

Tuggerah Lakes Secondary College Berkeley Vale Campus

Annual Report



2018



8563

Introduction

The Annual Report for **2018** is provided to the community of Tuggerah Lakes Secondary College Berkeley Vale Campus 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.

Berkeley Vale Campus had a very successful year in 2018 with many outstanding achievements by students including those in the academic, cultural and sporting areas. Some information on these successes is included in this Annual Report, however, more detail is available on our website. Berkeley Vale Campus seeks to provide a quality, balanced and comprehensive education program for students. We provide an enriched curriculum that caters for diverse learning needs through differentiation and high expectations. Our school's success is underpinned by three key elements that promote quality teaching and learning programs that our students, staff and parents value and appreciate. We have a strong focus on supporting our students through the core values of Respect, Responsibility and Achievement. The Quality Teaching Framework creates an environment for students to access the curriculum through a variety of learning profiles. As part of the Tuggerah Lakes Learning Community, Berkeley Vale Campus leads and participates in a variety of professional learning opportunities for staff across all seven Partner Primary Schools and three campuses. As a learning community, we promote collaboration through fostering professional relationships focused on teaching and learning and improving student achievement for all learners. I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Carlie Wells

Principal

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Message from the school community

The Berkeley Vale Campus Parent and Citizens (P&C) association works to improve opportunities and outcomes for every child's education. Our meetings were held in the Library on the first Wednesday of each month at 7:00pm and we had a large number of guest presentations by campus staff. In 2018 the P&C have represented the community by being on the selection panels for employment of teaching staff at Berkeley Vale Campus. The P&C had a very successful year in the Uniform Shop and sales of products, especially Year 7 –10 Book and Art Packs, have increased. All monies raised by the P&C Uniform Shop are redirected into the school for specific purposes as identified by the school. In 2018 we contributed 50% towards the installation and upgrade of hall and stage lighting and supported the building of new agricultural resources in the Campus farm. We would like to thank the 2018 Uniform Shop volunteers because they are an integral part of this service and this is reflected in the positive image our campus has within the community.

Tracy Cook President

School background

School vision statement

Berkeley Vale Campus embraces the concepts of inclusivity, accessibility and diversity and provides high quality education to all sectors of the community. Our students are fully supported on their journey to becoming self-motivated learners, confident and creative individuals fully equipped with the personal resources to maximize their potential and achieve future success and wellbeing.

School context

Berkeley Vale Campus is a co-educational, 7–10 campus serving the communities of Killarney Vale, Berkeley Vale and Chittaway Bay on the southern side of Tuggerah Lake. Berkeley Vale Campus is part of Tuggerah Lakes Secondary College (TLSC) and is a proud member of the Tuggerah Lakes Learning Community (TLLC). The enrolment for 2018 is 749 students. Berkeley Vale Campus has an ICSEA of 965 and a FOEI value of 111. There is a significant enrolment of Aboriginal students 10% and 4.5% of the school enrolment has a language background other than English.

In 2018 the school will undertake professional learning in Positive Partnerships and we are the first high school in the state to receive this funding. Our school will also be striving to become a Trauma Sensitive school and the school has a quality teaching focus with staff working collaboratively to develop, implement and evaluate teaching and learning programs, pedagogical practices and student outcomes. There is a strong focus on staff professional learning and effective classroom practice. Berkeley Vale Campus is committed to building positive relationships between students, staff and the broader community. The campus is a Positive Behaviour for Learning school with the core values respect, responsibility and achievement. The school offers a wide range of curricular and extra-curricular programs and focuses on providing quality individualised learning for all students.

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.

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Berkeley Vale Campus used the statements of excellence together with the descriptors provided, to assess our practice and make an on-balance judgment for each element. The School Planning team led discussions at executive meetings which focused on building deep knowledge and understanding of each element.

In the element of Learning BVC self-assessed as sustaining and growing.

Future steps to move into the excellence category are focused on increasing opportunities for sharing information about learning development and teachers working in partnership with parents as active participants in their children's education. Supported by strong Positive Behaviour for Learning (PBL) data and evidence, there is a growing learning culture resulting in settled and focused learning environments driven by high expectations. The alignment of the PBL with the Wellbeing Team and Learning and Support Team has been a significant achievement of the PBL structure. The Ad Astra Feedback to parents as well as a strengthened reward system closely support the high expectations of every classroom environment. Classroom teaching and learning is being enhanced through the use of PBL lesson observations and clear goals. As evidenced by the implementation of the Professional Development Plan process for teachers, data is at the core of learning with class profiles being utilised to drive differentiation in the classroom. Assessment and reporting continue to develop with a closer alignment of grade allocation between Key Learning Areas. Faculties continue to reflect upon their current assessment tasks to further develop assessment quality. Areas for development continue to be the performance against external student performance measures. We are excited with our progress and look forward to this continuing in the future.

In the element of Teaching BVC self-assessed as sustaining and growing.

