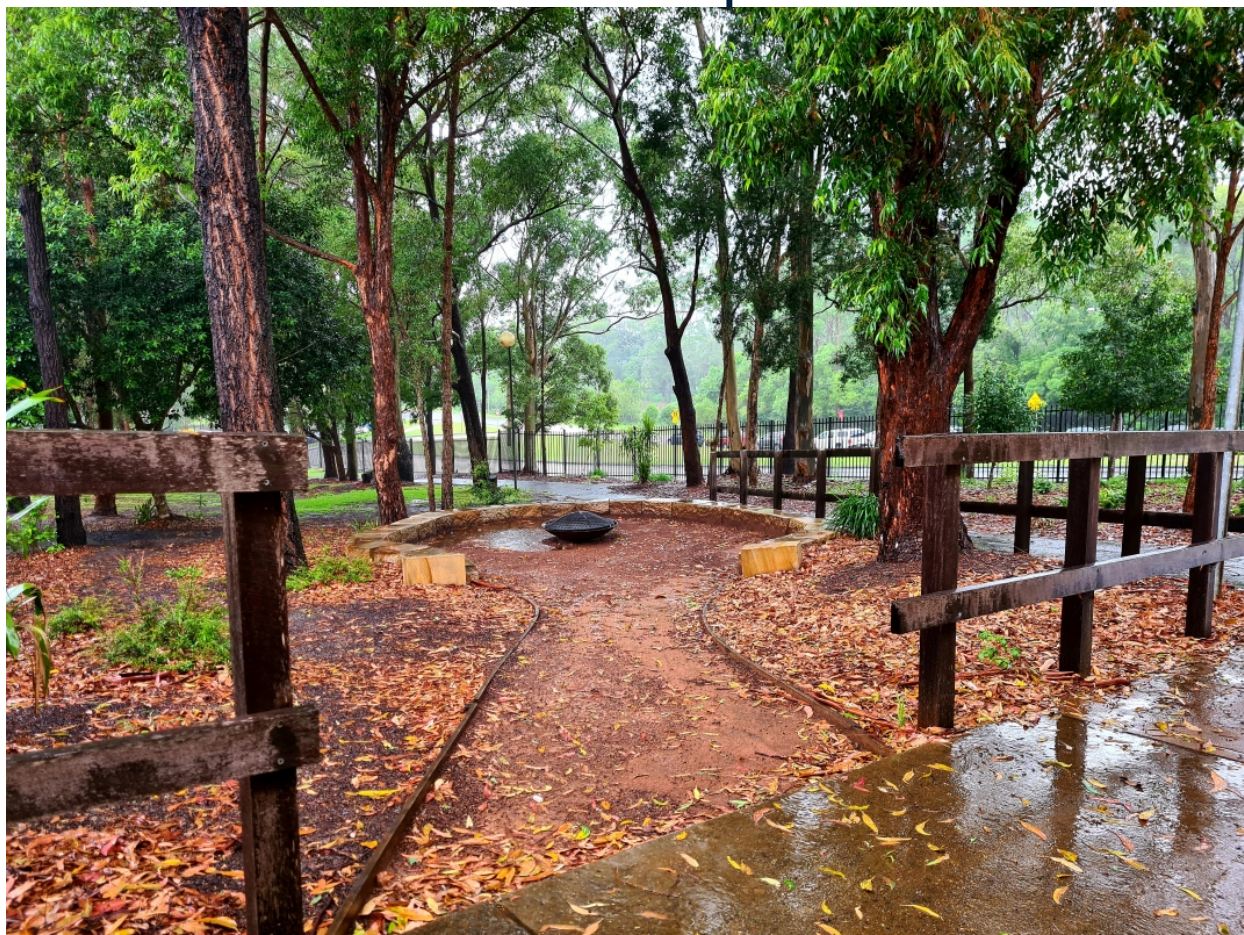


# 2021 Annual Report

## Tuggerah Lakes Secondary College Berkeley Vale Campus



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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## Message from the principal

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2021 was always going to be a challenging year.

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

There have been many lessons learned in 2020 and 2021 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 2021 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. Our students are fully supported on their journey to becoming self-motivated learners, confident and creative individuals, fully equipped with the personal resources to maximise their potential and achieve future success and well-being. To provide this quality education, we are committed to identifying their unique needs and planning a response to these students' needs. At Berkeley Vale Campus teachers can and will meet the needs of students through syllabus adjustments, pedagogical practice and success criteria to support every student to demonstrate what they know, understand and can do.

## 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 student population in 2021 was 833 students with enrolment numbers growing steadily over the last few years. Berkeley Vale Campus has an ICSEA of 948 and a FOEI value of 113. There is a significant enrolment of Aboriginal students (12.7% of the student population in 2021) and 1% of students have a background where English is an additional language or dialect.

The school's staffing entitlement in 2021 was 60 full-time teaching staff and 16 non-teaching staff. The school also employed two Wellbeing Officers (SSO) from RAM Equity funds. The current principal has been leading the school for 5 years. There is good stability in permanent classroom teachers and school administration staff.

Wellbeing and student learning support have been key drivers for strategic improvement at Berkeley Vale Campus and, as a result, a number of learning support and behaviour programs have been established and are having a positive impact on well-being and achievement in the school. Our Positive Behaviour for Learning (PBL) processes are embedded and we are committing to continuing a focus on consistency of practice.

The College Talent Development in Sport program targeted students who were performing at elite level in their chosen sport. These students are currently NSW or Australian representatives or playing in elite squads in state or national competitions. Students follow an individual plan to ensure they are able to achieve their sporting and academic/vocational goals. Over the past five years over 100 students have successfully graduated the program with over 95% achieving their goals competing at an elite level in state and national squads or making the successful transition to professional sport.

The College Talent Development in Art program targeted students who were performing at elite level in dance. Students follow an individual plan and participate in a College Company to ensure they are able to achieve their dancing and academic/vocational goals. Over the past four years over 80 students have successfully graduated from the program with many making the transition to elite national dance companies and university programs. The College Company has won awards locally and nationally. Many students have been featured dancers in national dance publications. A hallmark of the program is the capacity for students to take a lead in dance choreography.

