine quality teaching and assessment practice; • - employment of additional staff to support Student Wellbeing and attendance initiatives, development of PLSP's; • providing students without economic support for educational materials, uniform, equipment and other items; and • employment of additional support staff to facilitate positive community engagement and quality service delivery. **The allocation of this funding has resulted in the following impact:** - 3.5% uplift of Year 3 students in the top two skill bands for numeracy compared to 2021 data;

Socio-economic background $376,918.80	- 1.8% uplift of Year 5 students in the top two skill bands for writing compared to 2021 data; - an average NAPLAN score above that of statistically similar school groups for both Year 3 and Year 5 numeracy; - an increase in the proportion of students in Years 1-6 demonstrating expected growth on internal standardised assessment results in reading, numeracy, spelling, grammar and punctuation; - by September, an uplift from the beginning of the year of students in the school who report an improved sense of belonging, positive behaviour at school, advocacy at school and expectations for success with all measures well above the NSW government schools norm; - a reduction in the average rate of negative behaviour referrals of 76% from the 2018-20 baseline; and - an uplift in positive parent feedback/perceptions regarding education and management practice at the school to 87% (BWPS Annual Parent Survey)- this is the highest satisfaction rating in the past three years. **After evaluation, the next steps to support our students will be:** - employing an additional (above establishment) class teacher as part of our quality teaching and learning strategy to facilitate greater class teacher capacity to provide enhanced personalised learning and support through evidence-based teaching practice; - additional staffing, including School Learning and Support Officers (9 days/week total), to implement student wellbeing, attendance and learning support programs and interventions to support identified students with additional needs; - professional development of staff through engaging in evidence-based DoE professional learning resources from the Universal Resources Hub and 'What Works', with a focus on the Quality Teaching Framework, collaoboration and assessment practice; - providing teachers with time to collaborate with the school's Assistant Principals (Curriculum and Instruction) to extrapolate and analyse formative student literacy and numeracy performance data to inform teaching strategies; - providing students with economic support for educational materials, uniform, access to extra-curricula initiatives, equipment and other items; and - resourcing to increase equity and access to resources, quality learning environments and services, including refurbished/modernised classrooms across the school.
Aboriginal background $64,875.16	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Berkeley West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional teacher (0.5) to work as an Aboriginal Education Coordinator and to develop PLP's in consultation with students, teachers and parents, monitor goals and assist teaching staff in the implementation of strategies for students to achieve theses literacy, numeracy and personal goals • staffing release to support development and implementation of Personalised Learning Plans • purchasing teaching and learning resources to develop deeper understanding of Aboriginal histories and cultures for students and teachers **The allocation of this funding has resulted in the following impact:** - 100% of Aboriginal students engaging in the Personalised Learning Pathways (PLP) process which included conversations around quality learning goals in literacy and numeracy;

Aboriginal background $64,875.16	- improved average attendance rate of 4.6% for Aboriginal students from 2021 data; - timetabled/targeted literacy and numeracy support for all Aboriginal students to work towards the attainment of PLP learning goals and celebrating success; - formal PLP letters sent home to families after review meetings to communicate achieved learning goals and engage parents in their child's learning journey; - participation in and well-attended coordinated whole school events for Reconciliation Week and NAIDOC week; - 42.9% of Aboriginal students in Year 3 attained the top 2 bands in the grammar and punctuation assessment- 20.3% above the state average (NAPLAN 2022); - 28.6% of Aboriginal students in Year 3 attained the top 2 bands in the numeracy assessment, 15.3% above the state average (NAPLAN 2022); - 20% of Aboriginal students in Year 5 attained the top 2 bands in the reading assessment, 3.5% above the state average (NAPLAN 2022); - 20% of Aboriginal students in Year 5 attained the top 2 bands in the grammar and punctuation assessment, 9% above the state average (NAPLAN 2022); - 91% of Aboriginal students (Yrs 4-6) reported positive expectations for success and advocacy from the school (2022 TTFM data survey #2); - Aboriginal students (Yrs 4-6) reported being a bullying victim at a lower rate i.e. 0% than their non-Aboriginal peers (2022 TTFM data survey #2); - 91% of Aboriginal students (Yrs 4-6) reported that they feel good about their culture at school- 9% neither 'agreed or disagreed' (2022 TTFM data survey #1); - 92% of Aboriginal students (Yrs 4-6) reported that they have a positive sense of belonging at school (1% higher than non-Aboriginal students)- (2022 TTFM data survey #2); and - 91% of Aboriginal students (Yrs 4-6) reported that their teachers understand culture- 9% neither 'agreed or disagreed'- 2022 TTFM data survey). **After evaluation, the next steps to support our students will be:** - to employ additional staff (Aboriginal Education Coordinator & SLSO) to ensure Aboriginal Education initiatives are prioritised, planned, implemented and evaluated. 100% of funding will be utilised for this purpose; - provide professional learning to prepare teachers for the implementation of the Aboriginal Languages syllabus in 2024; - share Dharawal Language with students utilising 'Dharawal Words' website and book, 'Dharawal Words, Phrases and Activities' (Dr Jodi Edwards- author) - to continue to build a stronger sense of belonging, improve attendance amongst Aboriginal students, and connect with parents; and - to resource activities and experiences that explicitly implement connections with Aboriginal culture and histories throughout the entire school.
Low level adjustment for disability $117,552.79	Low level adjustment for disability equity loading provides support for students at Berkeley West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • releasing a class free learning and support teacher to collaborate with classroom teachers to build capability in meeting the educational, behavioural and social/emotional needs of identified students • releasing a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers (1.8 FTE)