Future steps to move into the excellence category will require a significant increase in providing resources and professional learning time for teachers to evaluate the effectiveness of their teaching practices collaboratively, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Through improved wellbeing structures, teachers take shared responsibility for student improvement and greater understanding and knowledge of holistic learning pathways. The evidence from the self-assessment evaluations indicate that most teachers are confident in data analysis especially in area of NAPLAN Data. Structured professional learning activities have supported the development of these skills and the role that they have in influencing the teaching in the classroom for individual students. Additionally, reporting data, learning plans and attendance data are examples of other statistics that support teachers to differentiate learning in the classroom. The collection and subsequent utilisation of numeracy data of stage 4 students supported teachers in targeting specific teaching strategies as well as whole school targeted interventions. The school continues to develop its strong support of teachers through targeted professional learning activities aligned to strategic directions and school priority areas. The implementation of professional learning afternoons will improve the use of collaborative practice across the school.

In the element of Leading BVC self-assessed as sustaining and growing.

Future steps to move into the excellence category will require a greater understanding of Learning Management and Business Reform (LMBR) processes. A stronger professional learning process has been developed and will be implemented in 2018 which will provide weekly opportunities for targeted professional learning that aligns with the strategic directions of the school and is facilitated by executive teachers. 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. The school's leadership has been proactive in establishing ways to enhance community and parent links including the commitment to engaging the wider school community and improving communication with parents and the broader community. This has been strengthened via the use of Facebook, updates to the school's website and skoolbag app. Other communication methods continue to be utilised via the use of postcards and assemblies as well as PBL structures such as the weekly Berka Buck raffle to recognise student achievement and effort. Additionally, there has been a significant increase in the communication and interaction with the school's Aboriginal community through the diverse range of community activities such as community afternoon teas where consultation is a focus. Parents have engaged in a variety of satisfaction and curriculum surveys as well as tutorial videos to enhance and support their knowledge and understanding of their child's learning.

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

Developing high performing learners

Purpose

Quality, professional and committed teaching staff who are experts in their teaching area and skilled in providing high quality engaging and student-focused learning.

Overall summary of progress

Teaching is the core of our school plan and direction. Through professional learning, mentoring and coaching, teachers have been empowered to increase their confidence and skills in the classroom. Particular focuses have included the development of enhanced data analysis practices and the further use of class profiling to individualise learning for students. Teachers have had professional learning to unpack the Literacy and Numeracy Learning Progressions and can identify areas of strength and weakness in literacy and numeracy and engage explicit strategies to progress students knowledge, skills and understanding further.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students in the top two bands in Year 7 and Year 9 in reading and numeracy combined by 10% from 16.28% (baseline 2017) to 26.28%.		Student performance in Year 9 Reading has remained similar to that in 2017 while in Numeracy there was a significant improvement. In Year 7 there was a decrease in both Reading and Numeracy from 2017 to 2018.
The percentage of students achieving expected growth increases in reading in Yr9 from 41% to 55%, in writing from 32% to 50% and in numeracy from 36% to 51% while maintaining a value add of excelling (baseline 2017 NAPLAN – SCOUT).		In 2018 Reading expected growth exceeded expectations with 69.2% of students achieving expectations. Writing – 43.4% and Numeracy – 65.3%. In 2017 Reading was 58.8%, Writing 44.5% and Numeracy 66.4%. Excellent gains were made in Reading and the value add of excelling was maintained.

Next Steps

In 2019 the focus will continue of students being engaged in quality learning through differentiation and explicit teaching of literacy and numeracy foundation skills. Head Teachers will ensure that teachers within their faculty are using consistent school-wide language and explicit teaching strategies for improvement in literacy and numeracy skills of all students. The use of PAT tests will increase as a way of measuring student progress towards the achievement of literacy and numeracy minimum standards and providing targeted personalised support to students where needed and assist teachers to teach at the point of instructional need.

Strategic Direction 2

Delivering quality and individualised learning

Purpose

To develop quality innovative curriculum structures and individualised learning that is supported by the 'best practice' approach of implementing evidenced based school wide programs.

Overall summary of progress

Berkeley Vale Campus has continued to develop a culture where students are well supported to achieve their personal best. Positive Behaviour for Learning (PBL) systems provide students with the safe and supportive environment required to challenge themselves and drive achievements higher. Staff have had extensive training to facilitate successful implementation of Tier 2 PBL structures. This has led to improved teaching of social capabilities alongside mandated curriculum outcomes. Through the implementation of campus induction processes, new staff are well informed and able to implement PBL practice and processes to a high standard.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of Year 7 Aboriginal students in the top 2 bands of NAPLAN for Numeracy by 7.3%(Baseline 2017 NAPLAN 22.7%) and reading by 10% (Baseline 2017 NAPLAN 20%)to contribute to the state target of 30%.</p> <p>Increase the percentage of Year 9 Aboriginal students in the top 2 bands of NAPLAN for Numeracy by 24.1% (Baseline 2017 NAPLAN 5.9%) and reading by 24.1%(Baseline 2017 NAPLAN 5.9%) to contribute to the state target of 30%.</p>		<p>In Year 7 only 4.3% of Aboriginal students achieved in the top 2 bands compared to 22.7% in 2017. Unfortunately SCOUT data was unavailable for Reading NAPLAN results. Year 9 Aboriginal students in the top 2 bands of NAPLAN for Numeracy was 14.3% which was a significant improvement of nearly 10% upon the 2017 baseline of 5.9%. In Reading the same percentages were seen. This data reflects the significant work completed by students and staff at Berkeley Vale Campus to achieve these improvements in student outcomes.</p>
<p>The student positive relations and learning environment aspect of the Tell Them From Me survey will equal or exceed the DoE state norm. (Baseline school 78%, state 79% 2017).</p>		<p>Student positive relations and learning environment saw data exceed the school and State baseline. Data shows that 80% of students have positive relations and learning environment.</p>
<p>The teacher inclusive school and parent involvement aspect of the Tell Them From Me survey will equal or exceed the DoE state norm. (Baseline TTFM 2018).</p>		<p>Unable to obtain data at this point in time.</p>