According to research, teacher efficacy has a significant effect size and is central to lifting student achievement. As a school we support teachers with professional learning that is targeted to meet the needs of our students by directing this learning to match the What Works Best documentation from CESE. It is clear that a focused approach to building capacity in Classroom Management, Explicit Teaching, Differentiation and Formative Assessment will support our efforts in improving student growth and attainment. Explicit teaching and clear behaviour expectations go hand-in-hand and we can see clear connections between the work we do as a Positive Behaviour for Learning school and the value of clearly defined learning expectations that are regularly reflected upon through formative assessments. Our students have told us that they want to be challenged and so our differentiation approaches will need to focus on both supporting students with additional needs and on extending able learners within all classrooms. Our community has told us that they value Aboriginal perspectives and local knowledge and our teachers have indicated more professional learning is needed for them in this space to support their practice.

Whilst gains have been made in the quality of teaching and learning practices at our school, particularly with regards to supporting students with additional needs and to grow the achievement of students in the lower bands of NAPLAN, we recognise the need for further work in ensuring our students are meeting school-based and Department determined learning targets to demonstrate 'high performance'. Continuing to build teacher capacity in the use of targeted literacy and numeracy strategies and using data to plan and create lessons will contribute to greater student achievement and engagement especially when this is amplified through the use of BVC teacher collaboration and coaching model to drive explicit teaching.

## 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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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: Student growth and attainment

### Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, teachers will support students to achieve their educational potential through high expectations and effective, explicit teaching.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit teaching and classroom collaboration
- Collaborative learning discussion

### Resources allocated to this strategic direction

**Socio-economic background:** \$56,000.00

**School support allocation (principal support):** \$7,000.00

**Low level adjustment for disability:** \$10,000.00

### Summary of progress

#### Explicit Teaching

Explicit teaching of literacy and numeracy skills has continued to be a focus in 2021. 8 staff meetings were delivered in 2021 that focussed on literacy, numeracy, reading and interpreting data. The literacy and numeracy professional learning was evidence-based, utilising the What Works Best Guide, and including the most current research and evidence-based practice. Each session involved a literacy workshop, numeracy workshop and highlighted data from that area of literacy and numeracy. The workshop included the explicit teaching of literacy and numeracy skills using the modelled, guided and independent approach to explicit teaching. The explicit teaching of literacy skills included spelling, grammar, vocabulary, reading and writing and in numeracy the skills included multiplication, additive strategies, percentages, decimals, fractions and math game sense. The same structure will be kept in 2022.

#### Classroom Collaborations

Due to COVID this initiative has been moved to 2022

#### Collaborative learning Discussions

Due to COVID this initiative has been moved to 2022

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN Top 2 Bands</b> <ul style="list-style-type: none"><li>• Improvement in the percentage of students achieving in the top two bands to be above 15.4% in Reading and above 15.5% Numeracy in order to achieve system-negotiated targets by the end of the SIP cycle</li></ul>	Across 2021, both the literacy and numeracy teams have effectively delivered high impact professional learning to all staff. These sessions aimed to improve the teacher skill set and inform teachers of students' current level of achievement to allow teachers to modify their practice to ensure that each student is being taught at their educational point of need. Professional learning utilised both PAT and Check-In data to model effective literacy and numeracy teaching strategies to be used across all KLAS. Each meeting provided staff with a takeaway to be used in an upcoming lesson. These meetings helped drive the teaching of both literacy and numeracy in the school and work towards increasing student achievement in all aspects of NAPLAN.
<b>NAPLAN Expected Growth</b> <ul style="list-style-type: none"><li>• Improvement in the percentage of</li></ul>	Progressive Achievement Tests (PAT) were administered to all students at BVC. In 2021 they were delivered in both Term 1 and Term 4. Data from

<p>students achieving expected growth to be above 64% in Reading and above 69% Numeracy in order to achieve system-negotiated targets by the end of the SIP cycle.</p>	<p>these tests were analysed and relevant information was communicated to students, teachers and parents. Student level of achievement was coded using a 'traffic light' system and a data wall was created. Professional learning was delivered to all staff about how to read and utilise the data wall to better understand students in their class. Along with this, staff were involved in professional learning, administered by both the literacy and numeracy teams, about how they could utilise the data to ensure that their teaching practice is differentiated for every student in their class. PAT testing at BVC gave teachers the tools to help student growth in NAPLAN. In 2021, literacy and numeracy withdrawal groups were implemented to help students achieve growth in reading, writing and numeracy. Through close analysis of Check-In, NAPLAN and PAT data, student groups were created and timetabled to receive extra support in literacy and/or numeracy. A numeracy specialist was employed to administer numeracy groups and Head Teacher Teaching and Learning administered literacy groups. These programs were heavily affected by COVID 19, however, still ran for Term 1 and Term 2. These groups are expected to be established again in 2022 to help drive students' level of achievement in all areas of NAPLAN.</p>
<p><b>Explicit teaching</b></p> <ul style="list-style-type: none"> <li>• 65% of teachers use data to inform teaching practice and content, delivering targeted literacy and numeracy strategies to match student needs.</li> </ul>	<p>High-quality professional learning on implementing evidence-based literacy and numeracy strategies have enabled staff to ensure every student is being taught at their point of instructional need and are successful in every lesson. Post surveys from staff meetings have shown that 82% of staff have implemented the strategies presented in these meetings in subsequent lessons. Staff have noted that spelling and maths games have been highly successful in the classroom with 90% using spelling games to improve results from pre, middle and post spelling tests. High success is evident in the analysis of Check-In and PAT data that showed growth in spelling and grammar in years 8 and 9. Also, HSC Minimum Standard results for Year 10 were highly successful with 99% of students achieving reading, 100% achieving numeracy and 89% achieving writing. Finally, staff have access to all professional learning material through a Google Classroom that has been established. Due to COVID 19 and extensive lockdown periods, quality teaching rounds were not achieved in 2021 and will start in 2022.</p>
<p><b>NAPLAN Top 3 Bands ATSI</b></p> <ul style="list-style-type: none"> <li>• Improvement in the percentage of students achieving in the top three bands to be above 43.8% Reading and 46.7% Numeracy.</li> </ul>	<p>Aboriginal students at Berkeley Vale Campus made a significant improvement when it comes to the percentage of students in the top 3 NAPLAN Bands for reading and numeracy. There were now 43.8% of our Aboriginal students in the top 3 bands in reading and 46.7% in numeracy. Overall, the percentage of students in the top 3 bands is lower than the DoE expected growth. The improvement of literacy and numeracy skills for Aboriginal students will remain a focus in 2022 and beyond through individualised programs and small group work.</p>

## Strategic Direction 2: Consistency of teaching practice and expectations

### Purpose

Differentiation is a planned and decided response to every student's needs and through the use of formative assessment, technology and consistent behaviour management strategies, student outcomes will be improved. Differentiation is a positive way to develop personal and cultural identity as well as independence through the development of strengths and continual improvement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- The 5 Elements of Differentiation
- Positive Behaviour for Learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$46,500.00

: \$2,500.00

**School support allocation (principal support):** \$7,000.00

### Summary of progress

After analysing strengths and gaps in teaching practice, it was observed that staff required additional professional learning in Differentiation and Positive Behaviour For Learning.