Low level adjustment for disability $117,552.79	**The allocation of this funding has resulted in the following impact:** - achievement of a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities; - Personalised Learning and Support Plans developed and implemented for all students requiring reasonable adjustments following consultation with all stakeholders; and - reduction in negative behaviour referrals for all students, particularly those students with additional needs. **After evaluation, the next steps to support our students will be:** - to maintain the impact of the learning support team, the school will maintain additional support for identified students through the employment of trained SLSOs (1.8 FTE); - release Assistant Principals to work in a learning and support coordination role (K-2 & 3-6); and - implement the Department of Education's Inclusive Education policy and related procedures.
Professional learning $15,689.62	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Berkeley West Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this initiative funding include:** • releasing classroom teachers to work shoulder to shoulder with the school's Assistant Principal Curriculum and Instruction (APCI) to review current research and effective reading strategies i.e. the Big Six comprehension strategies, 'Connecting Ideas in Texts (K-6) and 'Inference Teaching Strategies', as well as how teachers can best support students before, during and after writing; and • all staff completing the NESA online learning module 'English K-2 Syllabus' and other modules provided in the teacher pathway suggested by NESA. **The allocation of this funding has resulted in the following impact:** - teachers demonstrate growing knowledge of the reading components and their required explicit teaching. This includes using sound walls effectively when teaching phonics, ensuring both appropriate and accurate mouth movements accompany explicit teaching of the phonemes. Teachers know that when word work is included in a guided reading lesson it enhances and supports phonics instruction including blending when reading decodables; and - teachers are now ready and prepared to teach new K-2 English and mathematics syllabus from day 1 of 2023. **After evaluation, the next steps to support our students will be:** - continued timely and differentiated professional development and support for all teachers from the APCIs in evidence-based literacy and numeracy strategies to meet the school's targets in these areas.
QTSS release $37,234.40	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Berkeley West Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative**

QTSS release $37,234.40	**funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices **The allocation of this funding has resulted in the following impact:** - all teachers accomplishing or working toward the achievement of their identified annual professional development plan goals, aligned to both the Australian teaching standards and the school improvement plan to improve outcomes for all students; - commencement of 'Quality Teaching Rounds' (Phase 1) as an evidence-based practice in improving teaching practice through collegial and constructive observation and feedback from peers relating to the Quality Teaching Framework (QTF); and - teachers working collaboratively with a nominated 'trusted colleague' to observe practice and provide feedback to each other to embed evidence-based, high-impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students will be:** - additional staffing to continue and expand the number of teachers engaging and collaborating on best teaching practice through the next phase of implementation of 'Quality Teaching Rounds'.
COVID ILSP $221,839.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employing educators to deliver small group tuition • providing targeted, explicit instruction for identified student groups in literacy and numeracy across K-6 • intensive small group support to explicitly teach literacy and numeracy skills across K-6 • ongoing monitoring of student progress in the program • developing resources to support planning and implementation of small group tuition • providing regular opportunities for class teachers and CILSP teachers to collaborate to share and analyze data about student progress **The allocation of this funding has resulted in the following impact:** Early Stage 1 students - 100% of Early Stage 1 students who engaged in small group tuition progressed from a 'Not observed/Sometimes' status on PLAN to 'Always' when reassessed according to their ability to orally blend two or three phonemes to make a one-syllable word (assessment source - Phonological Awareness Diagnostic Assessment tool). Stage 1 students - increase in the percentage of students answering inferential questions independently from 0% to 52% and engaging inferentially during group activities or when supported from 0% to 38%. - 86% of Year 2 CILSP Numeracy students are demonstrating 'Always' behaviours when working with place value and describing teen numbers with accuracy (QuN8.3). Stage 2 students - 100% of students who received explicit, targeted small group tuition for inferential comprehension moved from a 'Sometimes' status to the upper

| COVID ILSP

$221,839.00 | end of the 'Sometimes' student indicator status (UnT7.5), whereby students are almost always successfully answering inferential questions independently.
- significant growth for the four most improved Year 4 students who received explicit, targeted small group tuition for comprehension, increasing their final score from 6.2% (at the lowest improvement) to 16.9% (at the highest improvement) from Term 4 2021 to Term 4 2022.
- 83.4% of students who received explicit, targeted small group tuition across the quantifying number indicators (QuN10.1, QuN10.2, QuN10.3, QuN10.4) progressed from a 'Sometimes' to an 'Always' status according to PLAN2 data.

Stage 3 students
- Stage 3 CILSP students improved their ability to compare and order decimal numbers, demonstrated by a 77%, 44%, and 89% increase in students always demonstrating specific numeracy indicators.
- Stage 3 CILSP students demonstrated improved reading comprehension skills, shown by a 54% increase in students summarizing texts identifying key details and a 30% increase in students using prior knowledge and context to understand new vocabulary.
- Year 6 CILSP students are catching up to their peers in numeracy, with scores 4.8% lower than the Year 6 cohort in Term 1 and only 2.9% lower in Term 3.

After evaluation, the next steps to support our students will be:
- To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs.
- Regular monitoring of students as they transition back into classrooms as the school learning and support processes have been revised.
- Providing additional in-class support for some students to continue to meet their personal learning goals. |
| English language proficiency

$6,464.20 | English language proficiency equity loading provides support for students at all four phases of English language learning at Berkeley West Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this equity loading include:
 • additional teacher time to provide targeted support for EAL/D students and for development of programs

The allocation of this funding has resulted in the following impact:
- updated assessment completed for all EAL/D students and support prioritised for those at the beginning/emerging phase; and
- EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.

After evaluation, the next steps to support our students will be:
- to build teacher confidence and their capacity to differentiate learning programs that reflect the needs of EAL/D and New Arrival learners. |

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	100	106	101	84
Girls	120	102	101	84

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.3	83.0	91.6	85.5
1	89.4	85.8	89.4	82.7
2	89.3	88.4	86.4	83.9
3	91.3	79.9	90.5	80.8
4	91.6	89.9	88.7	85.6
5	87.4	85.7	91.5	80.0
6	91.4	84.1	88.4	86.7
All Years	90.2	85.5	89.4	83.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Our students shining at Southern Stars 2022

How much fun was the inflatable obstacle course!

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	6.22
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	1.97

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	379,781
Revenue	2,707,723
Appropriation	2,695,658
Sale of Goods and Services	202
Grants and contributions	11,145
Investment income	618
Other revenue	100
Expenses	-2,798,236
Employee related	-2,452,730
Operating expenses	-345,506
Surplus / deficit for the year	-90,513
Closing Balance	289,268

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.

Just one of the visiting performers to our school in 2022

Financial summary - Equity loadings

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

	2022 **SBAR Adjustments** ($)
Targeted Total	45,109
Equity Total	565,811
Equity - Aboriginal	64,875
Equity - Socio-economic	376,919
Equity - Language	6,464
Equity - Disability	117,553
Base Total	1,479,453
Base - Per Capita	51,041
Base - Location	0
Base - Other	1,428,412
Other Total	276,082
Grand Total	2,366,455

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.

A few of our athletics carnival stars receiving their awards

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Everyone was excited when the Illawarra Hawks visited!

Parent/caregiver, student, teacher satisfaction

According to the parent feedback data received this year through the school's annual education and management survey, the overall satisfaction with the school culture was measured at 93%. Parents perceive that the school encourages students to achieve their best (91%) and caters to the learning needs of their child (94%). Moreover, parents believe that school leaders have a positive influence on the school culture (91%).

In terms of school leadership, parents' overall satisfaction was measured at 79%. Parents believe that school leaders understand the school and get the best from staff and students (83%), introduce changes that are good for the students (77%), and ensure everyone is treated fairly (86%). They also think that the school involves all groups within the school community in deciding what it aims to achieve (80%).

Regarding learning, parents' overall satisfaction was measured at 93%. They believe that the school expects students to learn to the best of their ability (97%) and that their child's classroom is an interesting place to learn (94%).

Regarding school management, parents' overall satisfaction was measured at 85%. Parents believe that the school cares about the students, and the discipline is fair (89%). They also think that minor changes are continually made to improve what it does (80%).

Regarding school planning, parents' overall satisfaction was measured at 80%. They believe that the main purpose of school targets is to improve student learning outcomes (94%), and the school plan addresses the needs of students (80%).

Regarding teaching, parents' overall satisfaction was measured at 89%. They believe that teachers provide class activities that are interesting and appropriate to their child's needs and abilities (91%). They also think that they and their children understand how the child's learning will be assessed (86%) and that their child's report card is informative and easy to understand (80%).

According to the 'Tell Them From Me'- Snapshot #2 student survey, the analysis of Year 4-6 student feedback data indicates the following key findings. Firstly, 84% of students report a positive sense of belonging at our school, which is 3% above the state primary school average. This indicates that students feel welcomed and included in the school community, creating a positive school culture that fosters their well-being and academic performance.

Secondly, Berkeley West students reported a positive sense of advocacy at school (mean 8.9), which surpasses the state primary school mean of 7.7. This suggests that students feel supported and empowered to express their opinions, take ownership of their learning, and become active agents of change within the school environment.

Lastly, students reported holding positive expectations for success at school (mean 9.2), which surpassed the state primary school mean of 8.7. This indicates that students have a growth mindset, believe in their abilities to achieve their academic goals, and are motivated to engage in learning activities that challenge them and help them progress

The analysis of student feedback data reveals that Berkeley West School provides a positive and supportive school environment that fosters students' sense of belonging, advocacy, and expectations for success. These findings are promising, as they suggest that the school is effectively fulfilling its mission to provide a quality education that supports students' personal and academic development.

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.

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.