Next Steps

In 2019 we will continue to improve our school-wide practices of PBL especially in the processes for Tier 2. Our goal will be to develop and trial Tier 1 intervention and reduce suspensions in 2021. Differentiation will be a major priority in 2019 with teachers using data to improve teaching and learning practice and having a positive impact on student learning outcomes. Tier 2 PBL was implemented 2018 with the launch of the Connect program. The connect program is a mentoring program for students in Years 7 and 8 who are identified through school data as needing support to connect, succeed and thrive in school settings. Mentoring sessions focus on identifying classroom behaviour concerns, lessons on behaviour modification, emotional intelligence and coping skills in and out of the classroom. The program has been

highly successful for participating students improving learning outcomes and behaviour regulation in all school settings. 2019 will see the implementation of Connect mentoring for Years 9 and 10 and Check and Connect mentoring for all years to firmly establish Tier 2 structures and programs at Berkeley Vale Campus.

Strategic Direction 3

Authentic and collaborative partnerships

Purpose

Authentic community partnerships that provide opportunities for students to experience real life learning and effective parent and community relationships that enable the development of a cohesive educational community.

Overall summary of progress

Berkeley Vale Campus has continued to build on strong relationships in the wider school community and has successfully engaged in a variety of vocational training opportunities from external providers such as NovaSkill and TAFE. The Career and Transition team developed future pathway plans for students in stage 5 and have successfully coordinated the Central Coast Secondary Schools Mentoring program across 7 high schools on the Central Coast. The Aboriginal Education team has improved communication between school and families and as a result, there has been an increase in family participation at celebration events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The teacher and student effective learning time aspect of the Tell them From Me survey equals or exceeds the DoE 2017 norm. (Baseline school 6.8, state 6.2 2017).		In 2018 the school mean as 6.8 compared to the State mean of 6.2. Both males and females exceeded the state norms. Males recorded a score of 6.9 (State 6.3) and females 6.7 (State 6.2). Overall all year groups were either above or at the State norm.
By 2020 an increase from 41.6% of parents and caregivers interacting with the teaching and learning content area on the school portal and technology platforms to 60% as measured through Sentral data.		In 2018 data suggests that there is an increase in parent and carers interaction with teaching and learning content. Regular emails to parents and carers as well as instructional lessons during Year 7 Orientation to parents and carers has helped to achieve this goal.

Next Steps

In 2019 Berkeley Vale Campus will continue to develop productive and positive partnerships across Tuggerah Lakes Learning Community. These partnerships will ensure learning is meaningful, relevant and engaging. Sharing of data will enable and strengthen existing transition programs and ensure that we continue to support the diverse needs of our learners.

Our continued investment in closing the gap for Aboriginal students will be at the forefront of all we do. In 2019 we plan to implement *OCHRE*, the NSW Government's plan for Aboriginal affairs, establish partnerships for economic prosperity, support effective Aboriginal community governance and strengthen cultural identity. At Berkeley Vale Campus we are proud to have two teachers and one SLSO whom identify as proud Aboriginal people.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$68,046	<ul style="list-style-type: none"> • Teacher and SLSO relief for literacy and numeracy focus areas • Student diagnostic testing, data analysis • PLP planning/uploading of data to Sentral platform • PLP and community resources and celebration activities. • Support for staff to complete 8 Ways pedagogy training and resources to support the implementation in KLAs • Implementation of annual Dance Residency program • Refurbishment of Aboriginal Education learning space • 85% of teachers completed cultural competency training lead by SEO1 and ARCO • Teaching and Learning programs now have digital symbols that are used to identify when an 8 Ways pedagogy strategy • New teachers to the campus complete a detailed induction program facilitated by the BVC Aboriginal Education team leader. • SLSOs employed to facilitate and support teachers in the delivery of the Heather Harvey Literacy program
English language proficiency	\$18,308	<ul style="list-style-type: none"> • Release days for facilitating teachers to develop workshop and presentations that are used across all KLAs. • Release days for EAL/D teacher to complete online PL. • Release days for intensive EAL/D workshops and targeted skill development of students. • The reports for EAL/D students is consistent with DoE policy and processes and has been completed in a consistent manner. • Throughout 2018 all EAL/D students saw improved outcomes when plotted on the EAL/D learning progression. Intensive one on one work as well as being supported within the classroom enabled these students to access the curriculum across all KLAs. • EAL/D teacher was also responsible for team teaching with teachers who had EAL/D students within their classroom as well as guiding teachers through the process of adjusting programs and classwork to ensure that the EAL/D student within their class can access the curriculum.
Low level adjustment for disability	\$83,243	<ul style="list-style-type: none"> • SLSO casual relief. • Casual relief for HT Wellbeing and HT Special Education and LaST to complete NCCD registration. • Purchased full LEXIA license. • Temporary engagement of SLSOs for student support. • Relief for LST to teach timetabled LEXIA classes to target students and LS classes • Resourcing and preparation of Learning Centre. • NCCD data collection allowed for all teachers to add their information without having to send out paper forms and then