### Differentiation

Berkeley Vale Campus has developed and committed to a 4-year project that is an integrated approach to quality teaching, curriculum and assessment and focuses on learning and teaching excellence. The project has concentrated on current educational research, evidence-based best teaching practice and collaboratively worked with the whole school community to ensure every student's pathway is successful. During the two school development days, as well as Week 4 of each term, professional learning was delivered on differentiation. In 2021, the focus was on the first element of differentiation; outcomes. The Professional Learning sessions delivered in 2021 focused upon unpacking syllabus outcomes, writing Learning Intentions and Success Criteria (LI & SC) into Year 8 programs, collaboration and sharing good practice as well as utilising swivel camera footage to see the LI and SC in action. In 2022, learning intentions and success criteria will be embedded in teaching and learning programs from Year 7-10 and PL sessions will move into the second and third elements of differentiation content and process.

### Positive Behaviour For Learning

Positive Behaviour for Learning (PBL) has been in place at BVC for over 10 years and is a 3 tiered process. In 2021 the focus for the Tier 1 PBL team was the consistency of practice across the school, ensuring all classrooms had the same routines and expectations. To ensure consistency of practice, a PBL induction platform was made, as well as the completion of new signage of school-wide expectations, behaviour scripts to assist staff in having meaningful and restorative conversations about behaviour and core behaviour lessons were modified and scope and sequenced across Year 7 and Year 8 implemented. PBL data meetings were established and run each week with a representative from each faculty area. The PBL data meeting ensured student behaviour data was tracked, actioned and the school-wide weekly focus decided upon the week's data. Tier 2 PBL consolidated the excellent structure already in place with data-driven small group interventions including connecting and check and connect as well as girls groups, Better Blokes and physical activity sessions such as teen tribe and bike riding. Tier 3 PBL focused on the role of the new behaviour specialist teacher by finalising a role statement for the position as well as systems and processes for individual case management of students with the ERASE model, functional behaviour assessments and unique and varied needs. Finally, as a result of COVID 19 and length lockdown in 2021, the PBL team implemented a mentoring program called Ngiyang. The Ngiyang program ensured all students had a mentor teacher upon their return to school. The evolution of this program in 2022 will include tracking student behaviour data and developing positive relationships with all students across the school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>• 65% of teachers use data to establish where their students are in their learning and what they need next</li> <li>• 65% of teachers communicate high expectations for students, regardless of their starting point, and students can articulate these expectations</li> <li>• Some curriculum areas use open ended activities that allow all students to access learning and demonstrate their knowledge and skill</li> </ul>	<p>High-quality professional learning on implementing evidence-based differentiation strategies along with regular professional learning on different data platforms has enabled staff to ensure every student was being taught at their point of instructional need and were successful in every lesson. Professional learning has occurred during week 4 of each term for differentiation and during staff meetings in weeks 3 and 7 of each term for data. Despite all professional learning going online due to COVID 19, 90% of staff have indicated they are confident in the use of the outcome element of differentiation in their daily teaching practice.</p> <p>As evident in post-professional learning surveys, 89% (50 of 56) of teachers have reported increased confidence in using data from a variety of platforms. Data from BVC student support summaries, Scout data including NAPLAN and Check-in data, PAT and Minimum Standards testing data have enabled staff to embed the Outcome element of differentiation in Year 8 programs to a high standard. 84% of staff are very confident in unpacking syllabus outcomes, as well as writing learning intention and success criteria. By utilising the school's entry routine to classrooms, 90% of teachers successfully communicate high expectations for students and their learning journey for each lesson. However, an area of focus in 2022 will be students being able to articulate their learning through engaging with success criteria and students can talk to each other about their learning journey and how they can move to the next level.</p> <p>All faculties at Berkeley Vale Campus have successfully embedded LI and SC into Year 8 teaching and learning programs, allowing students to access learning and demonstrate their knowledge and skills in each lesson at their point of instructional need. The differentiation team gave written and verbal feedback to KLA areas to ensure consistency across the school and the best practice of writing LI and SC is taking place. Evidence of improved teaching practice included samples of teaching and learning programs with LI and SC embedded into them. Finally, swivel cam footage of teaching LI and SC has been used to ensure good practice is being shown to staff and is evidence of successful implementation. In 2022, collaborations will take place to view the use of LI and SC.</p>
<ul style="list-style-type: none"> <li>• 65% of teachers group students to deliver targeted interventions, and these groupings are revised regularly based on student learning</li> <li>• There is a decrease of 10% in negative mentions reported compared with 2020 baseline</li> <li>• 2.5 positive mentions to every one negative mention are recorded</li> </ul>	<p>98% of staff completed the PBL induction on SDD 1, 28 January. This has ensured routines were predictable and consistency of practice was in place. The staff survey identified that staff understood PBL routines and procedures to a high level and felt highly supported in implementing these routines. Staff also identified that they implement PBL routines in every lesson in their classroom. Furthermore, 100% of new staff to BVC have completed the PBL induction and survey through the website and face to face meetings with the PBL coordinator. This has been highly successful with new staff adapting quickly to BVC PBL expectations. Finally, consistency of practice has been evident through observation of classroom routines and procedures in daily senior executive learning walks.</p> <p>PBL lessons were successfully updated in 2021 resulting in 52% of staff delivering targeted lessons in Years 7 and 8. Targeted lessons were made more engaging and current for staff and students. Lessons and interventions include all school settings and core value areas. In addition, professional Learning was delivered to staff Term 2 week 9 on the best practice for delivering lessons. Initially, lessons were incorporated into Library and Digital Sparks lessons. However, due to staff change, the impact of the PBL lessons was lost. In Semester 2 the schedule was changed to Year 7 Maths and Humanities and Year 8 PDHPE and English. The lessons delivered in Years 7 and 8, complements the weekly focus which is data-driven and decided upon by the PBL data team during data meetings. Teachers deliver the weekly focus during Period 1 every day by reading a script to students to ensure high expectations are understood by</p>

