Our school at a glance

Students

Berridale Public School students are caring, confident learners who always strive to achieve their personal best. This is evident in academic, sporting and cultural contexts, where our students excel and are recognized for their achievements.

Staff

The staff at Berridale Public School are a dedicated team of professionals with a wide and diverse range of experience and talents. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

We are proud to offer our students an extensive range of innovative, quality programs and initiatives at Berridale Public School:

- focused Literacy and Numeracy programs
- excellent technology facilities including Connected Classrooms and Interactive Whiteboards
- whole school Values Education program “Better Buddies”
- positive student welfare practices and differentiated Learning Support programs
- outstanding Student Leadership program
- innovative Creative and Performing Arts programs, supported by visiting experts
- strong community partnership initiatives that enhance the school culture and support student learning.

Student achievement in 2011

Due to the small cohort of students participating in the 2011 NAPLAN testing program, discussion of results in this report would breach privacy and personal information policies.

Messages

Principal’s message

The 2011 school year has been an exciting and challenging one for everyone in our Berridale school community. I am very pleased to have the opportunity to share the wonderful achievements of our great school in this report.

It has been an honour to lead this public school during 2011, which has such a strong partnership with its community. Together we have been able to ensure the best learning outcomes and quality education initiatives for your children.

Supporting such amazing students on their learning journey has been a highlight for me this year. I am confident that each of you will fulfill your potential and continue to be inquisitive lifelong learners.

The team of people that make Berridale Public School the centre of Quality Educational Excellence that it is recognised to be, are of course, the teachers and support staff. Leading this dedicated team has been a pleasure.

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.

Meg Couvee

P & C President’s Message

The Berridale P&C has had a very productive year of fundraising. We entered teams in the Tug-O-War at Dalgety Show raising $325.00. The Easter Fair with a cake stall and wood raffle raised $1241.60 and the Autumn Bulb Fundraiser raised $467.84. The Pie Drive raised $265.00 and the
Trivia Night raised $1749.32. The Undercover Wear Party raised $200.00 and the Annual Ball raised $958.41. The Family Picnic Day raised $1260.34 and it was extremely well supported by the Berridale Public School staff and community.

We have used the funds raised this year to purchase Sports shirts for our students to wear at Representative level; THRASS charts for every child to keep and use at home; funds towards an Interactive Whiteboard; air conditioning for classrooms; and Library Standing Orders to purchase new books.

Our new principal, Meg Couvee, has been a pleasure to work with – very helpful, approachable and supportive of the P&C and school community. We have a great teaching staff and great school and I look forward to leading the Berridale P&C next year.

Mrs Tammy Byrne

Student Leadership Team’s message

Better Buddies is a great way to teach young students about positive values. In Better Buddies, the Year 6 Leadership Team are paired up and given a group of students (K-5) to teach about values. Every fortnight, the teachers give out two Better Buddy Bears at the Whole School Assembly – one for K-2 and one for 3-6. As a result of this program, bullying in our school has gone down and there are more chances for the little kids to learn from the older students.

Many of the Berridale students achieved great results this year in many different sports and they have represented the school very well. We are lucky to have had so many sporting opportunities at both Gala Days and PSSA competitions.

At Berridale Public School we have wide range of technology, such as laptops, Interactive Whiteboards and our very own Computer Lab, filled with computers, which are used by every student to help their quality learning.

When you get to Year 6 you become a member of the Student Leadership Team. That means that each fortnight you get a different responsibility to help the school. The roles and responsibilities include community, environment, sport and communication. Students work in pairs together to complete their jobs.

Our time at Berridale Public School has been great and we have loved it. We would like to thank the teachers, other staff and everyone involved at the school. We are looking forward to going to High School and wish all the students at Berridale good luck (and don’t miss us too much!)

2011 School Leadership Team

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

Enrolments at Berridale Public School have remained stable throughout 2011. At the census date in February, a total of 97 students were enrolled. Throughout the year students have left the school and new enrolments were received.