Low level adjustment for disability	\$83,243	<p>collate. In this first trial year there was a positive feedback and entering the data into ERN was streamlined.</p> <ul style="list-style-type: none"> • Technology, in particular Google Suite, has been a focus for Berkeley Vale Campus. Staff have had training to use Google Forms, Docs, Sheets and Classroom. The Learning and Support Team decided to use this platform for the Nationally Consistent Collection of Data (NCCD) for students with disabilities. Teachers were emailed a link to a Google Form which allowed them to enter a student's name, level of adjustment and evidence. • The Learning and Support Team has had a 98% success rate with Access Requests both for Support Class placements and Integration Funding in 2017. • Learning and Support staff have had additional training in completing Access Requests to meet current standards and best practice.
Socio-economic background	\$335,823	<ul style="list-style-type: none"> • The Learning Centre had its first full year of operation in 2018. Run by the Head Teacher Wellbeing and supported by the LaST and SLSOs, the Learning Centre has been an integral part of teaching and learning at Berkeley Vale Campus. • The Learning Centre is used as a place for students to gain one on one help when not understanding specific work within the classroom or as a resource for students to access when trying to complete an assessment task. Alternatively, the Learning Centre is also a place for triage for students seeking support when using their timeout card. • Wellbeing programs to support individual and cohort needs. • Learning facilities have been enhanced through upgrade of static furniture and the introduction of a STEM lab. • Positive Behaviour for Learning (PBL) rewards prizes and excursions. • Release for PAT testing and trial testing as per ACARA requests. • Employment of two full-time Youth Outreach workers. (Wellbeing Officers) \$166000
Support for beginning teachers	\$19,825	<ul style="list-style-type: none"> • 0.5 temporary teacher contracted and timetabled to teach the funded beginning teacher release periods and mentor teacher release periods. • Targeted professional development for beginning teachers. • All teachers maintaining their accreditation have recorded teacher identified hours on NESA eTAMs platform and have a current PDP that reflects their specific needs. Our funded beginning teachers receive a reduction in their face to face teaching load with a period allocated for formal mentoring program. • All funded beginning teachers are supported at two levels within BVC – Mentor and Head Teacher. • Beginning teachers completed a

Support for beginning teachers	\$19,825	<p>comprehensive induction program supported by their faculty Head Teacher.</p> <ul style="list-style-type: none"> • All funded beginning teachers receive timetabled release periods (4 periods per cycle) to engage in professional dialogue with mentor teacher, complete accreditation and engage in professional development opportunities. • Mentor teachers have timetabled release periods (2 periods per cycle) to engage in professional dialogue etc with their identified mentee teacher.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	354	395	391	399
Girls	345	363	362	374

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.5	91.3	90.2	90.1
8	90.2	89.7	88.9	86.8
9	89	90.4	88.6	86.6
10	87.6	87.8	87.3	85.6
All Years	89.5	89.7	88.8	87.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
All Years	90	90	89.9	88.7

Management of non-attendance

School attendance is monitored closely at Berkeley Vale Campus and involves three levels of intervention; Year Adviser, Deputy Principal and Principal. In 2018 the campus implemented a vertical roll call group that is flexible in student movement and targets those students who require additional support in maintaining attendance rates above 85%. As a result of this roll call, students were identified of being at risk earlier and this resulted in targeted interventions for those students being implemented. We have two Aboriginal Student Leaders (ASL) roll call groups. Students in the ASL rollcall have identified that they feel connected and supported through this initiative. Students at-risk or who are below 85% are referred to the Learning and Support team where specific and individualised strategies are discussed, implemented and actioned. Extra-curricular restrictions can be implemented on students who fall below 85% attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	4	0	0
Employment	3	0	0
TAFE entry	1	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	2	0	0

The Year 11 and Year 12 section of this report is not relevant to Berkeley Vale Campus as we are a 7 to 10 campus.

Year 12 students undertaking vocational or trade training

This section is not relevant to Berkeley Vale Campus.

Year 12 students attaining HSC or equivalent vocational education qualification

This section is not applicable to Berkeley Vale Campus.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	38.1
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.68
Other Positions	1

development opportunities, formal and informal, individual and shared, which provide opportunities for professional discourse, interaction, practice, reflection and analysis. Professional learning can and does occur face-to-face, online or through other modes of delivery including designated School Development Days (SDD) and at staff meetings. Berkeley Vale Campus spent in excess of \$70,000 on teacher and non-teacher professional learning in 2018.

*Full Time Equivalent

Berkeley Vale Campus works with our local Aboriginal community to promote social, economic and cultural wellbeing through opportunity, choice, healing, responsibility and empowerment. We are working to implement OCHRE, the NSW Government's plan for Aboriginal affairs, to establish partnerships for economic prosperity, support effective Aboriginal community governance and strengthen cultural identity. At Berkeley Vale Campus we are proud to have two teachers and one SLSO identify as proud Aboriginal people.

