

# Berridale Public School Annual Report



2018



1206

## Introduction

The Annual Report for 2018 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.

Heidi Shvetsoff

Relieving Principal

### School contact details

Berridale Public School

Oliver St

Berridale, 2628

[www.berridale-p.schools.nsw.edu.au](http://www.berridale-p.schools.nsw.edu.au)

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

6456 3228

### Message from the Principal

I would like to celebrate the Quality teaching and Learning that has that has occurred in our classrooms this year. Our teachers have dedicated time to observing each other's teaching throughout the year and offered feedback in order to support each other, towards improving our teaching practice. As a result we have seen explicit teaching and learning experiences for our students. We have student work sample that evidence growth and achievement and there is nothing more satisfying than to see our students achieve success, no matter how big or small the success, it is still success and growth. We also acknowledge our learning support staff who work in the classrooms alongside our teachers to assist students in their learning along.

We have witnessed personal growth in many of our students as they begin to embrace a positive mindset and work towards achieving their own personal best. Embracing their mistakes as a learning experience and bouncing back after set backs. We urge parents to continue to develop resilience in your children as they face challenging situations. Its the resilient child that picks themselves up and does not give up.

We have embraced technology and social media more than ever this year. Students have participated in a day of coding, computing, mathematics and problem solving during our STEM share day, Year 2/3 have explored lego robotics, 4/5/6 have video conferenced with Korea and we have shared our learning journey through the social media platform of Facebook. We have over 177 followers that extend beyond our local school community, what a fantastic opportunity to promote our school. Parents have engaged with our school app– SchoolStream. For most of us&hellip;&hellip;It has opened the lines of communication in a quicker, more streamlined manner. We also launched our new website which has a slightly different format and is easier to navigate.

The P&C committee has offered ongoing support and generosity to our school community. We have appreciated all that they do to support our learning experiences and growth as a whole school.

2018 has been a year of growth and achievement in every way. We celebrate a successful and most rewarding year.

### Message from the school community

2018 saw our dedicated P&C and school staff enjoyed another successful stall at the annual Easter fair. We had fantastic parent support running Mothers/Fathers Day stalls, Scholastic Bookclub and canteen.

This year the P&C continued their financial support of Berridale Public School with the annual Australian Standing Orders subscription purchased for the School Library. We also were very happy to reimburse the school \$9,100 being the cost of the synthetic grass to be laid over our old tennis court. Mr John Barilaro provided a generous donation of \$10,000 which will be used towards the cost of the final laying of the tennis court.

I wish to acknowledge the handwork of Charmaine Perry, who until recently has been our Treasurer for a number of years. Charmaine joined us as a community member and her tireless efforts have not gone unnoticed. Unfortunately Charmaine was unable to join us this evening, however we have a gift we will get to her.

On behalf of the P&C I would like to thank all staff at Berridale Public School for another great year. As parents we appreciate the dedication and hard work that goes into having a great school.

Peter Lette

President, P & C

## School background

### School vision statement

#### ***Towards a better world***

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.

### 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.

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. Whole-school welfare programs encourage children to be independent problem-solvers who are resilient and caring.

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.

# 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

At Berridale Public School progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform our planning for learning. There is a demonstrated commitment within the school community that all students make learning progress. Teachers and students have focused on the use of learning intentions and personalised student goals. Each student aims for their personal best as they strive towards self improvement. A whole school focus has been on the improvement of reading comprehension and creating written texts with the scaffold of explicit teaching.

### Teaching

Teachers have continued Focus On Reading Professional learning and have implemented these strategies for the specific purpose of improving the reading comprehension of our students. Staff have participated in shared assessment observations of student writing samples each term, in order to specifically determine where students' area of focused improvement needs to be. As a whole staff, we have developed a digital writing continuum consisting of student work samples that display a continuum of growth. This is used in classrooms to model aspects of writing that students can work towards. Teachers will continue to add more samples to this writing continuum until they have a broad range of samples. We have participated in professional learning for the NSW Learning progression and teachers are using this to track student progress. Bounce back Emotional and Social learning has also been a focus area for our students this year and we anticipate it will take a 2 year cycle of teaching and learning to embed aspects of resilience, qualities of friendship, respect and wellbeing into our classrooms. Anti Bullying approaches have been implemented after receiving best practice advice from the NSW Anti Bullying Conference.

