

Tuggerah Lakes Secondary College Berkeley Vale Campus

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Tuggerah Lakes Secondary College Berkeley Vale Campus

Berkeley Rd

Berkeley Vale, 2261

www.berkeleyva-h.schools.nsw.edu.au

berkeleyva-h.school@det.nsw.edu.au

4388 1899

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 whom are confident and creative individuals fully equipped with the personal resources to maximise their potential and achieve future success and wellbeing.

School context

Berkeley Vale Campus is a coeducational 7 – 10 campus serving the communities of Berkeley Vale, Chittaway Bay and Killarney Vale on the southern side of Tuggerah Lakes. 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 2019 is 801 students. Berkeley Vale Campus has an ICSEA of 965 and a FOEI value of 111. There is a significant enrolment of Aboriginal students being 10% and 4.5% of the school enrolment has a language background other than English.

In 2019 the school completed professional learning in Positive Partnerships and we were the first high school in New South Wales to receive this funding. Our school will also be striving to become a Trauma Sensitive school as well as having a quality teaching focus with staff working collaboratively to develop, implement and evaluate teaching and learning programs, pedagogical practices to improve 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 (PBL) 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

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 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.

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/school-excellence>

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.

Improvement Measures

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%.

The percentage of students achieving expected growth increases in Reading in Year 9 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).

Overall summary of progress

- 60% of Year 9 students achieved at or above expected growth in Reading, 5% higher than the target of 55%.
- 53% of Year 9 students achieved at or above expected growth in Writing, 3% higher than the target of 50%.
- 55% of Year 9 students achieved at or above expected growth in Numeracy, 4% higher than the target of 51%.

Progress towards achieving improvement measures

Process 1: Implement practices that ensure all teaching and learning programs are underpinned by quality teaching elements which foster high expectations of student learning outcomes and are linked to student learning goals.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Colleagues reflected upon processes implemented and teaching and learning strategies implemented within the classroom.• Most programs were WICOR–ISED. Staff working together to ensure that all programs are WICOR–ISED in 2020.	<ul style="list-style-type: none">• Staff reflected upon their teaching and learning and lesson implementation – after school collaboration

Process 2: Review and continue to build teaching and learning across the school to include adjustments and individual needs, ensuring rigour and challenge for all students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Writing tool box complete.• Level 2–3 cards completed.• Post data PAT Testing.• Exit outcomes achieved.	<ul style="list-style-type: none">• Casual relief.• ACER Progressive Achievement Test subscription.• Material to create reading boxes.

Process 3: Implementation of whole school systems that facilitate the modelling of effective teaching practice, classroom observations and consistent approach to classroom management.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Staff survey.• Peer support initiative started but not as successful as was hoped.• Welfare training moved to SDD 1 Term 1 2020.	<ul style="list-style-type: none">• Survey Monkey subscription.• Casual relief costs.• Consumables.

Next Steps

In 2020 the focus will continue being students engaged in quality learning through teaching at the point of instructional need for all students and explicit teaching of literacy and numeracy foundation skills. Head Teachers will ensure that teachers within their KLA are using consistent school-wide language and explicit teaching strategies for improvement in the literacy and numeracy skills of all students. The use of PAT data 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. This data will also assist teachers to teach at the point of instructional need. Individualised support will be developed collaboratively with families and students in Student Growth Conferences.

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.

Improvement Measures

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%.

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%.

The student positive relations and learning environment aspect of the Tell Them From Me (TTFM) survey will equal or exceed the DoE State norm. (Baseline school 78%, State 79% 2017).

The teacher inclusive school and parent involvement aspect of the TTFM survey will equal or exceed the DoE State norm. (Baseline TTFM 2018).

Overall summary of progress

- In Year 7 Numeracy 23% of Aboriginal students are in the top two bands.
- In Year 7 Reading 13% of Aboriginal students are in the top two bands.
- In Year 9 Numeracy 6.29% of Aboriginal students are in the top two bands.
- In Year 9 Reading 41% of Aboriginal students are in the top two bands.
- TTFM 2019 student positive relations and learning environment aspect was completed by a smaller sample size and the school mean was 71%.
- TTFM teacher inclusive school and parent involvement aspect was completed by a smaller sample size and the 2019 school mean was 6.1 and the 2019 State norm was 6.7.

Progress towards achieving improvement measures

Process 1: Development and implementation of an integrated and comprehensive Learning and Engagement process so that every student, parent and teacher has the knowledge to connect with staff and support the development of personalised learning pathways.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Students identified as being below National Minimum Standards (NMS) using diagnostic testing (PAT) were invited to participate in Student Growth Conferences. The conferences were in partnership with parents and provided points of discussion and collaboratively developed individualised strategies to support future growth in literacy and numeracy.	

