

2020 Annual Report

Tuggerah Lakes Secondary College Berkeley Vale Campus



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Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 was always going to be a challenging year. It started with horrific bushfires and devastating floods and then in March our world as we knew it changed.

The COVID pandemic impacted every aspect of our lives and we needed to be responsive and adaptive more so than ever before.

There have been many lessons learned in 2020 for each and every one of us. We learnt how to zoom, how to record online lessons and to learn remotely. We held virtual assemblies and even conducted parent teacher night online. We showed resilience.

Our school community coped with the changes and the challenges of 2020 with maturity and thoughtfulness. We continued to focus on education and our students demonstrated just how positive, resilient and dedicated they are.

School vision

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>

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).

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">• ALPHA project was successfully received by staff during SDD• PL was engaging and data used to start conversations for executive around differentiation and extension of student growth	<ul style="list-style-type: none">• Library

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">• Programs successful in improving the skills of the targeted students• Outstanding success of students who completed Minimum Standards testing	<ul style="list-style-type: none">• PL• Release days

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">• Successful PL completed• Staff aware of expectations leading into 2021	<ul style="list-style-type: none">• PL• Library• Release days

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).

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">Bright Start interviews10 to 11 TransitionOnline Parent/ Teacher interviewsPLP party was an outstanding successStudent Growth meetings cancelled due to COVID	<ul style="list-style-type: none">LibraryRelease days

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">GulangFest and BVC Aboriginal Education Awards cancelled. Students achievements recognised at the Academic Assembly, RoSA Ceremony (9 December) and Ngura presentations (17 November).AECG meetings cancelled due to COVID.	<ul style="list-style-type: none">CertificatesTrophies

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">Selected teachers timetabled for ALPHA classes in 2021	

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.

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">Extremely successful PLFeedback highlighted that staff would like more PL on technology on SDD 1 2021	<ul style="list-style-type: none">Online professional learning

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">2020 Transition of Year 6 and Year 10 deemed to be an outstanding success despite COVID. DP for 2021 in charge of transition provided with all of the information.	<ul style="list-style-type: none">Meeting timeCasual reliefConsumables

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">HUB meetings successful with all schools in TLLC representedSharing and creating of resources, especially in numeracy, was outstanding	<ul style="list-style-type: none">Meeting time

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 • Uniforms 	<ul style="list-style-type: none"> • Improved data form TTFM survey compared to 2019 • Transition successfully completed with Aboriginal students feeling supported in their transition from Primary school
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 • Students mapped according to EAL/D search
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 • Expansion of Learning Centre to accommodate 30+ students 	<ul style="list-style-type: none"> • Contracted School Learning Support Officers (SLSOs) and Student Support Officers (SSO) • 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 • Expansion of Learning Centre 	<ul style="list-style-type: none"> • LEXIA and MathsOnline utilised by 98% of students • 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 • Devices, internet connectivity and food hampers provided to more than 100 families during COVID
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 accreditation journey • Meeting completed and successful • Survey information evaluated and adjustments made to 2021 induction program and staff handbook

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	391	399	394	386
Girls	362	374	394	417

Student attendance profile

School				
Year	2017	2018	2019	2020
7	90.2	90.1	89	94.5
8	88.9	86.8	88.6	90.6
9	88.6	86.6	85.2	91
10	87.3	85.6	85.1	90.7
All Years	88.8	87.3	87	91.7
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
All Years	89.9	88.7	88.2	89.8

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	N/A	0	0
Employment	N/A	0	0
TAFE entry	N/A	0	0
University Entry	N/A	0	0
Other	N/A	0	0
Unknown	N/A	0	0

Students transition from Year 10 to the Senior Campus for Year 11 and 12.

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 2020.

Not applicable.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	41.4
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.08
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	263,120
Revenue	10,220,741
Appropriation	10,049,038
Sale of Goods and Services	36,436
Grants and contributions	120,298
Investment income	1,089
Other revenue	13,881
Expenses	-10,428,665
Employee related	-9,545,087
Operating expenses	-883,578
Surplus / deficit for the year	-207,923
Closing Balance	55,197

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.

	2020 Approved SBA (\$)
Targeted Total	74,852
Equity Total	829,157
Equity - Aboriginal	109,801
Equity - Socio-economic	407,337
Equity - Language	40,214
Equity - Disability	271,805
Base Total	7,974,291
Base - Per Capita	194,895
Base - Location	0
Base - Other	7,779,396
Other Total	846,825
Grand Total	9,725,126

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.