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	0

Professional learning and teacher accreditation

Professional learning and teacher accreditation are an efficient and comprehensive process at Berkeley Vale Campus. All pre-2004 teachers were accredited at proficient level in 2018. All post-2004 teachers are either accredited at proficient, maintaining accreditation at proficient or working towards higher levels of accreditation. In 2018, early career teachers were involved in the funded beginning teacher program under the Great Teaching Inspired Learning (GTIL) reform. Professional learning refers to all training and

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	502,246
Revenue	9,597,562
Appropriation	9,197,158
Sale of Goods and Services	31,305
Grants and Contributions	353,697
Gain and Loss	0
Other Revenue	11,129
Investment Income	4,273
Expenses	-9,711,481
Recurrent Expenses	-9,711,481
Employee Related	-8,428,305
Operating Expenses	-1,283,177
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-113,919
Balance Carried Forward	388,327

The school continued the implementation of SAP finance and HR Payroll systems. Extensive professional learning occurred for staff who would be involved in using the new systems. School administrative staff and executive staff were trained in how to use SAP, Expense 8 and DoE Online purchasing systems for school purchasing needs. The implementation of SAP and HR Payroll caused major interruptions and a considerable increase in workload for the SAO and SAM at Berkeley Vale Campus. Staff leave was again a major expense, however, in 2018 a review of leave monitoring occurred which will hopefully improve staff awareness. School funded works in 2018 saw a complete upgrade of an outdated food technology classroom, the resourcing of a school-based learning centre and landscaping of the school entry.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,201,826
Base Per Capita	148,767
Base Location	0
Other Base	6,053,059
Equity Total	661,589
Equity Aboriginal	68,046
Equity Socio economic	335,823
Equity Language	18,308
Equity Disability	239,412
Targeted Total	958,024
Other Total	654,248
Grand Total	8,475,687

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

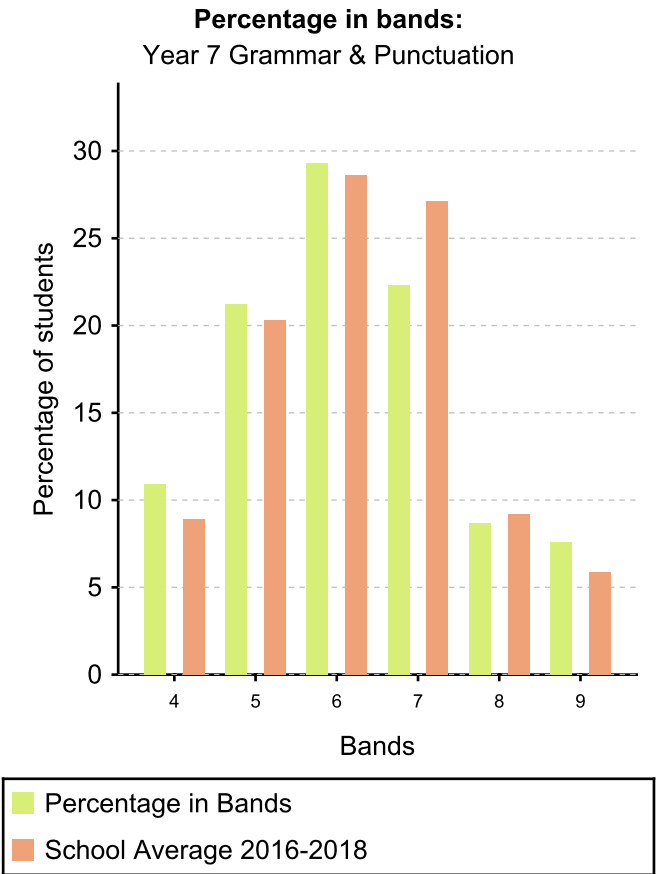
NAPLAN

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.

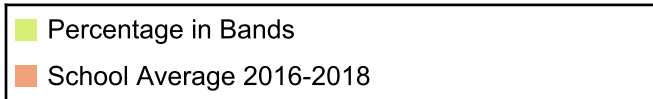
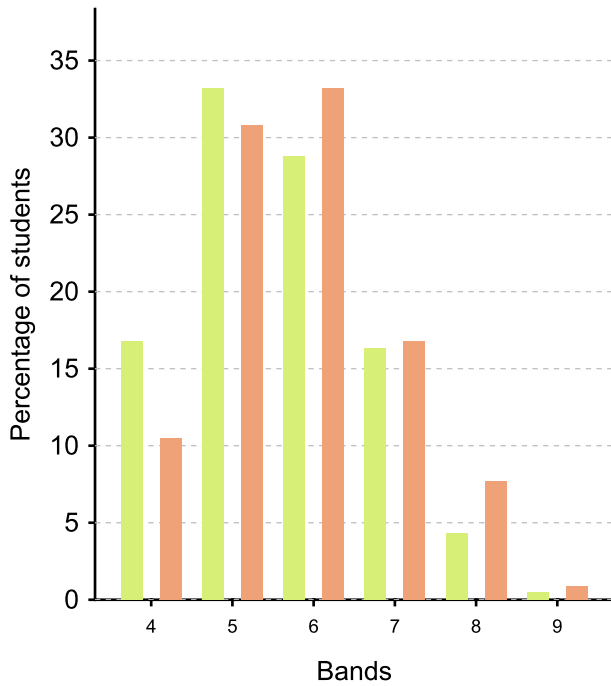
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

