2008 Annual School Report
Berridale Public School

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 2008

Literacy – NAPLAN Year 3

The average mark for literacy in Year 3 was 398.6 compared to the state 419.5 with 69% of students in the top three bands. 15% of students were in the top band for reading. No students were in Bands 1 and 2.

Numeracy – NAPLAN Year 3

The average mark for numeracy in Year 3 was 413.8 compared to the state 409.6 with 78% of students in the top three bands. No students were in Bands 1 and 2.

Literacy – NAPLAN Year 5

The average mark for literacy in Year 5 was 434.8 compared to the state mark of 497.4 with 29% of students in the top three bands.

Numeracy – NAPLAN Year 5

The average mark for numeracy in Year 5 was 440.1 compared to the state average of 489.1 with 29% of students in the top three bands.

Messages

Principal's message

Berridale Public School, with an enrolment of just under 100 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 fund-raising efforts. We also receive funding as part of the Country Area Program.

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 and/or School Council message

The P & C has 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. P & C meetings are well attended and now run concurrently with the School Council.

The highlight of the year was the school's 125th Anniversary. Many former staff and students returned to celebrate this milestone in the school's history.

Mandy Woodhouse, President

Student representative's message

The Student Council meets each week. 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 also have fundraising events to buy things for school.

Nakiya Nuriden

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.
Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>54</td>
<td>54</td>
<td>53</td>
<td>51</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>47</td>
<td>39</td>
<td>46</td>
<td>40</td>
<td>39</td>
</tr>
</tbody>
</table>

Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>54</td>
<td>54</td>
<td>53</td>
<td>51</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>47</td>
<td>39</td>
<td>46</td>
<td>40</td>
<td>39</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>95.4</td>
<td>94.4</td>
<td>92.8</td>
<td>93.4</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.7</td>
<td>93.5</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Structure of classes

In 2008 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>3.336</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>Total</td>
<td>4.736</td>
</tr>
</tbody>
</table>

Staff retention

At the end of 2008 Mrs Tangye left to accept a permanent position at another school. She will be replaced in 2009 by Mrs Taunton, who will be returning from maternity leave.

Staff attendance

All staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.3%.

Teacher qualifications

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

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.

<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>14</td>
<td>14</td>
</tr>
<tr>
<td>STAGE 1</td>
<td>2</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>STAGE 1</td>
<td>1</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>STAGE 2</td>
<td>3</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>STAGE 2</td>
<td>4</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>STAGE 3</td>
<td>6</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>STAGE 3</td>
<td>5</td>
<td>7</td>
<td>22</td>
</tr>
</tbody>
</table>
Qualifications % of staff
Degree or Diploma 33.3
Postgraduate 66.6

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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>0.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>0.00</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 0.00       |
| Excursions                 | 0.00       |
| Extracurricular dissections| 0.00       |
| Library                    | 0.00       |
| Training & development     | 0.00       |
| Tied funds                 | 0.00       |
| Casual relief teachers     | 0.00       |
| Administration & office    | 0.00       |
| School-operated canteen    | 0.00       |
| Utilities                  | 0.00       |
| Maintenance                | 0.00       |
| Trust accounts             | 0.00       |
| Capital programs           | 0.00       |
| **Total expenditure**      | 0.00       |
| **Balance carried forward**| 0.00       |

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 2008 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 2008

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 all year. The swimming program in Term 4 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 and the school was represented by students at regional levels in swimming and cross-country; and for snow sports, we had success at state and national levels.

This year we have again used community resources to enable students to experience new sports. We have also had positive input from the development teams of a number of football codes. Our boys soccer team was very successful in the NSWPSSA Knockout competition, progressing to Round 4, before going down to Merimbula PS.

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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
Thirteen Year 3 students completed the NAPLAN tests in 2008. The overall Literacy results indicated that 69% of students were in the top three Bands. The results for Reading and Writing were on the whole stronger than those for Spelling and 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 a significant majority of students achieving in Band 4.

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.

**Literacy – NAPLAN Year 5**

Due to the small size of the 2008 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.

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**Numeracy – NAPLAN Year 5**
Due to the small size of the 2008 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

Student progress in Reading continued to exceed both state and like school group averages, as it had in previous years. This data must be taken in context however, as the 2008 cohort was too small for true statistical analysis.

Progress in Writing was below the state and like school group averages, and reflected that of the 2006 cohort which was also very small.

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 2008 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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
</tbody>
</table>
At our 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. This year we have continued our work in Real Justice where 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, weekly sausage sizzles, greeting visitors, ringing the bells etc. The concept that responsibilities performed well bring privileges is part of the school ethos.

Country Area program

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 2007 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 the Cooma CAP Centre, which offers resources to complement school programs
- support the teaching of Creative and Practical Arts, culminating in the whole school production of The Lorax
- provide Information Technology skills for Stages 2 & 3 through problem solving over the Internet
• in-service staff across a number of curriculum areas
• support Transition to High School activities.

Progress on 2008 targets

Target 1
To increase the level of Environmental Awareness across the whole school by:
Our achievements include:

- Development of an integrated school Environmental Education Policy
- Introduction of environmentally friendly practices for dealing with water and waste management and recycling
- Creation of an environmentally friendly school playground including student vegetable gardens and composting facilities

Target 2
To increase the participation of fathers across all school activities and engage them in their children’s learning by:
Our achievements include:

- having regular working bees
- more fathers involved as volunteer canteen helpers
- more fathers acting as reading assistants and sports helpers

Target 3
To increase literacy and numeracy levels of achievement between Years 3 and 5 by:
Our achievements include:

- increased allocation of STLA time for targeted students, including an Intensive Reading program
- introduction of levelled literacy and numeracy groups across Stages 2 & 3
- continuation of levelled reading groups in Kindergarten & Stage 1

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 2008 our school carried out evaluations of School Culture and Human Society in It’s Environment.

