

2022 Annual Report

Tuggerah Lakes Secondary College Berkeley Vale Campus



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Introduction

The Annual Report for 2022 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.

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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 students unique needs and planning a response to these 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 coeducational 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 is 853 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 2022 was 61.4 and 16.4 non-teaching staff. The school also employed two Wellbeing Officers (SSO) from RAM Equity funds.

Strong wellbeing processes at Berkeley Vale Campus have a positive impact on academic outcomes for students. This is because their focus and attention is directed towards learning and problem solving rather than dealing with stress, anxiety, or other mental health concerns. Berkeley Vale Campus implements programs that promote positive mental health and students are supported and connected to their school community. This sense of belonging can lead to improved attendance and a greater investment in academic success. Ultimately, prioritising student wellbeing not only benefits the individual, but also leads to a stronger and more successful learning environment for everyone involved.

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.

Improvement has 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. Students are meeting school-based and Department determined targets to demonstrate 'high performance' and in continuing to build teacher capacity in the use of targeted literacy and numeracy strategies, teachers are creating lessons that 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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: \$85,500.00

Summary of progress

Explicit teaching of literacy and numeracy skills has continued to be a focus in 2022. There were 8 staff meetings delivered in 2022 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 and numeracy workshops. As part of the staff meeting, data from diagnostic assessment and NAPLAN were referred to and highlighted. The workshop covered 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.

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
NAPLAN Top 2 Bands <ul style="list-style-type: none">• Improvement in the percentage of students achieving in the top two bands to be above the school's 2022 upper-bound system-negotiated target in Reading of 24.6% (or above the reset system-negotiated lower-bound target).	2022 NAPLAN data indicates 15.82% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target.
NAPLAN Top 2 Bands <ul style="list-style-type: none">• Improvement in the percentage of students achieving in the top two bands to be above the school's 2022 upper-bound system-negotiated target in Numeracy of 24.8% (or above the reset system-negotiated lower-bound target).	2022 NAPLAN data indicates 13.53% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
NAPLAN Top 3 Bands ATSI <ul style="list-style-type: none">• Improvement in the percentage of students achieving in the top three bands to be above 43.8% Reading.	31% of Aboriginal students achieved in the top 3 bands for reading in 2022 which exceeded similar school group and state averages.
NAPLAN Top 3 Bands ATSI <ul style="list-style-type: none">• Improvement in the percentage of	42% of Aboriginal students achieved in the top 3 bands for numeracy in 2022 which exceeded similar school group and state averages.

students achieving in the top three
bands to be above 46.7% in Numeracy.

Strategic Direction 2: Consistency of teaching practice and expectations

Purpose

Differentiation is planned with a dedicated response to every student's needs. 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: \$66,000.00

Aboriginal background: \$2,500.00

Professional learning: \$14,500.00

Summary of progress

Differentiation

Berkeley Vale Campus 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 concentrated on current educational research and evidence-based best teaching practices and collaboratively worked with the whole school community to ensure every student's pathway is successful. Professional learning was delivered on differentiation during one school development day and professional learning meetings in Week 3 of each term. In 2022, the focus was on the first element of differentiation; outcomes. The professional learning meetings focused on writing Learning Intentions into all programs 7-10, engaging with Success Criteria (LI & SC) in all lessons, and explicitly teaching NESA verbs. The differentiation team participated in learning walks and classroom observations to measure the success of implementing learning intentions, success criteria and NESA verbs. In 2023 the differentiation team will move into the second and third elements of differentiation content and process. The focus will be writing teaching and learning programs, quality annotations on teaching and learning programs, 3-part lesson plans and using NESA verbs to select program content.

Positive Behaviour For Learning

Positive Behaviour for Learning (PBL) is a 3-tiered process embedded at Berkeley Vale Campus. In 2022 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, the PBL Induction process has continued to be implemented, and staff completed the PBL induction. Signage of school-wide expectations and behaviour scripts have been adjusted and updated to assist staff in having meaningful and restorative conversations. Explicit PBL behaviour and core behaviour lessons were updated, and the scope and sequence across years 7 -10 continued to be implemented. PBL data meetings were refined, and data collecting processes were adapted to ensure data is valid and the correct focus of the week is being identified each week for Tier 1 students. The PBL data meeting ensured student behaviour data was tracked and actioned, and interventions and preventions were implemented. Tier 2 PBL consolidated the excellent structure already in place with data-driven small group interventions, including the connect 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, led by the behaviour and support teachers, refined processes of individual case management of students with the ERASE model, functional behaviour assessments and unique and varied needs. Finally, the Ngiyang program continued with excellent results. Students were grouped by cohort and gender and met weekly with a mentor to focus on positive relationships and improving student's resilience. Internal data indicated that resilience was improved for the identified 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

