

# 2023 Annual Report

## Berridale Public School



1206

# Introduction

The Annual Report for 2023 is provided to the community of Berridale Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Berridale Public School

Oliver St

Berridale, 2628

<https://berridale-p.schools.nsw.gov.au>

[berridale-p.school@det.nsw.edu.au](mailto:berridale-p.school@det.nsw.edu.au)

6456 3228

## School vision

### *Towards a better world*

Our core business is to provide the best education for the students in our care. As educators we strive to instill high academic aspiration in students, and for students to focus on themselves as learners that give and provide feedback on their learning journey.

In consultation with parents we place a strong focus on students' academic, sporting, social and cultural needs.

We strive to prepare our students for the wider world, building their character and awareness of self. Under the guidance of the Alice Springs (Mparntwe) Education Declaration we strive to provide the best possible education that promotes excellence and equity for students and prepares them for a rapidly changing world. We aim to ensure our students are confident and creative individuals, are successful life-long learners and active and informed community members.

We support our community and our community supports us.

## School context

Berridale Public School is a small rural school in the Snowy Mountains, situated between Cooma and Jindabyne. It is in the Snowy Monaro Shire Council and is part of the Monaro Education Group. It has 3 multistage classes with an increasingly complex student body.

Berridale Public School provides a dynamic and caring environment with a strong emphasis on developing foundational literacy and numeracy skills, values and citizenship. Whole-school welfare programs encourage children to be independent problem-solvers who are resilient and caring. The school offers a variety of opportunities for students to connect, succeed and thrive such as: learning to play the ukulele and guitar, biennial drama performances, art activities, developing STEM and IT skills, Premier's challenges, learning about sustainability and biodiversity, contributing to community events and Student Leadership.

The school has 5 hectares of open school grounds with cricket nets, a tennis court and ample fixed equipment. The school is also the site for the Snowy Monaro Historical and Science Centre in partnership with the Snowy River Historical Society. Across the road we have access to OOSH, the town pool, oval and Community Hall.

Berridale PS provides a wide range of opportunities in all key learning areas with an emphasis on developing strong literacy and numeracy skills. The school is supported by parents and community members, including an active P&C.

Our school conducted a rigorous situational analysis with staff, students and the wider community. Our Director of Educational Leadership and Principal School Leadership assisted in the construction of this document. Our P&C worked with school staff to refine and understand the purpose of our Situational Analysis and our strategic directions.

As a result our whole school focus for the 2021-24 School Plan will be on student academic growth and attainment, and student and community engagement to support learning. Reflecting upon the findings of our situational analysis it was evident that our focus needed to be on delivering collaborative teaching strategies, consistent school-wide assessment practices and an understanding and use of data that had a high impact on student growth. We found through the voice of our students and community that innovative teaching and learning practices would drive high engagement with students and parents to support academic aspiration.

## 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   | 2023 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Sustaining and Growing |
| LEARNING: Curriculum                                   | Delivering             |
| LEARNING: Assessment                                   | Delivering             |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student growth and performance               | Delivering             |
| TEACHING: Effective classroom practice                 | Delivering             |
| 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 | Delivering             |
| LEADING: School resources                              | Sustaining and Growing |
| LEADING: Management practices and processes            | Sustaining and Growing |

## Strategic Direction 1: Student growth and attainment

### Purpose

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Berridale Public School students will develop foundational skills in Literacy and Numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers will demonstrate a personal and collective responsibility for improving their teaching practice in order to improve student learning. Learning opportunities are engaging and teaching strategies are evidenced-based. Teachers evaluate the effectiveness of their practices, as well as student performance measures, to plan for the ongoing learning for each student in their care.

### Initiatives

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

- Collaborative and Quality Teaching Practices
- Data Skills Inform Teaching and Learning

### Resources allocated to this strategic direction

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#### Professional learning

#### AP Curriculum & Instruction

#### QTSS release

#### Low level adjustment for disability

#### Socio-economic background

### Summary of progress

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#### Collaborative and Quality Teaching Practices

In this initiative, the school developed a culture of collaborative practice where teaching staff reviewed existing reading and writing programs to determine impact on student learning outcomes. A formalised approach to instructional leadership provided a means to observe teaching practice, deliver meaningful feedback and collaborate with teachers on developing quality teaching and learning programs. A culture of trust and respect was fostered, and this allowed staff to feel supported in sharing their ideas and challenge opinions. Collaboration was achieved with a range of partners and staff demonstrated a willingness to explore innovative, evidence-based programs which enhanced teaching and learning. Time was made available within the professional calendar and Release from Face-to-Face (RFF) timetable to ensure staff were supported with planning and development. Limited availability of casual teachers prevented the school from releasing all teaching staff at the same time. This was a barrier to progress when scheduling collaborative planning, however the additional time was still given.