Student attendance profile

![Student Attendance Profile](image)
Management of non-attendance

Berridale Public School is committed to the following key messages:

- attendance is important for student outcomes
- we need to maintain accurate attendance records at all times
- attendance is a whole school community concern
- our school provides engaging, stimulating and relevant classroom learning
- good attendance starts at home
- going to school is a rewarding and positive experience.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Structure of classes

During the 2011 school year, the class structure at Berridale Public School has comprised four classes in stage groups – Early Stage One, Stage One, Stage Two and Stage Three.

Staff information & retention

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

Staffing at Berridale Public School has remained stable throughout 2011. Mrs Meg Couvee has fulfilled the role of Principal and taught the Stage Two class. Mr Scott Mcleod fulfilled the role of classroom teacher on Stage Three and, on occasions, relieving Principal. Mrs Natalie Milliken and Mrs Leonie Riches worked as a team on the Stage One class. Mrs Petrina Baff taught the Early Stage One class, replacing Mrs Rachel Fergusson who was on Maternity Leave. Mrs Leonie Riches also fulfilled the role of Teacher Librarian. Mrs Judith Batson has continued in the role of Teacher Learning Support, while Mrs Alison Bond and Mrs Leonie Riches have shared the role of School Learning Support Officer. The role of School Administrative Manager has continued to be filled by Mrs Helen Leech. Mr Bernie Power has continued in his role as General Assistant and Mrs Kerry Stocks has also continued in her role of Cleaner through the Menzies Contract.

Berridale Public School has been extremely fortunate to have such a dedicated, professional team of quality educators and support staff.

Class Sizes

<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>KINDERGARTEN</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>STAGE 1</td>
<td>1</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>STAGE 1</td>
<td>2</td>
<td>13</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>
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<td>STAGE 3</td>
<td>5</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>STAGE 3</td>
<td>6</td>
<td>12</td>
<td>28</td>
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</tbody>
</table>
**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7.0</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Berridale Public School employs one Indigenous person at the school.

**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>100</td>
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<tr>
<td>Postgraduate</td>
<td>30</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.

Date of financial summary: 30/11/2011

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>102881.03</td>
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<tr>
<td>Tied funds</td>
<td>51349.78</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>43070.21</td>
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<tr>
<td>Interest</td>
<td>3704.23</td>
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<tr>
<td>Trust receipts</td>
<td>9599.09</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>259094.71</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>7499.94</td>
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<tr>
<td>Library</td>
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<td>Excursions</td>
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<td>Tied funds</td>
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<td>Administration &amp; office</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<tr>
<td>Trust payments</td>
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<tr>
<td>Capital programs</td>
<td>14334.21</td>
</tr>
<tr>
<td><strong>Total payments</strong></td>
<td><strong>199572.88</strong></td>
</tr>
</tbody>
</table>

| Balance carried forward       | 59521.83|

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts

Berridale School is privileged to have the services of two highly experienced art teachers, Mrs Rashida Nuridin and Mrs Jan Owens, as well as a music teacher, Mrs Sarah Wall. Their skills and expertise have enabled the Berridale students to enter exhibits in both the Dalgety Show and Jindabyne Lake Light Festival with good results. Each class at Berridale Public School performed a polished and well-received item in the inaugural Monaro Small Schools Education Week Arts Festival. The students have also performed before dignitaries during school and community functions. Berridale Public School has enjoyed attending performances by the Conservatorium of Music and an adaptation by the Canberra Theatre of ‘The Gruffalo’. Berridale Public School will continue to be a Centre of Excellence in the area of Creative and Performing Arts.

Technology

Berridale Public School has a computer lab consisting of twelve computers, an Interactive Whiteboard and video conference capability. The new library is also a Connected Classroom, with an Interactive Whiteboard and desktop computers for student access to the internet. There are laptops available for use within each classroom. The senior students have regularly participated in video conferences with schools within the Monaro Small Schools Network. Students engage daily in activities based on computer technologies and skills based learning. The implementation of programs such as Study Ladder, TaLe and Moodle enhance individual student’s progress and self assessment. Berridale Public School encourages family and community involvement in the implementation of technology to encourage the concept of life-long learning and responsible communications.