<p>Differentiation:</p> <ul style="list-style-type: none"> • 75% of teachers use data to establish where their students are in their learning and what they need next • 75% of teachers communicate high expectations for students, regardless of their starting point, and students can articulate these expectations • An increase in curriculum areas using open ended activities that allow all students to access learning and demonstrate their knowledge and skill 	<p>As evident in post-professional learning surveys, 92% (51 of 56) of teachers have reported increased confidence in using internal and external data to establish students' learning journeys. 96% of staff are confident in writing learning intention and success criteria. However, only 60% regularly engage with success criteria during and at the conclusion of the lesson.</p>
<p>Positive Behaviour for Learning:</p> <ul style="list-style-type: none"> • 75% of teachers group students to deliver targeted interventions, and these groupings are revised regularly based on student learning • There is a decrease of 15% in negative mentions reported compared with 2020 baseline • 3 positive mentions to every one negative mention are recorded 	<p>The PBL lessons delivered in Years 7, 8 and 9 complement 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 all understand high expectations. Positive mentions had a ratio of 20 positive mentions to every 1 negative mention.</p>

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 with 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: \$132,403.27

: \$1,000.00

Aboriginal background: \$53,000.00

Low level adjustment for disability: \$28,000.00

COVID ILSP: \$180,000.00

Summary of progress

Aboriginal Education Ngiyang

83% of staff state that the weekly Ngiyang sessions are helping to improve the relationships between them and students. 100% of staff are happy with their Ngiyang group solely consisting of Aboriginal students and 67% use this time to yarn about their PLP goals, are aware of their student's achievements and complete culturally appropriate activities. 100% of staff know the importance of involving parents in their child's PLP goals but have not yet contacted the parents. See survey results Ngiyang Teacher Survey - Aboriginal Focus Group Responses.

In Term 4 the Student Survey results showed that 69% of the Aboriginal students were happy that their PLP mentor was their Ngiyang teacher. They also mentioned that they were building better relationships with their teacher mentor and the other students in their group. Students could complete cultural activities during this time whilst also discussing their PLP goals and ways to achieve them. Over 53% of the students stated that they received support from their Ngiyang teacher to achieve their goals. As shown in the Ngiyang video the students value the Ngiyang program as it allows them to connect with their mentor and the other Aboriginal students at Berkeley Vale Campus.

Attendance

In 2022 several attendance initiatives were implemented to support students at Berkeley Vale Campus. Our daily bus run, known as 'The Drop' successfully improved the attendance rate of a number of students having significant issues with school attendance. An example is a student who improved their attendance from 35.5% in Term 3 2022 to 90% in Term 4 2022. Our Year Advisers and Wellbeing team continued to work with some students who had difficulty with regular school attendance. Our staff regularly held attendance improvement meetings and worked with parents and students to implement strategies to improve student attendance.

The students accessing The Drop were reviewed regularly and our next step is working with families on a transition plan to encourage students to be more confident and independent in getting to school. Our attendance data will be reviewed and more students will be added to the service in early 2023. Our Year Advisers and Wellbeing Team will continue to build various strategies to support student attendance. A focus for staff in 2023 will be students' sense of belonging at school in alignment with our strategic direction of Wellbeing and Support for Learning.