Observations conducted by the Instructional Leader (IL) and Assistant Principal Curriculum & Instruction (APCI) provided useful data around teacher capacity to deliver evidence-based teaching strategies. Staff anecdotal reports were a valuable source of data when analysing the impact of collaboration on quality teaching practices.

Staff anecdotally reported to having a higher level of confidence in delivering quality programs within the literacy block and this was further supported by observations conducted by Instructional Leaders. There was positive growth in staff contribution to professional discussion and the development of quality teaching programs. Curriculum planning and delivery is ongoing in line with the release of statewide resources.

Next year, the school will identify a narrow focus for deep learning around quality teaching practices. This will support an instructional model of in-class support and implementation of consistent, sustained evidenced-based strategies for teaching within the literacy and numeracy block.

#### Data Skills Inform Teaching and Learning

Teachers explored evidence-informed resources within the Universal Resource Hub to enhance their capacity to deliver personalised learning support programs. This information was used to inform teaching and differentiate the curriculum so that all students received equitable access and support to learning. Staff collectively researched reading and spelling programs to determine the most suitable approach to assessing student knowledge and understanding and monitored progress K-6. The school merged data storage platforms for easy sharing and transparency with Instructional Leaders. This process enhanced teacher collaborations, particularly for job share colleagues, and allowed programming to be open to feedback and improvement. All staff received professional learning using Microsoft One Note and this is now embedded as best practice for collaboration.

Next year, with effective systems for collaboration now in place, staff will engage in more meaningful analysis of Check-in assessment data and PLAN2 areas of focus to create a Berridale Public School digital data wall. Staff will begin integrating the new curriculum and Learning Progressions into existing teaching and learning programs using the online syllabus and mapping tools.

Executive team leaders will explore digital tools for gathering and collating student assessment data K-6. Staff will revisit SCOUT and PLAN2 to gain a deeper understanding of the mechanisms used to generate reports and make comparative analysis of literacy and numeracy outcomes.

### Progress towards achieving improvement measures

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

| Annual progress measure  | Progress towards achievement  |
|--|---|
| <p>Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.</p>  | <p>The Check-in Assessment mean scale score indicates the proportion of Year 3 and 5 students achieving growth in reading has decreased by 4.5 % from 2022 to 2023 indicating the school has not achieved the system negotiated target.</p> <p>In 2023 compared to 2022, there has been a significant change in cohort size which may have impacted on student growth results.</p>  |
| <p>Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.</p> | <p>The Check-in Assessment mean scale score indicates the proportion of Year 3 and 5 students achieving growth in numeracy has decreased by 1.2 % from 2022 to 2023 indicating the school has not achieved the system negotiated target.</p> <p>In 2023 compared to 2022, there has been a significant change in cohort size which may have impacted on student growth results.</p> |

## Strategic Direction 2: Student and Community engagement

### Purpose

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At Berridale PS every child is known, valued and cared for. There is a school wide responsibility for student learning and success. In education, this means teachers and schools have a commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world. As students progress, it means knowing that they are well supported as increasingly self-motivated learners - confident and creative individuals, with the personal resources for future success and well-being.

Berridale Public School will commit to a shared sense of responsibility for student engagement, learning, development and success. Students benefit from a planned and proactive engagement with parents. Berridale Public School acknowledges that effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.

### Initiatives

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

- Wellbeing
- Community Engagement

### Resources allocated to this strategic direction

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Integration funding support

Socio-economic background

Low level adjustment for disability

Location

### Summary of progress

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#### Wellbeing

The school has embedded a whole-school approach to student engagement within and out of the classroom where there is a collective responsibility for student learning and success. This has been achieved through a systematic approach to incident reporting, collaborative practice, and commitment to building positive interpersonal relationships with student, staff and parents. There is shared responsibility for student wellbeing and improved communication between staff has enabled clear and thorough documentation.

Instructional Leader collaborations with classroom teachers enhanced student engagement and wellbeing, evident in the informal classroom observations and Tell Them from Me student survey results. Professional learning was comprehensive and provided clear strategies to support the mental health and wellbeing of all students.

