

Berridale Public School 2019 Annual Report



1206

Introduction

The Annual Report for 2019 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.

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Message from the principal

Berridale PS has had another successful year of teaching and learning. Throughout the year our dedicated P&C executive: Pete, Cathy, Amanda, Kylie, Michael have been invaluable in their contribution towards the education of all children. They have been there all year supporting us as we updated assessment, welfare and excursion policies. They have contributed to resources such as books and home readers, school excursions. Even during the merit selection process for our permanent teaching positions they represented Berridale PS. We are all aware of their successful fundraising efforts. They have supported the canteen, and been pivotal in ensuring the completion of our tennis court and contributing to the future directions of the school.

They have truly done an amazing job. They must be recognised because what is essential here is the recognition that the P&C is more than people who meet once a month to talk about fundraising, they are a group who provide meaningful input into how the school is run, what direction it could take and what effect it can have on our student body, and I think that is something worth being involved in, your support of our students has more power than you know.

Alongside our P&C our teaching and administrative staff have provided key opportunities and programs for students, such as "Ye-ha!" the musical, anti-bullying focus days, tennis lessons, dance, virtual reality kits, robotics, cricket, netball, swimming, the Premiers Reading, Spelling, Sporting and Debating Challenges, the list goes on and on. They have provided a depth to school life through their interactions and care of our students. They are there to pick up the pieces when the game goes wrong, and they are there to say 'this is how you can do better' and they are there to celebrate success with our students.

Next year we will continue to focus on the core skills of literacy and numeracy and ensuring real growth and change for our students. We will place a focus on how we assess students, updating our IT resources, and reinforcing effective teaching strategies in the classroom that accelerate learning.

As a school community we have the privilege of raising and educating Generation Z and the beginning of the Alpha Generation – two generations that are not content to sit and listen, but wish to try and see, two generations that need to collaborate and contribute rather than command and control – and who knows what amazing things these two generations will achieve in their lifetimes. I hope whatever it is, it is something very special.

Tracey Southam, Principal.

Message from the school community

Once again this year saw our dedicated P&C and school staff enjoy another successful stall at the annual Easter fair, consisting of lots of yummy treats prepared by families from our school, a raffle containing a load of wood kindly donated by a school family and a Birdsnest voucher. A 100 club was run with a prize of a second load of wood kindly donated by the McLachlan family.

Thank you to our parents who gave their time to run both Mother's Day and Father's Day stalls giving all students the

opportunity to purchase that something special. Renee Watt did a great job organising the Scholastic book club for our children again year. This is another example of the generosity of our parent body at Berridale.

A huge thank you to Kylie Ingram and Rhonda Cahill for continuing running our school canteen. I know our students (and staff) are enjoying the lovely fresh homemade menu. Thank you ladies and a big thank you to your extra helpers, Gareth and Amanda Girling, Laine Stevens, Clare Corby, David Corby, Sam Dalwood and Tahnee Scarlett.

A personal thank you to my P&C executive, you keep me on track. It is nice having such a great team to work alongside and of course we are always very happy for new faces to join us.

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. Once again we are happy to pay for our Year 6 students to enjoy a graduation dinner. We have also put together information that went home to each family with details of a Paver Fundraiser. This is a lovely idea and something that will be here for generations to come. Our year 5 students will be walking around with brochures if you would like to grab some information.

I would like to thank our General Assistant, Bernie Power, we are so lucky to have the beautiful grounds for our children to enjoy. Thank you also to Peter Dawes who with Cath's help keeps the grounds in order during times when Bernie is unavailable.

I would also like to acknowledge that we now have a fully functioning tennis court. I know all the students have enjoyed being able to play tennis during second half lunch. How lucky are they to also have their own court for the whole school tennis program.

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, P&C President.