Sport

Berridale Public School has continued to increase our already well-resourced sporting equipment throughout the year, including the installation of two new Basketball rings and backing boards through the funding available from the Premier’s Sporting Challenge. The donation of time and equipment for their installation by a local community member is greatly appreciated.

Our students have excelled at their sporting events throughout the year and we have had strong representation at District, Regional and State levels in Cross Country, Athletics and Swimming. Many of our students also actively participated in numerous Gala Days in Netball, Auskick, Cricket, Touch Football, Soccer as well as Rivers Carnivals and other PSSA events.

Our Interschool Skiing Team enjoyed competing at the ACT and Southern District races held at Perisher Valley. This team is strongly supported by members of our local community.

During 2011, Representative Shirts were purchased by the P&G to ensure that our students look their best when representing our school in sporting events.

Making the most of local facilities, Berridale students participated in the annual Swimming program at Berridale Pool and travelled to Thredbo for the Snowsports Program.
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 these 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)

Due to the small cohort of students participating in the 2011 NAPLAN testing program, discussion of results in this report would breach privacy and personal information policies.

Literacy – NAPLAN Year 3
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5
Progress in numeracy

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 minimum standard (exempt students included) |
|---------------------------------|---|
| Reading                         | 86.7 |
| Writing                         | 100.0 |
| Spelling                        | 93.3 |
| Grammar & Punctuation           | 73.3 |
| Numeracy                        | 93.3 |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students included) |
|---------------------------------|---|
| Reading                         | 80.0 |
| Writing                         | 73.3 |
| Spelling                        | 86.7 |
| Grammar & Punctuation           | 80.0 |
| Numeracy                        | 73.3 |

Significant programs and initiatives

Aboriginal education

At Berridale Public School, Indigenous perspectives are always embedded into learning and class programs. An awareness of and sensitivity to the traditions and priorities of the local Indigenous people is reflected in our policies and practice. This includes an Acknowledgement of Country at our weekly assembly and all other important functions and events at our school. The Berridale Public School Literacy program incorporates Indigenous resources and celebrates the work of Indigenous authors and artists. Local Indigenous Elders joined our NAIDOC celebrations this year, sharing their knowledge and culture with our whole school community. Our students were supported by the Elders to create a Sea of Hands to represent Reconciliation. Local Elders were a significant part of the BER Recognition Ceremony this year, sharing a Smoking Ceremony and Welcome to Country with our school community.

Multicultural education

Berridale Public School values and celebrates Australia’s multicultural identity. Students are encouraged to respect the diversity of all Australians and class programs develop their knowledge and understanding of our history and heritage. Berridale Public School students enjoy the opportunity to discover more about the CWA Country of Study, which for 2011 was Iceland, and shared learning about the culture and history of Iceland with the Berridale CWA at the Term 3 Open Day.
Values Education
At Berridale Public School students are encouraged to be considerate, courteous and responsible. Our Student Welfare policy underpins one of our most important programs “Better Buddies”. This inclusive whole school initiative is designed to create friendly and caring school communities. Students learn the knowledge and skills necessary to demonstrate the important values of respect, friendliness, valuing difference, including others and responsibility.

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 2011 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, Numeracy, Quality Learning and Team Leadership for Whole School Improvement.
- support teachers and students in developing skills in the area of Creative and Performing Arts through the employment of a visiting expert to teach Music across the school.
- support CAP planning and initiatives for students through the Monaro Small Schools Network.

Progress on 2011 targets

Target 1
Continued Improvement in Literacy
Our achievements include:

- 73% of students achieved appropriate Stage Outcomes in the final yearly assessment. This is less than expected.
- 73.3% of Year 3 students achieved Band 3 or higher in the 2011 NAPLAN tests in reading compared with the three year average of 87.7%, with 26.6% in Band 5 or higher compared to a three year average of 31%. This is lower than expected.
- 26.6% of Year 5 students achieved in the top two bands in reading compared with 34% when this cohort was in year 3 in 2009. This is lower than expected.
- 66.6% of Year 5 students achieved in the top 4 bands in NAPLAN reading compared with 80% of this cohort when they were in year 3 in 2009. This is lower than expected.