Individual and whole school attendance data was gathered and disseminated regularly with staff and parents. Students were recognised for improved attendance and open communication with parents ensured student absences did not impact on their learning outcomes. In formalising this process, all staff engaged in monitoring student attendance and parents were active partners in their child's learning journey.

In 2024, Positive Behaviour for Learning (PBL) universal and targeted interventions will be reviewed with students, staff and the parent community invited to offer feedback and suggestions for improvement. The school will prioritise classroom management from Term 1, with all staff participating in the 'Understanding Behaviour' workshops facilitated by the 'Team Around the School' and network specialists.

#### Community Engagement

Throughout 2023 positive relationships existed between students, staff, parents and community members and contributed positively to the school and wider community. The community is committed to the school's strategic directions and practices to achieve educational priorities, as reported in 2023 Tell Them from Me (TTfM) Parent Survey data. Planning and provision for learning was informed by holistic information about each student's wellbeing and learning needs in consultation with families. The school embraced community social events and parents responded very positively to the invitation with fantastic attendance at all events. A large student leadership team was elected, showing the school's commitment to hearing student voice and being inclusive of student representation in schoolwide decision making.

Over the year the school made a concerted effort to build connections to Network supports and Non-Government Organisations through the Berridale Public School Community Wellbeing Expo. This event significantly enhanced the school's knowledge of wellbeing supports available to families and contributed to a number of referrals being placed.

In 2024, communication systems will be reviewed, and a communication procedures and protocols policy developed for the Berridale Public School context. The school will review the schedule of parent-teacher information sessions and social interviews, with consideration given to a mid-year workshop for parents. Parents will be surveyed to determine the preferred method of communication and the school will explore ways to open communication around student social and emotional wellbeing. The school will invite the student leadership team to assume greater responsibility for assemblies and award presentations, and delegate a section of the school newsletter to selected student representatives. Though relatively well-attended, considering our small numbers, the school would like to increase attendance at parent and citizens (P&C) meetings and promote volunteering at fundraising events as participation by the small minority of parents who lead these initiatives is not sustainable.

### 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  |
|---|---|
| <p>Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from 2019 baseline data towards the system-negotiated target.</p> | <p>Internal school data indicates the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) has increased from baseline data indicating the school has made progress towards the achievement of the system negotiated target. Cohort size does not allow the publication of percentages however individual student data is reported directly to parents and carers throughout the year.</p>   |
| <p>Increase in the proportion of students attending school 90% of the time or more by 5.7% to the lower bound system-negotiated target.</p>   | <p>Attendance data indicates the proportion of students attending school 90% of the time or more has decreased from baseline data indicating the school has not achieved the system negotiated target. Cohort size does not allow the publication of percentages however individual student data is reported directly to parents and carers throughout the year.</p> <p>Focus on this target has resulted in a significant improvement in the number of explained absences following formal notifications to parents each Friday.</p> |
| <p>Improve the school's self-assessment level in the themes of High Expectations to sustaining and growing and Community Engagement to Sustaining and Growing against the School Excellence Framework.</p>              | <p>Self-assessment against the School Excellence Framework shows the school is currently performing at Delivering in the theme of High Expectations.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing in the theme of Community Engagement.</p>  |



| Funding sources                                       | Impact achieved this year   |
|---|---|
| <p>Integration funding support</p> <p>\$90,067.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Berridale 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>• Wellbeing &amp; Engagement</li> <li>• Community Engagement</li> <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>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs).</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP).</li> <li>• engaging specialist staff to collaborate with classroom teachers to prepare, implement and review literacy and numeracy programs which cater for the needs of all students in a rural setting.</li> <li>• combining funding sources (Integration Funding Support, Location and Low-Level Adjustment for Disability) to engage an additional full time School Learning Support Officer (SLSO) to support the class teacher with delivering personalised learning support plans for students in isolated settings.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> Informal observations and formal assessment data indicate that the personalised support offered by a Student Learning Support Officer (SLSO) within the classroom has allowed students with identified disability to successfully access the curriculum. There has been noticeable improvement in student wellbeing, engagement with learning and contribution to whole-class activities with the individual support provided by the SLSO. Students have made progress towards Personalised Learning Support Plan (PLSP) goals and refinements have been made to ensure that learning needs continue to be addressed. Teacher confidence in identifying students requiring supplementary adjustments for the Nationally Consistent Collection of Data (NCCD) has increased through participation in professional learning. Classroom teachers have been active participants in developing PLSPs, in consultation with parents and learning and wellbeing supports.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> The Learning Support Team will continue to build relationships with targeted students and collaborate with the classroom teacher to develop comprehensive personalised learning support programs. Where appropriate, SLSOs will communicate observations towards the preparation of applications for further support or assessment. Principal will review non-teaching staff Performance Development Plans (PDPs), ensuring alignment with our school's strategic directions, professional learning goals and student need.</p> |
| <p>Socio-economic background</p> <p>\$27,059.37</p>   | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Berridale 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>• Collaborative and Quality Teaching Practices</li> <li>• Wellbeing &amp; Engagement</li> <li>• Community Engagement</li> <li>• Other funded activities</li> </ul>   |