Message from the students

Riley and I have been here for seven years, from start to finish and it's been pretty fun! This school has changed and I have learnt a bit about myself. We've had different teachers and we've learnt something different each year, and it has helped us to understand the topic better. We'll miss the laid back teachers and all the fun we've had. Also the fun times we've had with our mates mucking around and having fun. We will miss all the teachers. (Riley C and Tom B).

I first moved to Berridale when I was in Year 3 and that was hard for me because before I was here I was in a school with more than 400 people. I had all my friends there too, so my first day was not only weird but also hard. Everyone was so nice to me, so that made making friends easy, and that's what I'm going to miss about Berridale Public School. (Emily R).



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

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

This year the school underwent External Validation in the 14 elements of the School Excellence Framework. The school presented to the panel four themes: High expectations, Quality Teaching and Learning, Welfare and Community. Berridale PS was validated as Excelling in Well being, Assessment and Reporting. The school is Sustaining and Growing in all other elements.

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.

Improvement Measures

95% of students will be at the expected stage level for Early Numeracy Strategies.

100% of students will articulate their learning goals and achieve them.

95% of parents will be satisfied with the reporting process and general school communication.

100% of teaching and learning programs will reflect curriculum knowledge and assessment data.

Premier's priorities – the number of students in the top 2 Bands for NAPLAN will increase by 45%

Overall summary of progress

Throughout 2019 Berridale PS invested in introducing a quality phonics program for all students – "Ants in the Apple" (an Australian Literacy program). Dr Lyn Meeks personally assessed all students and gave this feedback to staff members. She trained all staff in how to deliver a quality Literacy session that had synthetic phonics as the pivotal point for students growth in Literacy. The school restructured teaching resources and how it implemented spelling and phonics in line with the "Ants in the Apple" program to ensure that all students were receiving quality phonics instruction and differentiated teaching. This was further enhanced by Infants teachers delivering the Reading Comprehension component of this program to their classes. The school focussed on updating scope and sequences and this will be a continued focus for 2020.

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Deliver quality student-centred and explicit teaching and learning experiences which enable students to understand how they learn and to set and achieve goals.

Evaluation	Funds Expended (Resources)
A new PDHPE scope and sequence in line with the new syllabus has been developed and will be trialled in 2020.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$3280.00)
The school is trialling a new Mathematics Scope and Sequence and a new Science and Technology scope and sequence in line with Curriculum monitoring requirements.	
The CAPA, English, History and Geography syllabi will be revised in 2020.	

Process 2: Personalised learning

Ensure learning is data driven and based on formative assessment practices, learning progressions and curriculum knowledge. Students have access to timely, targeted intervention that reflects best practice and to tailored support, extension or enrichment.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Data for students on school focus areas has been collected from formative testing and entering students on PLAN2. Staff will continue to refine data collection, analysis and implementation to improve student outcomes through the establishment of formative (as well as summative) assessment practices in Literacy and Numeracy, with the view to have assessment practices developed in all Key Learning Areas.

Funding Sources:

- Low level adjustment for disability (\$3000.00)

Process 3: Student well-being

The school and community develop an integrated approach to student learning and well-being in which students can connect, succeed and thrive at school.

Evaluation

Staff will develop whole school policies and plans underpinned by the Australian Student Wellbeing Framework, along with the support of the school's Student Wellbeing Officer. The school will engage in Smiling Minds K-6 to improve student and staff wellbeing.

Funds Expended (Resources)

Funding Sources:

- Low level adjustment for disability (\$2250.00)

Next Steps

Future directions for the final year of the School Plan cycle in 2020 will include continuing to update our Scope and Sequences to be in line with Curriculum Monitoring and School registration requirements. This will include a clear alignment between outcomes, scope and sequences, teaching, assessment records and samples of student work. Staff will continue to focus on developing robust student welfare programs in partnership with the School Wellbeing Officer. The Bounce Back Social and Emotional wellbeing program will be further enhanced with school signage. Teachers will focus on Creating Text and Understanding Text in the Learning Progressions to fully develop knowledge of student capacity and potential for growth. "Ants in the Apple" will continue for K-6.



