

Berrigan Public School 2019 Annual Report



1207

Introduction

The Annual Report for 2019 is provided to the community of Berrigan 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 school 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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Message from the principal

The year has been one of considerable growth for the school, I can't help but be impressed by the manner in which everyone has grown as learners, not just students but staff too. This is in part due to the way staff plan to engage students in rich learning experiences but also the way in which the students have been self-motivated to learn – for me this is the real reason why I'm involved in education. Nothing is more satisfying than watching a student engaged in their learning, the classroom practically hums, a thirst for learning and wanting to know more and then to excitedly share that learning, whether it be writing, problem solving, robotics, space projects, monologues or taking your place in the school performance.

What about living out the new school values – proud, responsible, respectable and safe – we are all working hard to ensure we grow strong, resilient, independent young citizens. There have been worthy displays of thinking of others this year – Shave for a Cure, Bushfire Appeal and #BusttheDust, when our own small rural communities have their own immense struggle with drought and lack of water. We were thanked by Amaroo for spreading some Christmas Cheer through connections, ukulele and song, there were tears, the residents haven't stopped talking about it! I know the residents have come to look forward to our fortnightly visits and really miss the kids if for some reason it doesn't happen. These are powerful connections!

Without you we have no school, no community! We value the connections we have with you and the partnerships forged with you to ensure our students thrive. A school is only as good and as strong as the partnerships we have with you – we are all in this together with your children at the core.

Thank you to all of the staff whose professionalism is evident in the way they tackle each day, they really do go over and beyond for your children. Thankyou to Jono Wright for the positive impact he has had on us all and for the knowledge he has shared with us and the programs he has engaged the students in – DrumBeat, Rock & Water and Brave. These programs really supported our efforts to develop resilient young people, in finding harmony, developing stronger relationships and contributing positively to family life, school life and community life. We have come a long way, change does not happen overnight and we recognise we have a way to go.

We have maintained our staffing due to the drought moratorium, our enrolment numbers are increasing and I believe we will start 2020 with 78 students. We will have 4 classes and welcome a Rural Experience Program teacher who is seeking a sea-change or rather a tree change from Sydney to Berrigan.

We are proud that BPS is safe learning environment growing responsible and respectful learners.

School background

School vision statement

Empower students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.

School context

Berrigan Public School services a small rural community of approximately 1500 people. For over 100 years this school has provided quality public education to the children of Berrigan and the surrounding district. The school has a teaching principal and maintains four classes.

Our goal is to develop students who are self-motivated learners who work both cooperatively and independently whilst striving to reach their full potential. We are committed to the development of their whole being: academically, culturally, physically, socially and morally.

Passionate and professional teachers and support staff, excellent resources and a supportive parent and wider community provide an environment conducive to achieving excellence for all students. Programs and learning opportunities that focus on the arts, environment, technology, healthy life styles, leadership, sport and appreciation of others are evident across the school.

Berrigan Public School is a founding member of the BiJOU Learning Community along with Jerilderie and Urana. This partnership was formed in 2013 to provide a vehicle to develop teachers capacity to meet the literacy and numeracy needs of all students. Professional learning with others is a valuable tool in self improvement.

The school attracts equity funding in a range of areas to support its targeted programs.

To find out more information relating to Berrigan Public School please visit our website at:
www.berrigan-p.schools.nsw.edu.au

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 and participated in an external validation. 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 school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In September Berrigan Public School participated in the External Validation process and was validated as self assessed and based on the evidence presented was validated as excelling in the element of Well being and as Sustaining and Growing in the element of Educational Leadership.

Strategic Direction 1

Engaged Learners

Purpose

Improve student learning outcomes through the delivery of high-quality reflective and collaborative teaching practice that is evidence based and data driven.

Improvement Measures

All students will demonstrate growth in literacy and numeracy capabilities as measured against the new progressions, external data and internal school data.

Increase the proportion of students in the top 2 NAPLAN bands in literacy and numeracy by 6% (2020)– Bump it Up

Personalised learning goals for teachers show improvement as measured against relevant frameworks.

Overall summary of progress

Staff have engaged in unpacking multiple syllabii, developing a deeper understanding of the literacy and numeracy progressions and taken a 'deep dive' into SCOUT and PLAN2 to utilize all data available to plan for improving student outcomes. The tailored support 'Planning for Writing' professional learning supported staff to plan for quality writing informed by their knowledge of what constitutes a proficient writer and to use the progressions to track targeted writing behaviours.

Progress towards achieving improvement measures

Process 1: Data, reflection and feedback

Develop staff skills and knowledge around the use of data to inform engagement, learning and assessment.

Ensure learning is data driven and based on formative assessment practices, learning progressions, targeted intervention and feedback that reflects the evidence and allows access to tailored support, extension or enrichment programs including Bump it Up.

Evaluation	Funds Expended (Resources)
Staff engaged in School Services delivered professional learning in the use of SCOUT and interrogated the school's data. Staff participated in subsequent professional learning opportunities to deepen knowledge about literacy and numeracy and effective strategies to improve student outcomes in these areas.	casual release – \$14000 (28 days)

Process 2: Innovation

Design and implement learning experiences for students that develop 21st century learning skills using innovative and emerging technologies.