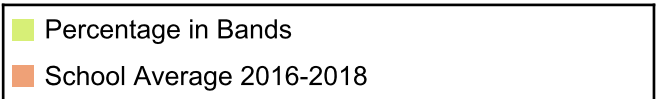
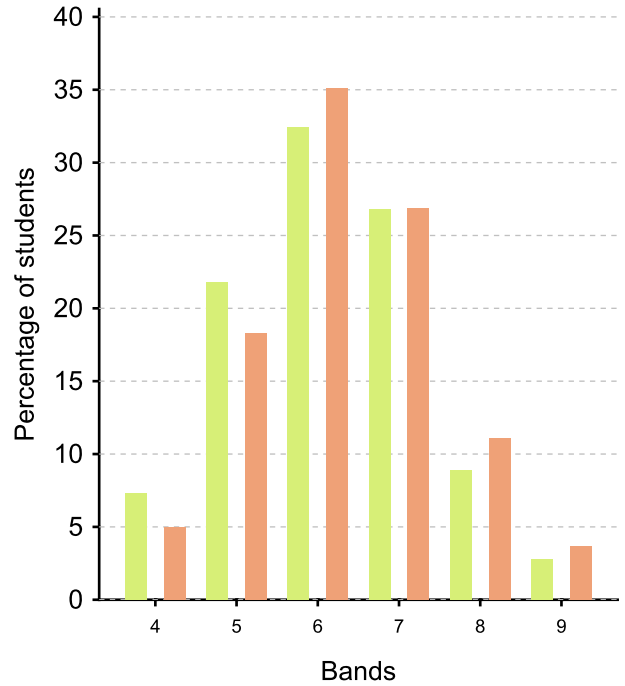
In 2018 Berkeley Vale Campus completed NAPLAN as a paper test. NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy. It is important to remember that NAPLAN is not about passing or failing, but about assessing learning progress. At the classroom level it is one of a number of important tools used by teachers to measure student progress.



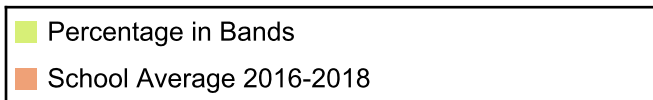
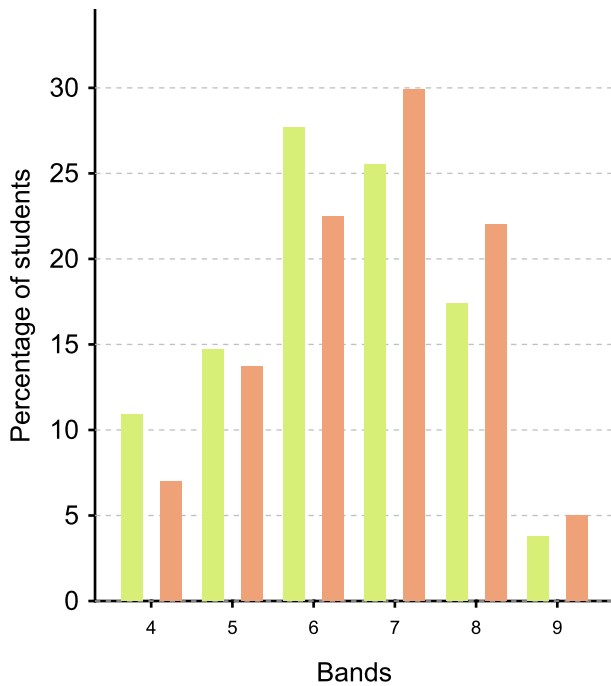
Percentage in bands:
Year 7 Writing



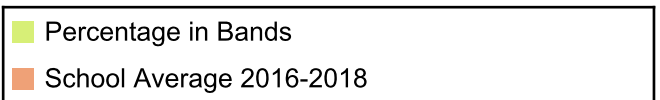
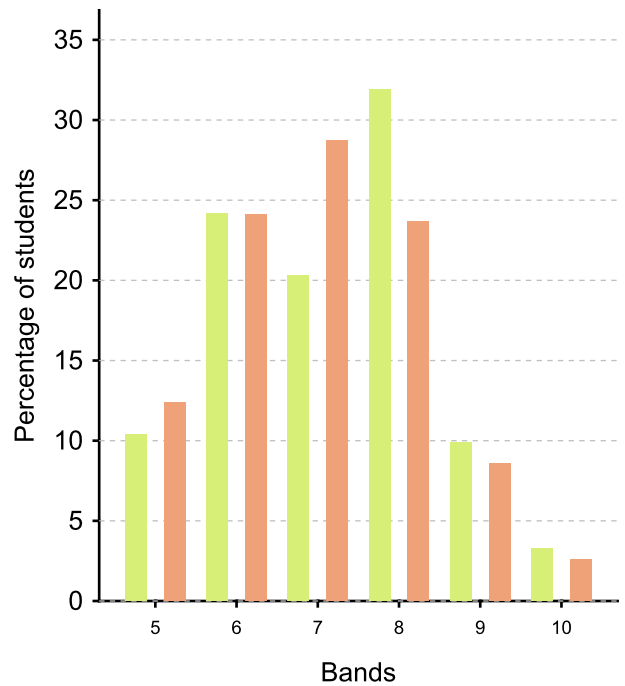
Percentage in bands:
Year 7 Reading