Target 2
Continued Improvement in Numeracy
Our achievements include:

- 73% of students achieved appropriate Stage Outcomes in the final yearly assessment. This is less than expected.
- 80% of Year 3 students achieved Band 3 or higher in the 2011 NAPLAN tests in numeracy compared with the three year average of 91%, with 20% in Band 5 or higher compared to a three year average of 38.3%. This is lower than expected.
- 60% of Year 5 students achieved in the top 4 bands in NAPLAN numeracy compared to 73% of this cohort when they were in year 3 in 2009. This is lower than expected.
- 46.6% of students will meet or exceed expected growth rates in numeracy compared to 72.7% of students who met or exceeded expected growth rates in 2010. This is lower than expected.
**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 2011 our school carried out evaluations of Leadership and the curriculum area of Creative and Performing Arts (CAPA).

**Educational and management practice**

**LEADERSHIP**

**Background**

The area of Leadership involved the review of the Principal’s role as leader, as well as other leadership groups within the school, including the Student Leadership Team, student body, P&C, and community groups that support the school.

The evaluation tools included:

- observations and anecdotal records of staff
- focus group discussion
- written feedback from family and community members

The specific aspects addressed through this evaluation were:

- Roles and responsibilities; decision-making processes; professional development; communication; professional standards and behaviour; monitoring and supervision; shared leadership; recognition; accountability; commitment to continuous improvement; and change management.

**Findings and conclusions**

Analysis of the data reveals that the strengths of Leadership at Berridale Public School are:

- Leaders model commitment to school improvement.
- Leaders account to the school community for school and student performance.

**Shared leadership**

- Leaders provide time, resources and opportunities for open discussion, debate and investigation with a view to improvement.
- Leaders interact openly with members of the school community.
- Leaders build teams to support innovation and change processes and build the school’s capacity for change through relevant training and development opportunities.

**Future directions**

The area for improvement identified in the data is:

**Communication**

- Promote a variety of avenues for improved communication, including more effective use of the school website

**Curriculum**

**CREATIVE AND PERFORMING ARTS**

**Background**

The curriculum area of Creative and Performing Arts (CAPA) was evaluated by:

- analysis of school based data
- review of policies and programs
- teacher observations
- students self-assessments
- focus group discussion

The specific aspects addressed through this evaluation were:

Leadership; Attitudes; Teaching practice; Teaching programs; Organisation; Resources; Assessing and reporting; and Student achievement.
Findings and conclusions
Analysis of the data reveals the areas of strength in the curriculum area of CAPA are:

Organisation
- Teaching programs are both integrated (through Connected Outcome group units) and discrete (special events such as NAIDOC, Author / Artist / Ensemble Visits, excursions to experience live Theatre performances)
- Staffing – use of visiting experts to support classroom teachers
- Communication – opportunities are provided for discussion of student reports / achievement

Teaching practice and programs
- Whole school plan for addressing CAPA – resourcing and timetabling for Connected Outcome group units, as well as special events that support class programs
- Catering for individual needs and high expectations of all students
- Quality learning environment, including elements of the NSW Quality Teaching Model

Future directions
The area for improvement identified in the data is:

Leadership
- Strategic planning to promote greater partnership with community to support Creative and Performing Arts within the school (eg. costuming for performances)
- Budget allocation to enhance resourcing and programs in Creative and Performing Arts

Professional learning
Throughout 2011, the staff at Berridale Public School have been actively involved in a diverse range of professional learning opportunities. These have included the focus areas of Literacy, Numeracy, Technology & Blended Learning, Team Leadership for Whole School Improvement, Assessing & Reporting, Quality Learning and Thinking Models.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
- Literacy – improved access, participation and outcomes for all students in Literacy learning

2012 Targets to achieve this outcome include:
- Target 1: To improve student achievement in Literacy, with targeted focus on Grammar and Punctuation
Strategies to achieve these targets include:

