

Berridale Public School

Annual Report



2016



1206

Introduction

The Annual Report for 2016 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 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.

Mrs Tracey Southam

Principal

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Message from the Principal

I would like to formally thank the hardworking teachers and staff at Berridale PS for not just a good year, but a great year. In particular Mrs Dawes for giving much more than 100%. Cathy has been a constant in the front office, nothing is too hard, or too much trouble and most things that need doing got finished yesterday.

In equal measure I extend a huge thank you to all parents, especially our P & C members, for their support of our beautiful school.

Our school is much more than a stone building on the National Trust. Our core business is to provide the best education for the students in our care. We are a school that encourages students to be creative, to collaborate and to look to its community with a sense of pride. I am immensely proud of our school, its students and the community to which it belongs.

Mrs Tracey Southam

Message from the school community

Once again our P&C have been very proactive in the area of fundraising! We cooked up a storm each month at the local Country Club, cake stall and wood fire raffle at the local Easter Fair, catered morning tea for the Cooma Car Club's Surf to Summit, cake stall at the inaugural Le'Tape bike ride through our town. P&C held a Bush Dance to farewell our long time School Administration Manager. This was a fantastic night! Our successful fundraising has enabled the P&C to provide students at Berridale Public School with a number of things throughout the year, including certified mulch under the newly reinstalled play equipment (thanks to a very busy working bee of parents and staff), new sand for the sandpit, the annual book subscription for the school library, plants for the grounds and a variety of swimming items, including kickboards, goggles and swim mats for our annual 10 day swim program. P&C also sponsored the LeTape colouring competition, donating 4 prizes. The community spirit at Berridale Public School is what makes all the above possible.

Mr Peter Lette

P&C President

School background

School vision statement

Our core business is to provide the best education for the students in our care.

In consultation with parents we consider students' academic, sporting, social and cultural needs.

We strive to prepare our students for the wider world, building their character and awareness of self.

We support our community and our community supports us.

We create learning environments that promote the learning dispositions:

Resilience – the emotional aspect of learning

Responsibility – the community aspect of learning

Resourcefulness – the thinking aspect of learning

Reciprocity – the social aspect of learning

Reflectiveness – the strategic aspect of learning.

School context

Berridale Public School is a small rural school in the Snowy Mountains, situated between Cooma and Jindabyne. It is in the Snowy River Shire Council and is part of the Monaro Education Group.

Berridale Public School provides a dynamic and caring environment with a strong emphasis on developing 21st Century learning skills and building learning power in all students.

Berridale PS provides a wide range of experiences in all key learning areas with an emphasis on developing literacy, numeracy and problem solving skills.

The school is strongly supported by parents and community members, including an active P&C.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Leading

As always, Berridale Public School focusses on delivering worthwhile educational experiences for children. Student learning and welfare is the core business of our school. Staff have engaged in professional learning that has enabled them to provide effective lessons and leadership within the classroom. Resources have been effectively utilised for the benefit of all children. Staff and parents provided positive feedback on the progress of the school through the annual School Culture survey. Teachers have actively sought professional learning and this has enabled everyone to work together to maintain systems, processes and practices to enhance student learning.

Teaching

Teachers have been involved in collecting and using data to inform teaching practice. Through a school-wide focus on TEN (Targeting early Numeracy) and using phonological and spelling data to improve how spelling is taught in literacy sessions, staff have been able to engage in collegial discussions to improve student learning outcomes. The school wide focus on TEN and Spelling has enabled teachers to create a well-informed picture of school, class and individual student achievement through fortnightly professional learning meetings. This ongoing assessment allows teachers to continually revise where students are on the Literacy and Numeracy continuums and where next to focus teaching strategies..

Learning

Berridale Public School is striving for excellence in learning. Through a culture of feedback with students and teachers we are building a committed group of teachers who focus on delivering quality lessons in the classroom. Teachers have been engaged in delivering quality programs in all Key Learning Areas and have focussed on improving classroom practice in Spelling and TEN (Targeting Early Numeracy). With the introduction of a School Chaplain two days per week, a whole school focus on the FISH! philosophy (which centres on the tenets of: Be there, Play, Have fun and Make someone's day) and the establishment of a Student Representative Council, Berridale students are thriving! Berridale PS has been identified as a Bump It Up School and will consequently focus on improving learning outcomes for students in the middle and top bands of NAPLAN over the next 3 years.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

LEADING

Purpose

To build rich, positive and trusting relationships that improves the capacity of parents, and the wider community, to support student learning and participate in school life.

Overall summary of progress

Our first direction has been to build rich, positive and trusting relationships with the school community to support student learning. The school year has been one that has defined Berridale Public School as a place that encourages students to have pride in their community and school. Through extensive participation in P&C activities, building genuine relationships with parents and community members Berridale PS has been able to develop a school brochure and engage a School Administration Officer to actively promote the school and what it is doing. As evidenced by feedback, this has seen a positive effect on school life and the school's standing in the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Maintain or increase the amount of parents attending P&C meetings and school events. Increase the amount of parent volunteers in the school for various activities.	Berridale PS saw 7 new families join our school in 2016. The school has received overwhelming support from fundraising events such as cake stalls, working bees, and community events such as the Cooma Car Club Surf to Summit morning tea and the Le Tape by Tour De France bike ride.	\$ 0

Next Steps

In 2017 the school will continue to articulate high expectations of learning for all students. It will also focus on building stronger relationships with pre-schools in order to encourage more children to enrol in the school.

Strategic Direction 2

LEARNING

Purpose

To inspire a life-long passion for learning by meeting individual student need. To design a learning provision that is personalised for each student in a way which is purposeful and engaging to ensure it is directly related to each students' stage of learning development.

Overall summary of progress

Our second strategic direction is about supporting our students to be their best by meeting individual student need. From Kindy to Year 6 we have targeted numeracy skills, learnt to teach spelling better, encouraged students to make learning goals in class and collected data about reading progress and phonological knowledge. We have worked as a tight group of teachers striving to improve student learning outcomes. Our hard work is paying off.

For the past two years, our year 3 and year 5 students in the middle and top bands for NAPLAN have had above state average growth. That is, students in years 3 and 5 at Berridale PS have outperformed a majority of students in the state. We have been identified as one of 137 primary and secondary schools with the greatest potential to improve student performance in reading and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School based assessment data indicates that a majority of students are achieving at or beyond expected stage standard in reading and numeracy. Levels of achievement in Literacy and Numeracy will be improved through engaging, differentiated teaching and learning designed to meet the needs of all individuals.	Teachers collected data that showed all students progressed in Reading levels, Spelling age and early numeracy strategies.	TEN \$5 000

Next Steps

Berridale PS has been identified as a Bump it Up school and will focus on student growth in the top and middle bands for NAPLAN.

Through Focus on Reading teachers will continue to develop sound classroom practice based on evidence and personalised learning.

Both 'Bump It Up' and 'Focus on Reading' will aim to inform parents regularly of student achievement.

Strategic Direction 3

LIVING

Purpose

To ensure every student in our care is engaged in meaningful learning experiences that helps them achieve their full potential as a learner, leader and responsible citizen. To ensure every student in our care is engaged in meaningful learning experiences that helps them achieve their full potential as a learner, leader and responsible citizens.

Overall summary of progress

Our final strategic direction is to prepare our students for the world, building their character and self-awareness. Through Mr McMahon's continuing focus on the habits of learning and Mrs Anderson establishing a Student Representative Council and introducing the FISH philosophy we have built a wonderful student body that is supportive, makes mistakes and forgives. The school received funding to engage a School Chaplain for two days a week and this has had a dramatic effect on the life of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Students are able to discuss how they learn and identify their habits of learning, and habits within their classmates.</p> <p>Staff survey data indicates 100% of staff have the understanding and confidence to implement and measure the effectiveness of the BLP approach.</p> <p>The HOW2Learn Action Plan achieves 100% of its aims.</p> <p>Staff plot students on the K-6 Building Learning Power continuum.</p>	<p>Staff engaged in regular HOW2Learn meetings to focus on the habits of learning.</p> <p>The School established a Student Representative Council.</p>	\$ 0

Next Steps

The school will continue to engage the School Chaplain in meaningful ways that will enhance student life.

The school will introduce Peer Support to develop Year 6 leadership skills and the positive teaching of values.

Key Initiatives	Impact achieved this year	Resources (annual)
Quality Teaching, Successful Students (QTSS)	This year a teacher mentor was appointed to our year 4-6 teacher and regular weekly meetings occurred to help the teacher with programming, planning, classroom routines, student expectations and assessment.	\$2 040
Socio-economic background	A School Learning Support Officer was employed to deliver teacher written Personal Learning Programs in Literacy and Numeracy to children across the school.	\$5 521

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	50	45	31	36
Girls	40	36	30	35

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.3	96.2	92.7	93.5
1	93.7	94.9	92.8	94.2
2	95.5	96.5	93.6	93.9
3	95.4	96.1	94	95.4
4	95.5	96.5	92.6	97.4
5	93.1	93.2	93.1	94
6	92.4	95.4	91.6	92.6
All Years	93.8	95.5	92.9	94.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KINDER/YR1	19
YEAR 2/3	21
YEAR 4/5/6	24

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration & Support Staff	1.43
Other Positions	0.02

The Australian Education Regulation, 2013 requires schools to report on the Aboriginal composition of their workforce.

In 2016 there were no people of Aboriginal heritage employed at the school.

Workforce retention

In 2016 Mrs Pamela Anderson resumed her substantive position as a classroom teacher after being Acting Principal at Dalgety Public School.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

All staff participated in School Development Days which included activities such as: compliance training for CPR, Anaphylaxis and Asthma, policy development, School Plan initiatives, data, assessment, general school organisation and a special focus on teaching Spelling.

Other Professional Learning Activities included:

- Child Protection Awareness Training
- TEN (Targeting Early Numeracy)
- L3 (Language, Learning and Literacy) Ongoing Professional Learning
- Information Technology
- Robotics
- Learning and Support Teacher network meetings
- Differentiation and Learning conferences
- Understanding Autism - Online course
- Monaro Education Group meetings
- LMBR training.

Financial information (for schools using OASIS for the whole year)

Income	\$
Balance brought forward	43 580.00
Global funds	88 166.00
Tied funds	44 767.00
School & community sources	24 288.00
Interest	0.00
Trust receipts	21 151.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	8 432.00
Excursions	5 456.00
Extracurricular dissections	24 020.00
Library	5 052.00
Training & development	1 073.00
Tied funds	51 072.00
Short term relief	17 694.00
Administration & office	34 254.00
School-operated canteen	0.00
Utilities	14 390.00
Maintenance	9 803.00
Trust accounts	25 395.00
Capital programs	3 582.00
Total expenditure	0.00
Balance carried forward	0.00

Financial information (for schools using both OASIS and SAP/SALM)

Financial information (for schools fully deployed to SAP/SALM)

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 reporting of information must be in accordance with privacy and personal information policies. In cohorts of less than 10 students summary statistics or graphical representations must not be used. There were 7 students in Year 3 and 7 students in Year 5 who sat the Literacy component of NAPLAN (which includes Reading, Writing and Language Conventions). Their parents were notified of the results.

The reporting of information must be in accordance with privacy and personal information policies. In cohorts of less than 10 students summary statistics or graphical representations must not be used. There were 7 students in Year 3 and 7 students in Year 5 who sat the Numeracy component of NAPLAN. Their parents were notified of the results.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016, the School sought the opinions of students, parents and teachers about School Culture. Students were surveyed about aspects such as school pride, rewards, being appreciated and listened to, having their learning needs catered for and enjoying school life. The majority of students felt:

- the school knew about parents and the community in which it served
- the School Principal had a positive influence on school culture
- the school praised and rewarded students
- proud of their school
- appreciated and encouraged
- encouraged to do their best; and
- that the school was finding ways to improve what it does.

Teachers were also surveyed about school culture. Of responses received, teachers felt the school:

- focussed on student need as its main priority
- encouraged students to achieve their best
- encouraged everyone to be continually learning: and
- valued and supported the contributions of parents.

Parents were also surveyed about school culture. Parents felt:

- the school usually found ways to improve on what it does
- proud of their school
- the school made important changes where needed
- praised and rewarded students

- the Principal had a positive influence on school culture.

Policy requirements

Aboriginal education

School programs supporting Aboriginal Education and Aboriginal perspectives, culture and history are taught at Berridale Public School. Aboriginal Education is integrated into all Key Learning Areas. This year Aboriginal Artist Pauline Coxon-Syron conducted small art workshops with senior primary students and also conducted excursions to local Aboriginal areas and art museums in order to educate students about Aboriginal history in their local area and enable them to exhibit artworks in a travelling Art show in local galleries.

Multicultural and anti-racism education

At Berridale Public School the cultural diversity of our nation is recognised across the Key Learning Areas, in particular with multi-modal texts in Literacy. Activities children participate in provide a vehicle to study and appreciate other cultures and encourage attitudes of respect and tolerance.

This year all students participated in the Country Women's Association Country of Study program - Mongolia. All children participated in displaying what they had learnt about Mongolia in class at a special assembly attended by the Berridale CWA.

Our Anti-racism Contact Officer kept staff informed about current policies and updates.

Other school programs

Significant program and initiatives

Achievements in Sport

Berridale Public School provides numerous opportunities for students to compete against each other, develop skills and a sense of fair play through Swimming, Athletics and Cross-Country Carnivals. The school promotes participation for all, having a go, fair play and the development of the 12 Fundamental Movement Skills. The school Snow sports Program was also conducted in 2016. Many students took part in the program which caters for all abilities in skiing and snowboarding.

Achievements this year include:

- Noah Richards progressed to Regional level at Cross-country
- The School sent a large contingent to the District Swimming and Athletics Carnivals
- The school sent teams to AFI, Netball and Cricket gala days
- All students participated in Soccer clinics
- All students participated in Cricket clinics, including cricket clinics with Sydney Thunder

- 98% of students participated in the annual 2 week Swimming and Water Safety Program.

Achievements in Art

Students are involved in all aspects of the Creative and Performing Arts Syllabus. This year students in Year 2/3 learnt to play the ukulele as a prelude to learning the guitar in Stage 3. Infants and Primary students engaged in specialist music lessons with Mrs Sarah Wall. The school's bi-ennial performance this year was Rats! - The story of the Pied Piper. All children participated in the performance and were able to learn about and understand the elements of drama.

Achievements in Science

This year Berridale PS benefitted from the expertise of Volunteer CSIRO Scientist, Dr William Crozier. Dr Crozier volunteered his time each week to support Science lessons delivered by teachers. This culminated in an inaugural Science Fair where students presented Science projects and were required to explain their learning to independent judges. The Science Fair was considered to be popular with students and an excellent avenue to show off their Scientific knowledge as well as public speaking skills. The Science Fair will become a regular feature in the Berridale PS school calendar.

Student Voice and Welfare

This year the Student Representative Council was established at Berridale PS by Mrs Pam Anderson. The SRC enabled students to represent their class and be involved in quality decisions about their school. This included playground rules and rules for play around fixed equipment.

Mrs Pam Anderson also introduced the FISH! philosophy, which is based on the four tenets of: play, be there, make someone's day and choose your attitude. This simple yet effective philosophy has helped students know the boundaries of acceptable behaviour as well as enables them to discuss situations where they have not shown appropriate behaviour.

A highlight for Berridale PS was that the school received funding to engage a School Chaplain for 2 days per week. The Chaplain has contributed to the welfare of students by assisting class teachers to run values focussed activities based on class need as well as provide learning support for students as a School Learning Support officer.