In 2020 BVC was led by S Carter, a proud Nyaywanna women from Port Macquarie, as our Sport Captain. She was also successful in winning the Stan Ralph Scholarship through the Gulangfest Committee.

We had 9 students selected in the 2021 Central Coast Academy of Sport Indigenous Talent Identification Program:

Our Aboriginal Dance Group shared their personally choreographed dance with the school at the Academic Assembly.

We achieved success in the Patrick White Writing Competition and students were constantly assisted in and outside the classroom by our Aboriginal Education support staff.

Uncle Rob Waters and Aunty Kirsten shared their cultural knowledge and stories with all of the Year 8 students during the RedGum Excursion. Our Ngura students were responsible for facilitating the Koori Games component of this excursion as well as at the Year 6 Orientation Day.

The Aboriginal Education Team delivered food hampers to all families, made wellbeing phone calls and set up an online learning platform for students to ask questions and get assistance with classwork whilst they were participating in online learning.

Many of our regular event were cancelled due to the restrictions placed upon us due to COVID-19. However, the Aboriginal students at BVC were still able to take advantage of participating a number of activities such as Ngura, AECG Pirru Thankgurray, Sista Speak facilitated by Miss Gillmer, Bro Speak facilitated by Mr Chamberlain, Dance workshop, CCAS Indigenous Talent ID Day, Fitness Group with SLSOs and the online Macquarie Uni Cultural Leadership Program.

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)

Gifted and Talented

In 2020 we introduced a Project Based Learning component to the Alpha class with a focus on student directed learning. The theme for this first task was My Dream Classroom. The students were given a brief to design a multifunctional and carbon neutral classroom within a 100m² area and within a budget. They were also given access to resources and a timetabled day every fortnight to work on the task which was to be presented to the Deputy Principal, School Principal and College Principal at the end of the semester.

In the first period of their timetabled day, the teachers would run a lateral thinking game and present a masterclass on a common skill that every group needed to comply with to meet the brief. The rest of the day was student directed learning where individual students in the group would learn the skills they needed to complete their part of the task. The role of the teacher was primarily focused on organising the resources and permissions the students needed to complete their vision for the project. Sometimes different staff with specialised skills in specific software or production techniques were asked to present a masterclass live or post a masterclass onto the Alpha class website. A reflection at the end of the project highlighted that the students learned a number of social, collaborative and organisational skills that they would not have experienced in a traditional classroom setting. Some examples of these included the development of goals, timetables, regularly reviewed deadlines and pre-planned conflict resolution plans. The students also developed STEM related skills in developing models using virtual reality software; building physical models using 3D printing and carpentry skills; learning new software such as Sketchup and Tinkercad and using varied presentation software beyond their experiences of the Google suite. The success of this project has led to the introduction of an Alpha project every semester for the Alpha class in Year 7 and Year 8 in 2021.

Wellbeing

2020 was in many ways both a very challenging and rewarding year for our Wellbeing faculty. The impact of COVID was felt across the entire school community and there has never been a more important time to focus on the emotional and physical wellbeing of our students.

During our time of online learning our Wellbeing Faculty created the 'Wellbeing Classroom' which became a digital hub for challenges and fun activities for our students whilst they were forced inside at the height of the pandemic. Our learning support staff created care packages for students and joined in with online lessons to continue to support our students and their learning and our student support officers and counsellors continued their tireless work of supporting students 1 on 1 using phones and digital platforms.

As things began to return to normal we expanded our learning centre and it continues to be a hive for student support. From breakfast club to rainbow club, targeted assistance programs to reading groups, our learning centre staff continually dedicate their upmost passion and energy for supporting our students.

2020 saw the expansion of the Better Blokes program, a targeted program for boys that focus of positive relationships, conflict resolution and other issues that face the young males in our community. The 'Teen Tribe' program flourished with targeted groups of girls doing regular gym sessions with Ms Ekepati and Mrs Parke before school. Year Advisors continued their hard work on our connect programs which aim to bridge the gap between staff and students and help form positive school relationships.

2021 will continue to see continued growth and adaptability from the Wellbeing Team as we endeavour to support every Berkeley Vale student with their learning and development into young adults.