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| <p>Socio-economic background</p> <p>\$27,059.37</p>           | <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through effective guided reading practices to support student learning.</li> <li>• Instructional Leader and Assistant Principal Curriculum &amp; Instruction (APCI) in class support and observations.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Explicit teaching has increased students ability to demonstrate independent work habits, higher engagement, lateral thinking and deeper understanding of concepts. Staff capacity to differentiate literacy activities based on anecdotal records and assessment data has improved. Students ability to independently plan, draft and create written texts using text features, sentence level grammar, punctuation and vocabulary suited to a particular audience has increased.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Professional development will continue to comprise of instructional support, demonstration lessons and collaborative planning, resulting in quality teaching practices. Teachers will continue to track student progress against the Literacy Learning Progressions and improved outcomes in reading fluency and comprehension will be indicative of effective guided reading practices. Instructional support is required for teachers to build confidence in data analysis, curriculum implementation and moderating work samples.</p>   |
| <p>Aboriginal background</p> <p>\$2,735.29</p>                | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Berridale 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students.</li> <li>• community consultation and engagement to support the development of cultural competency.</li> <li>• engaging with the Aboriginal Community Liaison Officer (ACLO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Improved understanding of the community, cultural, historical and learning support needs required to meet goals set in the Personal Learning Pathways (PLPs) of Aboriginal students. The school has enhanced relationships with local Ngarigo community members, leading to greater connection to country and understanding of Berridale's cultural connections.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Commitment to a journey of continuous improvement where all Aboriginal learners are supported to grow and improve. This will entail close consultation with local community and improved partnership across our network of schools. The school will continue to employ Student Learning Support Officers to support the delivery of PLPs for Aboriginal students.</p> |
| <p>Low level adjustment for disability</p> <p>\$35,767.80</p> | <p>Low level adjustment for disability equity loading provides support for students at Berridale 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</b></p>   |

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| <p>Low level adjustment for disability</p> <p>\$35,767.80</p> | <p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative and Quality Teaching Practices</li> <li>• Wellbeing &amp; Engagement</li> <li>• Community Engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to prepare, implement and review literacy and numeracy programs which cater for the needs of all students.</li> <li>• combining funding sources (Integration Funding Support, Location and Low-Level Adjustment for Disability) to engage an additional full time School Learning Support Officer (SLSO) to support the class teacher with delivering personalised learning support plans for students in isolated settings.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> Teachers enhanced their knowledge, skill and capacity to implement high quality literacy and numeracy programs in consultation with specialist learning support staff.<br/> Students received individual support in the implementation of Personalised Learning Support Plans (PLSP). Each student made progress towards their PLSP and identified learning goals. Targeted students received daily MacqLit intervention and were able to demonstrate improvement in phonemic awareness and fundamental number concepts.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> Ensuring school planning involves strategic placement of learning support staff to deliver personalised learning support programs in collaboration with classroom teachers, families and external providers.</p>  |
| <p>Location</p> <p>\$6,131.94</p>                             | <p>The location funding allocation is provided to Berridale 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>• Community Engagement</li> <li>• Other funded activities</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>• Combining funding sources (Integration Funding Support, Location and Low-Level Adjustment for Disability) to engage an additional full time School Learning Support Officer (SLSO) to support the class teacher with the delivering personalised learning support plans for students in isolated settings.</li> <li>• engaging specialist staff to collaborate with classroom teachers to prepare, implement and review literacy and numeracy programs which cater for the needs of all students in a rural setting.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> A comprehensive timetable of Student Learning Support Officer (SLSO) support to assist with the delivery of personalised learning support programs contextualised to the needs of students in isolated settings, coupled with extensive professional learning, namely the 'Time for Teaming Up' workshop has resulted in greater role clarity. This has enhanced collaboration between teachers and support staff and understanding of the role of an SLSO in administering targeted learning support interventions under the direction of the classroom teacher.<br/> Students received individual support in the implementation of Personalised Learning Support Plans (PLSP). Each student made progress towards their PLSP and identified learning goals. Targeted students received daily MacqLit intervention and were able to demonstrate improvement in phonemic awareness and fundamental number concepts.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> |