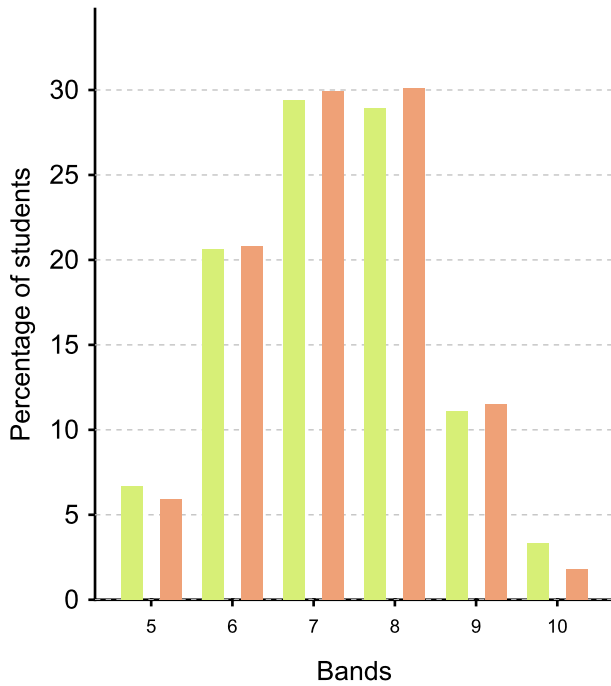
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

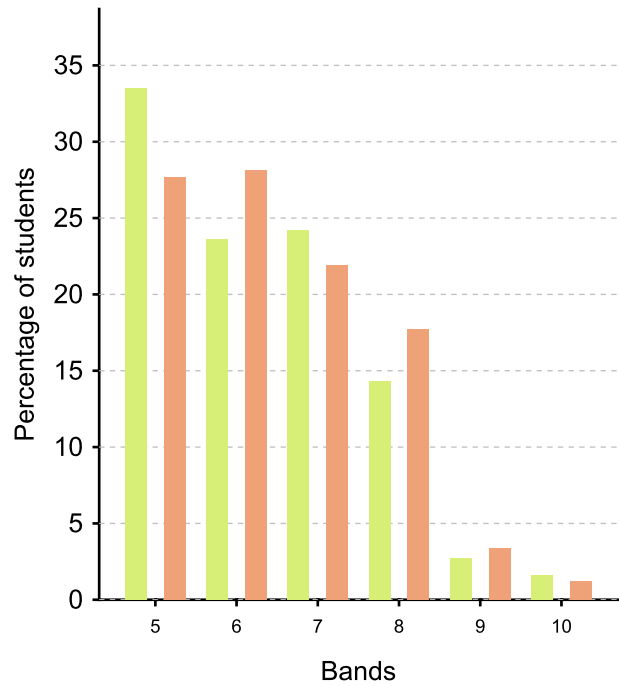


Percentage in bands:
Year 9 Reading



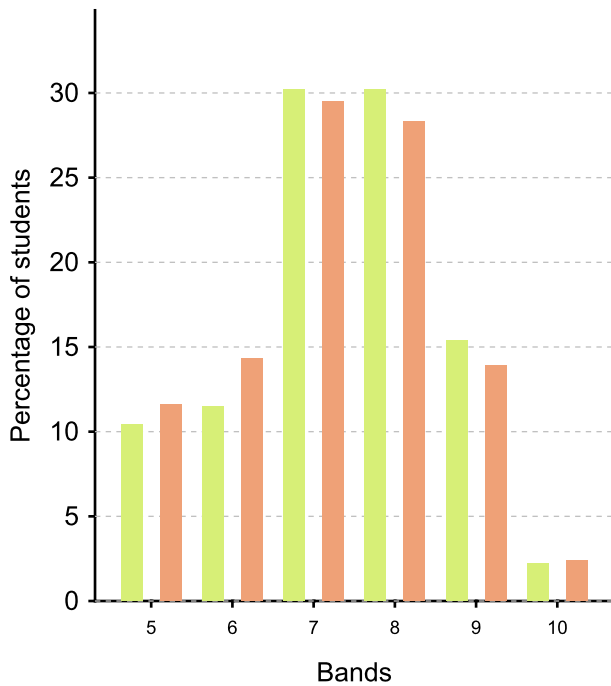
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

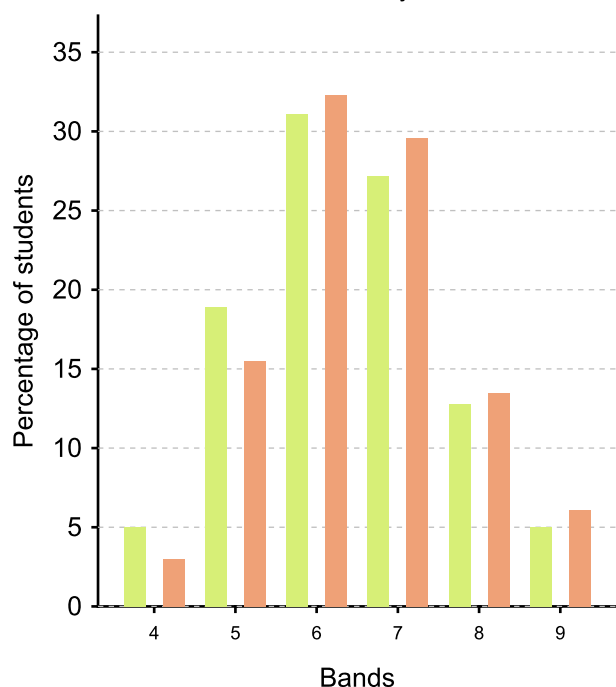
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

In 2018 Berkeley Vale Campus completed NAPLAN as a paper test. NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy. It is important to remember that NAPLAN is not about passing or failing, but about assessing learning progress. At the classroom level it is one of a number of important tools used by teachers to measure student progress.