Evaluation	Funds Expended (Resources)
The third STEAM Camp attracted large numbers of Year 4 students from across the network and was supported by the learning community mentors and emerging leaders from within the schools to host an innovative experience in robotics, coding and design thinking. The Drama Camp was again very successful culminating in a high quality performance. The annual Robotics Challenge also put creativity and ingenuity to the test and students rose to the occasion for this annual event.	

Strategic Direction 2

Positive Productive Partnerships

Purpose

Creating a culture of collaboration where everyone feels valued, engaged and empowered.

Improvement Measures

Networks of teachers and leaders are using and articulating research evidence and using the literature to shape self-improvement

Students will demonstrate growth in the 'Soft C' skills of:

- Communication
- Creativity
- Curiosity
- Collaboration
- Cooperation
- Caring

Overall summary of progress

Staff participated in professional learning, particularly in literacy, and used CESE's 'What works best' document to improve student outcomes. Professional dialogue and rich conversations around 'making a difference' and working together to achieve improved student outcomes occurred. The BiJOU Learning Community was used as a professional hub with valuable shared professional learning occurring with staff from across the network both for teaching and support staff.

Progress towards achieving improvement measures

Process 1: Teacher Professional Learning and Collaborative Practice:

Enhancing staff knowledge and skills through implementation of high quality evidence based professional learning and collaborative structures to support shared learning.

Evaluation	Funds Expended (Resources)
Staff participated in a tailored support writing project alongside department personnel ie Curriculum Advisors, Literacy and Numeracy Strategy Advisors to plan for writing on a three week cycle using English Concepts, Literacy Progressions and the syllabus.	casual release – \$4500 Funding Sources: <ul style="list-style-type: none">• Professional Learning (\$4500.00)

Process 2: Leadership

Develop and support the professional growth of leaders through innovative practices and shared opportunities across the learning community.

Evaluation	Funds Expended (Resources)
Staff participated in many learning community initiatives designed to bring staff together from across the network to access and share professional learning. PD was completed for the new Science syllabus and a conference style day was hosted for support staff to develop them professionally to provide more effective support in the classroom, particularly in relation to guided reading and behaviour support. In addition the learning community ran a STEAM Camp, a Drama Camp and a Robotics Challenge Day supported by 'experts' with a passion and drive to improve outcomes for rural and remote students.	Professional Learning @ \$50/hd \$350

Strategic Direction 3

Well-being

Purpose

Foster a positive school culture based on inclusivity, trust and respect.

Improvement Measures

School data indicates growth in student's social development and commitment to learning.

Acknowledging the growth in acceptance of a solutions-focused approach and the value of teamwork

Overall summary of progress

The external validation process identified well-being as an area of excellence at Berrigan Public School. Many initiatives ie Drum Beat, Rock and Water, Second Step, FRIENDS etc have supported the emotional and social growth of the students across the school and the TTFM and ACER SEL survey results highlight students are socially, institutionally and intellectually engaged.

Progress towards achieving improvement measures

Process 1: Evidence Based Wellbeing Initiatives

Accessing training for staff to implement evidence-based well-being initiatives to develop an adaptive and resilient mindset that is safe and open to risks, challenges and change.

Evaluation	Funds Expended (Resources)
The school supported the School Chaplain/School Wellbeing Support Officer to implement many initiatives designed to develop resilience. Drum Beat proved very popular as did Rock and Water. The breakfast program, three mornings a week, also proved to be a great way to start the day. The school's partnership with inter-agency group Intereach also gave the school an opportunity to run an abridged FRIENDS program with the girls to foster improved social skills and positive friendships. Survey results highlighted the many positives students found in the initiatives and also indicated improved positive relationships within the school	SWSP program – \$7000 school contribution Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Next Steps

To implement the Bounce Back SEL program across the school as it is more in line with the school's values – Proud, Safe, Responsible and Respectful

Smiling Minds – dedicated time for daily mindfulness practice across the whole school

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$1 483.00) 	Students were engaged in learning about Indigenous culture and customs through art, dance, music and storytelling within classroom teaching and learning programs.
Low level adjustment for disability	SLSO hours SLSO Conference attendance Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$10 154.00) 	Students receiving integration funding support were supported in the classroom to work towards achieving their goals as set out in their individual learning plans. Staff were supported by access to quality professional learning to support them to work more effectively in the classroom.
Quality Teaching, Successful Students (QTSS)	QTSS allocation – casual release Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$14 193.00) 	This QTSS funding gave the school flexibility to release staff to collaboratively plan particularly with strategic support being provided by School Services in the area of writing. Staff were able to make school visits to view best practice and to mentor other less experienced staff.
Socio–economic background	Staffing 0.4 FTE \$40000 South West Music – Ukulele program \$4000 Funding Sources: <ul style="list-style-type: none"> Socio–economic background (\$44 219.00) 	Extra support in the classroom supported student learning growth through 1:1 and small group instruction in the areas of literacy and numeracy. Analysis of data in SCOUT identified areas of need where intervention was then provided.
Bump It Up	Readers – decodables and non fiction texts \$600 PAT–R (Reading) assessments – FREE access as Bump it Up school Essential Assessment \$800 Funding Sources: <ul style="list-style-type: none"> Literacy and Numeracy (\$1 469.00) 	All professional learning staff participated in was aligned to the school plan, strategic directions and their individual Performance Development Framework. PD was designed to deepen staff knowledge and build their capacity to meet the literacy and numeracy needs of the learner. BPS received a 0.4 Instructional Leader throughout the year and further literacy and numeracy support was provided to the teaching staff at point of need.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	45	45	41	40
Girls	37	39	35	31

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	94.9	86.6	88.4
1	94.4	91.9	88.4	87.5
2	95.4	95.3	87.6	89.7
3	94.3	94.9	91.2	91.8
4	96.4	94.2	93.3	84.7
5	95.9	94.4	90.2	94.2
6	79.4	92.5	92.4	87.9
All Years	93.4	93.9	90.1	89.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Overall attendance figures at Berrigan Public School were significantly down on the state average with the exception of Year 5. A small number of students exhibit poor attendance patterns and this skews the overall result for the school.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.47
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.48

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

All teaching and support staff at Berrigan Public School participated in a number of professional learning events designed to build their capacity to achieve some of the key priorities as set out in their individual Performance Development Plans and the school plan. Staff were also involved in professional learning programs that built their skills and knowledge in nominated mandatory areas.

School Development Days (SDDs)

Term 1 SDD focused on school planning and informing the new planning cycle.

Term 2 SDD provided an opportunity to revisit the school's strategic directions and plan for how to achieve well-being, engaged learners and positive, productive partnerships.

The Term 3 SDD covered well-being, communication, community engagement and supporting the literacy and numeracy growth of all of our students. Some staff members shared new knowledge on number talks and writing strategies. During the term the school counsellor delivered a staff meeting presentation on Trauma Informed Practice and executive function.

In lieu of the Term 4 end of year days, all teaching and support staff attended Part 2 of the Lego WeDo course and joined with schools from across the network to complete 'Implementing the Science and Technology Syllabus K-6' over two afternoon sessions. The afternoon/evenings provided quality professional learning and an opportunity to learn from colleagues. Staff also completed their First Aid which incorporated completion of the annual CPR/Anaphylaxis requirement. All staff completed the MAPA (Managing Actual and Potential Aggression) training over two afternoons.

The principal attended network meetings, learning community meetings, hub meetings and Deniliquin PPA meetings etc. The principals also attended the Wagga PPC Start Up Conference, the Riverina PPC Annual Conference and the NSWPPA State Conference.. The School Administrative Officer attended the local SAS conference, it proved a valuable opportunity to network with others from around the area. The learning community hosted a conference for SLSOs (School Learning Support Officers) to build their capacity to provide effective classroom support particularly in the area of guided reading and behaviour support.

Berrigan PS was previously targeted for strategic support by School Services. Staff participated in professional learning by engaging with SCOUT to analyse school data and to build deeper knowledge around the learning progressions. Over the year teachers worked alongside department personnel to plan for improved writing outcomes. Some staff attended The Literacy Den in Moulamein where Jennie Wilson used a Rural and Remote Education initiative to expand teacher's knowledge of effective literacy practices and teaching strategies to build their capacity to meet the literacy needs of the learner. One staff member also participated in Additive Strategies professional learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	45,271
Revenue	1,209,746
Appropriation	1,176,679
Grants and contributions	32,460
Investment income	507
Other revenue	100
Expenses	-1,227,629
Employee related	-1,117,330
Operating expenses	-110,299
Surplus / deficit for the year	-17,883

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.

There was an overspend for the 2019 year and this can be attributed to extra staffing utilized to support small group literacy and numeracy interventions across the school and to support more fully students who receive targeted integration funding.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	63,596
Equity Total	79,736
Equity - Aboriginal	1,483
Equity - Socio-economic	44,219
Equity - Language	2,537
Equity - Disability	31,498
Base Total	801,270
Base - Per Capita	17,833
Base - Location	24,305
Base - Other	759,133
Other Total	59,141
Grand Total	1,003,744

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

The students participated in the Tell Them from Me survey bi-annually and this survey indicates that students at Berrigan Public School have great friendships with their peers and value school outcomes. There are been improved levels of positive behaviour with increased effort, interest and motivation. Students feel there could be clearer rules and consistent expectations around behaviour in the classroom.

Parents indicate they value what we do, the education opportunities and experiences we offer and the support we provide for their children and the family unit. They are very supportive of the extra curricula activities that the students are exposed to. They are very pleased with the variety of communication channels being used, the use of SeeSaw has given them a view of the classroom not experienced before.

Staff at Berrigan Public School believe that a developing culture of learning, an inclusive classroom where varied teaching strategies have been implemented along with increased use of technology as a tool for learning and the use of data to inform practice, is making a real difference.



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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.