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
<p>Attendance:</p> <ul style="list-style-type: none"> Attendance across the school will increase from 54.8% attending 90%+ of the time to 66.7% or higher to meet the school's 2022 upper-bound system-negotiated target Students participating in a targeted attendance program will have a 20% increase in attendance mapped from 2020 pre-program baseline data 	<p>There was a slight increase in the percentage of students attending 90% of the time from 54.8% to 56.7%.</p>
<p>Wellbeing:</p> <ul style="list-style-type: none"> TTFM Student Data to improve from a baseline of 62.8% to approach the upper-bound system-negotiated target of 72.3%, specifically targeting students' sense of belonging 	<p>Data from Tell Them From Me indicated that 44% of students' indicated a strong sense of belonging and wellbeing at Berkeley Vale Campus.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$226,365.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students with Integration Funding Support accessed Student Learning Support Officers, who are a team of flexible and motivated staff passionate about the care and support of young people. These staff members assist students in a variety of ways such as:</p> <ul style="list-style-type: none"> - Meeting with students in the morning to go over their timetable and ensure they are equipped for the school day. - Working with students in class to help them understand teacher instruction. - Differentiation of tasks to make them more accessible for students with specific learning needs. - Supervised time out breaks with activities and opportunities to talk and seek advice. - Withdrawal support for 1 on 1 help with learning. <p>This support helps to improve learning and wellbeing outcomes for students with disabilities, learning and behaviour needs and gives them more equitable access to the opportunities provided by our school.</p> <p>After evaluation, the next steps to support our students will be: To ensure all support is specifically tailored to the needs of each individual student and allowing the students to have more of a say in how they are supported at. This can be achieved by ensuring Individualised Education Pathways (IEPs) are well documented and regularly reviewed in consultation with students and their carers.</p>
<p>Socio-economic background</p> <p>\$283,903.27</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching and classroom collaboration • Collaborative learning discussion • The 5 Elements of Differentiation • Positive Behaviour for Learning • Parent engagement • Learning support • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through differentiation and PBL to support student learning <p>The allocation of this funding has resulted in the following impact: This funding ensured all students had the opportunity to participate in learning experiences, excursions and extra-curricular activities regardless of socio-economic background. Learning Intentions and Success Criteria (LI &</p>

<p>Socio-economic background</p> <p>\$283,903.27</p>	<p>SC) are embedded in teaching and learning programs, allowing students to know learning expectations. Explicit behaviour lessons saw a decrease in negative referrals for the targeted behaviour.</p> <p>After evaluation, the next steps to support our students will be: Consolidation and refinement of PBL systems for Tier 2 and Tier 3. The differentiation project will focus on NESA verbs in teaching and learning.</p>
<p>Aboriginal background</p> <p>\$55,500.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Behaviour for Learning • Parent engagement • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: The percentage of students performing in the top 3 bands for reading and numeracy exceeded similar school groups and state averages. Employment of specialised Aboriginal staff to support students in a culturally sensitive manner and improved communication between the school and home.</p> <p>After evaluation, the next steps to support our students will be: A member of the Aboriginal Education Team to be present in all meetings with students and their families for example: Student Growth Conferences, PLPs, Behaviour Support, Suspension. All Aboriginal and Torres Strait Islander families will have direct communication with a member of the Aboriginal Education team. All Aboriginal and Torres Strait Islander students will meet regularly with their Ngilyang mentor to discuss their PLP goals. Provide culturally appropriate programs and activities for the students to develop their knowledge and understanding of Aboriginal culture and develop their own sense of identity.</p>
<p>English language proficiency</p> <p>\$5,200.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p>

<p>English language proficiency</p> <p>\$5,200.00</p>	<p>The EAL/D learning progressions helped teachers design and adjust lessons to enhance language, literacy, and numeracy development for individual students.</p> <p>After evaluation, the next steps to support our students will be: Continue to build teacher knowledge and skills around the EAL/D progressions through targeted professional learning and engagement in the Central Coast EAL/D network. With the use of the Deadly Dialects eLearning program, we hope that teachers may better comprehend Aboriginal English and the effects of bidirectional awareness and code-switching while also addressing the bidirectional requirements of their pupils.</p>
<p>Low level adjustment for disability</p> <p>\$38,000.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Parent engagement • Learning support • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: The learning and support programs expanded to offer an online curriculum for students unable to attend school face to face. A full-time Learning Centre is also funded providing access for students needing extra support.</p> <p>After evaluation, the next steps to support our students will be: Our focus for the future is to refine processes for BVC Linked and the Learning Centre as well as implementing our ConnectEd program. In 2023 we are building a new Learning Centre and the current Learning Centre will become our dedicated space for students that require support for behaviour.</p>
<p>Professional learning</p> <p>\$14,500.00</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 Lakes Secondary College Berkeley Vale Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Behaviour for Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Differentiation • Digital Learning • Literacy and Numeracy • Online professional learning platform <p>The allocation of this funding has resulted in the following impact: Literacy and numeracy professional learning had an impact on NAPLAN scores. The professional learning offered positively impacted teacher satisfaction, knowledge and understanding as indicated by the Tell Them From Me data with a rating of 8.3 out of 10 for teacher collaboration and learning.</p>