Process 2: Implement practices to ensure the learning and wellbeing needs of every Aboriginal student are met through an integrated approach to quality teaching, curriculum, assessment and wellbeing.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 22 November – Year 10 to 11 transition to The Entrance Campus.• Koori Games Transition Day – 28 August – including Partner Primary School students and other enrolments. This was led by Aboriginal students and Year 9 Leadership. Catering approx. \$1500.• TLLC Primary Leadership Day did not occur in 2019.• Minimum of 2 staff members attending all AECG meeting including	<ul style="list-style-type: none">• Staffing.• Transport.• Catering.

Progress towards achieving improvement measures

Aboriginal Education Team members and executive staff.

Process 3: Implement and embed innovative curriculum opportunities through a variety of curriculum offerings and explicit teaching and modelling of the school and communities core values.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Student survey indicates positive engagement and enjoyment in iCreate curriculum.	<ul style="list-style-type: none">• Involvement in Educational Changemakers program.• Casual relief costs.• Consumable resources for iCreate class.

Next Steps

In 2020 we will continue to improve our school-wide practices of PBL especially in the processes for Targeted Interventions. Our goal will be to develop and trial Tier 1 intervention and reduce suspensions. The Connect program will be implemented in Year 9 in 2020 which is a mentoring program for students 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 in improving learning outcomes and behaviour regulation in all school settings.

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.

Improvement Measures

The teacher and student effective learning time aspect of the Tell Them From Me (TTFM) survey equals or exceeds the DoE 2017 norm. (Baseline school 6.8, State 6.2 2017).

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.

Overall summary of progress

- 48.37% of parents (1266) with active portal accounts have logged in to Sentral Parent Portal.

Progress towards achieving improvement measures

Process 1: Review and further develop the understanding of future focussed digital teaching and learning within the role description of all teachers and identify and create expectations of digital learning outcomes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Staff were given three optional professional learning activities and 76% engaged and completed the activities to improve skills in digital teaching.• Assessment Task completed and ready for incorporation into Assessment booklet for 2020.	<ul style="list-style-type: none">• Casual relief.• SAO administration support.

Process 2: Review and further develop strong collaborations between students, parents and community that inform and support continuity of learning for all students at transition points.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 2019 Transition of Year 6 and Year 10 deemed to be an outstanding success with only minor changes to be made. DP for 2020 in charge of transition provided with all of the information.	<ul style="list-style-type: none">• Meeting time.• Casual relief.• Consumables.

Process 3: Create and implement a stronger professional network and collegial relationship between BVC and teachers across TLLC which focus on teaching and learning through the use of critical friends, analysis of student learning and continuous and inclusive learning for all.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 15% of BVC staff attending Hub meetings.• Staff knowledge improved as a result of attending HUB meetings.• Staff collaboration across learning community improved as a result of staff attendance at HUB meetings.	<ul style="list-style-type: none">• No resources required other than teacher attendance.

Next Steps

In 2020 Berkeley Vale Campus will continue to develop productive and positive partnerships across Tuggerah Lakes Learning Community through increased engagement in TLLC Hubs. We will continue to survey Year 6 students and their families to identify areas for improvement in our transition program.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Staff member employed 1 day per week to develop individualised literacy and numeracy plan for Aboriginal students. • 3 SLSOs employed to support student learning and wellbeing. • Wellbeing consumables. • Heather Harvey literacy program. • Portable hospitality kitchen for health and wellbeing programs. 	<ul style="list-style-type: none"> • Improved data from TTFM survey compared to 2018. • Transition successfully completed with Aboriginal students feeling supported in their transition from Primary school. • Increased number of staff attending AECG meetings. NAPLAN Year 9 <ul style="list-style-type: none"> • Increase in Reading, Writing, Numeracy, Spelling and Grammar & Punctuation. • All areas above State average. NAPLAN Year 7 <ul style="list-style-type: none"> • Increase in Reading, Writing, Numeracy, Spelling and Grammar & Punctuation. • All areas above State average. • Premier's Priority – 11.69% of Aboriginal students are in the top two bands for Reading and Numeracy.
English language proficiency	<ul style="list-style-type: none"> • EAL/D teacher. 	<ul style="list-style-type: none"> • EAL/D student plans completed. • Testing completed. • EAL/D reports finished and submitted to DP. • ERN updated where required.
Low level adjustment for disability	<ul style="list-style-type: none"> • Teacher x 1 for iCreate. • 3 additional SLSOs to support iCreate and Healthy Men program. • Boys' Education teacher 0.3 to run Healthy Men program for all male students 7–10. • Health and wellbeing consumables. 	<ul style="list-style-type: none"> • Contracted School Learning Support Officers. • In class support available for all students. • In class support for targeted students. • Withdrawal for reading programs. • Withdrawal for targeted students who are below National Minimum Standard. • Facilitating the Targeted Assistants Program (TAP) on Tuesdays during sport. • Providing support to teachers to implement scaffolded tasks. • Creating visual cards to support students with additional learning needs. • Supporting students during examinations. • Supporting students with integration funding.
Socio-economic background	<ul style="list-style-type: none"> • Employed two Youth Outreach officers to support students. • SLSOs available to support students. • Health and wellbeing consumables. 	<ul style="list-style-type: none"> • Wordflyers and MathsOnline utilised by 98% of students. • AVID Banquet was an outstanding success in celebrating the achievements of AVID students. • Breakfast Club has been extremely successful catering for students who attend school without breakfast. The program was so successful that lunch was provided to many students throughout the year. • Programs evaluated – students with significant need have been supported. • Equality has been ensured. Students from low-socioeconomic background have not been disadvantaged during the year. • A large number of uniforms donated for 2020. Uniforms washed, ironed and ready for use.
Support for beginning teachers	<ul style="list-style-type: none"> • Printing. • Casual relief. 	<ul style="list-style-type: none"> • All beginning teachers engaged with their mentor teacher regularly and had support through lesson observations and team teaching. • Beginning teachers commenced their

Support for beginning teachers	<ul style="list-style-type: none"> • Printing. • Casual relief. 	accreditation journey. <ul style="list-style-type: none"> • Meeting completed and successful. • Survey information evaluated and adjustments made to 2020 induction program and staff handbook.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	395	391	399	394
Girls	363	362	374	394

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.3	90.2	90.1	89
8	89.7	88.9	86.8	88.6
9	90.4	88.6	86.6	85.2
10	87.8	87.3	85.6	85.1
All Years	89.7	88.8	87.3	87
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
All Years	90	89.9	88.7	88.2

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.

Post school destinations

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

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Tuggerah Lakes Secondary College Berkeley Vale Campus undertook vocational education and training in 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	40.43
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.68
Other Positions	1

*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	388,327
Revenue	10,039,235
Appropriation	9,724,542
Sale of Goods and Services	41,228
Grants and contributions	256,180
Investment income	3,206
Other revenue	14,078
Expenses	-10,164,442
Employee related	-9,024,012
Operating expenses	-1,140,429
Surplus / deficit for the year	-125,207

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.

- An unexpected staffing issue was the reason for a deficit of \$125,207.

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	1,236,132
Equity Total	729,322
Equity - Aboriginal	91,907
Equity - Socio-economic	335,878
Equity - Language	40,327
Equity - Disability	261,210
Base Total	6,440,473
Base - Per Capita	185,613
Base - Location	0
Base - Other	6,254,861
Other Total	875,551
Grand Total	9,281,478

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.

Parent/caregiver, student, teacher satisfaction

Parents complete online surveys as well as Tell Them From Me.

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.

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.

Other School Programs (optional)

Learning Centre

A Learning Centre was established in 2019 to support students. The learning centre is staffed by a Learning and Support Teacher and a School Learning Support Officer. Students attend for several reasons including check and connect, reading programs, minimum standards support, special provisions, downtime, transition back to class, in-school suspension, assessment task assistance and social skills lessons. Outside of class time the learning centre offers a breakfast club every day and runs a Rainbow Club for students interested in diversity. A therapy dog is also part of the Learning Centre 3 days per week.

Wellbeing Centre

Additional funding for Wellbeing Officers was applied for and was successful resulting in being able to establish a highly successful Wellbeing Centre. The Wellbeing Centre offers services including mediation, time out, resilience building, boys social skills programs, girls social skills programs, Connect program, school to home relationship building and support across all areas of wellbeing.

School Learning Support Officers

- In class support for all students
- In class support for targeted students
- Withdrawal for reading programs
- Withdrawal for targeted students who are below National Minimum Standard
- Facilitating targeted assistant program (TAP) on Tuesdays during sport
- Providing support to teachers to implement scaffolded tasks
- Creating visual cards to support students with additional learning needs
- Supporting students during examinations

- Supporting students with integration funding

Duke of Edinburgh

Thirty-one students from TLSC Berkeley Vale Campus participated in the College Duke of Edinburgh program. Twelve students undertook the Bronze program, completing a two-night practice journey to Bouddi National park, and a very challenging three-night adventurous journey to Kangaroo Valley. Nineteen students participated in the Silver program, which included a practice hike through the Berowra Valley, and an adventurous journey to the Gold Coast in Queensland.