<ul style="list-style-type: none"> <li>• 65% of teachers group students to deliver targeted interventions, and these groupings are revised regularly based on student learning</li> <li>• There is a decrease of 10% in negative mentions reported compared with 2020 baseline</li> <li>• 2.5 positive mentions to every one negative mention are recorded</li> </ul>	<p>all. The overall impact of the lessons and weekly focus is difficult to measure due to COVID in 2021. The impact of the lesson will be identified in PBL data meetings in 2022.</p> <p>The PBL team implement regular classroom observations. These observations occur twice a term for all staff members. The first observation is completed by the head teacher of the faculty and they complete the Head Teacher Walk Through Checklist. The second observation for each staff member is observed by the internal coach and PBL team to ensure that routines and consistency are evident in all lessons. Each staff member and faculty are given written feedback. The notes taken during class observations drive the PBL faculty plan goals set as well as staff-wide professional learning. Finally, the senior executive conduct daily learning walks to ensure that staff are being consistent in practice. Verbal feedback is supplied. Finally, consistency has improved, particularly for entry and exit procedures. However, further professional learning on positive reinforcement and using PBL language will be a focus in 2022.</p> <p>The PBL Data Team consists of teaching staff from various faculty areas (including Special Education), Head Teacher Wellbeing and a Learning and Support Team teacher. The team meets on a weekly basis to review data on student behaviour which is created by staff logging incidents of negative and positive behaviour. The team discusses appropriate actions based on the data and recommends a weekly behaviour focus which is communicated to staff and parents. Staff actively use PBL language and read from a script to explain the weekly focus to students. The meeting agenda and minutes are evidence of this process. An evaluation took place of data meetings at the end of Term 1 and was completed by HT Wellbeing and Deputy Principal. This process enabled change to be made and during Semester 2, PBL data was shared at executive meetings for all Head Teachers to use during faculty meetings. Further adjustments will take place in 2022 with Year Advisers attending data meetings and all PBL data being discussed at this meeting.</p> <p>Due to lockdown due to COVID 19 in 2021, valid and measurable data is not available to measure a decrease in negative mentions from 2020. However, positive mentions have been highly successful due to positive week which take place in weeks 5 and 10 of each term. Positive mentions had a ration of 20 positives mentions to every 1 negative mention. Students were rewarded for this thought he PBL excellence assembly.</p>
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## Strategic Direction 3: Wellbeing and support for learning

### Purpose

All staff are committed to nurturing, inspiring and challenging students to find success through targeted learning support initiatives and improved student attendance. Teacher-student connections provide students a sense of belonging and promote student well-being. Our parents and community are engaged in conversations about learning that support the achievement and well-being of all students both at school and at home.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Parent engagement
- Learning support
- Attendance

### Resources allocated to this strategic direction

**Socio-economic background:** \$40,850.00

**Low level adjustment for disability:** \$25,000.00

### Summary of progress

To develop parent engagement, Student Growth Conferences were conducted for high (above stage) and low (below stage) students. Student growth strategies were discussed and plans were created by staff and shared with both the student and parent. Teachers were informed of the strategies created to ensure that growth targets were met. Parent engagement through Student Growth Conferences was hindered by COVID and the restrictions enforced by the NSW Government. These conferences have been planned for Weeks 7-10 Term 1 2022 after student data has been gathered. Parents were engaged in their child's learning journey through attendance meetings and conferences as well as being able to write a comment that was included in their child's Yearly Academic Report where parents could reflect upon their child's educational pathway in 2021. The Year 7 Bright Start Conferences were completed and PLPs conducted with each other by the Aboriginal Education Team to incorporate the behavioural idea of the "Fresh Start Effect" for all Aboriginal students.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance:</b> <ul style="list-style-type: none"><li>• Attendance across the school will increase to 56% or higher attending 90%+ of the time to meet the school's lower-bound system-negotiated target</li><li>• Students participating in a targeted attendance program will have a 10% increase in attendance mapped from 2020 pre-program baseline data</li></ul>	Our school has mapped an early intervention process and leased a school bus to assist in reducing the transport barriers for our students with low attendance. The lease of this bus did not take affect in 2021 due to COVID restrictions. Improvement in student attendance data was significantly impacted by COVID and home learning. Targeted programs were unable to start due to NSW Government restrictions. These programs, such as Perfect Presence, will begin in 2022. The school worked with students and parents during 2021 to improve attendance and the student wellbeing staff were instrumental in the development of welfare and attendance programs. These programs supported students with attendance below 90% to achieve this goal to ensure that continuity of learning and the development of core skills continued.
<b>Wellbeing:</b> <ul style="list-style-type: none"><li>• TTFM Student Data to improve from a baseline of 62.8% to 64% to support the schools to approach the upper-bound system-negotiated target by 2024 specifically targeting students' sense of belonging</li></ul>	The Tell Them From Me student, parent and teacher surveys are being used to provide data on a range of aspects of school life, practices and procedures from the perspectives of students, parents and teachers. Our students have indicated that they would like to have a greater sense of belonging to the school community as well as having teachers provide learning activities that meet individual student needs. Our differentiation program and strong wellbeing support structures will ensure that student needs are met and that this will be reflected in 2022 TTFM data.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$168,617.01</p>	<p>Integration funding support (IFS) allocations support eligible students at Tuggerah Lakes Secondary College Berkeley Vale Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement and support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• engage with external providers to support student engagement and retention</li> <li>• resourcing to increase equitability of resources and services</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>implementation of Individual Education Programs (IEPs) and provided opportunities for students to develop personal, social, independent, living and pre-vocational skills. We have been able to support more 59 students across Years 7-10 as well as run a school funded Learning Centre 5 days a week.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>maximising and strengthening our applications for IFS so that many more students with learning and behaviour needs can be supported.</p>
<p>Socio-economic background</p> <p>\$556,909.23</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tuggerah Lakes Secondary College Berkeley Vale Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching and classroom collaboration</li> <li>• Collaborative learning discussion</li> <li>• The 5 Elements of Differentiation</li> <li>• Positive Behaviour for Learning</li> <li>• Learning support</li> <li>• Attendance</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• releasing staff to participate in professional learning</li> <li>• development of resources and planning of small group tuition</li> <li>• employing/releasing staff to coordinate the program</li> <li>• additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs)</li> <li>• additional staffing to improve curriculum implementation</li> <li>• release time for staff to support teacher mentoring</li> <li>• employment of additional staff to support in the creation of high-quality teaching and learning programs</li> <li>• staffing release to provide individual transition preparation support to identified students</li> </ul>