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.

Improvement Measures

School Excellence Framework – Berridale PS will go from Sustaining and Growing to Excelling in the Learning, Teaching and Leading elements.

100% of students will provide respectful feedback on their learning experiences.

Premier's priorities – the number of students in the top 2 Bands for NAPLAN will increase by 45%

NAPLAN growth of equal to or greater than 80% in Numeracy and Reading.

Overall summary of progress

Teachers engaged in the Quality Teaching Framework as well as individual Professional Learning. There were specific pause points throughout the year to focus on Literacy and Numeracy, including analysis of Pat-M, Pat-R and NAPLAN data to monitor student progress. Staff finalised and trialled a formative assessment scope and sequence for students in K-6, as well as assessing new students to the school, to gain a comprehensive snapshot of student learning.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy

Teachers will draw on research to develop high quality professional learning in Literacy and Numeracy teaching practices, eg: FoR, TEN.

Evaluation	Funds Expended (Resources)
Teachers worked individually to plot student progress on the progressions and develop within their class personal writing goals. Writing will continue to be a focus for K-6 students in 2020 by revisiting the digital writing continuum and trialling the "Big Write" writing program.	Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$5700.00)

Process 2: Collaborative Practice.

Teachers will develop and implement processes for consistent teacher judgement in Literacy and Numeracy data/evidence (both external and internal).

Evaluation	Funds Expended (Resources)
Teachers highly valued their involvement in the QTR and were supportive of each other's context. Berridale PS will be a pilot for Newcastle University to do a rural video-conference QTR with one teacher. Once this training has been completed Teachers will commence Round 2 of the Quality Teaching Framework. Berridale PS will also work in conjunction with the University of Newcastle to build capacity and undertake a longitudinal study of student growth and progress.	Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$6000.00)

Process 3: Evaluative Practice

Progress towards achieving improvement measures

Process 3: Teachers will strengthen evaluative culture by establishing regular "pause points" throughout each term to reflect on the use of quality sources of data to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
At times creating 'pause points' was difficult for the school due to availability of casual teachers. As a school we need to build leadership capacity in order to effectively assess student evidence and incorporate this into the teacher and learning cycle to drive student growth.	

Next Steps

Future directions for the final year of the School Plan cycle in 2020 will include aligning all staff Professional learning in Focus on Reading so that teachers are at the same point in their training in order to enhance professional dialogue and consistency across the stages with teaching comprehension strategies. Berridale PS teachers will again concentrate on another round of the Quality Teaching Framework and Model.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$4 620.00)	Student achievement is assessed and results recorded in individual student tracking sheets for 2020.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$10 583.00)	Student achievement tracked on PLAN 2 and individual tracking folders.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$10 245.00)	All students are tracked through PLAN2 and on their individual tracking folders.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	36	27	27	26
Girls	35	36	34	30

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.5	93.9	94	92.7
1	94.2	97.6	83.5	90.9
2	93.9	94.9	89.6	70.5
3	95.4	94.1	89.8	80.8
4	97.4	93.5	93.4	90.1
5	94	95.7	90.9	91.9
6	92.6	96	93	91.6
All Years	94.4	94.9	91.7	89.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Student enrolment numbers have maintained a steady level throughout the years, with the school enrolling newly arrived families to the area due to the new enrolment policy. School attendance will be monitored with the Principal contacting families, and if necessary the Home School Liaison Officer, if regular attendance becomes an issue for students.

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.43

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

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

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

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

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

	2019 Actual (\$)
Opening Balance	120,068
Revenue	967,759
Appropriation	929,063
Sale of Goods and Services	680
Grants and contributions	37,500
Investment income	517
Expenses	-881,117
Employee related	-728,658
Operating expenses	-152,458
Surplus / deficit for the year	86,643

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.



Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	123,859
Equity Total	63,485
Equity - Aboriginal	4,620
Equity - Socio-economic	26,938
Equity - Language	0
Equity - Disability	31,926
Base Total	657,824
Base - Per Capita	14,313
Base - Location	3,774
Base - Other	639,738
Other Total	27,600
Grand Total	872,767

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



School performance - NAPLAN

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

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

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

Two students in Year 3 and eleven 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.

Numeracy

Two students in Year 3 and eleven 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.



Parent/caregiver, student, teacher satisfaction

Students participated in the Tell Them From Me survey. Students reported that they were satisfied with school life and that their teachers respected them, helped them learn and gave them challenging and meaningful work. They enjoyed participating in school life and activities outside of school. Teaching staff however noted that students did not have high academic aspirations or expect to go to university. The year 5/6 Teacher focussed on improving this attitude by providing debating and spelling bee opportunities as well as encouraging several students to apply for Aurora College.

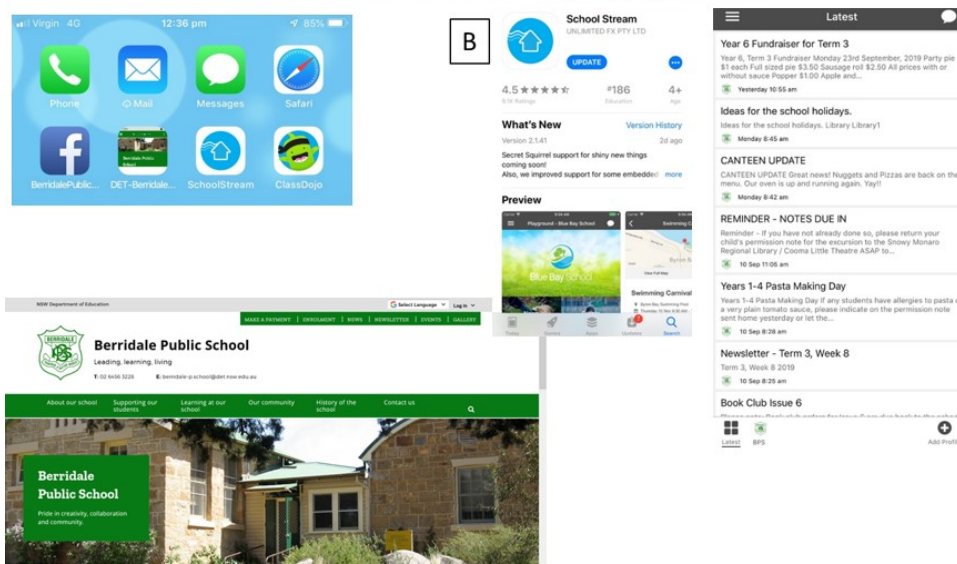
As part of our External Validation process Teachers and parents collaborated regularly to discuss opinions about school satisfaction and how feedback from parents was addressed professionally and thoughtfully. The Principal gathered feedback and opinions from parents during P&C meetings about the schools learning environment, academic focus and student welfare. Many parents gave written and digital feedback about their satisfaction with the school, how it addressed concerns and how the school endeavored to meet the needs of the wider school community. The social media platforms established in 2018 were further built upon in 2019 and showed a more focussed interaction with parents about student learning and progress.

Overall, at the end of Term Four, a broad range of parents gave positive feedback of a successful year at Berridale Public School in 2019.

Using different platforms to communicate different aspects of school life.



Ensuring we stay connected to our community through digital platforms.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The school received funding to support the learning and welfare of its Aboriginal students and ensured that Personal Learning Plans were written with student and parent input. Each year Berridale PS celebrates NAIDOC week and did so with rotations throughout the day focussing on aspects of Aboriginal and Torres Strait Islander culture. The Principal ensured that Teaching and Learning programs focussed on Aboriginal culture in all Key Learning Areas.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

All teachers at Berridale Public School consistently address in their Teaching and Learning Programs aspects of multicultural education, in particular through the teaching of History, Geography, Library and in Literacy time.