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| <p>Location</p> <p>\$6,131.94</p>               | <p>To upskill SLSOs in developing and delivering Personalised Learning Support Plans (PLSPs) alongside the class teacher so that there is a shared ownership of these targeted interventions.</p>   |
| <p>Professional learning</p> <p>\$12,074.35</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 Berridale 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>• Collaborative and Quality Teaching Practices</li> <li>• Data Skills Inform Teaching and Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent reading.</li> <li>• Analysis of the Science of Reading and evidence to support a move away from PM readers.</li> <li>• Close review of the literacy block and existing subscriptions by all staff, including sharing resources and tools currently in place.</li> <li>• Review of assessment practices and systems in place to track student progress against the Literacy Learning Progressions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Explicit teaching of reading followed by independent practice is now observed within the literacy block and teachers are more confident using assessment records to reflect on teaching. Students demonstrate higher engagement with quality learning activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Professional development will continue to comprise of instructional support, demonstration lessons and collaborative planning, resulting in quality teaching practices. Instructional support will continue with the goal of assisting teachers in planning for and implementing effective literacy block activities.</p> |
| <p>QTSS release</p> <p>\$11,955.17</p>          | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Berridale 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>• Collaborative and Quality Teaching Practices</li> <li>• Data Skills Inform Teaching and Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of instructional rounds involving Assistant Principal Curriculum &amp; Instruction (APCI) and Principal Instructional Leader to strengthen quality teaching practices.</li> <li>• additional teaching staff to implement quality teaching initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Principal undertook an instructional leadership role, supporting early career teachers in team teaching and collaborative planning. Mentoring led to effective instruction, higher engagement and more thorough assessment to inform practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue a model of guided instructional support with classroom teachers. Highlight professional development goals within the Performance and Development Plan (PDP) framework.</p>  |

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|---|--|
| <p>COVID ILSP</p> <p>\$23,009.93</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group.</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>All students participating in the Covid Intensive Learning Support Program (COVID ILSP) achieved significant progress towards their personal learning goals. All students have made significant progress with their decoding, fluency, comprehension skills and spelling. Reading accuracy had significant improvement across all students. Students have a positive attitude, which has flowed through to their classwork, general confidence and enjoyment of school.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>The COVID ILSP funding will cease in 2024 and move to small group instruction. Small group instruction will continue to operate in the same manner under the direction of the learning and support teacher.</p>  |
| <p>AP Curriculum &amp; Instruction</p> <p>\$31,017.60</p> | <p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative and Quality Teaching Practices</li> <li>• Data Skills Inform Teaching and Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school.</li> <li>• collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum.</li> <li>• lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers.</li> <li>• strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Assistant Principal, Curriculum and Instruction (APCI) supported a strong instructional leadership model within the school, coordinating professional learning for teachers, which resulted in increased knowledge, skill and capacity of teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>For the APC&amp;I to work alongside the Principal in generating and delivering a needs-based Professional Learning calendar, supported by staff Performance Development Plan goals and the school's strategic priorities.</p> |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2020       | 2021 | 2022 | 2023 |
| Boys     | 27         | 28   | 34   | 31   |
| Girls    | 27         | 23   | 25   | 30   |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2020 | 2021 | 2022 | 2023 |
| K         | 92.6 | 94.3 | 84.6 | 88.8 |
| 1         | 89.7 | 87.9 | 89.9 | 88.4 |
| 2         | 92.9 | 88.0 | 91.4 | 87.7 |
| 3         | 83.4 | 87.9 | 88.5 | 85.5 |
| 4         | 92.0 | 84.1 | 88.0 | 88.0 |
| 5         | 94.7 | 82.9 | 81.7 | 89.4 |
| 6         | 93.3 | 90.9 | 86.5 | 67.2 |
| All Years | 92.1 | 89.2 | 87.5 | 87.4 |
| State DoE |      |      |      |      |
| Year      | 2020 | 2021 | 2022 | 2023 |
| K         | 92.4 | 92.8 | 87.9 | 91.1 |
| 1         | 91.7 | 92.7 | 87.4 | 90.5 |
| 2         | 92.0 | 92.6 | 87.8 | 90.8 |
| 3         | 92.1 | 92.7 | 87.6 | 90.9 |
| 4         | 92.0 | 92.5 | 87.4 | 90.6 |
| 5         | 92.0 | 92.1 | 87.2 | 90.3 |
| 6         | 91.8 | 91.5 | 86.3 | 89.8 |
| All Years | 92.0 | 92.4 | 87.4 | 90.6 |