<p>Socio-economic background</p> <p>\$556,909.23</p>	<ul style="list-style-type: none"> <li>• the development and implementation of trauma informed resources</li> <li>• supporting students need via the wellbeing hub</li> <li>• teacher release to engage staff in Better Blokes and Girl Talk</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  our school working tirelessly to ensure that all students have equal access to a quality education and that students are taught at their point of instructional need. From identification of individual student needs through Best Start, Bright Start and PAT results, these were then communicated to parents through Student Growth Conferences. Strategies to improve student outcomes were discussed and the development and implementation of reading, writing and numeracy boxes allowed staff to develop student core skills. The inclusion of small focus literacy, numeracy and writing groups allowed students to improve these core skills while maintaining their education in core and elective subjects. As well as this, staff have been involved in professional learning to develop programs that can be included in teaching and learning programs across all KLAs. The opportunities ensure that the core skills of literacy, numeracy and writing are the focus of teaching and learning programs and that the students at Berkeley Vale Campus continue to improve. The development of these skills by staff and students will also enable Berkeley Vale Campus to move towards meeting the Premier's Priorities in external examinations. Finally, the school focus on differentiation and the development of teacher pedagogy through classroom collaborations ensured that pedagogy across the school continued to develop. The development of teacher pedagogy has resulted in an improvement in PAT reading and numeracy results in 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  the continual focus on the development of the biggest influence on student engagement and results which is teacher pedagogy. Classroom collaborations and the differentiation project will see teachers develop the necessary skills to ensure that all students are taught at their point of instructional need and all students at Berkeley Vale Campus receive a quality education of choice and not chance.</p>
<p>Aboriginal background</p> <p>\$92,356.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tuggerah Lakes Secondary College Berkeley Vale Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Nygang to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning</li> </ul>

<p>Aboriginal background</p> <p>\$92,356.00</p>	<p>programs</p> <p><b>The allocation of this funding has resulted in:</b>          Aboriginal Education programs at Berkeley Vale Campus having students becoming more connected to their culture as well as developing an improved understanding of their identity. The employment of additional staff to implement cultural specific programs has been at the centre of our programs. These additional staff have also worked closely with students to improve the literacy and numeracy skills of Aboriginal students through small student centred focus groups. All Aboriginal students completed a PLP and developed close relationships with the mentor teachers involved. Money was also used to support Aboriginal students with equipment, uniforms and other items as required. The initiatives, and the support staff, have ensured that Aboriginal students at Berkeley Vale Campus are gaining a quality education and are supported in their academic, sporting and cultural pursuits.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          to support Aboriginal students and their families by relocating the Aboriginal Education Room into a non-invasive and supportive environment. It will also be an area for the AEO to be located and run programs as well as supporting our Aboriginal students.</p>
<p>English language proficiency</p> <p>\$10,721.87</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tuggerah Lakes Secondary College Berkeley Vale Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>          EAL/D students being supported in a variety of ways during 2021. Support within the classroom and through withdrawal enabled students to develop their literacy and numeracy skills and further improve and develop their English language skills. Teachers were also provided with professional learning around the EAL/D progressions to identify student development and to gauge an understanding as to "where to next" to support EAL/D students at their point of instructional need. Evaluation of the programs implemented at Berkeley Vale Campus will ensure that our EAL/D students will be further supported in 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          to develop staff understanding of the needs and requirements of all EAL/D students. In 2022 we will employ a staff member for 0.2 loading to test, evaluate and develop individualised learning plans for our EAL/D students. EAL/D students will be supported within the classroom and will also be withdrawn to support their educational development and their teachers will undergo further professional learning with regards to the learning progressions and adjustment of teaching and learning programs to support these students within their rooms.</p>
<p>Low level adjustment for disability</p> <p>\$310,886.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tuggerah Lakes Secondary College Berkeley Vale Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$310,886.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative learning discussion</li> <li>• Learning support</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Learning Centre, BVC Linked and Targeted Assessment Programs to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• engage with external providers to support student engagement and retention</li> <li>• professional development of staff through Trauma-aware education to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> <li>• additional staffing for targeted interventions to support student learning</li> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• student assistance to support excursions</li> <li>• student assistance to support excursions</li> <li>• supporting students need via the wellbeing hub</li> <li>• additional staffing to improve curriculum implementation</li> <li>• additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>students having access to a quality education whilst being supported to achieve their personal best. The use of Student Support Officers and SLSOs have allowed Berkeley Vale Campus to implement a variety of programs that support identified students with additional needs. The school has established the BVC Linked program to allow students with complex needs to continue their education whilst transitioning through their complex requirements.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue with supporting students in the classroom through the employment of SLSOs who are actively studying to become teachers at university. The BVC Linked program will continue as a pilot program in 2022. The Learning Centre will continue to operate under its current structure, however, we will be investing in a larger learning space that will cater for a greater number of students. This will incorporate lunchtime and recess activities for those students who find social interaction and regulation difficult. The current space used as the Learning Centre will become a dedicated space to support and enable positive student behaviour that is essential for student learning. This area will be known as Connect and will be staffed with trained behaviour specialists.</p>
<p>Professional learning</p> <p>\$69,501.32</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tuggerah</p>

<p>Professional learning</p> <p>\$69,501.32</p>	<p>Lakes Secondary College Berkeley Vale Campus.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targeted professional learning aligned to PDPs and the SIP to ensure that the Berkeley Vale Campus strategic directions are met. Professional learning has also resulted in staff gaining a better understanding of student deficiencies in literacy and numeracy and this has allowed them to include appropriate changes to their pedagogy and programming.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continuation and further development and design of professional learning around explicit teaching and classroom collaborations including literacy, numeracy and Positive Behaviour for Learning.</p>
<p>School support allocation (principal support)</p> <p>\$55,677.05</p>	<p>School support allocation funding is provided to support the principal at Tuggerah Lakes Secondary College Berkeley Vale Campus with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative learning discussion</li> <li>• Positive Behaviour for Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• administrative support for the senior executive</li> <li>• preparation and scheduling of social media posts</li> <li>• organisation and scheduling of Student Growth Conferences</li> <li>• duties as directed</li> <li>• development of resources for a diverse range of school initiatives</li> <li>• coordination of mandatory training compliance</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the senior executive being able to focus upon leadership and the development of programs, initiative and processes for Berkeley Vale Campus.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> that this position continues to evolve and given the administrative burdens placed upon the school, the principal support officer is invaluable in reducing the workload and administrative tasks. In 2022 we will formalise this role with the principal support officer having a dedicated role and responsibility statement.</p>
<p>COVID ILSP</p> <p>\$371,997.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted</b></p>

**funding include:**

- providing professional learning for COVID educators
- development of resources and planning of small group tuition
- employing and releasing teaching staff to support the administration of the withdrawal groups
- employing staff to coordinate the program
- providing intensive small group tuition for identified students
- employing staff to supervise and monitor progress of student groups
- providing targeted, explicit instruction for student groups in literacy and numeracy
- engagement of Head Teacher Secondary Studies to support student growth and attainment outcomes
- online program subscriptions to support literacy and numeracy
- staff training and support in literacy and numeracy
- literacy and numeracy programs and resources, to support teaching, learning and assessment

**The allocation of this funding has resulted in:**

How we collected data:

At Tuggerah Lakes Campus Progressive Achievement testing (PAT) is used to identify starting points for learning, target teaching and monitor student growth. PAT in all grades is conducted at the start and end of every school year. Once testing is completed in Term 1, student data is analysed and collated to determine student groups. In 2021 students achieving below expected score of 130 in PAT are then placed into groups. Due to the number of students, and to ensure timetabling was not difficult, students who were 120 and below from Year 7, 8 and 9 were placed into groups in 2021. For Year 8, Check-In Assessment data was also used when these groups were created.

Along with the specified outcomes from PAT and Numeracy progressions, snippets of the DOE diagnostic testing from the Learning and Teaching Directorate were also implemented as pre and post-assessments to gather evidence about students' knowledge, skills and understanding of key ideas in mathematics for their stage.

Midway through 2021, Year 10 students who were achieving 120 below in PAT and who also did not pass their practice attempt for HSC Minimums Standards became part of the ILSP numeracy groups. For Year 10 students, a combination of the syllabus outcomes not met in PAT, as well as the identified strands provided by their Minimum Standards report became the teaching point for groups moving ahead.

What the data showed:

In Term 1 Data was showing that a number of students from all cohorts were not meeting the expected requirements for numeracy. Gaps in students' comprehension of worded questions as well as gaps in foundations of number were evident. Fractions, Decimals and Percentages were areas of weakness for most grades, and it was evident that there was a possible disengagement in Numeracy.

To break down Year groups:

Year 7

Approximately 65% of students were below 130 (PAT score) which is approximately 134 students of the cohort.

Highlighted Syllabus Outcomes for this year group were Stg 1 Ma1-8NA- extending patterns, Stg2- Ma2- 7NA- Decimals in words and recognising the place value system (Year 4 content) and Stg 3- Ma3-6NA- multi step breakdown, inverse operations and multiplication and division (BODMAS) Data showed a 15% increase in students scoring above 134 in PAT and a decrease of 17% in students scoring below 124.

Year 8

Approximately 177 students (63%) were below 130 (PAT score). The strand of Number was identified as an area of weakness.

Highlighted syllabus outcomes for this year group were: Stg3 Ma3-6NA- multiplication and division BODMAS, Stg3- Ma3 -7NA- fractions and whole numbers, greater than less than, decimal as a fraction, Stg3- Ma3-8NA- number sequences.

Year 9

Approximately 63% of students in Year 9 were below 130 (PAT score). When looking at their PAT, 64 students out 149 were able to get 6 or more number and algebra questions correct - that's only 42% of Year 9.

For Year 9 Stage 3 outcomes showing as weak in knowledge. Outcomes for Comparing, ordering and calculating fractions, as well as Decimals and percentages, highlighted gaps in place value knowledge. It was also evident that year 9 were barely meeting Stage 4 outcomes. That is approximately 63% that were missing Year 5/6 and 7/8 key concepts.

Data showed a 9% increase in students scoring above 134 in PAT and a decrease of 6% in students scoring below 124.

Year 10

There are 17 questions in total between Number and Algebra - with 40% of students not able to achieve 50% of these questions correct. When highlighting syllabus outcomes there were some Stage 3 outcomes, as well as Stage 4 outcomes, that were not being achieved by this cohort. Year 10 highlighted a significant gap in basic Number sense knowledge as well, as well as algebra, being identified as a weakness.

Data showed a 15% increase in students scoring above 134 in PAT and a decrease of 11% in students scoring below 124.

What student engagement was like:

Most students were engaged in every group. There were a small number of students who failed to attend groups and these were mainly in Year 9 or 10. Year 7 students were harder to engage in groups, however, with the continual use of the school PBL system it became a more productive and conducive environment for learning.

What was very evident in all students was their lack of confidence in their numeracy ability and in themselves. All students were very vocal about their feelings towards numeracy and their dislike for it. Most students attended groups thought of themselves as 'dumb' or 'not bright'.

With the incorporation of hands-on learning, inside or outside the classroom, fun and engaging activities (games, puzzles, in house competitions), jokes and laughter as well as using the schools PBL system of BERKA bucks, student engagement increased over time and some students who did come to groups at the start, eventually started attending groups. Mathematics teachers started noticing in their classes that students who came to numeracy groups were showing more engagement in their class and towards the end of the year it was being reflected in class assessments.

Types of lessons conducted:

Lessons were conducted in small group setting in between 4-8 students.

This allowed more one to one support if needed and allowed more opportunity for teacher-student support and student to student bonds to grow and create an environment where students can speak up and answer questions in a welcoming and non-confrontational setting. Groups ran for 50 minutes twice a week and implemented a combination of number talks to start each lesson, explicit teaching component, workshoping of main teaching focus and independent activities to support. Lessons were created to align with data that was analysed but also incorporated lessons on continuing to strengthen number sense, basic skills and working mathematically, focusing on non-calculator topics first.

To boost students' engagement, the staff members created lessons that had hands on learning and create real life/authentic connections especially for Year 9 and 10 who were becoming of age to enter the workforce and apprenticeships. A constant question that arose during most sessions was "why do we need to learn this? Or where am I ever going to use this in real life", so it was important that students were able to build those connections. Because of the lack of confidence that students had within themselves staff made sure that every lesson student had a chance to voice their concerns about their week in maths and help redirect any issues on any topics they were having in order to help boost their ability and confidence in those topics. To continue to track and monitor student growth staff used a combination of assessment methods, entry and exit slips, observations of groups and conversations from Number talk activities. PLAN 2 was also a great way to track and monitor student growth in conjunction with the progressions.

**After evaluation, the next steps to support our students with this funding will be:**

COVID continues to have a major impact on student learning. The use of PLAN 2 to track and monitor large amounts of students will ensure their progress is tracked and monitored. We will continue to increase student engagement in learning not only in numeracy and literacy groups but in

COVID ILSP \$371,997.00	classrooms as well.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	399	394	386	416
Girls	374	394	417	413

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.1	89	94.5	87.6
8	86.8	88.6	90.6	85.8
9	86.6	85.2	91	84.1
10	85.6	85.1	90.7	82.9
All Years	87.3	87	91.7	85.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
All Years	88.7	88.2	89.8	86.2

Our school supported student attendance during the pandemic by consistent check-in phone calls, SMS and emails.

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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	N/A	N/A
Employment	3	N/A	N/A
TAFE entry	1	N/A	N/A
University Entry	N/A	N/A	N/A
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Our campus has a dedicated career and transition team including a careers advisor and transition teacher.

## Year 12 students undertaking vocational or trade training

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0% of Year 12 students at Tuggerah Lakes Secondary College Berkeley Vale Campus undertook vocational education and training in 2021.

Not applicable to our campus.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	41.24
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	55,197
<b>Revenue</b>	11,036,702
Appropriation	10,867,502
Sale of Goods and Services	19,186
Grants and contributions	141,678
Investment income	174
Other revenue	8,162
<b>Expenses</b>	-10,950,099
Employee related	-9,819,359
Operating expenses	-1,130,741
<b>Surplus / deficit for the year</b>	86,603
<b>Closing Balance</b>	141,800

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.

Our campus was significantly impacted by COVID.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	168,618
<b>Equity Total</b>	792,667
Equity - Aboriginal	92,356
Equity - Socio-economic	413,642
Equity - Language	10,763
Equity - Disability	275,906
<b>Base Total</b>	8,240,942
Base - Per Capita	205,797
Base - Location	0
Base - Other	8,035,144
<b>Other Total</b>	944,502
<b>Grand Total</b>	10,146,728

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

This year has been difficult and confronting due to COVID interruptions. We have managed to continue to ensure that teaching and learning was at the forefront of what we did but we also ensured that we remained connected to our school community. Through the handing out of over 250 hampers, supporting students through the supply of loan laptops, developing a BYOD policy and preparing for the establishment of this program in 2022 to improve communication with our families, we have sought parent and carer feedback along the way. Parent and carer feedback has been obtained using surveys. These surveys have enabled the school to ensure that we are meeting parent, carer and student needs and not just forging ahead and doing what we think is right without consultation. The most influential survey has been the one regarding our desire to implement our BYOD program in 2022. The survey, completed by over 87% of Year 7 families for 2021, allowed insight into family concerns and ensured that we were able to solve these potential issues prior to the implementation of the program. There were 15 families that stated that they would be unable to provide access to a device for their child and this was able to be immediately sorted by the school. On top of this, the survey had 4 other families donate funds for 4 extra devices which was an incredible gift to the school and students. Surveys and feedback have also let the school know that our communication, especially with regards to Principal and Deputy Principal emails and contact home, is outstanding with over 92% of respondents stating that information regarding school expectations and activities was fantastic. In 2022, we will continue to use parent carer surveys to gather feedback to ensure that we not only are listening to our school community but continue to improve student outcomes.

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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In 2021 BVC had 114 Aboriginal students across Year 7-10. Their overall attendance rate was 81.8% which was higher than the previous 2 years (2020 - 77.5% and 2019 - 76.1%). The Aboriginal Education team worked closely with the DP to monitor attendance and provided strategies to improve attendance for example morning pick-ups, phone calls, designated Roll Call groups and regular check-ins. Attendance has also improved due to several cultural activities being available to the Aboriginal students. For example, dancing, art, Ngura, Redgum Forest, AECG Pirru Thankguray program, Macquarie Uni, Newcastle Uni and individualised PLPs. Aboriginal students were grouped together in Roll Call and the Ngiyang Wellbeing program to allow for culturally specific activities to occur during this time. This allowed for less disruption to regular classes. The introduction of the Kuriwa AECG Award to the Academic Assembly encouraged students to maintain a high attendance rate and strive for excellence. Supporting families physically, through dedicated Aboriginal support staff and the development of the new Aboriginal Education room, and financially, through fees, uniforms, equipment, allows for families to feel welcome and supported.

Funding was used to facilitate a targeted Literacy and Numeracy program across Year 7-10 Aboriginal students. Differentiation in the classroom was improved through PL regarding Embedding Cultural Perspectives in Teaching and Learning Practices, Connecting to Country, the BVC Differentiation Team and knowing your students through PLPs.

All of the Year 10 Aboriginal students passed the Minimum Standards tests in Reading and Numeracy except for one nonattender who did not complete any of the Minimum Standard tests while 6 students did not pass the Writing component. Our NAPLAN results showed that Year 9 BVC Aboriginal students' average NAPLAN scores were above SSSG and State compared to other Aboriginal students in every domain. However, our Year 7 students were below SSSG in Reading and Grammar and Punctuation. 31-44% of Year 9 Aboriginal students achieved expected growth in each domain and Year 7 students achieved 41-50% expected growth except for Reading at 18%.

After evaluation, the next steps to support our students with this funding will be:

- Funding of targeted literacy and numeracy programs. A focus on reading for current Year 8 Aboriginal students
- Cultural Awareness Training for staff to cater for the Aboriginal students' needs and be able to differentiate in their classroom
- Employment of Aboriginal Education Coordinator and Student Learning Support Officer to assist students and families
- Cultural activities for the Aboriginal students to engage in and strengthen their identity
- Financial support to assist with the cost of books, uniforms, extracurricular activities
- Utilise the Ngiyang Mentoring program as an avenue for cultural activities and the creation of PLPs
- Development of a new Aboriginal Education Room for students and families to feel welcome

## Anti-Racism Policy

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

## Anti-Racism - School statement

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BVC is committed to the elimination of all types of racism. We have a strong and well-developed approach to preventing racism at BVC. We do this by promoting anti-racism education, supporting and handling complaints and monitoring incidents. We are proud that incidents are minimal, and students are aware, open, and receptive to education around racism. As a school community we implement strategies that promote inclusivity, mutual respect and cultural harmony.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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At Berkeley Vale Campus we recognise the cultural diversity of our community and this helps meet the educational and welfare needs of students and their families. It aids in the planning of teaching and learning activities. We use student enrolment data to support students and their families from culturally and linguistically diverse backgrounds, for example, country of birth, languages spoken at home, English language proficiency, refugee status and date of arrival. Multicultural education provides programs promoting anti-racism and community harmony, intercultural understanding and positive relationships between students from all cultural backgrounds. It addresses the educational needs of specific groups of students from language backgrounds other than English and/or who have parents or carers who speak a language other than English at home.

## Other School Programs (optional)

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### Wellbeing Programs

**Program Name:** Girl Talk

**Purpose:** As part of Tuggerah Lakes Secondary College Berkeley Vale Campus 2021 Wellbeing Strategy, the School Counsellor and Wellbeing officer presented a 'Girl Talk' program for the Year 9 girls. Girl Talk consists of two one period lessons jointly taught by our Wellbeing Officer and School Counsellors and covered a range of topics including:

- Brain Development
- Hormones in Adolescence
- Coping with Strong Emotions
- Mental Health
- Healthy Sleep Patterns
- Effect of Substances on the Brain
- Tips for General Wellbeing
- Positive Relationships

**Success in 2021:** The Girl Talk program was successfully rolled out prior to, and after the COVID disruptions throughout the year.

The vast majority of our Year 9 female cohort attended the sessions and were able to gain valuable early intervention information and strategies that were usually provided within the first 1-2 sessions with our counsellor if they were needing that support.

By reaching the Year 9 female cohort with the Girl Talk program, students were able to understand the changes that are occurring in their bodies, their own mental health and have the ability to seek additional support when they believe their mental health had declined.

Students walk away from these sessions with tangible tools to assist them in moving forward and are also more informed in navigating relationships and recognising healthy and unhealthy relationship traits. As a result of facilitating this course, the need for early intervention referrals to the school counsellor declined, enabling counsellors time to respond to more complex matters.

### Better Blokes 2021

Better Blokes was established as a mentor program to help develop male students into better men. The program addresses a range of issues that male students encounter on their developmental journey to maturity. Better Blokes is a whole school inclusive program for male students tailored to address issues relative to each age group, with each student undertaking three periods.

During 2021 the program was obviously COVID affected but was successfully implemented to Year 7 boys in Term 1. All available Year 7 boys participated in three sessions throughout the term. From the feedback responses, students indicated their enjoyment of the program and the information being relevant and engaging.

When schooling went online a number of boys were identified as struggling with homeschooling and completing online education. We established an online version of Better Blokes and this was opened to all year groups. This version addressed topics such as resilience, mental health and wellbeing. The program ran on a weekly basis and had an attendance of approximately 15 boys. The feedback from parents was very encouraging commenting for some boys that this was their only connection with the school as they were refusing to participate in online education.

### **BVC Bicycles Program**

Physical activity has been shown to assist with teenage related health issues including mental health, anxiety and general fitness. To assist this BVC has purchased 10 pushbikes and safety equipment.

In 2021 the BVC Bicycles program was used primarily for two purposes:

- To assist students struggling with classroom education and with behavioural issues
- As a reward for students who were constantly well behaved and not specifically included in other programs

In the first instance, the BVC Bicycle program was used in conjunction with the 'Connect' program as a Tier 2 intervention strategy as a reward mechanism.

Secondly, the bikes were used for a group of Year 7 boys who were not identified as having behavioural issues but to encourage their continual good behaviour.

### **Nginyang Mentoring Program**

Nginyang mentoring program was established in Term 4 2021 as a means to reconnect students to the school community after the COVID-19 home learning period. The program was aimed at all students and focused on various wellbeing topics such as resilience, emotional intelligence and healthy relationships. Every student and staff member at BVC was involved in the program which is essential to the success of the program - Nginyang is a traditional Darkinjung word meaning "We are all together".

The program has been refined in 2022 using staff feedback and runs once per week for 30 minutes. So far the success in 2022 has been seeing every student connected with a staff mentor and the Year 9 leadership group working as peer mentors for our Year 7 students. As the program continues to be refined I am confident we will be able to ensure every BVC student will have someone at the school they can go to for help and support and have a regular opportunity to meet with that person.

### **Learning Centre**

The Learning Centre is a dedicated space run by teaching and support staff for a variety of purposes such as targeted learning support, class withdrawal, student time out, wellbeing and attendance support and supporting students who have been placed on a suspension.

### **Whole School Sport**

Despite COVID once again disrupting various sporting campaigns, TLSC Berkeley Vale Campus still managed to produce some remarkable achievements before all competitions were abandoned. During Semester 1, strict restrictions and guidelines were in place to allow students to trial and participate in Campus, College and Representative Sport. Unfortunately, Semester 2 saw the rise in COVID cases, which eventually led to extended lockdowns and all external sport competitions being cancelled for the remainder of 2021.

### **Campus Sport**

Campus sport provides each student the opportunity to participate in organised sport and learn the skills to adopt a healthier lifestyle. Every Tuesday students engaged in mandatory sport activities for 90 minutes. In 2021 students were able to select their sports electronically through School Bytes with approximately 85% of students receiving their first preference. Students were able to select from 12 external sports and 11 campus based sports. Berkeley Vale Campus offered 7 new sports in 2021 and formed new community partnerships with several new venues. Tuesday sport was able

to provide COVID safe sporting opportunities for our students on return.

### **College Sport**

College Sport gave students an advanced sporting opportunity by allowing them to showcase their physical skills on a broader stage. College teams competed in the Sydney North and State-wide CHS Knockout competitions. Amid the pandemic, The College Cross Country and Athletics teams were both announced Zone Champions. From these carnivals, TLSC produced 6 Age Champions. The Open Boys and Girls Waterpolo teams also thrived in their campaign and were crowned Central Coast Champions for 2021.

### **Representative Sport**

Representative sport provided a pathway for our high potential student to progress from school to zone, region, state then national and international teams. This year we were fortunate enough to have three students selected to represent NSW Combined High Schools (CHS) in their preferred sport: Lawn bowls (Silver medal), Swimming (Gold Medal) and Touch Football (carnival was cancelled due to COVID). As restrictions lift and students resume playing representative sport in 2022, we hope to build on these fantastic results.