- Implement Literacy on Track and Best Start processes across all classes K-6.
- Whole school analysis of NAPLAN data using SMART packages
- Engage with MSSN to build staff capacity in quality planning, teaching, assessing & reporting in Literacy
- Develop K-6 assessment tasks to focus on knowledge and skill development in Grammar & Punctuation
- Focus on explicit teaching of Grammar and Punctuation across all classes K-6
- Implement the Focus on Reading program across Stage 2 and 3
- Collaboratively develop K-6 comprehension resources (at staff and MSSN meetings)
- Utilise parents as tutors in the implementation of the Multilit program
- Implement a whole school approach to teaching spelling strategies, including proofreading and editing skills
- Develop content rich class displays to support learning (including persuasive and narrative work samples, quality sentences, well-structured paragraphs, word banks – connectives & conjunctions etc, high modality words)
- Focus on explicit teaching of planning strategies; text structure; audience; persuasive and other language devices; paragraphing
- Implement daily independent writing experiences
- Coordinate opportunities for formal and informal public speaking for all students K-6
- Individual targets set and strategies developed for meeting the needs of Indigenous students in Literacy

Our success will be measured by:

- Individual Year 5 students will demonstrate growth of at least 60 points in Reading as measured by 2012 NAPLAN data (baseline 2011 49 points).
- 86% of students will demonstrate a reading age commensurate with chronological age (baseline 2011 - 84%).
- Increase by an average of 5%, the number of correct responses given to the targeted strand area of Grammar & Punctuation in Year 3 and 5 2012 NAPLAN data.
- School based assessment data to demonstrate 75% of students achieving expected stage standard in overall Literacy (baseline 2011 - 73%).

School priority 2

Outcome for 2012–2014

- **Numeracy** - improved access, participation and outcomes for all students in Numeracy learning

2012 Targets to achieve this outcome include:

**Target 2:** To improve student achievement in Numeracy, with targeted focus on Number / Patterns & Algebra

Strategies to achieve these targets include:

- Implement Count Me in Too / Counting On and Best Start processes across all classes K-6.
- Implement Quality Learning processes to support student engagement / student self-regulation / student self-direction
• Whole school analysis of NAPLAN data using SMART packages
• Engage with MSSN to build staff capacity in quality planning, teaching, assessing & reporting in Numeracy
• Focus on explicit teaching of Number / Patterns & Algebra
• Collaboratively develop K-6 Numeracy resources that support the development of efficient Number strategies (at staff and MSSN meetings)
• Continue to support professional learning in Count Me In Too and Counting On programs
• Implement a whole school approach to teaching working mathematically, including problem-solving skills
• Develop content rich class displays to support Numeracy learning (including Newmans Error Analysis, word banks, quality work samples, etc)
• Focus on explicit teaching of problem-solving strategies
• Implement daily independent ‘Think Tank’ experiences
• Develop K-6 assessment tasks to focus on knowledge and skill development in aspects of Measurement / Space and Geometry
• Focus on explicit teaching of Measurement / Space & Geometry across all classes K-6
• Focus on explicit teaching of chance and data
• Individual targets set and strategies developed for meeting the needs of Indigenous students in Numeracy

Our success will be measured by :

• Individual Year 5 students will demonstrate growth of at least 80 points in overall Numeracy as measured by 2012 NAPLAN data
• Increase by an average of 5%, the number of correct responses given to targeted strand area of Number / Patterns & Algebra in Year 3 and 5 2012 NAPLAN data.
• School based assessment data to demonstrate 75% of students achieving expected stage standard in overall Numeracy (baseline 2011 - 73%)
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.

Meg Couvee          Principal
Scott McLeod        Class Teacher
Natalie Milliken    Class Teacher
Petrina Baff        Class Teacher
Helen Leech         School Administrative Manager
Tammy Byrne         Community Member
Fiona Suthern       Community Member
Sue Clayton         Community Member

School contact information

Berridale Public School
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Ph: 64563228
Fax: 64563429
Email: berridale-p.school@det.nsw.edu.au
Web: www.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: