2009 Annual School Report
Berridale PS

NSW Public Schools – Leading the way
Our school at a glance

Students

Berridale Public School students are motivated learners who share their learning journey with good friends in a well-resourced and happy school.

Staff

The teachers and administration officers at Berridale Public School are highly regarded professionals who work with parents and the community to offer the best education to our students. They have a range of talents and abilities that enable the students to have learning experiences that extend the standard curriculum. All teaching staff meet the professional requirements for teaching in NSW public schools.

Student achievement in 2009

Literacy – NAPLAN Year 3

The average mark for literacy in Year 3 was 391.9 compared to the state 424.6 with 67% of students in the top three bands. 7% of students were in the top band for reading.

Numeracy – NAPLAN Year 3

The average mark for numeracy in Year 3 was 373.3 compared to the state 406.0 with 73% of students in Band 3 or above. 13% of students were in the top band for Number, Patterns and Algebra.

Literacy – NAPLAN Year 5

The average mark for literacy in Year 5 was 452.4 compared to the state mark of 493.0 with 55% of students in the top three bands.

Numeracy – NAPLAN Year 5

The average mark for numeracy in Year 5 was 463.6 compared to the state average of 502.8 with 33% of students in the top three bands. There were no students in Band 3.

Messages

Principal's message

Berridale Public School, with an enrolment of just under 90 students, is situated on the Monaro, between the townships of Cooma and Jindabyne. Teachers and ancillary staff provide quality programs and create a positive environment for learning so that students strive for excellence. The parent body works actively to support school programs, which benefit from their many fundraising efforts. We also receive funding as part of the Country Area Program.

In 2009 there were a number of building programmes at the school. A new brick toilet block was completed for a cost of $381,000.

Under the Commonwealth Government's Building the Education Revolution programme, $850,000 was allocated to the school for a new Library. A modular building was assembled on site and is yet to be completed.

School funds were used to build a strengthened end wall in the original Library to allow an Interactive Whiteboard and Video Conferencing system to be installed. This equipment has been supplied by the Department of Education and Training through its Connected Classrooms initiative.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Ian McCluggage

P&C Message

The P & C has once again enjoyed a very active and productive year. Funds raised through a variety of events and from the operation of the canteen have been used to purchase a range of resources for use in classrooms.

This year saw a new executive committee elected. Meetings are well attended. At the beginning of the year the School Council was reformed as a separate entity to focus on issues other than fundraising.

Jan Robertson, President

Student representative's message

The Student Council meets regularly during each term. It is made up of students from each class. We talk about issues that concern students at school and make suggestions to make things better. We have fundraising activities such as ice-cream days and sausage sizzles to buy things for school.

Tim Gare, Year 6 2009

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
Management of non-attendance

The school manages attendance through positive programmes aimed at students and parents. The main issue for the school is the fact that due to the nature of the ski and hospitality industries, many families are forced to take annual leave during term time. Attendance is monitored externally by the Home School Liaison Officer on a term basis.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDER</td>
<td>K</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>STAGE 1</td>
<td>1</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>STAGE 1</td>
<td>2</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>STAGE 2</td>
<td>3</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>STAGE 2</td>
<td>4</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>STAGE 3</td>
<td>5</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>STAGE 3</td>
<td>6</td>
<td>7</td>
<td>16</td>
</tr>
</tbody>
</table>

Structure of classes

In 2009 there were four classes at Berridale PS: Kindergarten and Stages One, Two and Three.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Primary Part-time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.126</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1.426</td>
</tr>
<tr>
<td>Total</td>
<td>7.288</td>
</tr>
</tbody>
</table>

There were no indigenous members of staff at Berridale PS in 2008.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>33.3</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>66.6</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/08</th>
</tr>
</thead>
</table>

**Income**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>100 758.95</td>
</tr>
<tr>
<td>Global funds</td>
<td>73 138.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>37 009.05</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>50 364.88</td>
</tr>
<tr>
<td>Interest</td>
<td>3 158.35</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16 382.18</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>280 812.36</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning activities</td>
<td>6 471.91</td>
</tr>
<tr>
<td>Excursions</td>
<td>8 691.89</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>40 016.32</td>
</tr>
<tr>
<td>Library</td>
<td>4 417.80</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7 391.88</td>
</tr>
<tr>
<td>Tied funds</td>
<td>58 716.50</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>13 582.49</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>26 637.87</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>15 006.17</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5 466.15</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>27 834.26</td>
</tr>
<tr>
<td>Capital programs</td>
<td>10 674.19</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>224 907.43</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>55 904.92</td>
</tr>
</tbody>
</table>

The majority of Tied funds received by the school were for projects to be funded through the Country Area Program.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

This year the students have been able to participate in a variety of Arts programs of a superior standard. Music again was a priority with weekly music programs being presented to all classes by Mrs Wall. The focus of these lessons was to enable all students to participate in instrumental and vocal performances. All students in Stages 2 and 3 had instruction in guitar and all Stage 1 and Kindergarten had instruction in percussion. The school choir under the tutelage of Mrs Milliken performed at a number of community functions through the year.

The program culminated in Term IV with a variety of performances at Presentation Night.

Sport

Sport continues to be an important part of school life with a number of sporting options operating across the school throughout the year. Physical fitness and healthy life style choices are the basis of school activities for all students. Daily fitness activities were planned and this occurred four days a week throughout the year, weather permitting. The swimming program in Term 1 caters for all students and is designed to implement instruction at all ability levels.

All school students participated in school carnivals for swimming, athletics and cross-country. A successful ski program ran in Term 3. From these activities, students were selected to progress to the next level. Berridale PS was represented by students at regional levels in swimming and cross-country. A number of students represented at the State level in Snowsports.

This year we have again used community resources to enable students to experience new sports. Both the AFL and Country Rugby League have provide training sessions and Gala Days in which our students participated enthusiastically. In Term IV, a successful whole school gymnastics programme was implemented.

Academic

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 the assessments.

| Year 3 | from Band 1 (lowest) to Band 6 (highest for Year 3) |
| Year 5 | from Band 3 (lowest) to Band 8 (highest for Year 5) |
| Year 7 | from Band 4 (lowest) to Band 9 (highest for Year 7) |
| Year 9 | from Band 5 (lowest) to Band 10 (highest for Year 9) |

and/or

In the School Certificate the performance of students is reported in performance bands ranging...
from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 3**

Fifteen Year 3 students completed the NAPLAN tests in 2009. The overall Literacy results indicated that 67% of students were in the top three Bands. The results for Reading, Writing and Spelling were equal, and a little stronger than Grammar & Punctuation.

The small size of the cohort makes it difficult to perform an accurate overall analysis of individual item results. Instead each student’s individual item results have been reviewed to determine specific focus areas for further attention.
Numeracy – NAPLAN Year 3

The band spread for Numeracy was over the top four bands, with 73% of students achieving at Band Three or higher. Students were generally stronger in Number, Patterns and Algebra than they were in Measurement, Space and Data.

As for Literacy, the small size of the cohort makes it difficult to perform an accurate overall analysis of individual item results. Instead each student’s individual item results have been reviewed to determine specific focus areas for further attention.
Due to the small size of the 2009 Year 5 cohort (<10), a statistical comparison could not be made of Band distribution with state and like school group averages. Individual results were spread across the spectrum.

This problem also existed for specific item analysis.

Progress in literacy

Due to the small size of the 2009 Year 5 cohort (<10), a statistical comparison could not be made of Band distribution with state and like school group averages. Individual results were spread across the spectrum.

This problem also existed for specific item analysis.

Student progress in Reading was below both state and like school group averages. The data must be taken in context however, as the 2009 cohort was too small for true statistical analysis. The school was aware of specific students’ needs.
Progress in Writing was above the state and like school group averages. The data must be taken in context however, as the 2009 cohort was too small for true statistical analysis.

Progress in numeracy

Student progress in Numeracy continued to exceed both state and like school group averages, as it had in the previous year. This data must be taken in context however, as the 2009 cohort was too small for true statistical analysis.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

| Percentage of Year 3 students achieving at or above the minimum standard in 2009 |
|---------------------------------|-----|
| Reading                        | 93  |
| Writing                        | 93  |
| Spelling                       | 93  |
| Punctuation and grammar        | 80  |
| Numeracy                       | 80  |

| Percentage of Year 5 students achieving at or above the minimum standard in 2009 |
|---------------------------------|-----|
| Reading                        | 89  |
| Writing                        | 100 |
| Spelling                       | 78  |
| Punctuation and grammar        | 78  |
| Numeracy                       | 100 |

Significant programs and initiatives

Aboriginal education

The teaching of Aboriginal culture continues to be embedded in all Key Learning Areas at our school. The staff and students have worked to include an Aboriginal focus in as many aspects of school life as possible. The Aboriginal flag flies proudly along with the Australian flag every day at the front of our school. Each school assembly begins with “Acknowledgement of Country” and our school houses are all named after the Aboriginal totems of our district.

Each year we endeavour to invite local indigenous people and performers to visit and share aspects of Aboriginal culture with the students. In 2008 planning commenced on creating a garden of native food plants and in 2009 construction of garden beds began.

Multicultural education

Berridale Public School continues to be committed to the concepts of multiculturalism. We strive to ensure that school practices support an inclusive school community and an environment that actively discourages intolerance and discrimination in all forms.
Staff incorporate culturally inclusive teaching practices to develop an understanding of cultural, linguistic and religious difference in students, so that issues of racism and discrimination are taught and dealt with in an explicit manner.

Respect and responsibility

At Berridale Public School we enjoy a very pleasant school climate, which is commented on by many visitors to our school. This school climate is due to the positive school culture that has developed over the years where respect for others and for self is demonstrated by the students, staff and parents. Many school programs implemented over the years have developed the skills, knowledge and attitudes in our students that enables them to recognise conflict when and where it occurs and to deal with the matters accordingly. Children are encouraged to look at behaviours and to identify the people it affects and to look for ways to make the situation right. Older students used these skills in reviewing current affairs programs.

Students at our school readily accept the responsibilities to ensure that school is a safe and happy experience for all. Responsibilities increase as students progress through the school with Stage 3 students ultimately assuming responsibility for the smooth operating of the school in many areas such as assemblies and special occasions, fundraising activities, greeting visitors, ringing the bells etc. The concept that responsibilities performed well bring privileges is part of the school ethos.

Country Area Programme

Berridale Public School receives funding from the Federal Government under the Country Area Program. These funds are designed to address the educational isolation of children in rural schools.

In 2009 our CAP program has enabled us to expand the learning options for the children at Berridale School. We have used our CAP funds to:

• support Teacher Professional Learning through a Focus on Literacy. Teacher relief days were used to allow teams of teachers to develop literacy programming strategies across all Stages
• support Teacher Professional Learning through a Focus on Numeracy. Teacher relief days were used to allow teams of teachers to develop numeracy programming strategies across all Stages
• support teachers and students in developing skills in the use of technology including the use of Wikispaces to present work; and the use of Interactive Whiteboards.
• support CAP planning for 2010.

Progress on 2009 targets

Target 1
To continue to improve student outcomes in Numeracy utilizing the Quality Teaching Framework. The innovative use of available technology will support teachers and students. 75% will achieve Stage outcomes or higher.

Our achievements include:

• 73% of students in Year 3 achieved at Band 3 or higher in the 2009 NAPLAN test
• 77% of students in Year 5 achieved at Band 5 or higher in the 2009 NAPLAN test
• The average skill band growth for Year 5 students was 2, considerably higher than the state average
• There was a significant increase in the use of technology in all classrooms.

Target 2
To continue to improve student outcomes in Literacy utilizing the Quality Teaching Framework. The innovative use of available technology will support teachers and students. 75% will achieve Stage outcomes or higher.

Our achievements include:

• 74% of students in Year 3 achieved at Band 3 or higher in the 2009 NAPLAN test
• 77% of students in Year 5 achieved at Band 5 or higher in the 2009 NAPLAN test
• The average skill band growth for Year 5 students was above the state average
• There was a significant increase in the use of technology in all classrooms.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Planning; and Science and Technology.

Educational and management practice

Planning

Background

As part of the school’s cycle of evaluation the area of School Culture was investigated in 2009. Staff and parents were surveyed using the School Map evaluation questionnaire, and discussions at staff meetings, P & C and School Council meetings. All staff responded, with 9 responses from parents. The Principal also undertook an informal review of a number of systems within the school.

Findings and conclusions

In summary, the following conclusions were drawn from the collected data:

The responses from parents indicated that they felt that planning was an area that was really a responsibility of the Principal and staff, and to a lesser extent, the P & C/School Council. The general comments were positive and indicated that they were happy with the planning processes; the oversight by the P & C/School Council; and the way information was communicated.

The planning process for staff is an ongoing one. The size of the staff allows for a certain degree of fluidity. While a whole school plan is developed on a three year cycle with formal adjustments each year of the cycle, these plans can also be modified more easily to take into account changing circumstances, and DET priorities. Additional comments from staff made the point that the extra staff development days at the end of Term IV will provide an opportunity for more in-depth involvement in the development of school plans.

Individual classroom planning was monitored by the Principal, and information was shared regularly at staff meetings and by other more informal processes. As much as possible, part-time and itinerant staff are involved in planning and information sharing sessions.

For each group surveyed there were significantly more responses in the “almost always/usually” columns than there were in the “sometimes/rarely” columns.

Future directions

The following observations were made from an analysis of all responses:

The majority of all responses from all groups were in the “almost always/usually” columns, with most parent responses annotated as outlined above.

The school will continue to follow its current approach while at the same time continuing to monitor and evaluate all that it does.

Science & Technology

Background

The Key Learning Area of Science & Technology has an integral position within the curriculum at Berridale PS. Students are exposed to a wide variety of experiences and activities designed to increase their knowledge of science and technology and its place in the world, as well as using it in an appropriate manner.

Findings and conclusions

Data was gathered from a variety of sources, which was then analysed at a staff meeting. This data indicated that the Science & Technology outcomes are taught across a variety of integrated curriculum areas by class teachers, as well as through specific Science & Technology lessons. The use of concrete resources is particularly popular with students, as is the use of new technology. Staff reported they felt more comfortable with Science strands rather than with using new technology.

Student interest in Science & Technology is high. Students willingly participate in Science & Technology lessons and other Science & Technology based activities. Students are particularly adept with the use of new technology.

Resource levels are adequate. New resources will be purchased when the new National Curriculum is introduced.

Parent awareness of the Science & Technology curriculum was low, especially in the area of Technology and how it is used in the classroom to support student learning. Parent awareness is based mainly on their own personal school experiences.

Future directions

The K-6 Science & Technology Syllabus will continue to be implemented in 2010 utilising the scope and sequence plan developed in 2009. It is expected that the National Curriculum will be introduced in 2011. The scope & sequence plan will then be aligned to the new curriculum, and new
resources will be purchased to supplement those already in use. There will be a focus on providing Teacher Professional Learning in technology areas.

**Professional learning**

All staff were involved in Professional Learning activities during 2009. These included Staff Development Days, and activities funded through Teacher Professional Learning and CAP grants. Focus areas included DET mandatory areas; Literacy; Numeracy; and Technology.

**School development 2009 – 2011**

Berridale Public School students will grow in literacy and numeracy. They will experience quality teaching that incorporates technology to support learning, while the staff will continue to have the opportunity to develop their skills through ongoing professional learning. The school will be safe, environmentally sustainable and offer structures to support all students.

**Targets for 2010**

**Target 1**

**Improved outcomes for Literacy**

Strategies to achieve this target include:

- Re-focused use School Learning Support Teacher to provide intensive intervention for targeted students now that District/Regional support services will no longer be available
- Increased use of technology, including Interactive Whiteboards to provide new learning environments for students with specific learning needs
- Recruitment of new parent volunteers to work with students under the guidance of the School Learning Support Teacher and class teachers
- Teacher Professional Learning with a specific focus on Spelling and Grammar & Punctuation using one of the 2009 end of year Staff Development Day’s, and ongoing Teacher Professional Learning focusing on all areas of Literacy and Technology.

**Our success will be measured by:**

- 80% (2009 baseline = 72%) of Year 3 students will achieve Band 3 or higher in the 2010 NAPLAN tests, with 50% (2009 baseline = 47%) in Band 5 or higher
- 100% of Year 5 students will achieve Band 5 or higher in the 2010 NAPLAN tests (In 2008 NAPLAN all students were placed in the top four bands), with 30% in Band 7 and above (In 2008 NAPLAN 23% of students were placed in the top two bands)
- 85% of students achieve appropriate Literacy Stage Outcomes in the final yearly assessment
- Specific improvements for all students in Spelling and Grammar & Punctuation
- Increased use of technology, including Interactive Whiteboards, on a daily basis.

**Target 2**

**Improved outcomes for Numeracy**

Strategies to achieve this target include:

- The trial of formal Maths groups in Kindergarten/Stage 1 and Stage 2/3.
- Continued Teacher Professional Learning, focusing on Numeracy and Technology via Monaro CAP and Small Schools groups.
- Use of increased School Learning Support Teacher allocation to provide intensive intervention for targeted students during Maths groups.
- Use of NAPLAN data and SMART analysis to target areas of weakness in teaching and learning programs.

**Our success will be measured by:**

- 80% of students will achieve appropriate Numeracy Stage Outcomes in the final yearly assessment
- 80% of Year 3 (2009 baseline = 73%) students will achieve Band 3 or higher in the 2010 NAPLAN tests, with 40% (2009 baseline = 33%) in Band 5 or higher
- 100% of Year 5 students will achieve Band 5 or higher (in 2008 NAPLAN all students were placed in the top 4 bands), with 66% achieving a growth of at least 80 points (2009 baseline = 50%)
- Formal Maths groups will operate and be evaluated at the end of 2010
- Staff accessing TPL opportunities, especially focusing on Numeracy and Technology.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Ian McCluggage, Principal
Jan Robertson, P & C President
Natalie Miliken, Staff Member
Jan Loudon, Staff Member
Debra Pascoe, Staff Member
Rashida Abdel-Aziz, Parent

School contact information

Berridale Public School
Oliver St, Berridale , 2628
Ph: 02 6456 3228
Fax: 02 6456 3429
Email: berridale-p.school@det.nsw.edu.au
Web: www.berridale-p.schools.nsw.edu.au
School Code: 1206

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: