

Berridale Public School Annual Report



2017



1206

Introduction

The Annual Report for 2017 is provided to the community of Berridale 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

We began our year with great sadness and the very first lesson our students learnt was the hardest lesson in love. We lost a dear teacher and friend, Leonie Riches, and we knew things would never be the same again. I am pleased to say that with acknowledgement from staff and the P&C we will rename the Library in her honour. The very last lesson this year will be a swimming lesson. A lesson in safety. The first lesson perhaps is not so very removed from the last – they epitomise that the beauty of life is the sensations we feel. Between these lessons there has been much more. We welcomed Mrs Emma Potter, and her lovely family, to our school and Ms Hartley and Mrs Yewen took on a pivotal role maintaining the School Library.

Throughout the year we have provided many opportunities for our students – some were temporary, others much more lasting in their depth and rigour. From Road safety, the Science Fair, CWA country of study, cricket clinics, Dance lessons, Tennis lessons, music, ukulele and guitar lessons, to developing student leadership through the Student representative council and Peer Support our students have been immersed in opportunity. Through these many activities we develop an integrated approach to learning and well-being in which students can connect, succeed and thrive at school.

2017 has been a year of highs and lows. Throughout it all the staff and supportive parent body of Berridale PS has focussed on one thing – quality learning for ALL students.

Message from the school community

I am proud to have once again been part of a hardworking and positive team of Teachers, Support Staff, Parents and Family at Berridale Public School.

Fundraising has been a focus for P&C., such as our monthly slot at Coolamatong Country Club cooking and the Easter Fair.

We were able to continue purchasing items for all our students. This year included: the annual book subscription for the library, new signs, the colourful fish signs (as part of the school's fish philosophy) and a 16 bay laptop charging trolley.

The P&C thank everyone who came along and helped with any or all of these fundraising events, the working bees and monthly P&C meetings. I personally would like to thank my P&C Executive, these ladies just go and go, they continually put their time and effort into anything that will benefit our students and our school.

Working bees are another way P&C support our school, this year we cleared out the woods area, removing posts and wire fencing, digging holes in preparation for the new trees, moving mulch, and much more. Thank you to those parents

and staff who helped.

A special thanks goes to Rhonda Cahill, our students have been enjoying Canteen each Thursday this year. What an awesome menu and everything is homemade. Thank you Rhonda, I know the students and staff love their Thursdays.

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.

Learning

Berridale Public School demonstrated commitment to the school community to strengthen and deliver on school learning priorities. The school developed positive and respectful relationships through its FISH philosophy, Student Representative Council and Peer Support focus of "Friendships". Teachers have delivered whole school programs in TEN (Targeting Early Numeracy) and FoR (Focus on Reading) to strengthen student learning, while focussing on 'Bump It Up' goals to build the learning capacity of all of their students. Our student and staff wellbeing has been strengthened by the support of a School Chaplain who works with staff and students two days a week. Students have been immersed in many opportunities – social, academic and sporting, to ensure that they connect, succeed and thrive at school.

Teaching

This year teachers embarked on FoR (Focus on Reading) to build comprehension skills not just in reading, but in all Key Learning Areas. They developed a deep knowledge of reading and teaching comprehension skills and learnt to plot students on the Literacy continuum, keeping in touch with student needs as they regularly revised where students were and where they needed to go to next. As a staff we developed a comprehensive 'Assessment scope and sequence' to ensure data about student progress was up to date and readily available. Through our weekly Learning and Support meetings we kept in touch with the academic and social needs of students. Two teachers applied for, and received accreditation as, Proficient teachers.

Leading

All staff were able to participate in leadership roles and professional development to enhance whole-school learning. Teachers were able to mentor pre-service teachers and interns as well as participate in whole-school well-being programs, such as Peer Support and the Student representative Council. Mrs Pam Anderson trained as a Teacher Trainer for Focus on Reading, Ms Hartley refined skills in the Oliver Library platform and Mrs Emma Potter successfully enabled the school to be ready for NAPLAN Online. With the School Administration Manager, Mrs Cathy Dawes, we were able to successfully complete the LMBR system change and eFPT (Enterprise Financial Planning Tool).

Our self-assessment 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/sef-evidence-guide>

Self-assessment and school achievement (for schools participating in External Validation)

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

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:

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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

As a School we refined our focus on pre-school transition programs, which included visits to the local pre-school and the mobile preschool. Here Teachers and Learning Support Staff took the opportunity to build relationships with students and pre-school staff. In turn pre-school visited Berridale PS and participated in activities. With the support of Dr Bill Crozier and the Snowy River Historical Society the school was able to open the "Berridale Science and History Museum" which aims to build positive community relationships with locals, visitors to the area and to provide quality Science programs for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$16 341 was invested in the Berridale Science and History Museum with a grant from the Office of Environment and Heritage through the "Heritage Near Me" project.	Berridale PS saw 5 new families join our school in 2017. The school received consistent support from the school community in regards to fundraising and working bees.

Next Steps

In 2018 the School will continue to support the community. Through an effective pre-school transition program young children will develop positive school experiences. The school will also encourage professional dialogue between school and pre-school teachers.



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

This year all staff engaged in professional development to improve students' comprehension skills in all Key Learning Areas. Mrs Pam Anderson trained as a School-based Trainer and implemented Focus on Reading as part of the School's 'Bump It Up' strategy to improve the learning capacity of students in the middle and top bands of NAPLAN. Teachers also continued to focus on TEN (Targeting Early Numeracy) and building explicit comprehension lessons into their Mathematics program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>School based assessment data indicates that a majority of students are achieving at or beyond expected stage standard in reading and numeracy.</p> <p>Levels of achievement in Literacy and Numeracy will be improved through engaging, differentiated teaching and learning designed to meet the needs of all individuals.</p>	<p>\$3 748.85 was allocated to professional development and course materials.</p>	<p>As a whole school we tracked student development through standardised testing and saw an improvement in reading levels as well as comprehension in NAPLAN and school based assessment.</p>

Next Steps

In 2018 staff will continue to explicitly teach comprehension skills with a scope and sequence of these skills being aligned to a new Writing text types scope and sequence.



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

To build leadership skills and promote whole school well-being students in Years 5 and 6 were trained to be Peer Support Leaders and implement the "Friendship" module from Peer Support. Leadership training involved a two day course for students held at school. The program enabled students to be skilled leaders and it had a positive impact on school life.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>\$ 690.00 was allocated to affiliation fees and school training manuals.</p>	<p>HOW2Learn strategies continued to be a basis for engaging students in the classroom. Peer Support Training and implementation was received positively from the whole school community. Peer Support groups were used throughout the year for other school events.</p>

Next Steps

Peer Support will be continued in 2018 with the school focusing on the Optimism module.



Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	Our QTSS allocated funding was 0.048 of a teacher which equated to \$4 876.	A number of strategies were used with QTSS funding this year. This included teacher support with a mentor, extra relief from face to face teaching to program specifically for 'Bump It Up' students and team teaching in Term 4. Students made significant progress in Literacy and Numeracy.
Socio-economic background	Our Socio-economic background funding was \$19 021.	With this funding staff were able to train in FoR, Peer Support and be released from class to establish and continue existing school programs. A School Learning Support Officer was employed to assist in class and with individual programs such as MultiLit.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	45	31	36	27
Girls	36	30	35	36

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	92.7	93.5	93.9
1	94.9	92.8	94.2	97.6
2	96.5	93.6	93.9	94.9
3	96.1	94	95.4	94.1
4	96.5	92.6	97.4	93.5
5	93.2	93.1	94	95.7
6	95.4	91.6	92.6	96
All Years	95.5	92.9	94.4	94.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance is monitored by the Teaching Principal. Reminder notes are sent home requesting unexplained absences to be accounted for. The Teaching Principal contacts parents if there are more than 15 days unexplained, or if a student is close to 15 days unexplained absences. The Home School Liaison Officer monitors attendance and when required makes contact with parents or carers of students with high absences.

Class sizes

Class	Total
KINDER/YR1	10
YRS 2/3	26
YRS 4/5/6	24

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.43
Other Positions	0

*Full Time Equivalent

In 2018 there were no people of Aboriginal heritage employed at the school. Mrs Leonie Riches, the School Librarian sadly passed away in January 2017. Mrs Pamela Anderson, Class Teacher, received a service transfer to a neighbouring school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	1

Professional learning and teacher accreditation

Staff engaged in a variety of professional learning activities this year such as: FoR, Peer Support, NAPLAN Online, Road Safety, Child Protection, LMBR, eFPT, CPR and Anaphylaxis updates. This totalled: \$8 659.94

One teacher is maintaining their accreditation at Proficiency, 2 teachers were accredited as Proficient and 2 teachers are pre-2004 trained and completed their WWCC and registration with NESAs.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	27,726
Global funds	65,773
Tied funds	18,385
School & community sources	8,140
Interest	0
Trust receipts	39,031
Canteen	0
Total income	131,330
Expenditure	
Teaching & learning	
Key learning areas	4,420
Excursions	2,561
Extracurricular dissections	14,876
Library	2,655
Training & development	6,766
Tied funds	12,700
Short term relief	2,510
Administration & office	18,747
School-operated canteen	0
Utilities	5,354
Maintenance	22,032
Trust accounts	7,994
Capital programs	0
Total expenditure	100,614
Balance carried forward	58,442

The information provided in the financial summary includes reporting from 1 January to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	152,043
Appropriation	131,445
Sale of Goods and Services	811
Grants and Contributions	19,695
Gain and Loss	0
Other Revenue	0
Investment Income	92
Expenses	-121,378
Recurrent Expenses	-121,378
Employee Related	-44,223
Operating Expenses	-77,155
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	30,666
Balance Carried Forward	30,666

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2107 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Due to change over to new system, tied funds were rolled into total amount. Journaling of funds in SAP will give us a more definite expenditure. At this stage this has not been completed.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	599,018
Base Per Capita	10,851
Base Location	4,659
Other Base	583,509
Equity Total	57,051
Equity Aboriginal	2,267
Equity Socio economic	19,021
Equity Language	0
Equity Disability	35,763
Targeted Total	0
Other Total	4,895
Grand Total	660,964

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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 information must not be used.

There were 11 students in Year 3 and 9 students in Year 5 who sat the Literacy component of NAPLAN (which covers Reading, Language Conventions, and Writing). Their parents were notified of the results.

There were 11 students in Year 3 and 9 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. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results.

As a "Bump It Up" school Berridale focussed on improving learning for students in the top two bands of NAPLAN for reading and numeracy.

For Reading at the beginning of the year 21 out of 33 students were at or above grade level for reading comprehension, at the end of the year there were 28 out of 33 students at or above grade level for reading comprehension.

By the end of Term 4, 31 out of 34 students were at or above grade level for Numeracy.



Parent/caregiver, student, teacher satisfaction

In 2017 the School sought the opinions of staff, students and parents about learning. Relevant data was collected by: teacher focus groups, Student Leaders conducting surveys at Presentation Night, "A wish and a star" paper survey in the school newsletter and Student Leaders conducting a "World Café" in class time with their Peer Support Groups.

Respondents felt that the most important thing to them about Berridale PS was: community and living close to the school, the students, the programs that the school engaged in and the caring nature of the school.

Respondents felt that the following aspects of the school could be improved: promoting the benefits of a small school more to the wider community and providing regular feedback about student progress.



Policy requirements

Aboriginal education

School teaching and learning programs supporting Aboriginal Education and Aboriginal perspectives, culture and history are taught at Berridale Public School. Aboriginal Education is integrated in to all Key Learning Areas. This year Ms Hartley organised whole school NAIDOC week activities which included: Aboriginal Art, Stories and sporting activities.



Multicultural and anti-racism education

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

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

Our Anti-Racism Contact Officer kept staff informed about current policies and updates. Our Learning Support Team discussed any issues that arose during Learning Support meetings and developed strategies with staff to deal with any racism that may have occurred.