Educational and management practice

Culture

Background

As part of the school’s cycle of evaluation the area of School Culture was investigated in 2008. Staff, parents and students were surveyed using the SchoolMap evaluation questionnaire. There were 6 staff responses, 21 responses from parents and 17 student responses. 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 first four questions examined the cultural context of the school. Results indicated the school understood and responded to the context of its community. Respondents believed that the school leadership was able to influence school culture to achieve the school’s purpose. Generally all three groups felt strongly that the school’s main priority was to meet the needs of its students, and had in place structures and strategies that recognised achievement. There was however a proportion of students (11%) who felt that recognition occurred only “sometimes”.

Questions five to eight explored the concept of developing ownership. There was a strong feeling from staff that plans, policies and programs had considerable support from the community. This was supported very strongly by parents and students. All groups felt strongly that the school fostered a sense of belonging and collective responsibility; that new members to the community were welcomed and their contributions recognised.
and that there was a strong sense of ownership of the school.

Questions nine to eleven looked at the culture of learning. There was strong agreement among all groups that the school was seriously committed to improving student learning outcomes; that the school was a learning community; and that it recognised, valued and supported the diversity of its learners.

The final two questions examined the culture of improvement. All groups indicated that the school’s culture supported continuous improvement. However there was a wider spread of opinion as to whether the school's culture enabled fundamental change. While there was general agreement that change did occur 22% of parents and students thought that this was able to occur only “sometimes”;

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 overwhelming majority of all responses (average 86%) from all groups were in the “almost always/usually” columns.

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

Curriculum

Human Society in It’s Environment

Background

The Key Learning Area of Human Society in It’s Environment 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 our society and its place in the world, as well as the skills of seeking information and 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 HSIE outcomes are taught across a variety of integrated curriculum areas by class teachers, as well as through specific HSIE lessons. The use of concrete resources is particularly popular with students, as is the use of technology.

Student interest in HSIE is reasonably high. Students willingly participate in maths lessons and other maths based activities.

Resource levels are adequate, with many of the resources now dated and not fully relevant in the 21st Century.

Parent awareness of the HSIE curriculum was low, and based mainly on their personal school experiences.

Future directions

The K-6 Human Society in It’s Environment Syllabus will continue to be implemented in 2009 under the current format. The scope and sequence plan developed in 2007 is still appropriate. New resources will be purchased to supplement those already in use.

Professional learning

All teaching staff took part in a number of individual professional learning activities throughout the year.

Professional development activities were held at a school-based level at two staff development days, as well as at district and regional levels. The Country Area Program funded a number of these activities.

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 2009

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.

Strategies to achieve this target include:

- focus areas for development identified through specific Stage Level assessments conducted by class teachers and the STLA as well as specific item analysis of NAPLAN results using SMART;
- teacher professional learning to focus on areas of student need, and on areas of professional need as indicated by staff;
- on-going assessment of student progress and referral to support services where appropriate;
- on-going assessment of student progress and referral to support services where appropriate;

Our success will be measured by:

- 80% of students in Year 3 will achieve at Band 4 or higher in the 2008 external numeracy tests, (currently 78%) with 0% in Bands 1 & 2 unless previously identified (Currently 0%)
- 80% of students in Year 5 will achieve at Band 5 or higher in the 2008 external numeracy tests (2008 baseline 72%), with 0% in Bands 3 to 4 unless previously identified (2008 baseline 28%)
- implementation of screening assessment which identifies students in need in Kindergarten/Stage 1, followed by appropriate intervention;
- the use of a variety of technologies to support student learning

Target 2

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.

Strategies to achieve this target include:

- focus areas for development identified through specific Stage Level assessments conducted by class teachers and the STLA as well as specific item analysis of NAPLAN results using SMART;
- teacher professional learning to focus on areas of student need, and on areas of professional need as indicated by staff;
- the use of structured Reading and Language groups in Kindergarten/Stage 1 with support from the STLA;
- the use of structured Reading and Language groups in Kindergarten/Stage 1 with support from the STLA;
- continued implementation of a modified “Intensive Reading Class” model by the STLA with the assistance of parent helpers.

Our success will be measured by:

- 75% of students in Year 3 will achieve at Band 4 or higher in the 2008 external literacy tests (2008 baseline 69%), with 0% in Bands 1 & 2 unless previously identified (2008 baseline 0%)
- 75% of students in Year 5 will achieve at Band 6 or higher in the 2008 external literacy tests (2008 baseline 29%), with 0% in Bands 3 to 4 unless previously identified (2008 baseline 28%);
- reading/language groups formed, with students progressing into higher levels over the course of the year;
- regular student assessments used to inform teaching/learning strategies;
- parents becoming engaged with the learning process through volunteering as classroom program helpers.

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
Mandy Woodhouse, P & C President
Natalie Milliken, Staff Member
Jan Loudon, Staff Member
Judith Batson, Staff Member
Leonie Riches, Parent

**School contact information**

Berridale Public School
Oliver St Berridale, 2628
Ph: 6456 3228
Fax: 6456 3429
Email: berridale_p.school@det.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: [http://www.schools.nsw.edu.au/asr](http://www.schools.nsw.edu.au/asr)