### Leading

Our teachers have dedicated time to observing each other's teaching throughout the year and offered feedback in order to support each other towards improving our teaching practice. As a result we have seen explicit teaching and learning experiences for our students. Teachers have participated in leadership roles within the school and have mentored our beginning teacher by team teaching with her within the K–6 setting, in order to build teacher experience and capacity. Two student teachers were assigned to our experienced teachers during Term Two and Term Three. Quality teaching time has been implemented in all classrooms with the Principal modelling or supporting lessons within the classroom environment.

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>

## Strategic Direction 1

### Quality learning

#### Purpose

**Our focus is on our students.** Excellent schools display a school-wide, collective responsibility for student learning and success with high levels of student, staff and community engagement. As professionals we will strive to develop positive and respectful relationships across the school community to underpin a productive learning environment and support student's identities as learners. We will endeavour to be an inclusive place to learn where students can connect, succeed and thrive. Individual learning will be supported by effective school, system and community expertise and resources. Practices will be embedded for parents to be engaged and understand the learning process of their children. Teachers will assess and report student progress, aiming for high levels of performance.

#### Overall summary of progress

This year staff have had a specific focus area surrounding explicit teaching and learning experiences and student goal setting. Through the development of a digital writing continuum, teachers have been able to use models of student work samples, directly linked to the Learning Progressions. These work samples are used as examples to model during the explicit teaching involved within a writing lesson. From this, teachers set a whole class learning intention and set individual student goals through one on one conferencing. This process has been implemented across all stages with evidence to support improvement in student writing across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
95% of students will be at the expected stage level for Early Numeracy Strategies.	\$6,098.28	Staff are actively using assessment data to inform their teaching and engaging in goal setting with students in order to develop self assessment and self improvement.
100% of students will articulate their learning goals and achieve them.	\$0	All students were able to articulate their learning goals and a snap shot of their goals was recorded on mid and end of year reports.
95% of parents will be satisfied with the reporting process and general school communication.	\$0	The relieving Principal annotated that parent feedback was supportive and that parents who responded were satisfied with the process.
100% of teaching and learning programs will reflect curriculum knowledge and assessment data.	\$0	The Acting Principal provided documentation on the Teacher's programs.
Premier's priorities – the number of students in the top 2 Bands for NAPLAN will increase by 45%	\$0	Data available indicated that students in Year 5 were above stage level and that students in Year 3 were at stage level however some students required Learning Support and processes were implemented to address this.

#### Next Steps

Teachers will continue to gather additional work samples to add to the digital writing continuum, to ensure there is a broad variety of samples to use within their teaching. Learning Intentions will support the main aim of the lesson and students will become fluent at individual goal setting as they work towards self improvement.

My Writing Goals

Date	Writing Goal	Evidence	Date	Goal Achieved
24/8/18	I'm going to use correct punctuation for direct speech	Handwritten examples of direct speech with correct punctuation.		
24/8/18	I'm going to make sure I'm not confusing homophones e.g. <del>there</del> <sup>their</sup>	Handwritten examples of homophones used correctly.		
19/9	Maintain past tense.			

## Strategic Direction 2

### Quality teaching

#### Purpose

**Our focus is on our students.** Schools that excel have teachers who are committed to identifying, understanding and implementing effective teaching methods. Teachers will regularly review learning with students, ensuring students have a clear understanding of how to improve their learning. Student data will be regularly assessed with teachers developing a clear understanding of how assessment can be utilised to determine teaching directions. The Teaching Principal will assist staff to collaborate, draw on research and engage in professional learning to ensure that quality teaching will have an impact on learning outcomes and student well-being.