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

| Position                                | FTE* |
|---|------|
| Principal(s)                            | 1    |
| Assistant Principal(s)                  | 0.2  |
| Classroom Teacher(s)                    | 3.03 |
| Learning and Support Teacher(s)         | 0.2  |
| Teacher Librarian                       | 0.17 |
| School Administration and Support Staff | 1.63 |

\*Full Time Equivalent

## 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 2023, 2.5% 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> | 2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.00%                  | 3.60%   |
| Teachers       | 3.00%                  | 3.40%   |

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

|                                       | 2023 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 216,819.83       |
| <b>Revenue</b>                        | 1,144,976.87     |
| Appropriation                         | 1,103,221.16     |
| Sale of Goods and Services            | 370.97           |
| Grants and contributions              | 37,898.69        |
| Investment income                     | 3,486.05         |
| <b>Expenses</b>                       | -1,145,979.94    |
| Employee related                      | -982,403.91      |
| Operating expenses                    | -163,576.03      |
| <b>Surplus / deficit for the year</b> | -1,003.07        |
| <b>Closing Balance</b>                | 215,816.76       |

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

## Financial summary - Equity loadings

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

|                         | 2023 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 71,835                            |
| <b>Equity Total</b>     | 65,562                            |
| Equity - Aboriginal     | 2,735                             |
| Equity - Socio-economic | 27,059                            |
| Equity - Language       | 0                                 |
| Equity - Disability     | 35,768                            |
| <b>Base Total</b>       | 814,856                           |
| Base - Per Capita       | 15,355                            |
| Base - Location         | 6,132                             |
| Base - Other            | 793,369                           |
| <b>Other Total</b>      | 59,340                            |
| <b>Grand Total</b>      | 1,011,594                         |

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Each year schools are required to seek the opinions of students, parents and staff. Throughout the year, communication and consultation took place with community regarding the school's direction and achievements. This was completed through surveys, bi-termly Parents & Citizen Principal reports, term newsletter distribution and social media posts. This year our school sought the opinions of students, parents and staff using the 'Tell Them from Me' online survey and 'People Matter Employee Survey'.

**Parents and Carers:** From the findings it was noted that 84% of parents and carers participating in the survey agree that they feel welcome at the school. 89% of parents and carers indicated that they had talked with their child's teacher about learning or behaviour. Parents and carers believe that staff take an active role in making sure that all students are included in activities. 100% of parents and carers had attended a meeting at the school on more than 2 occasions and 26% were involved in school committees. The school will continue to generate opportunities for parent and community engagement as activities within our 2021-2025 Strategic Improvement Plan (SIP). Parent and carer surveys will be conducted to identify which opportunities motivate parent engagement. 79% of parents and carers surveyed acknowledged that the school is a culturally safe place for all students. The majority of parents and carers indicated that the school supports positive behaviour.

**Students:** A high percentage of students feel they have someone at school who consistently provides encouragement and can be turned to for advice. 100% of students know where to seek help if they are bullied and 90% of students are proud of their school. 85% of students feel valued by their peers and others at their school. Future directions will target reducing the the percentage of students who feel they have been a victim of bullying from 30%. The school will analyse existing wellbeing interventions and continue to monitor wellbeing data through the 2021-2025 SIP. The school has made significant inroads towards reducing the number of students who feel they are subjected to bullying at school and this is positively reflected in our lower than state average data. Future interventions will involve building a growth mindset culture where students persevere with challenge.

**Staff:** 100% of staff who participated in the People Matters Employee Survey indicated a sense of accomplishment and belonging within the school and organisation. All staff viewed their job as providing opportunity to use a variety of skills and were proud to tell others where they worked. 90% of staff believe they get the support they need to do their job well, however, fewer than half of staff believe they have the time to do their job well.

9 out of 10 teachers surveyed in TTFM indicated to have been supported by school leaders during stressful times. The school is working to support staff in keeping their stress to an acceptable level through wellbeing initiatives, direct conversation and collaboration. The school achieved a score of 7.7 out of 10 by staff in collaboration as a driver of student learning and 8.3 out of 10 staff surveyed have high expectations for student learning.

A comprehensive list of all findings can be accessed by contacting the school for all results of reviews.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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