Percentage in bands:
Year 7 Numeracy

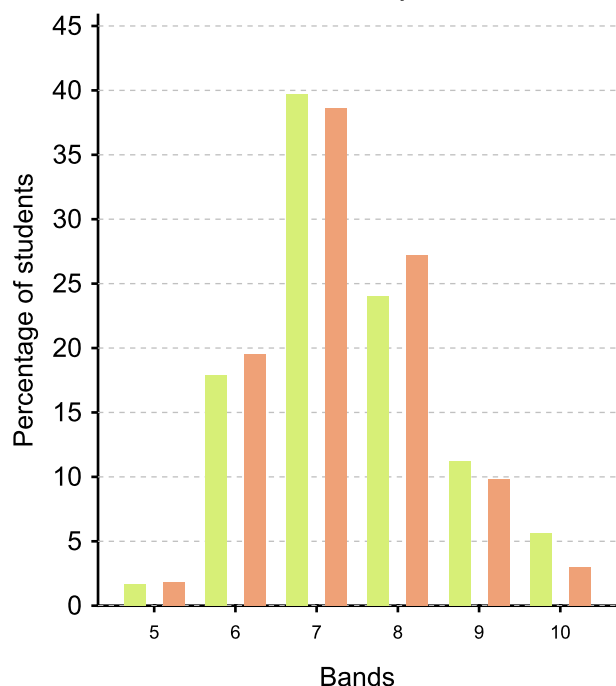


Education outcomes for students in the top two NAPLAN bands. At Berkeley Vale Campus we have focused on teacher quality through the Great Teaching Inspired Learning actions, and through targeted intervention strategies we have 16.28% of students in the top 2 bands of NAPLAN in Years 7 and 9. The percentage of Aboriginal students in the top 2 bands of NAPLAN in Year 7 is 4.35% and in Year 9 is 14.29%.

At Berkeley Vale Campus we have focused on improving teacher quality through our Classroom Collaborations program, building staff knowledge of Great Teaching Inspired Learning actions and through targeted intervention strategies we have 15.28% of students in the top 2 bands of NAPLAN.



Percentage in bands:
Year 9 Numeracy



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 and
State Priorities: Better services – Improving Aboriginal

Parent/caregiver, student, teacher satisfaction

Berkeley Vale Campus provides multiple opportunities for the student body and parents, caregivers to express and communicate with the school. We encourage all families to provide feedback at any time through email.



Policy requirements

Aboriginal education

The Aboriginal Education team ensures that professional learning is provided for all teaching and non-teaching staff to build competencies in Aboriginal culture. This was achieved by incorporating the 8 Ways strategies into teaching and learning programs. 8 Ways is also a focus area for inducting new teaching and non-teaching staff to the campus. This initiative strengthens differentiation and cultural awareness. Berkeley Vale Campus also utilised Senior Education Officers to provide a seminar on the importance of cultural understanding and connections to the community. Berkeley Vale Campus employed two SLSOs, increasing cultural connections and strengthening our focus on literacy.

The SLSOs utilised the Heather Harvey program and assisted the students in achieving better than all other Aboriginal students for the following sections of NAPLAN. Year 9 – Reading, Writing, Spelling and Numeracy. Year 7 – Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. However, the Aboriginal students were still below the overall National Average. Berkeley Vale Campus provides a number of cultural programs including Ngura, SistaSpeak, Dance, Tuggerah Lakes Secondary College Leadership Day, Koori Games Day, University workshops, iBelieveProgram, Insight, Maliga, Acknowledgement of Country Workshops, Youth Indigenous Business Month Seminars, Patrick White Writing Competition, PelicanTouch, GulangFest, Central Coast Academy of Sport Talent Identification Day, Redgum Forest excursion and transition.

The Aboriginal students and their families express satisfaction and that the school values their identity, culture, goals and aspirations. This is done by celebrating their achievements publicly at the Aboriginal Education Awards Ceremony, Ngura Presentation, Reconciliation Assembly, NAIDOC Festival, Personalised Learning Pathways, Junior AECG, Aboriginal Student Leadership Roll Call and the College Aboriginal Education Newsletter.



Multicultural and anti-racism education

The role of the Anti–Racism Contact Officer in the school is to support those members of the school, including staff and students, whom feel that they have been subjected to behaviour or comments that are informed by racist attitudes or beliefs. Only a few incidents were reported during 2018 and they were resolved promptly through counselling. In most instances they were comments uttered in anger and ignorance and oblivious to the effects they may have. The proactive welfare programs operating in the school and the professionalism of the staff in creating a safe and inclusive environment for all members of our school community have been the most effective activities in combating racism. Our long serving ARCO Officer has relinquished this role for 2019 and new ARCO will be trained late 2018 ready for 2019.