Professional learning \$14,500.00	<p>After evaluation, the next steps to support our students will be: Increase teacher collaboration that is motivated and driven by expert advice, to learn, develop, and enhance teaching practise for continued student progress and accomplishment. Collaborative and applied professional learning strengthens teaching practice.</p>
COVID ILSP \$446,629.00	<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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning support • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: The COVID ILSP focused on supporting students in developing their foundational literacy and numeracy skills. 204 students were part of the program and the small group tutorials helped build the bridge between foundational skills and classroom content. 94% of Year 10 students attained their minimum standard credentials in all three domains.</p> <p>After evaluation, the next steps to support our students will be: Following the evaluation, BVC will continue to build on the strong foundation in literacy and numeracy and explore new ways to support student learning. This may involve introducing new programs or initiatives that focus on areas such as digital literacy or critical thinking skills, to provide students with the necessary skills for success in the modern world. Overall, the COVID ILSP program at Tuggerah Lakes Secondary College-Berkeley Vale Campus was a comprehensive and effective approach to supporting student. By providing targeted support in literacy and numeracy, facilitating professional learning for teachers, and engaging in team-teaching, the ILSP team was able to make a significant positive impact on the academic success of students in the school community.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	394	386	416	436
Girls	394	417	413	403

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.0	94.5	87.6	82.3
8	88.6	90.6	85.8	78.5
9	85.2	91.0	84.1	78.8
10	85.1	90.7	82.9	76.1
All Years	87.0	91.7	85.2	79.1
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
All Years	88.2	89.8	86.2	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	N/A	N/A
Employment	6.28	N/A	N/A
TAFE entry	2.9	N/A	N/A
University Entry	N/A	N/A	N/A
Other	2.86	N/A	N/A
Unknown	N/A	N/A	N/A

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	42
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.48
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	135,039
Revenue	12,193,727
Appropriation	11,836,828
Sale of Goods and Services	39,208
Grants and contributions	313,792
Investment income	2,971
Other revenue	927
Expenses	-12,124,010
Employee related	-10,595,975
Operating expenses	-1,528,035
Surplus / deficit for the year	69,717
Closing Balance	204,756

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.

	2022 SBAR Adjustments (\$)
Targeted Total	299,753
Equity Total	855,543
Equity - Aboriginal	117,855
Equity - Socio-economic	441,909
Equity - Language	14,096
Equity - Disability	281,684
Base Total	8,694,180
Base - Per Capita	218,381
Base - Location	0
Base - Other	8,475,799
Other Total	997,495
Grand Total	10,846,970

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.

Parent/caregiver, student, teacher satisfaction

The school surveyed parents through the Tell Them From Me survey and the results indicated that parents felt welcomed by the school and there was a strong level of communication between the school and the parents. Parents also indicated that TLSC BVC had effective teachers who supported positive behaviour and stimulated their children's social, emotional and moral development. An area for improvement as indicated by the TTFM Parent data was that parents would like to be more involved in voluntary activities such as canteen, school sports or inside the classroom.

The school surveyed students through the Tell Them From Me survey and the results indicated that over 80% of students believed they display positive behaviour while at school. Students believed they are actively listening and engaging within the classroom. Another positive from student data is that students feel they have positive relationships with their peers, allowing them to form positive connections to promote a sense of belonging. Student data also indicated that there is a low level of participation in extra-curricular activities which are offered at the school.

The school surveyed teachers through the Tell Them From Me survey and the results indicated that teachers felt TLSC BVC is an inclusive environment that responds to the diverse needs of all learners. Another area of strength was that teachers felt TLSC BVC has a variety of technology within the school to support student learning. Teachers indicated that parental involvement could be improved through involvement in the decision-making process or volunteering at school or for school events.

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.

Aboriginal Education - School statement

At Berkeley Vale Campus we are committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

We have a number of supportive initiatives to assist the wellbeing of our Aboriginal students, but our most valuable is our Aboriginal Education Support Officers, Tamara Maher and Luke Grant. BVC consults with the Kuriwa AECG to provide culturally appropriate programs for students to participate in. These programs include: Ngura, Sista Speak, Bro Speak, Dance, TLSC Leadership Day, Koori Games Day, University workshops, Didge, Pirru Thangkuray AECG, iBelieve Program, Insight, Maliga, Acknowledgement of Country Workshops, Patrick White Writing Competition, Pelican Touch, GulangFest, Surf Camp, Goanna Academy, Dream Builders, Central Coast Academy of Sport Talent Identification Day and Transition.