#### Overall summary of progress

Teachers are successfully implementing research based strategies, specifically Focus On reading and Teaching Early Numeracy, within their classroom practice. Assessment data is collected at the end of each term to analyse progression. This information is tracked on PLAN 2 to further inform their teaching.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School Excellence Framework – Berridale PS will go from Sustaining and Growing to Excelling in the Learning, Teaching and Leading elements.	\$0	Teachers have engaged in explicit teaching in order to improve student achievement, specifically in the areas of comprehension and writing. Data is tracked through PLAN2.
100% of students will provide respectful feedback on their learning experiences.	\$0	Students were able to articulate their learning goals and discuss with teachers how they would go about achieving their goals.
Premier's priorities – the number of students in the top 2 Bands for NAPLAN will increase by 45%	\$0	The Relieving Principal reported growth in the top bands for students in years 3 and 5.
NAPLAN growth of equal to or greater than 80% in Numeracy and Reading.	\$3000	Students who did not achieve expected growth were targeted for intervention programs such as learning Support and MultiLit.

#### Next Steps

Teachers will continue to implement these strategies and track student learning achievement through PLAN 2. Students will become familiar with goal setting language that is consistent with the Learning progressions and begin to track their own progress in alignment with individual goal setting. Student comprehension and early numeracy understandings will be further developed.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3,160	PLPs carried through the year with mid and end of year reflections with students and parents.
<b>Low level adjustment for disability</b>	\$27,659	Whole school final assessment data tabled and reviewed. Growth of students with support identified.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$11,036	Student progress identified through assessment overview data per class. Growth shown through the use of MultiLit. MiniLit commenced however due to end of year commitments within the last 3 weeks, was disrupted. Overall good improvement in reading and comprehension across the school.
<b>Socio-economic background</b>	\$23,639	This funding was allocated to supporting the continuation or implementation of teaching and learning programs.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	31	36	27	27
Girls	30	35	36	34

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.7	93.5	93.9	94
1	92.8	94.2	97.6	83.5
2	93.6	93.9	94.9	89.6
3	94	95.4	94.1	89.8
4	92.6	97.4	93.5	93.4
5	93.1	94	95.7	90.9
6	91.6	92.6	96	93
All Years	92.9	94.4	94.9	91.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Attendance is monitored by the Principal. Absentee notes are now completed via the School Stream app for parent convenience and reminders are prompted via the app. The Principal monitors students with close to or more than 15 unexplained absent days and makes contact with the parents. For unexplained absences beyond 15 days, the Home School Liaison officer is notified and will make contact with the family and communicate information to the Principal.

## Class sizes

Class	Total
KINDER_YR1	17
YRS 2_3	17
YRS 4_5_6	26

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.43

\*Full Time Equivalent

In 2018 there were no staff with Aboriginal heritage employed at the 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

This year there were 3 teachers operating at the accreditation level of Proficient and 1 Beginning Career teacher working towards Proficient.

Professional learning undertaken by teachers this year consisted of:

Learning Progressions 1 & 2, Developing a Whole School Writing Continuum, Focus on Reading, TEN, Best Start Training, Mini Lit, Coaching accreditation, PETAA Writing for Success, Sensory needs for Students, Managing Trauma Students, Scout Data Training, Evidence Guide for School Excellence, Bounce back Emotional and Social learning, PLAN 2, Language Literacy and Learning, Embracing Failure—Developing a positive mindset, Strategies for

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	30,666
<b>Revenue</b>	892,949
Appropriation	852,728
Sale of Goods and Services	716
Grants and Contributions	39,088
Gain and Loss	0
Other Revenue	0
Investment Income	416
<b>Expenses</b>	-803,547
Recurrent Expenses	-803,547
Employee Related	-698,117
Operating Expenses	-105,430
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	89,402
<b>Balance Carried Forward</b>	120,068

The Principal of Berridale Public School consults with the School Administration Officer to ensure the accuracy, reliability and integrity of accounting and financial administration. The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. This year there has been some computer and IWB projector upgrades to ensure up to date technology is available for teachers and students. A donation of \$10,000 has been utilised towards the turfing of the school's tennis court. Funds have been utilised for Professional Learning and the implementation of a whole school Social and Emotional learning program. Sensory resources have been purchased for all classrooms such as slope boards for writing, wobble stool seating and hand held manipulatives, specifically for special needs students. Other school programs that required funds were Peer support and Kindergarten transition.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	629,474
Base Per Capita	12,182
Base Location	4,193
Other Base	613,099
<b>Equity Total</b>	52,998
Equity Aboriginal	1,700
Equity Socio economic	23,639
Equity Language	0
Equity Disability	27,659
<b>Targeted Total</b>	0
<b>Other Total</b>	11,049
<b>Grand Total</b>	693,521

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

A 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test and students may attempt NAPLAN on paper or online. Results for both paper and online formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results should take into consideration the different test formats.

NAPLAN Online worked very well. Online testing is more engaging for students and gives them a greater opportunity to demonstrate what they know. For students who did the tests online, the information we have about what they can do and what they need to learn is more accurate and detailed than before.

ACARA develops the NAPLAN tests and releases the data. This year, their task of 'equating the test' to make them comparable, when some students did tests online and some on paper, has been complex. For some schools, there may be variability in the results this year which was unexpected and not consistent with previous years. Activities that rely on comparisons with previous results, such as value-add calculations, student growth and trend performance, should all be treated with care.

For 2018–19, as schools are transitioning to NAPLAN online, there will be support for schools to interpret and analyse their NAPLAN data.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting 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 take into consideration the different test formats and are discouraged during these transition years.

Eight students in Year 3 and five students in Year 5 sat the NAPLAN assessments. Due to privacy issues and the size of the cohort we are unable to publish detailed results. All parents and carers were notified of their child's results.

Eight students in Year 3 and five students in Year 5 sat the NAPLAN assessments. Due to privacy issues and the size of the cohort we are unable to publish detailed results. All parents and carers were notified of their child's 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. 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 website.

### **Premier's priorities–Improving Education results:**

This year all staff have focused on setting high expectations for all students. Teachers implemented explicit research based teaching to support reading comprehension, writing and numeracy. Intervention support was provided for all students sitting below grade average.

## **Parent/caregiver, student, teacher satisfaction**

The Principal and Teaching staff regularly collaborated to discuss opinions and gather feedback from parents and students regarding learning experiences and learning environment. Information was presented at staff meetings and P&C meetings. This enabled a future focused approach to enhance the schools delivery of education and learning environments. Parents fed back their appreciation of the School Stream communication app and live learning updates via the school face book page. Teacher opinions were that these social media platforms have vastly improved home/school communication and allowed parents to share student learning more accessibly. Students stated that they enjoyed being able to share their learning experiences through the school face book page with their relatives. Overall, at the end of Term Four, a broad range of parents gave direct positive feedback about their appreciation of a successful year at Berridale Public School in 2018.

## **Policy requirements**

### **Aboriginal education**

This year students engaged in NAIDOC week celebrations with all teachers offering rotational educational activities such as dot painting art, Indigenous games, drama and story telling.

Aboriginal perspectives are explored and embedded in all subject areas. Personalised Learning Plans were written in consultation with our indigenous students and their parents in order to support their learning goals.



### **Multicultural and anti-racism education**

Multicultural diversity is explored within Literacy, History and Geography subject areas. A particular focus for Class 4/5/6 this year, involved video conferencing with a classroom in South Korea for 10 lessons. This enabled students to engage in the Cross Curriculum priority of Asia and Australia's engagement with Asia providing our students with a vast cultural perspective on jointly determined topics.

The school supports anti-racism education by building school community harmony through the Social and Emotional learning program, Bounce back.

### **Other school programs**

School programs ran this year were: Focus On Reading, Targetting Early Numeracy Strategies, a whole school focus on explicit teaching of writing, Peer Support, Kindergarten Transition to school, Year six transition to Secondary school.