The Aboriginal students and their families report that the school values their identity, culture, goals and aspirations. This is done by celebrating their achievements publicly at GulangFest, The Academic Assembly, PBL Assembly, Ngura Presentation, Reconciliation and NAIDOC Festival, Personalised Learning Pathway's Parties, Junior AECG Leadership workshops and Aboriginal Student Leadership Roll Call.

The Aboriginal Education Team ensures that professional learning is provided for all staff to build competencies in Aboriginal cultures. This was done by incorporating the 8 Ways strategy into all teaching programs, staff development days and completing the Aboriginal Cultural Education - Let's take the first step together Professional Learning developed by the Department of Education.

The development of our Aboriginal focus spaces. The conversion of an unused room has allowed the Aboriginal Education team to design a safe, supportive and comfortable place for Aboriginal students to connect, reset and thrive. The Aboriginal Education room showcases their work and culture as well as allowing students to yarn in a comfy setting. The Yarning Circle also had an upgrade by purchasing a number of new plants and signage.

Anti-Racism Policy

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

At Berkeley Vale Campus we have a proactive approach to racism. Students are made aware of who the ARCO (Anti-Racism Contact Officers) are and where they can report racism. (Any staff member). As a multicultural country and school, we are proud of our ability to develop citizens who are respectful, inclusive, and tolerant of all cultures, nationalities, and languages including our First Nations People. Students are encouraged to celebrate their heritage and are supported when needed. With the introduction of compulsory Anti Racism Policy Training for all staff, we are confident as a school we can manage issues as they arise and re-educate students to ensure racist behaviour is

reduced and eradicated.

Multicultural Education Policy

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.

Other School Programs (optional)

Duke of Edinburgh Award

The Duke of Edinburgh Award is an exciting initiative that Berkeley Vale Campus is proud to participate. Throughout 2023, our students participated in various activities to enhance their personal and social development. One of the highlights of our program was the fundraising activities that our students participated in, such as the election day BBQ and chocolate drives. These events helped raise funds for the program and provided our students with valuable opportunities to develop their communication and teamwork skills.

Another unforgettable experience was the 4-day adventurous journey to the New South Wales South Coast. A group of 38 students hiked close to 40kms, cooked their own meals, and cared for themselves and each other along the way. The students showed great resilience, perseverance, and teamwork throughout the journey, which was physically and mentally challenging. The trip was a tremendous success, and we are incredibly proud of our student's behaviour and conduct.

Overall, the Duke of Edinburgh Award program has been a fantastic way for our students to develop important life skills, including leadership, communication, and teamwork. It has also allowed them to challenge themselves and achieve personal goals. We look forward to continuing our involvement in the program and watching our students grow and thrive.

Creative and Performing Arts

2022 saw our Creative and Performing Arts (CAPA) students go from strength to strength! Our music students made a band where they collaborated to create their own renditions of popular songs. We also hosted the Battle of the Bands spectacular, inviting students from across the college to compete for the TLSC band of the year! We partook and thrived in Central Coast Dance Festival where we performed dances exploring multiple styles. Our dancers worked hard during intensive workshops where they learnt about composition and developed their own personal movement vocabularies.

Our Visual Arts students were phenomenal! We had students partake in and win multiple competitions such as the Staedtler Secondary Schools Art Competition, RLSC ANZAC schools art competition and Young Archie.

Sport

Berkeley Vale Campus students successfully succeeded in the state Opens Girls water polo tournament. Our students showed great sportsmanship and skill, progressing to the final 4 teams in the state.

The Olympic Change Maker Award was awarded at the end of year assembly. The Australian Olympic Committee judges it based on a student's sporting achievements and attitude to sportsmanship. The award recognises the students who, through their involvement in sport, demonstrate the Olympic Ideals of respect and fair play.

Each Tuesday afternoon our students complete 1.5 hours of school based sport. The activities were both on campus and off-campus and included the following sports; Volleyball, beach activities, bike riding, indoor sports, school gym, basketball, table tennis, touch football, skateboarding, swimming and surfing. Berkeley Vale Campus students were able to use a variety of local venues such as Kymnastics, PCYC, The Entrance Baths, Toowoyn Bay Beach, Ted Doyal Oval and Bateau Yard.

Year 7 completed the Year 7 sports program again in 2022. Students completed both AFL and Swim skills in terms 1-4 and were given the chance to select their preferred sport during Term 2 and 3.